Calgary Board of Education

Grade 1 Mathematics | CBE Scope and Sequence September 2020 – June 2021

This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year. Each quarter lists the outcomes to be addressed in that approximate time period; the outcomes have been described and grouped using the K – 9 Assessment and Reporting Guide | Mathematics. Outcomes within a quarter are identified for concentrated teaching and learning, though it is acknowledged that spaced practice throughout the school year allows students multiple opportunities to deepen their learning and demonstrate their understanding. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that these scope and sequences do not replace the Program of Studies.

<table>
<tr><th colspan="2">First Reporting Period</th><th colspan="2">Second Reporting Period</th></tr>
<tr><td colspan="4">The mathematical processes will be modelled and developed throughout all strands and outcomes as much as possible.
Communication Connections Mental Math and Estimation Problem Solving Reasoning Technology Visualization
*See the Program of Studies for processes tagged to specific outcomes.</td></tr>
<tr><td colspan="4">Specific outcomes N1, N3 (counting to 100) will be addressed throughout the year, wherever possible.</td></tr>
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<td>▪ Sort objects (including 3-D objects and 2-D shapes) using one attribute, and explain the sorting rule. (SS2, PR3)

▪ Demonstrate an understanding of repeating patterns. (PR1, PR2)

▪ Demonstrate an understanding of whole numbers to 100 by counting in different ways. (N1, N3)</td>
<td>▪ Represent, compare, describe, and estimate quantities to 20. (N4, N5, N6)

▪ Subitize and name familiar arrangements of 1 to 10 objects or dots and demonstrate an understanding of conservation of number. (N2, N3, N7)

▪ Demonstrate an understanding of addition with answers to 20 and the corresponding subtraction. (N7, N8, N9, N10)
*the remainder of this synthesized outcome is completed later in the scope and sequence</td>
<td>▪ Compare and replicate 2-D shapes and 3-D objects. (SS3, SS4)

▪ Describe equality and inequality concretely and pictorially and record equality symbolically. (PR4, PR5, N7, N9, N10)</td>
<td>▪ Demonstrate an understanding of addition with answers to 20 and the corresponding subtraction. (N7, N8, N9, N10)

▪ Demonstrate an understanding of measurement as a process of comparing. (SS1)</td>
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