Beast Academy Level 1
CCSS Alignment

The content covered in Beast Academy Level 1 is loosely based on the standards created by the Common Core State Standards Initiative.

For more information on the Common Core State Standards, visit www.corestandards.org.

Beast Academy Level 1 Chapters 1-12:

1. Counting
2. Shapes
3. Comparing
4. Addition
5. Subtraction
6. Categories
7. Addition & Subtraction
8. Comparing
9. Patterns
10. Big Numbers
11. Measurement
12. Problem Solving

Grade 1 Common Core Standards	1A			1B			1C			1D		
Operations & Algebraic Thinking	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1.OA.A.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.	✔		✔	✔	✔			✔			✔	✔
1.OA.A.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.OA.B.3 Apply properties of operations as strategies to add and subtract.2 *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*				✔	✔		✔	✔				✔
1.OA.B.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 - 8 by finding the number that makes 10 when added to 8.*					✔		✔					
1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).				✔	✔		✔			✔	✔	

1.OA.C.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.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.				✔	✔		✔	✔				
1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ - 3, 6 + 6 = _.*				✔	✔		✔	✔		✔		✔
Number & Operations in Base Ten	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1.NBT.A.1 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.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.	✔		✔	✔	✔		✔			✔		
1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.			✔					✔				
1.NBT.C.4 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.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.				✔	✔		✔			✔		
1.NBT.C.6 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.												
Measurement & Data	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.											✔	
1.MD.A.2 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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps*.			✔								✔	
1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.											✔	
1.MD.C.4 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.			✔			✔					✔	
Geometry	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
1.G.A.1 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.G.A.2 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.		✔				✔						
1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Beast Academy Level 1 does not include this standard.											

Other Grades

The following Kindergarten goals of the Common Core State Standards are reviewed in the content of Beast Academy Level 1.

Kindergarten Common Core Standards	1A			1B			1C			1D		
Counting and Cardinality	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
K.CC.A.1 Count to 100 by ones and by tens.	✔											
K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	✔											
K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	✔											
K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	✔											

The following Grade 2 goals of the Common Core State Standards are included in the content of Beast Academy Level 1.

Grade 2 Common Core Standards	1A			1B			1C			1D		
Operations & Algebraic Thinking	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.							✔	✔				
2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.						✔						
Number & Operations in Base Ten	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
2.NBT.A.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:										✔		
2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.									✔			
2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded										✔		

form.												
2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.							✔	✔				
2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.								✔		✔		
2.NBT.B.7 Add and subtract within 1000, 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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.										✔		
2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.							✔					
Measurement & Data	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.											✔	
Geometry	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.		✔				✔						
2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.						✔						