Fulton County Schools 2021-2022

GSE Grade 1 Enhanced Curriculum Map

Semester 1

Unit 1		Unit 2		Unit 3	
Count & Graph		**Geometry**		**Measurement & Time**	
3 - 4 weeks		**5 – 6 weeks**		**4 – 5 weeks**	
Grade Level Standard	**Direct Prerequisite Standard**	**Grade Level Standard**	**Direct Prerequisite Standard**	**Grade Level Standard**	**Direct Prerequisite Standard**
MGSE1.NBT.1 *(numbers to 100)*	**MGSEK.CC.1**	**MGSE1.NBT.1** *(numbers to 120)*		**MGSE1.MD.2**	MGSE1.MD.1
MGSE1.NBT.2 *(unitizing ones to create a ten and exploring teen numbers with base 10)*		**MGSE2.G.1**	MGSE1.G.1	**MGSE1.MD.3**	
MGSE2.MD.10 *(Interpret picture graphs-total sum of the categorical data not to exceed 10)*	**MGSE1.MD.4**	**MGSE1.G.2**	MGSEK.G.6	**MGSE2.MD.10** *(Interpret picture and bar graphs-total sum of the categorical data not to exceed 10)*	
		MGSE1.G.3			
		MGSE2.MD.10 *(Interpret bar graphs-total sum of the categorical data not to exceed 10)*			

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.
All units include the Mathematical Practices and indicate skills to maintain.
Prioritized standards in RED
Prerequisite standards in BLUE
Prerequisite prioritized standards in BOLD BLUE
Prerequisite standards already addressed are denoted with *
Underlined standards link to STATE IMPLEMENTATION VIDEOS

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.

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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 w/total sum of categorical data not to exceed 10.
Unit 2- interpret bar graphs w/total sum of categorical data not to exceed 10.
Unit 3- interpret bar and picture graphs w/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 w/total sum of categorical data not to exceed 20.
Unit 5- draw bar graphs and interpret w/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.

Note: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking.

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GSE Grade 1 Enhanced Curriculum Map					
		Semester 2			
Unit 4		Unit 5		Unit 6	
Addition & Subtraction		**Place Value**		**Continued Addition & Subtraction**	
8 - 9 weeks		**5 - 6 weeks**		**2 - 3 weeks**	
Grade Level Standard	**Direct Prerequisite Standard**	**Grade Level Standard**	**Direct Prerequisite Standard**	**Grade Level Standard**	**Direct Prerequisite Standard**
MGSE1.OA.1	**MGSEK.OA.2**	**MGSE1.NBT.2** *(exploring decade numbers with base ten)*	**MGSEK.NBT.1**	**MGSE1.OA.2**	
MGSE1.OA.3	**MGSEK.OA.2***	**MGSE1.NBT.3**	MGSEK.CC.7	**MGSE2.OA.2** *(By end of Grade 1, know from memory all sums of two one-digit numbers)*	
MGSE1.OA.4	**MGSEK.OA.2***	**MGSE1.NBT.4**		**MGSE2.MD.10** *(draw and interpret picture and bar graphs-total sum of the categorical data not to exceed 20)*	
MGSE1.OA.5	**MGSEK.CC.4**	**MGSE1.NBT.5**			
MGSE1.OA.6	**MGSEK.OA.2*** **MGSEK.OA.3** **MGSEK.OA.4** MGSEK.OA.5	**MGSE1.NBT.6**			
MGSE1.OA.7		**MGSE2.OA.2** *(begin increasing fluency from 10 to 20)*			
MGSE1.OA.8		**MGSE2.MD.10** *(draw bar graphs and interpret-total sum of the categorical data not to exceed 20)*			
MGSE2.OA.3					
MGSE2.MD.10 *(draw picture graphs and interpret-total sum of the categorical data not to exceed 20)*					

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GSE Grade 1 Enhanced

GSE Grade 1 Enhanced Expanded Curriculum Map	
Standards for Mathematical Practice	
1 Make sense of problems and persevere in solving them. **2** Reason abstractly and quantitatively. **3** Construct viable arguments and critique the reasoning of others. **4** Model with mathematics.	**5** Use appropriate tools strategically. **6** Attend to precision. **7** Look for and make use of structure. **8** Look for and express regularity in repeated reasoning.

Unit 1	Unit 2	Unit 3
Count & Graph	**Geometry**	**Measurement & Time**
MGSEK.CC.1 Count to 100 by ones and by tens. **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. **MGSE1.MD.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.** **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. **MGSE1.G.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. **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. **MGSEK.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" **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.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **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.

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GSE Grade 1 Enhanced

GSE Grade 1 Enhanced Expanded Curriculum Map	
Standards for Mathematical Practice	
1 Make sense of problems and persevere in solving them. **2** Reason abstractly and quantitatively. **3** Construct viable arguments and critique the reasoning of others. **4** Model with mathematics.	**5** Use appropriate tools strategically. **6** Attend to precision. **7** Look for and make use of structure. **8** Look for and express regularity in repeated reasoning.

Unit 4	Unit 5	Unit 6
Addition & Subtraction	**Place Value**	**Continued Addition & Subtraction**
MGSEK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **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. **MGSEK.OA.2*** **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.) **MGSEK.OA.2*** **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. **MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.** **a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence)** **b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their**	**MGSEK.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8).** **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). **MGSEK.CC.7** Compare two numbers between 1 and 10 presented as written numerals. **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	**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 1, 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.

arrangement or the order in which they were counted. (cardinality) **c. Understand that each successive number name refers to a quantity that is one larger.** **MGSE1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **MGSEK.OA.2*** **MGSEK.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).** **MGSEK.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.** **MGSEK.OA.5** Fluently add and subtract within 5. **MGSE1.OA.6** Add and subtract within 20. a. 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). b. Fluently add and subtract within 10. **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. **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	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 1, 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	

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