Grade 1 Enhanced Curriculum Map (Begins Fall 2021)

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Count & Graph	**Geometry**	**Measurement and Time**	**Addition & Subtraction**	**Place Value**	**Continued Addition & Subtraction**
3 - 4 weeks	**5 – 6 weeks**	**4 – 5 weeks**	**8 - 9 weeks**	**5 - 6 weeks**	**2 - 3 weeks**
MGSE1.NBT.1 *(numbers to 100)* **MGSE1.NBT.2** *(unitizing ones to create a ten and exploring teen numbers with base 10)* **MGSE2.MD.10** *(Interpret picture graphs-category data not to exceed 10)*	**MGSE1.NBT.1** *(numbers to 120)* **MGSE2.G.1** **MGSE1.G.2** **MGSE1.G.3** **MGSE2.MD.10** *(Interpret bar graphs-total sum of categorical data not to exceed 10)*	**MGSE1.MD.2** **MGSE1.MD.3** **MGSE2.MD.10** *(Interpret picture and bar graphs- total sum of categorical data not to exceed 10)*	**MGSE1.OA.1** **MGSE1.OA.3** **MGSE1.OA.4** **MGSE1.OA.5** **MGSE1.OA.6** **MGSE1.OA.7** **MGSE1.OA.8** **MGSE2.OA.3** **MGSE2.MD.10** *(draw picture graphs and interpret-total sum of categorical data not to exceed 20)*	**MGSE1.NBT.2** *(exploring decade numbers with base ten)* **MGSE1.NBT.3** **MGSE1.NBT.4** **MGSE1.NBT.5** **MGSE1.NBT.6** **MGSE2.OA.2** *(begin increasing fluency from 10 to 20)* **MGSE2.MD.10** *(draw bar graphs and interpret- total sum of categorical data not to exceed 20)*	**MGSE1.OA.2** **MGSE2.OA.2** *(By end of Grade 1, know from memory all sums of two one-digit numbers)* **MGSE2.MD.10** *(draw and interpret picture and bar graphs - total sum of categorical data not to exceed 20)*

Notes:

*Standards in red are FCS Prioritized Standards.

Rationale for adding the following standards:

MGSE2.MD.10 - This standard is an extension of MGSE1.MD.4 (organize, represent, and interpret data with three categories), which was moved down to Kindergarten.
MGSE2.G.1 - This standard builds on MGSE1.G.1 (attributes of shapes) which was moved to Kindergarten. This is a natural move for continuous exposure to geometry standards.
MGSE2.OA.2 - This standard requires students to be fluent with addition and subtraction to 20, and prepares them to be successful in second grade adding larger numbers.
MGSE2.OA.3 - This standard connects to the work of adding and subtracting within 1-20 done in this unit.

Clarification:

MGSE1.NBT.1- This standard should build over two units. Unit 1 – to 100. Unit 2 – to 120.
MGSE2.MD.10 - This standard should build throughout the year.
Unit 1 – Interpret picture graphs with total sum of categorical data not to exceed 10.
Unit 2 – Interpret bar graphs with total sum of categorical data not to exceed 10.
Unit 3 – Interpret picture and bar graphs with total sum of categorical data not to exceed 10. Teachers could use hours in the data set to connect to time.
Unit 4 – Draw picture graphs and interpret with total sum of categorical data not to exceed 20.
Unit 5 – Draw bar graphs and interpret with total sum of categorical data not to exceed 20.
Unit 6 – Draw picture and bar graphs and interpret. Total sum of categorical data not to exceed 20.

Grade 1 Enhanced Expanded Curriculum Map		
Unit 1	**Unit 2**	**Unit 3**
Count & Graph	**Geometry**	**Measurement and Time**
MGSE1.NBT.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. **MGSE1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones a. 10 can be thought of as a bundle of ten ones – called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. **MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	**MGSE1.NBT.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. **MGSE2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MGSE1.G.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. This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions. **MGSE1.G.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. **MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	**MGSE1.MD.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. (Iteration) **MGSE1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. **MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Grade 1 Enhanced Expanded Curriculum Map

Unit 4 Addition and Subtraction	Unit 5 Place Value	Unit 6 Continued Addition and Subtraction
MGSE1.OA.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. **MGSE1.OA.3** Apply properties of operations as strategies to add and subtract. 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.) **MGSE1.OA.4** Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. **MGSE1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **MGSE1.OA.6** Add and subtract within 20. **MGSE1.OA.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. **MGSE1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to 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 = Δ.	**MGSE1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **MGSE1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **MGSE1.NBT.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 ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **MGSE1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **MGSE1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 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. (e.g.,70 – 30, 30 – 10, 60 – 60) **MGSE2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	**MGSE1.OA.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. **MGSE2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. **MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

MGSE2.OA.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. **MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	**MGSE2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph	