

Cycle 1	38 Days	
	Aug. 26 – Oct. 18, 2019	
<p>The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</p>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener BOY Sept. 3-20</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓢ <b>MATH.1.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓢ <b>MATH.1.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓢ <b>MATH.1.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓢ <b>MATH.1.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ <b>MATH.1.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p><b>Cycle 1 Counting Focus</b> <i>The strategies introduced in this unit are to be taught throughout the duration of Cycle 1.</i></p> <p><a href="#">Unit 1: Establish Math Routines, Recite Numbers, and Skip Count</a> Students will identify and apply number patterns within counting sequences in order to describe relationships.</p>	<p><b>10</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Aug. 26 – Sept. 9</p> <p><i>Labor Day</i> Sept. 2</p> <p><b>Extend Review Assess Reteach</b> Sept. 10-11</p>	<p><b>Establish Math Routines, Recite Numbers and Skip Count</b> (10 lessons) <b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p><b>MATH.1.5A</b> Recite numbers forward and backward from any given number between 1 and 120. [<i>Recite numbers forward to 100 and backwards from 50</i>] <b>MATH.1.5B</b> Skip count by twos, fives, and <b>tens</b> to determine the total number of objects up to 120 in a set. [<i>Objects up to 50</i>]</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 2:</b> <a href="#">Establish Math Routines and Represent Numbers to 50</a></p> <p>Students will use multiple models and counting strategies to develop number sense and represent numbers to 50 in flexible ways.</p>	<p><b>11</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Sept. 12-26</p> <p><i>Early Dismissal</i> Sept. 27</p> <p><b>Extend Review Assess Reteach</b> Sept. 27-30</p>	<p><b>Establish Math Routines and Represent Numbers to 50</b> (11 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. <b>MATH.1.2A</b> Recognize instantly the quantity of structured arrangements. <b>MATH.1.2B</b> Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. [<i>Numbers to 50</i>] <b>AR MATH.1.2C</b> Use objects, pictures, and expanded and standard forms to represent numbers up to 120. [<i>Numbers to 50</i>]</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. <b>MATH.1.3A</b> Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99. [<i>Numbers to 50</i>]</p> <p><b>Algebraic Reasoning.</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.1.5B</b> Skip count by twos, fives, and <b>tens</b> to determine the total number of objects up to 120 in a set. [<i>Objects to 50</i>]</p>	

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	Aug. 26 – Oct. 18, 2019	
	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3:</b> <b><u>Place Value—Numbers to 50</u></b> Students will generate, compare, order, and represent comparisons of numbers to 50 using concrete, pictorial, and abstract representations.</p>	<p><b>10</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 1-15</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><b>Extend Review Assess Reteach</b> Oct. 16-18</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p><b>Place Value—Numbers to 50</b> (10 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</p> <p>Ⓜ <b>MATH.1.2C</b> Use objects, pictures, and expanded and standard forms to represent numbers up to 120. [<i>Numbers to 50</i>]</p> <p><b>MATH.1.2D</b> Generate a number that is greater than or less than a given whole number up to 120. [<i>Numbers to 50</i>]</p> <p><b>MATH.1.2E</b> Use place value to compare whole numbers up to 120 using comparative language. [<i>Numbers to 50</i>]</p> <p><b>MATH.1.2F</b> Order whole numbers up to 120 using place value and open number lines. [<i>Numbers to 50</i>]</p> <p>Ⓜ <b>MATH.1.2G</b> Represent the comparison of two numbers to 100 using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>. [<i>Numbers to 50</i>]</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p><b>MATH.1.5C</b> Use relationships to determine the number that is 10 more and 10 less than a given number up to 120. [<i>Numbers to 50</i>]</p>

Cycle 2	39 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener Progress Monitoring Oct. 14 – Nov. 1</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓢ <b>MATH.1.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓢ <b>MATH.1.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓢ <b>MATH.1.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓢ <b>MATH.1.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ <b>MATH.1.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	
<p><b>Cycle 2 Counting Focus</b> <i>The strategies introduced in this unit are to be taught throughout the duration of Cycle 2.</i></p> <p><b>Unit 4: <a href="#">Recite Numbers and Skip Count</a></b> Students will identify and apply number patterns within counting sequences in order to describe relationships.</p>	<p><b>3</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 21-23</p> <p><b>Extend Review Assess Reteach</b> Oct. 24-25</p>	<p><b><u>Recite Numbers and Skip Count</u></b> (3 lessons) <b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p><b>MATH.1.5A</b> Recite numbers forward and backward from any given number between 1 and 120. [<i>Recite Numbers Backwards from 100</i>]</p> <p><b>MATH.1.5B</b> Skip count by twos, <b>fives</b>, and <b>tens</b> to determine the total number of objects up to 120 in a set. [<i>Objects to 100</i>]</p>	

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	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 5:</b> <b>Represent Numbers to 99</b> Students will use multiple models and counting strategies to develop number sense and represent numbers to 99 in flexible ways.</p>	<p><b>7</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Oct. 28 – Nov. 5</p>	<p><b>Represent Numbers to 99</b> (7 lessons) <b>Number and Operations</b> The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. <b>MATH.1.2A</b> Recognize instantly the quantity of structured arrangements. <b>MATH.1.2B</b> Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. [<i>Numbers to 99</i>] Ⓜ <b>MATH.1.2C</b> Use objects, pictures, and expanded and standard forms to represent numbers up to 120. [<i>Numbers to 99</i>]</p>	
	<p><b>Snapshot 1 Suggested Window:</b> Oct. 28 – Nov. 1</p> <p><a href="#">See Outline for TEKS Details</a></p>	<p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. <b>MATH.1.3A</b> Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.</p>	
	<p><b>Extend Review Assess Reteach</b> Nov. 6</p>	<p><b>Algebraic Reasoning.</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.1.5B</b> Skip count by twos, <b>fives</b>, and <b>tens</b> to determine the total number of objects up to 120 in a set. [<i>Objects to 100</i>]</p>	
<p><b>Unit 6:</b> <b>Place Value—Numbers to 99</b> Students will generate, compare, order, and represent comparisons of numbers to 99 using concrete, pictorial, and abstract representations.</p>	<p><b>6</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Nov. 7-14</p>	<p><b>Place Value—Numbers to 99</b> (6 lessons) <b>Number and Operations</b> The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. Ⓜ <b>MATH.1.2C</b> Use objects, pictures, and expanded and standard forms to represent numbers up to 120. [<i>Numbers to 99</i>] <b>MATH.1.2D</b> Generate a number that is greater than or less than a given whole number up to 120. [<i>Numbers to 99</i>] <b>MATH.1.2E</b> Use place value to compare whole numbers up to 120 using comparative language. [<i>Numbers to 99</i>] <b>MATH.1.2F</b> Order whole numbers up to 120 using place value and open number lines. [<i>Numbers to 99</i>] Ⓜ <b>MATH.1.2G</b> Represent the comparison of two numbers to 100 using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>. [<i>Numbers to 99</i>]</p>	
	<p><i>Early Dismissal</i> Nov. 8</p>	<p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.1.5C</b> Use relationships to determine the number that is 10 more and 10 less than a given number up to 120. [<i>Numbers to 99</i>]</p>	
	<p><b>Extend Review Assess Reteach</b> Nov. 15-18</p>		

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 7:</b> <a href="#">Addition and Subtraction Word Problems to 10</a></p> <p>Students will develop and use strategies for whole number addition and subtraction computations in order to represent, solve, and generate word problems within 10.</p>	<p><b>10</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Nov. 19 – Dec. 9</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><b>Snapshot 2 Suggested Window:</b> Dec. 9-13</p> <p><a href="#">See Outline for TEKS Details</a></p>	<p><b>Addition and Subtraction Word Problems to 10</b> (10 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.</p> <p>Ⓡ <b>MATH.1.3B</b> Use objects and pictorial models to solve word problems involving <b>joining</b>, <b>separating</b> and comparing sets within 20 and unknowns as any one of the terms in the problem such as <math>2 + 4 = \square</math>; <math>3 + \square = 7</math>; and <math>5 = \square - 3</math>. <i>[Add and subtract within 10]</i></p> <p><b>MATH.1.3C</b> Compose 10 with two or more addends with and without concrete objects.</p> <p><b>MATH.1.3D</b> Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10. <i>[Add and subtract within 10]</i></p> <p><b>MATH.1.3E</b> Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences. <i>[Add and subtract within 10]</i></p> <p>Ⓡ <b>MATH.1.3F</b> Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. <i>[Add and subtract within 10]</i></p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p>Ⓡ <b>MATH.1.5D</b> Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences. <i>[Add and subtract within 10]</i></p> <p><b>MATH.1.5E</b> Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).</p> <p><b>MATH.1.5F</b> Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the <b>three</b> or four terms in the equation.</p> <p>Ⓡ <b>MATH.1.5G</b> Apply properties of operations to add and subtract <b>two</b> or three numbers.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 8:</b> <b>Data and Graphing</b></p> <p>Students will collect and sort data to create graphs and interpret the information in order to solve problems.</p>	<p><b>6</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Dec. 10-17</p> <p><b>Extend Review Assess Reteach</b> Dec. 18-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><b>Data Graphing</b> (6 lessons) <b>Data Analysis</b></p> <p>The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.</p> <p><b>MATH.1.8A</b> Collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.</p> <p><b>MATH.1.8B</b> Use data to create picture and bar-type graphs.</p> <p><b>AR MATH.1.8C</b> Draw conclusions and generate and answer questions using information from picture and bar-type graphs.</p>	

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	Jan.6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener MOY Jan. 6-24</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓢ <b>MATH.1.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓢ <b>MATH.1.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓢ <b>MATH.1.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓢ <b>MATH.1.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ <b>MATH.1.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	
<p><b>Cycle 3 Counting Focus</b> <i>The strategies introduced in this unit are to be taught throughout the duration of Cycle 3.</i></p> <p><b>Unit 9: Recite Numbers and Skip Count</b> Students will identify and apply number patterns within counting sequences in order to describe relationships.</p>	<p><b>4</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 6-9</p> <p><b>Extend Review Assess Reteach</b> Jan. 10</p>	<p><b>Recite Numbers and Skip Count</b> (4 lessons) <b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p><b>MATH.1.5A</b> Recite numbers forward and backward from any given number between 1 and 120.</p> <p><b>MATH.1.5B</b> Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.</p>	



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	Jan.6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 10:</b> <b><u>Represent Numbers to 120</u></b> Students will use multiple models and counting strategies to develop number sense and represent numbers to 120 in flexible ways.</p>	<p><b>7</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 13-22</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p> <p><b>Extend</b> <b>Review</b> <b>Assess</b> <b>Reteach</b> Jan. 23-24</p>	<p><b><u>Represent Numbers to 120</u></b> (7 lessons) <b>Number and Operations</b> The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. <b>MATH.1.2A</b> Recognize instantly the quantity of structured arrangements. <b>MATH.1.2B</b> Use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. Ⓡ <b>MATH.1.2C</b> Use objects, pictures, and expanded and standard forms to represent numbers up to 120.</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. <b>MATH.1.3A</b> Use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.</p> <p><b>Algebraic Reasoning.</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.1.5B</b> Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.</p>	
<p><b>Unit 11:</b> <b><u>Place Value— Numbers to 120</u></b> Students will generate, compare, order, and represent comparisons of numbers to 120 using concrete, pictorial, and abstract representations.</p>	<p><b>6</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Jan. 27 – Feb. 3</p> <p><b>Snapshot 3 Suggested Window:</b> Jan. 27-31</p> <p><a href="#">See Outline for TEKS Details</a></p> <p><b>Extend</b> <b>Review</b> <b>Assess</b> <b>Reteach</b> Feb. 4-5</p>	<p><b><u>Place Value—Numbers to 120</u></b> (6 lessons) <b>Number and Operations</b> The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. <b>MATH.1.2D</b> Generate a number that is greater than or less than a given whole number up to 120. <b>MATH.1.2E</b> Use place value to compare whole numbers up to 120 using comparative language. <b>MATH.1.2F</b> Order whole numbers up to 120 using place value and open number lines. Ⓡ <b>MATH.1.2G</b> Represent the comparison of two numbers to 100 using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.1.5C</b> Use relationships to determine the number that is 10 more and 10 less than a given number up to 120.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 12:</b> <b>Money</b> Students will identify coins, relationships among them, and their values to determine the value of a collection.</p>	<p><b>10</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 6-19</p> <p><i>Early Dismissal</i> Feb. 14</p> <p><b>Extend Review Assess Reteach</b> Feb. 20-21</p>	<p><b>Money</b> (10 lessons) <b>Number and Operations</b> The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. <b>MATH.1.4A</b> Identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them. <b>MATH.1.4B</b> Write a number with the cent symbol to describe the value of a coin. <b>AR MATH.1.4C</b> Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. <b>MATH.1.5B</b> Skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.</p>	
<p><b>Unit 13:</b> <b>Two- and Three-Dimensional Figures</b> Students will analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.</p>	<p><b>13</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Feb. 24 – Mar. 11</p> <p><b>Extend Review Assess Reteach</b> Mar. 12-13</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p><b>Two- and Three-Dimensional Figures</b> (13 lessons) <b>Geometry and Measurement</b> The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. <b>AR MATH.1.6A</b> Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language. <b>MATH.1.6B</b> Distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape. <b>MATH.1.6C</b> Create two-dimensional figures, including circles, triangles, rectangles, squares as special rectangles, rhombuses, and hexagons. <b>AR MATH.1.6D</b> Identify two-dimensional shapes, including circles, triangles, rectangles, squares as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language. <b>AR MATH.1.6E</b> Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal language. <b>MATH.1.6F</b> Compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.</p>	

Cycle 4	47 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Mathematical Process Standards</b> Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener EOY Apr. 20 – May 22</p>	<p><b>Mathematical Process Standards</b> The student uses mathematical processes to acquire and demonstrate mathematical understanding.</p> <p>Ⓢ <b>MATH.1.1A</b> Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓢ <b>MATH.1.1B</b> Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓢ <b>MATH.1.1C</b> Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓢ <b>MATH.1.1D</b> Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓢ <b>MATH.1.1E</b> Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1F</b> Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓢ <b>MATH.1.1G</b> Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	
<p><b>Unit 14: Fractions</b> Students will partition two-dimensional figures into two and four fair shares and identify examples and non-examples of halves and fourths.</p>	<p>5 90-minute lessons</p> <p><b>Suggested Pacing:</b> Mar. 23-27</p> <p><b>Snapshot 4 Suggested Window:</b> Mar. 23-27</p> <p><a href="#">See Outline for TEKS Details</a></p> <p>Chávez/Huerta Day Mar. 30</p> <p><b>Extend Review Assess Reteach</b> Mar. 31 – Apr. 1</p>	<p><b>Fractions</b> (5 lessons) <b>Geometry and Measurement</b> The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.</p> <p><b>MATH.1.6G</b> Partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.</p> <p><b>MATH.1.6H</b> Identify examples and non-examples of halves and fourths.</p>	

Cycle 4	47 Days	
	Mar. 23 – May 29, 2020	
The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 15:</b> <b>Length</b> Students will use tools to describe and measure length.</p>	<p><b>5</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Apr. 2-8</p> <p><b>Extend Review Assess Reteach</b> Apr. 9</p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p>	<p><b>Length</b> (5 lessons) <b>Geometry and Measurement</b> The student applies mathematical process standards to select and use units to describe length and time.</p> <p><b>MATH.1.7A</b> Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.</p> <p><b>MATH.1.7B</b> Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.</p> <p><b>MATH.1.7C</b> Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.</p> <p><b>AR MATH.1.7D</b> Describe a length to the nearest whole unit using a number and a unit.</p>
<p><b>Unit 16:</b> <b>Time</b> Students will tell time to the nearest hour and half hour.</p>	<p><b>6</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Apr. 13-20</p> <p><b>Extend Review Assess Reteach</b> Apr. 21-22</p>	<p><b>Time</b> (6 lessons) <b>Geometry and Measurement</b> The student applies mathematical process standards to select and use units to describe length and time.</p> <p><b>AR MATH.1.7E</b> Tell time to the hour and half hour using analog and digital clocks.</p>

Cycle 4	47 Days	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 17:</b> <a href="#">Addition and Subtraction Word Problems to 20</a></p> <p>Students will develop and use strategies for whole number addition and subtraction computations in order to represent, solve, and generate word problems within 20.</p>	<p><b>10</b> 90-minute lessons</p> <p><b>Suggested Pacing:</b> Apr. 23 – May 6</p> <p><b>Extend Review Assess Reteach</b> May 7-8</p>	<p><b>Addition and Subtraction Word Problems to 20</b> (10 lessons)</p> <p><b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.</p> <p>Ⓡ <b>MATH.1.3B</b> Use objects and pictorial models to solve word problems involving <b>joining</b>, <b>separating</b>, and comparing sets within 20 and unknowns as any one of the terms in the problem such as <math>2 + 4 = \square</math>; <math>3 + \square = 7</math>; and <math>5 = \square - 3</math>.</p> <p><b>MATH.1.3C</b> Compose 10 with two or more addends with and without concrete objects.</p> <p><b>MATH.1.3D</b> Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10.</p> <p><b>MATH.1.3E</b> Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.</p> <p>Ⓡ <b>MATH.1.3F</b> Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.</p> <p><b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p>Ⓡ <b>MATH.1.5D</b> Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.</p> <p><b>MATH.1.5E</b> Understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).</p> <p><b>MATH.1.5F</b> Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.</p> <p>Ⓡ <b>MATH.1.5G</b> Apply properties of operations to add and subtract two or three numbers.</p> <p><b>Data Analysis</b> The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.</p> <p>Ⓡ <b>MATH.1.8C</b> Draw conclusions and generate and answer questions using information from picture and bar-type graphs.</p>

Cycle 4	47 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><b>Unit 18:</b> <a href="#">Financial Literacy</a> Students will learn to manage their financial resources effectively for lifetime financial security.</p>	<p><b>5</b> 90-minute lessons  <b>Suggested Pacing:</b> May 11-15</p>	<p><b>Financial Literacy</b> (5 lessons) <b>Personal Financial Literacy</b> The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security. <b>MATH.1.9A</b> Define money earned as income. <b>MATH.1.9B</b> Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. <b>MATH.1.9C</b> Distinguish between spending and saving. <b>MATH.1.9D</b> Consider charitable giving.</p>	
<p><b>Unit 19:</b> <a href="#">Addition and Subtraction Word Problems to 20</a> Students will develop and use strategies for whole number addition and subtraction computations in order to solve comparison, difference unknown word problems within 20.</p>	<p><b>7</b> 90-minute lessons  <b>Suggested Pacing:</b> May 18-27  <b>Extend Review Assess Reteach</b> May 28-29</p>	<p><b>Addition and Subtraction Word Problems to 20</b> (7 lessons) <b>Number and Operations</b> The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. Ⓜ <b>MATH.1.3B</b> Use objects and pictorial models to solve word problems involving joining, separating, and <b>comparing</b> sets within 20 and unknowns as any one of the terms in the problem such as <math>2 + 4 = \square</math>; <math>3 + \square = 7</math>; and <math>5 = \square - 3</math>. <b>MATH.1.3D</b> Apply basic fact strategies to add and subtract within 20 using strategies, including making 10 and decomposing a number leading to a 10. <b>MATH.1.3E</b> Explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences. Ⓜ <b>MATH.1.3F</b> Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.  <b>Algebraic Reasoning</b> The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. Ⓜ <b>MATH.1.5D</b> Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences. Ⓜ <b>MATH.1.5G</b> Apply properties of operations to add and subtract two or three numbers.  <b>Data Analysis</b> The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. Ⓜ <b>MATH.1.8C</b> Draw conclusions and generate and answer questions using information from picture and bar-type graphs.</p>	