

Overarching Big Ideas	<i>Less is more</i>	<i>Depth vs. breadth</i>	<i>Relationships over everything</i>	<i>Access and rigor for all, especially emerging bilinguals & students with disabilities</i>
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This document is a revised **Scope and Sequence** for the [SFUSD Math Grade 1 Curriculum](#) adapted to a compressed number of instructional days during the 2020-2021 school year due to distance learning. This document is based on the guidance provided in the [2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#), and is meant to provide a framework and a reference for decisions about standards in the SFUSD Math Core curriculum.

The SFUSD Math Curriculum is built around 5 [Math Class Norms](#) that emphasize making sense of math collaboratively.

<p>Answers are important, but they are not the math.</p> 	<p>Talk about each other's thinking.</p> 	<p>Errors are gifts that promote discussion.</p> 	<p>Ask questions until ideas make sense.</p> 	<p>Use multiple strategies and multiple representations.</p> 
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Revised Scope and Sequence based on [2020–21 Math Priority Instructional Content K-5](#)

Unit	Time Frame	Big Ideas	Standards
Unit 1.0 Introduction	4 weeks	Students reflect on personal math strengths, identify and practice norms for math learning, learn classroom procedures, and establish routines for the use of supplies and manipulatives. Teachers get to know their students as mathematicians, focusing on their strengths.	Focus on Standards for Mathematical Practice K.CC.4

Unit 1.1 Ten as a Unit	2 weeks	Mathematicians break numbers apart and put them back together. Making ten is a useful strategy for solving problems.	1.OA.1 1.OA.2 1.OA.3 1.OA.5	1.OA.6 1.NBT.2
Unit 1.2 Attributes of 2-D Shapes	1–2 weeks	Mathematicians describe, classify and analyze two-dimensional shapes by their attributes, such as color and size.	1.MD.3 (1.MD.4)	1.G.1 1.G.2 1.G.3
Unit 1.3 Addition within 20	3 weeks	Mathematicians analyze situations and choose addition strategies such as counting on, thinking about doubles or making a ten. Mathematicians can use the equal sign in between any two quantities or expressions that are equal.	1.OA.1 1.OA.3	1.OA.6 1.OA.7
Unit 1.4 Subtraction within 20	3 weeks	Mathematicians analyze situations and choose subtraction strategies such as counting back, thinking addition or decomposing to ten. Mathematicians can use the equal sign in between any two quantities or expressions that are equal.	1.OA.1 1.OA.4 1.OA.5	1.OA.6 1.OA.7
Unit 1.5 Measuring Length & Time	2–3 weeks	Mathematicians use units such as paper clips, cubes, or popsicle sticks to measure objects.	1.MD.1 1.MD.2	1.MD.3
Unit 1.6 Problems with Unknowns	3 weeks	Mathematicians solve different kinds of addition and subtraction problems that represent relationships between quantities in the real world, and represent those problems with equations. Sometimes different parts of the equation are unknown.	1.OA.1 1.OA.7 1.OA.8	
Unit 1.7 Attributes of 3-Dimensional Shapes	2–3 weeks	Mathematicians describe, classify and analyze three-dimensional shapes by their attributes, such as faces, edges, and vertices.	1.G.1 1.G.2	(1.MD.4)
Unit 1.8 Challenging Problems	3–4 weeks	Mathematicians solve different kinds of addition and subtraction problems that represent relationships between quantities in the real world, and represent those problems with equations. Sometimes different parts of the equation are unknown.	1.OA.1 1.OA.2 1.OA.4	1.OA.6 1.OA.7 1.OA.8 (1.MD.4)

Unit 1.9 Numbers Greater than 20	4–5 weeks	Mathematicians use the base ten system to record numbers. For any number, the place of a digit tells how many ones, tens, hundreds, and so forth are represented by that digit.	1.NBT.1 1.NBT.4 1.NBT.2 1.NBT.5 1.NBT.3 1.NBT.6
Unit 1.10 Organizing Data	Omitted in 2020-2021	Mathematicians organize data so they can interpret it.	1.MD.4
Unit 1.11 Picture Book Project	1 week	Mathematicians use numbers and words to create stories that represent different mathematical situations.	1.OA.1 1.OA.4 1.OA.3 1.OA.5 1.OA.6