

# Financial Fitness for Life: Pocket Power Mathematics Framework Curriculum Correlation

## First Grade

↓ Frameworks / Lessons →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>NUMBERS AND OPERATIONS</b>																
<b>Standard 1: Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems</b>																
<b>Whole Numbers</b>																
<b>NO.1.1.1</b> Use efficient strategies to count a given set of objects in groups of 10 up to 100									√							
<b>NO.1.1.3</b> Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 20 with and without appropriate technology	√				√	√	√	√	√							√
<b>NO.1.1.4</b> Represent numbers to 20 in various forms	√				√	√										√
<b>NO.1.1.6</b> Recognize the number or quantity of sets up to 10 without counting, regardless of arrangement	√															
<b>NO.1.1.7</b> Estimate the results of whole number addition and subtraction problems and judge the reasonableness					√	√									√	
<b>NO.1.1.9</b> Compare 2 numbers, with less than 12 in each set, using objects and pictures with and without appropriate technology	√					√		√								
<b>NO.1.1.10</b> Compare 2 numbers, less than 100 using mathematical language of greater than, equal to (same amount as), less than	√					√	√	√	√		√				√	



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<b>Standard 3: Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates</b>																
<b>Computational Fluency-Addition and Subtraction</b>																
<b>NO.3.1.1</b> Develop strategies for basic addition facts: counting all, counting on, one more, two more, doubles, doubles plus one or minus one, make ten, using ten frames, identify property (adding zero)	√				√	√	√							√		
<b>NO.3.1.2</b> Develop strategies for basic subtraction facts: relating to addition, one less, two less, all but one, using ten frames of the answers					√	√								√		
<b>Application of Computation</b>																
<b>NO.3.1.3</b> Solve problems by using a variety of methods and tools (e.g., objects, mental computations, paper and pencil, with and without appropriate technology)	√				√	√	√	√	√		√			√	√	
<b>ALGEBRA</b>																
<b>Standard 5: Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols</b>																
<b>Expressions, Equations and Inequalities</b>																
<b>A.5.1.1</b> Select and/or write number sentences to find the unknown in problem-solving contexts involving single-digit addition and subtraction using appropriate labels						√								√		
<b>A.5.1.2</b> Recognize that “=” indicates a relationship in which the quantities on each side of an equation are equal	√					√								√	√	



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<b>Standard 13: Systems of Measurement: Students shall identify and use units, systems and processes of measurement</b>																
<b>Money</b>																
<b>M.13.1.4</b> Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different types of coins, including pennies, nickels, dimes and quarters			√		√		√		√					√	√	
<b>M.13.1.5</b> Represent and write the value of money using the cent sign						√	√		√					√		
<b>M.13.1.6</b> Show different combinations of coins that have the same value			√				√									
<b>DATA ANALYSIS AND PROBABILITY</b>																
<b>Standard 14: Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them</b>																
<b>Collect, Organize and Display Data</b>																
<b>DAP.14.1.1</b> Identify the purpose for data collection and collect, organize and display physical objects for describing the results	√						√	√	√		√					
<b>Standard 15: Data Analysis: Students shall select and use appropriate statistical methods to analyze data</b>																
<b>Data Analysis</b>																
<b>DAP.15.1.1</b> Analyze and interpret concrete and pictorial graphs (i.e. bar graphs, pictographs, Venn diagrams, T-chart)	√						√	√			√	√				
<b>DAP.15.1.2</b> Make a true statement about the data displayed on a graph or chart (i.e. 5 people ride the bus)	√						√	√			√	√			√	
<b>Inferences and Predictions</b>																
<b>DAP 16.1.1</b> Explore making simple predictions for a given set of data	√												√		√	

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