<table>
<thead>
<tr>
<th>Unit Number and Title</th>
<th>Standards</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>Unit 1: Numbers All Around Us</td>
<td>K.CC.4A*</td>
<td>• Numbers represent sets of items.</td>
<td>• How can counting be used to solve addition and subtraction problems?</td>
<td>Unit 1 Screener (M1S1)</td>
<td>9/30/22</td>
</tr>
<tr>
<td></td>
<td>1.OA.1</td>
<td>• Numbers can be composed and decomposed using different quantities.</td>
<td>• What are flexible, effective, and efficient methods of computation?</td>
<td>M2, S5 Quick Count Checkpoint</td>
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<tr>
<td></td>
<td>1.OA.3</td>
<td>• Numbers can be subitized rather than counted individually.</td>
<td>• What does the equal sign mean?</td>
<td>M4, S5 Unit 1 Group Assessment</td>
<td></td>
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<tr>
<td></td>
<td>1.OA.4</td>
<td>• Models can be used to show quantities and composition and decomposition of numbers.</td>
<td>• What does the unknown represent in an equation?</td>
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<tr>
<td></td>
<td>1.OA.5*</td>
<td>• Numbers can be seen in terms of their component parts.</td>
<td>• How are numbers represented?</td>
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<tr>
<td></td>
<td>1.OA.6*</td>
<td></td>
<td>• What are efficient ways to count?</td>
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<tr>
<td></td>
<td>1.OA.8</td>
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<td>1.NBT.1*</td>
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<td>1.NBT.2B*</td>
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<td>1.MD.1</td>
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<td>1.MD.2*</td>
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<td>1.MD.4*</td>
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<td>1.G.1*</td>
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<td>1.G.2*</td>
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## Mathematics Grade 1
### Year-at-a-Glance

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</table>
| Unit 2: Developing Strategies with Dice & Dominoes | K.CC.6* 1.OA.1* 1.OA.3* 1.OA.4* 1.OA.5* 1.OA.6* 1.OA.7* 1.OA.8* 1.NBT.1 1.NBT.3* 1.NBT.4 1.MD.1 1.MD.4* 1.G.2 1.G.3 | - Numbers can be composed and decomposed using different quantities.  
- Numbers can be subitized rather than counted individually.  
- Models can be used to show quantities and composition and decomposition of numbers.  
- Numbers can be seen in terms of their component parts.  
- The equal sign means “the same as”.  
- Addition is putting together or adding to and subtracting is taking apart or taking from.  
- Addition and subtraction are inverse operations. | - How can counting be used to solve addition and subtraction problems?  
- How are addition and subtraction the same or different/related?  
- What are flexible, effective, and efficient methods of computation?  
- How can two quantities be related?  
- What does the unknown represent in an equation?  
- What are efficient ways to count? | Unit 2 Screener  
M2, S5 Domino Addition Checkpoint  
M3, S5 Unit 2 Assessment | 11/7/22 |

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## Mathematics Grade 1
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| Unit 3: Adding, Subtracting, Counting, & Comparing | K.OA.3 1.OA.1* 1.OA.2 1.OA.3* 1.OA.4* 1.OA.5* 1.OA.6* 1.OA.7 1.OA.8* 1.NBT.1* 1.NBT.2 a-b* 1.NBT.3* 1.NBT.4* 1.MD.3 1.MD.4* | • Make sense of and develop strategies to solve addition and subtraction problems with totals up to 20.  
• Apply properties of operations as strategies to add and subtract.  
• Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20.  
• Understand that the equal sign means "the same as".  
• Connect number names and written numbers to the quantities they represent. | • What strategies can be used to solve addition and subtraction problems?  
• What are flexible, effective, and efficient methods of computation?  
• What does the equal sign mean?  
• What does the unknown represent in an equation?  
• How are numbers represented?  
• What are efficient ways to count. | Unit 3 Screener  
M2, S4  
Combinations of Ten Checkpoint  
M3, S5  
Unit 3 Assessment | 12/13/22 |

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Baltimore County Public Schools  
Office of Mathematics PreK-12  
June 2022
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| Unit 4 Leapfrogs on the Number Line | 1.OA.1* 1.OA.4 1.OA.5* 1.OA.6* 1.OA.8* 1.NBT.1* 1.NBT.2.c* 1.NBT.3 1.NBT.4* 1.NBT.5* 1.NBT.6* 1.MD.1 1.MD.2 1.MD.4 | • Numbers represent sets of items.  
  • Numbers can be composed and decomposed using different quantities.  
  • Numbers can be subitized rather than counted individually.  
  • Models can be used to show quantities and composition and decomposition of numbers.  
  • Numbers can be seen in terms of their component parts.                                                                 | • How can I use a number line to solve addition and subtraction problems?  
  • What are flexible, effective, and efficient methods of computation?  
  • What are efficient ways to count?  
  • How can skip-counting help determine a scale for an open number line?                                                                 | Unit 4 Screener  
  M2, S5  
  Numbers on a Line Checkpoint  
  M3, S5  
  Unit 4 Assessment Administered through Schoology  
  Performance Matters                                                                                                                                | 1/27/23                                                                 |
  • Describe, identify, compare, sort, and draw 2-dimensional shapes.  
  • Use fraction terms such as halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.  
  • Describe, identify, compare, sort, and draw 3-dimensional shapes.                                                                 | • How is a shape determined by its attributes?  
  • How can fractions be modeled?  
  • How can I compare and contrast two- and three-dimensional shapes?  
  • Where in the real world can I find shapes?                                                                                                      | Unit 5 Screener  
  M2, S5  
  Shapes Checkpoint  
  M3, S6 & S7  
  Unit 5 Assessment Administered through Schoology  
  Performance Matters                                                                                                                               | 2/28/23                                                                 |

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# Mathematics Grade 1  
## Year-at-a-Glance

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| Unit 6: Geometry      | 2.OA.1    | • Make sense of and develop strategies to solve addition and subtraction problems with totals up to 20.  
• Apply properties of operations as strategies to add and subtract.  
• Relate counting to addition and subtraction.  
• Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20.  
• Understand that the equal sign means “the same as”.  
• Determine the unknown number in an equation. | • What are efficient strategies to represent and solve word problems involving addition and subtraction?  
• How can properties of operations be used to add and subtract?  
• How can counting be used to solve addition and subtraction problems?  
• What are flexible, effective, and efficient methods of computation?  
• What does the equal sign mean?  
• What are efficient strategies to represent an unknown number in an equation? | Unit 6 Screener  
M2, S5  
Combinations & Stories Checkpoint  
M3, S5  
Unit 6 Assessment Administered through Schoology  
Performance Matters | 3/31/23 |

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| Unit 7: One Hundred and Beyond | 1.OA.1 1.OA.2 1.OA.3 1.OA.6 1.OA.8 1.NBT.1* 1.NBT.2 a-c 1.NBT.3* 1.NBT.4* 1.NBT.5* 1.NBT.6* 1.MD.2 1.MD.3 1.MD.4 1.G.3 | • Apply properties of operations as strategies to add and subtract.  
• Relate counting to addition and subtraction.  
• Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20.  
• Connect number names and written numbers to the quantities they represent.  
• Understand place value.  
• Compare two-digit numbers.  
• Use place value understanding to add and subtract within 100.  
• Mentally add or subtract 10 to or from a two-digit number.  
• Subtract multiples of 10 from a two-digit number. | • How can properties of operations be used to add and subtract?  
• How can counting be used to solve addition and subtraction problems?  
• What are flexible, effective, and efficient methods of computation?  
• How are numbers represented?  
• What are efficient ways to count?  
• How can place value help with adding and subtracting numbers?  
• How can place value help with comparing numbers?  
• How is adding and subtracting a 10 to or from a two-digit number more efficient?  
• How is subtracting multiples of 10 from a two-digit number more efficient? | Unit 7 Screener  
M2, S5 Numbers to 120 Checkpoint  
M3, S5 Unit 7 Assessment Administered through Schoology Performance Matters | 5/12/23 |

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| Unit 8: Changes, Changes | 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.5*, 1.OA.6*, 1.OA.8*, 1.NBT.1*, 1.NBT.2 a-c, 1.NBT.3*, 1.NBT.4*, 1.NBT.5*, 1.NBT.6*, 1.MD.1, 1.MD.2*, 1.MD.3*, 1.MD.4*, 1.G.3 | • Explore change with math and science concepts.  
• Develop a sense of time by experiencing activities that last a second, minute, hour, and day.  
• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 100.  
• Measure, order, compare, and find differences in length.  
• Collect and analyze data by making simple charts and graphs using pictures, numbers, and tally marks. | • How long will it take to do each activity?  
• How can I measure, order, and compare length?  
• How can I recognize, describe, and extend number patterns?  
• What are flexible, effective, and efficient methods of computation?  
• How can I collect, interpret, and analyze data from a chart or graph? | Unit 8 Screener  
M2, S4  
Time & Change Checkpoint  
M3, S6  
Unit 8 Assessment Administered through Schoology Performance Matters | 6/13/23 |

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