Mathematics Grade 1
Year at a Glance

Unit	Duration	Assessed Standards	Big Ideas	Essential Questions	End of Unit Assessment
Unit 1: Addition, Subtraction, and the Number System	**29 days**	1.OA.A.1 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8 1.NBT.A.1	• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 20 • 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 whole number in an equation • Connect number names and written numbers to the quantities they represent	• *What are efficient strategies to represent and solve word problems involving addition and subtraction?* • *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?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended items)
Unit 2: 2−D Geometry	**16 days**	1.G.A.1	• Compose and decompose 2-dimensional shapes • Describe, identify, compare, sort, and draw 2-dimensional shapes	• *How is a shape determined by its attributes?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)
Unit 3: Addition, Subtraction, and the Number System 2	**29 days**	1.OA.A.1 1.OA.B.3 1.OA.C.6 1.OA.D.7 1.NBT.A.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 • 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 are efficient strategies to represent and solve word problems involving addition and subtraction?* • *How can properties of operations be used to add and subtract?* • *What are flexible, effective, and efficient methods of computation?* • *What does the equal sign mean?* • *How are numbers represented?* • *What are efficient ways to count?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)

Unit 4: Data Analysis	15 days	1.MD.C.4	• Sort, classify, represent, and interpret data	• *How can data be represented?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)
Unit 5: Measurement	18 days	1.OA.A.1 1.MD.A.1 1.MD.A.2 1.MD.B.3 1.G.A.3	• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 20 • Use comparison to identify lengths • Use non-standard units of measurement in order to understand that length is the distance between two endpoints of an object • Tell time to the hour and half-hour • Use fraction terms such as halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of	• *What are efficient strategies to represent and solve word problems involving addition and subtraction?* • *How can comparing objects be used to determine length?* • *How can objects be used to measure length?* • *How can a clock be used to measure time?* • *How can fractions be modeled?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)
Unit 6: Addition, Subtraction, and the Number System 3	28 days	1.OA.A.1 1.OA.A.02 1.OA.B.3 1.OA.C.05 1.OA.C.6 1.OA.D.7 1.OA.D.08	• Make sense of and develop strategies to solve addition and subtraction problems with totals up to 20 • Solve word problems that call for addition of three whole numbers • 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?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items*)*

Unit	Duration	Assessed Standards	Big Ideas	Essential Questions	End of Unit Assessment
Unit 8: Addition, Subtraction, and the Number System 4	**34 days**	1.OA.B.3 1.OA.C.5 1.OA.C.6 I.NBT.A.1 1.NBT.B.2 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6	• 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?*	• Part I-Periodic/Unit Assessment (multiple choice and multi-select items) • Part II-Reasoning and Application/Modeling Items (open-ended and short answer items)
Unit 9: 3−D Geometry	**14 days**	1.G.A.1	• Describe, identify, compare, sort, and draw 3-dimensional shapes	• *How is a shape determined by its attributes?*	• Part II-Reasoning and Application/Modeling Items (open-ended, selected response, and short answer items)