

| Grade 1 Math | | Curricular Competencies | | | | | | | | | | | | | | | |
|--------------|---|---|---------------------|--|---------------------------------------|---|---|--|--|---|--|--|--|---|----------------------------------|---|--|
| Big Ideas | | Reasoning and Analyzing | | | | | Understanding and Solving | | | | Communicating and Representing | | | | Connecting and Reflecting | | |
| | | Use reasoning to explore and make connections | Estimate reasonably | Develop mental math strategies and abilities to make sense of quantities | Use technology to explore mathematics | Model mathematics in contextualized experiences | Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving | Visualize to explore mathematical concepts | Develop and use multiple strategies to engage in problem solving | Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures | Communicate mathematical thinking in many ways | Use mathematical vocabulary and language to contribute to mathematical discussions | Explain and justify mathematical ideas and decisions | Represent mathematical ideas in concrete, pictorial, and symbolic forms | Reflect on mathematical thinking | Connect mathematical concepts to each other and to other areas and personal interests | Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts |
| Content | number concepts to 20 | | | | | | | | | | | | | | | | |
| | ways to make 10 | | | | | | | | | | | | | | | | |
| | addition and subtraction to 20 (understanding of operation and process) | | | | | | | | | | | | | | | | |
| | repeating patterns with multiple elements and attributes | | | | | | | | | | | | | | | | |
| | change in quantity to 20, concretely and verbally | | | | | | | | | | | | | | | | |
| | meaning of equality and inequality | | | | | | | | | | | | | | | | |
| | direct measurement with non-standard units (non-uniform and uniform) | | | | | | | | | | | | | | | | |
| | comparison of 2D shapes and 3D objects | | | | | | | | | | | | | | | | |
| | concrete graphs using one-to-one correspondence | | | | | | | | | | | | | | | | |
| | likelihood of familiar life events using comparative language | | | | | | | | | | | | | | | | |
| | financial literacy – values of coins and monetary exchanges | | | | | | | | | | | | | | | | |

