

2003/2010 ACOS MATHEMATICS CONTENT CORRELATION

Grade 1

2003 ACOS		2010 ACOS
	CURRENT ALABAMA CONTENT PLACEMENT	2010 GRADE 1 CONTENT
1.1	Demonstrate concepts of number sense by counting forward and backward by ones, twos, fives, and tens up to 100; counting forward and backward from an initial number other than 1; and using multiple representations for a given number.	1.9. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. [1-NBT1]
1.1.B.1	Identifying position using the ordinal numbers 1 st through 10 th	CONTENT NOW ADDRESSED IN KINDERGARTEN AS CARDINALITY
1.1.B.2	Using vocabulary, including the terms <i>equal</i> , <i>all</i> , and <i>none</i> , to identify sets of objects	1.7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. [1-OA7]
1.1.B.3	Recognizing that the quantity remains the same when the spatial arrangement changes	CONTENT NOW ADDRESSED IN KINDERGARTEN: K.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. [K-CC4b]
1.1.B.4	Determining the value of the digit in the ones place and the value of the digit in the tens place in a numeral	1.10. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: [1-NBT2] a. 10 can be thought of as a bundle of ten ones – called a —ten. [1-NBT2a] b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. [1-NBT2b] c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two three, four, five six, seven, eight, or nine tens (and 0 ones). [1-NBT2c]
1.1.B.5	Determining the value of a number given the number of tens and ones	
1.1.B.6	Determining the value of a number that is 10 more or 10 less than a given number	1.13. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. [1-NBT5] 1.14. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. [1-NBT6]
1.1.B.7	Determining the monetary value of individual coins and sets of like coins up to \$1.00	CONTENT NOW ADDRESSED IN GRADE 2: 2.21. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.[2-MD8] (Prerequisite skill)
1.2	Demonstrate conceptual understanding of addition and subtraction by telling number stories; joining, separating, and comparing sets of objects; and applying signs (+ and –) to the actions of joining and separating sets.	1.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (See Appendix A, Table 1.) [1-OA1] 1.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2.) [OA5]
1.2.B.1	Solving simple word problems using a variety of strategies and distinguishing between relevant and irrelevant information	CONTENT NO LONGER ADDRESSED IN GRADE 1
1.2.B.2	Solving problems requiring the addition and subtraction of one- or two- digit numerals without regrouping	1.12. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. [1-NBT4]

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1.2.B.3	Using three or more addends	1.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 , e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. [1-OA2]
1.3	Demonstrate computational fluency of basic addition and subtraction facts by identifying sums to 10 and differences with minuends of 10 or less.	1.6. Add and subtract within 20 , demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$) [1-OA6]
1.4 1.4.B.1	Identify parts of a whole with two, three, or four equal parts. Dividing an object into equal parts	1.21. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. [1-G3]
1.5	Create repeating patterns.	CONTENT NOW ADDRESSED IN GRADE 4: 4.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. [4-OA5]
1.5.B.1	Describing characteristics of patterns	CONTENT NOW ADDRESSED IN GRADE 4: 4.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. [4-OA5]
1.5.B.2	Extending patterns including number patterns	CONTENT NOW ADDRESSED IN GRADE 4: 4.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. [4-OA5]
1.5.B.3	Identifying patterns in the environment	CONTENT NO LONGER ADDRESSED IN GRADE 1
1.6	Solve problems using the identity and commutative properties of addition.	1.3. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) [1-OA3]
1.7	Demonstrate relationships between operations.	1.4. Understand subtraction as an unknown-addend problem. [1-OA4]
1.8 1.8.B.1	Differentiate among plane shapes, including circles, squares, rectangles, and triangles. Describing similarities and differences between plane and solid shapes	1.19. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. [1-G1]
1.8.B.2	Transferring shape combinations from one representation (dimension) to another	CONTENT NOW ADDRESSED IN KINDERGARTEN: K.20. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/'corners') and other attributes (e.g., having sides of equal length.) [K-G4] K.19. Identify shapes as two-dimensional (lying in a plane, 'flat') or three-dimensional ('solid'). [K-G3]
1.8.B.3	Recognizing real-life examples of line symmetry	CONTENT NOW ADDRESSED IN GRADE 4: 4.28. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. [4-G3]

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1.8.B.4	Changing the position of objects or shapes by sliding (translation) and turning (rotation)	CONTENT NOW ADDRESSED IN GRADE 8: 4.16. Verify experimentally the properties of rotations, reflections, and translations: [8-G1] a. Lines are taken to lines, and line segments to line segments of the same length. [8-G1a] b. Angles are taken to angles of the same measure. [8-G1b] c. Parallel lines are taken to parallel lines. [8-G1c]
1.8.B.5	Combining shapes to fill in the area of a given shape	1.20. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as 'right rectangular prism'.) [1-G2]
1.9	Identify solid shapes in the environment, including cubes, rectangular prisms, cones, spheres, and cylinders.	CONTENT NOW ADDRESSED IN KINDERGARTEN: K.21. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. [K-G5]
1.10 1.10.B.1 1.10.B.2	Compare objects according to length weight, and capacity. Measuring the length of objects using a variety of nonstandard units Ordering according to attributes	1.15. Order three objects by length; compare the lengths of two objects indirectly by using a third object. [1-MD1] 1.16. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> [1-MD2] (Correlates only with 10.B.1)
1.11 1.11.B.1	Identify the hour using analog and digital clocks. Identifying the half hour using analog and digital clocks	1.17. Tell and write time in hours and half-hours using analog and digital clocks. [1-MD3]
1.12	Locate days, dates, and months on a calendar.	CONTENT NO LONGER ADDRESSED IN GRADE 1
1.12.B.1	Using vocabulary associated with a calendar	CONTENT NO LONGER ADDRESSED IN GRADE 1
1.13 1.13.B.1 1.13.B.2	Organize objects or information into predetermined and labeled data displays, including pictographs, tally charts, bar graphs, or double-loop Venn diagrams. Generating simple questions for data collection Creating displays with appropriate labels	1.18. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. [1-MD4]
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CONTENT MOVED TO GRADE 1 IN 2010 ACOS		
2.6	Solve problems using the associative property of addition.	1.3. Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) [1-OA3] (Associative property of addition)
3.1.B.1	Comparing numbers using the symbols $>$, $<$, $=$, and \neq	1.11. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. [1-NBT3]
4.10	Complete addition and subtraction number sentences with a missing addend or subtrahend.	1.8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. [1-OA8]

NEW GRADE 1 CONTENT IN 2010 ACOS	
	None