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

<table>
<thead>
<tr>
<th>Unit Number and Title</th>
<th>Standards</th>
<th>Big Ideas</th>
<th>Essential Questions</th>
<th>Assessment</th>
<th>Suggested Unit Completion Date</th>
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</table>
• 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 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 does the unknown represent in an equation?  
• How are numbers represented?  
• What are efficient ways to count? | Unit 1 Screener (M1S1)  
M2, S5 Quick Count Checkpoint  
M4, S5 Unit 1 Group Assessment | 9/30/22 |

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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?  
• How are numbers represented?  
• 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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</table>
| 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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<td><strong>Unit 4</strong> Leapfrogs on the Number Line</td>
<td>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</td>
<td>• 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.</td>
<td>• 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?</td>
<td>Unit 4 Screener  M2, S5 Numbers on a Line Checkpoint  M3, S5 Unit 4 Assessment Administered through Schoology Performance Matters</td>
<td>1/27/23</td>
</tr>
<tr>
<td><strong>Unit 5</strong> Geometry</td>
<td>1.OA.1 1.OA.2 1.OA.3 1.OA.4 1.OA.6 1.OA.7 1.NBT.1 1.NBT.4 1.NBT.6 1.MD.4* 1.G.1* 1.G.2* 1.G.3*</td>
<td>• Compose and decompose 2-dimensional shapes.  • 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.</td>
<td>• 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?</td>
<td>Unit 5 Screener  M2, S5 Shapes Checkpoint  M3, S6 &amp; S7 Unit 5 Assessment Administered through Schoology Performance Matters</td>
<td>2/28/23</td>
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<td>Unit 6: Geometry</td>
<td>2.OA.1</td>
<td>• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 20.</td>
<td>• What are efficient strategies to represent and solve word problems involving addition and subtraction?</td>
<td>Unit 6 Screener</td>
<td>3/31/23</td>
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<td></td>
<td>2.OA.2</td>
<td>• Apply properties of operations as strategies to add and subtract.</td>
<td>• How can properties of operations be used to add and subtract?</td>
<td>M2, S5</td>
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<td>2.OA.4*</td>
<td>• Relate counting to addition and subtraction.</td>
<td>• How can counting be used to solve addition and subtraction problems?</td>
<td>M3, S5</td>
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<td>2.NBT.1</td>
<td>• Make sense of and develop strategies to fluently solve addition and subtraction problems with totals up to 20.</td>
<td>• What are flexible, effective, and efficient methods of computation?</td>
<td>Unit 6 Assessment Administered through Schoology Performance Matters</td>
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<td>2.NBT.3</td>
<td>• Understand that the equal sign means “the same as”.</td>
<td>• What does the equal sign mean?</td>
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<td>2.NBT.5</td>
<td>• Determine the unknown number in an equation.</td>
<td>• What are efficient strategies to represent an unknown number in an equation?</td>
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<td>2.NBT.6</td>
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<td>2.NBT.7</td>
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<td>2.MD.8</td>
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<td>2.MD.10</td>
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<td>2.G.1*</td>
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<td>2.G.2*</td>
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<td>2.G.3*</td>
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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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Baltimore County Public Schools  
Office of Mathematics PreK-12  
June 2022
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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 take it 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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