



**Georgia's K-12
Mathematics Standards
Curriculum Map**

2024 – 2025

GRADE 1 ADVANCED MATH

FCS GRADE 1 ADVANCED MATH CURRICULUM MAP

Georgia's K-8 Mathematics Standards							
Semester 1				Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Shapes and Fractions Understanding	Make a Ten	Place Value	Addition and Subtraction within 20	Addition and Subtraction within 100	Measurement and Telling Time	Elapsed Time and Money	Culminating Capstone Unit
25 Days	15 Days	21 Days	23 Days	36 Days	18 Days	20 Days	12 Days
<u>Unit Dates</u> 8/7/2024 - 9/13/2024	<u>Unit Dates</u> 9/16/2024 - 10/4/2024	<u>Unit Dates</u> 10/7/2024 - 11/8/2024	<u>Unit Dates</u> 11/11/2024 - 12/18/2024	<u>Unit Dates</u> 1/7/2025 - 2/28/2025	<u>Unit Dates</u> 3/5/2025 - 3/28/2025	<u>Unit Dates</u> 3/31/2025 - 5/2/2025	<u>Unit Dates</u> 5/5/2025 - 5/20/2025
Learning Expectations 1.NR.1.1 * 1.PAR.3.1 * 1.PAR.3.2 * 1.GSR.4.1 1.GSR.4.2 1.GSR.4.3 1.MDR.6.4 * 2.GSR.7.2 2.GSR.7.3	Learning Expectations 1.NR.1.1 * 1.NR.2.4 1.NR.2.5 * 1.PAR.3.1	Learning Expectations 1.NR.1.2 1.NR.1.3 1.NR.2.5 * 1.PAR.3.2 * 2.NR.1.1	Learning Expectations 1.NR.1.1 1.NR.2.1 1.NR.2.2 1.NR.2.4 1.NR.2.5 1.NR.2.7 1.PAR.3.2 * 1.MDR.6.4 * 2.NR.2.1	Learning Expectations 1.NR.1.3 1.NR.2.3 1.NR.2.5 1.NR.2.6 1.NR.5.1 1.NR.5.2 1.NR.5.3 1.PAR.3.2 * 1.MDR.6.4 * 2.NR.2.2	Learning Expectations 1.MDR.6.1 1.MDR.6.2 * 1.MDR.6.4 1.PAR.3.2 2.MDR.5.1 * 2.MDR.6.1 *	Learning Expectations 1.MDR.6.2 * 1.MDR.6.3 1.PAR.3.2 2.MDR.6.1 *	Learning Expectations All Standards
1.MP.1-8	1.MP.1-8	1.MP.1-8	1.MP.1-8	1.MP.1-8	1.MP.1-8	1.MP.1-8	1.MP.1-8
The Framework for Statistical Reasoning , Mathematical Modeling Framework , and the K-12 Mathematical Practices should be taught throughout the units.							

Curriculum Map Key

Prioritized learning expectations are in red.	Learning Expectations for ES Advanced courses are in green.	An * denotes to refer to the unit details below for specific instructional and assessment expectations.
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Rationale for Adjustments from 2023-2024 to 2024-2025

Unit/Standard/Learning Expectation Adjustments	Rationale																		
<p style="text-align: center;"><u>Unit Changes</u></p> <table border="1" data-bbox="296 289 848 581"> <thead> <tr> <th style="background-color: #ffff00;">2023-2024 Unit</th> <th style="background-color: #ffff00;">2024-2025 Unit</th> </tr> </thead> <tbody> <tr><td>Unit 3</td><td>Unit 1</td></tr> <tr><td>Unit 1</td><td>Unit 2</td></tr> <tr><td>Unit 1</td><td>Unit 3</td></tr> <tr><td>Unit 2</td><td>Unit 4</td></tr> <tr><td>Unit 5</td><td>Unit 5</td></tr> <tr><td>Unit 4</td><td>Unit 6</td></tr> <tr><td>Unit 4</td><td>Unit 7</td></tr> <tr><td>Unit 6 (Capstone)</td><td>Unit 8 (Capstone)</td></tr> </tbody> </table>	2023-2024 Unit	2024-2025 Unit	Unit 3	Unit 1	Unit 1	Unit 2	Unit 1	Unit 3	Unit 2	Unit 4	Unit 5	Unit 5	Unit 4	Unit 6	Unit 4	Unit 7	Unit 6 (Capstone)	Unit 8 (Capstone)	<ul style="list-style-type: none"> Considering feedback on the 2023-2024 curriculum maps, changes were made to the order of the units, progression of standards, and advanced standards. The 2024-2025 units were organized around the following big ideas: Shapes and Fractions Understanding, Making a Ten, Place Value Understanding, Addition and Subtraction within 20, Addition and Subtraction within 100, Measurement and Telling Time, and Elapsed Time and Money. Unit 2 was moved to Unit 4. In this unit students will focus on addition and subtraction within 20 to build a strong foundation prior to the work in Unit 5 of adding and subtracting within 100.
2023-2024 Unit	2024-2025 Unit																		
Unit 3	Unit 1																		
Unit 1	Unit 2																		
Unit 1	Unit 3																		
Unit 2	Unit 4																		
Unit 5	Unit 5																		
Unit 4	Unit 6																		
Unit 4	Unit 7																		
Unit 6 (Capstone)	Unit 8 (Capstone)																		
<p>Unit 1 was split into 2 big ideas over Unit 2 and Unit 3.</p>	<ul style="list-style-type: none"> Unit 2 will focus on multiple representations to make a ten, fluency within 10, and the meaning of the equal sign. In Unit 3 students will use their understanding of making a 10 to explore teen numbers and develop place value understanding of two-digit numbers within 100. Students will also begin comparing numbers with the symbol in Unit 3. Reading, writing, and counting to 120 was split across multiple units. 																		
<p>Unit 4 was split over Unit 6 and Unit 7.</p>	<ul style="list-style-type: none"> In Unit 6 students will focus on length measurement and telling time to the hour and half hour. In Unit 7 students will begin exploring elapsed time to the hour and money. 																		
<p>1.PAR.3.2 learning expectation was split across multiple units based on the work of the unit.</p>	<ul style="list-style-type: none"> Unit 1 – Patterns by 1s Unit 3 – Patterns by 1’s and 10’s Unit 4 and Unit 5 – Patterns by 1s 2s, and 10s Unit 6 and Unit 7 - Patterns by 1s 2s, 5s and 10s 																		
<p>2.GSR.7.2 learning expectation was added to Unit 1.</p>	<ul style="list-style-type: none"> Identifying at least one line of symmetry in everyday objects to describe each object as a whole is a transition to understanding parts of a whole as students move into naming the parts. 																		
<p>2. NR.1.1 learning expectation was added to Unit 3.</p>	<ul style="list-style-type: none"> Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways is the next progression in applying place value understanding and will support first grade work of addition and subtraction within 100 in unit 4. 																		

2.NR.2.2 learning expectation was added to Unit 5.	<ul style="list-style-type: none">• This is an extension of the work in first grade 1.NR.5.2 and 1.NR.5.3.
2.MDR.6.1 learning expectation was added to Unit 6 (tell time to the 5 minutes) and Unit 7 (elapsed time to the $\frac{1}{2}$ hour).	<ul style="list-style-type: none">• These are the next progression to the first grade standard 1.MDR.6.2 (telling time to the hour and half-hour and elapsed time to the hour).

Unit 1: Shapes and Fractions Understanding

25 Days

Unit Dates: 8/7/2024 - 9/13/2024

1.NR.1: Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.

1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

1.GSR.4: Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.

1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.

2.GSR.7: Draw and partition shapes and other objects with specific attributes and conduct observations of everyday items and structures to identify how shapes exist in the world.

1.NR.1.1 *: Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral (*Count within 50 in Unit 1).

1.PAR.3.1 *: Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string (*Students only investigate, create, and make predictions about repeating patterns with a series of shapes in Unit 1).

1.PAR.3.2 *: Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s (*Patterns by 1's in Unit 1).

1.GSR.4.1: Identify common two-dimensional shapes and three-dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes.

1.GSR.4.2: Compose two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape.

1.GSR.4.3: Partition circles and rectangles into two and four equal shares.

1.MDR.6.4 *: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers (*This standard is not assessed in Unit 1. Students are only gathering and organizing information in Unit 1).

2.GSR.7.2: Identify at least one line of symmetry in everyday objects to describe each object as a whole.

2.GSR.7.3: Partition circles and rectangles into two, three or four equal shares. Identify and describe equal-sized parts of the whole using fractional names ("halves", "thirds", "fourths", "half of", "third of", "quarter of", etc.).

Unit 2: Make a Ten

15 Days

Unit Dates: 9/16/2024 - 10/4/2024

1.NR.1: Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.

1.NR.2: Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.

1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

1.NR.1.1 *: Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral (*Count within 100 in Unit 2).

1.NR.2.4: Fluently add and subtract within 10 using a variety of strategies.

1.NR.2.5 *: Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false (*Only recognizing equal sets within 10 in Unit 2).

1.PAR.3.1: Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string.

Unit 3: Place Value

21 Days

Unit Dates: 10/7/2024 - 11/8/2024

- 1.NR.1:** Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.
- 1.NR.2:** Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.
- 1.PAR.3:** Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.
- 2.NR.1:** Using the place value structure, explore the count sequences to represent, read, write, and compare numerical values to 1000 and describe basic place value relationships and structures.
- 1.NR.1.2:** Explain that the two digits of a 2-digit number represents the amounts of tens and ones.
- 1.NR.1.3:** Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$.
- 1.NR.2.5 *:** Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false (*Only recognizing equal sets to compose and decompose numbers based on tens and ones in unit 3).
- 1.PAR.3.2 *:** Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s (*Patterns by 1's and 10's in Unit 3).
- 2.NR.1.1:** Explain the value of a three-digit number using hundreds, tens, and ones in a variety of ways.

Unit 4: Addition and Subtraction within 20

23 Days

Unit Dates: 11/11/2024 - 12/18/2024

1.NR.1: Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.

1.NR.2: Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.

1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems involving addition and subtraction within 1,000.

1.NR.1.1: Count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NR.2.1: Use a variety of strategies to solve addition and subtraction problems within 20.

1.NR.2.2: Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.

1.NR.2.4: Fluently add and subtract within 10 using a variety of strategies.

1.NR.2.5: Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.

1.NR.2.7: Apply properties of operations as strategies to solve addition and subtraction problem situations within 20.

1.PAR.3.2 *: Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s (*Patterns by 1's, 2's, and 10's in Unit 4).

1.MDR.6.4 *: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers (*Students are only answering questions within 20 based on given graphical information in Unit 4).

2.NR.2.1: Fluently add and subtract within 20 using a variety of mental, part-whole strategies.

Unit 5: Addition and Subtraction within 100

36 Days

Unit Dates: 1/7/2025 - 2/28/2025

1.NR.1: Extend the count sequence to 120. Read, write, and represent numerical values to 120 and compare numerical values to 100.

1.NR.2: Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.

1.NR.5: Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.

1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.

2.NR.2: Apply multiple part-whole strategies, properties of operations and place value understanding to solve real-life, mathematical problems, involving additional and subtraction within 1,000.

1.NR.1.3: Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols $>$, $=$, and $<$.

1.NR.2.3: Recognize the inverse relationship between subtraction and addition within 20 and use the inverse relationship to solve authentic problems.

1.NR.2.5: Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false.

1.NR.2.6: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

1.NR.5.1: Use a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers.

1.NR.5.2: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NR.5.3: Add and subtract multiples of 10 within 100.

1.PAR.3.2 *: Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s (*Patterns by 1's, 2's, and 10's in Unit 5).

1.MDR.6.4 *: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers (*Students collect, organize, and analyze data in Unit 5).

2.NR.2.2: Find 10 more or 10 less than a given three-digit number and find 100 more or 100 less than a given three-digit number.

Unit 6: Measurement and Telling Time

18 Days

Unit Dates: 3/5/2025 - 3/28/2025

1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, ~~as well as denominations of money~~ to solve real-life, mathematical problems and answer relevant questions.

1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

2.MDR.5 *: Estimate and measure lengths of objects and distance to solve problems found in real-life using standard units of measurement, including inches, feet, and yards.

2.MDR.6 *: Solve real-life problems involving time and money.

1.MDR.6.1: Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.

1.MDR.6.2 *: Tell and write time in hours and half-hours using analog and digital clocks and measure elapsed time to the hour on the hour using a predetermined number line (*Students will only tell and write time to the hour and half-hour in Unit 6).

1.MDR.6.4: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

1.PAR.3.2: Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s.

2.MDR.5.1 *: Construct simple measuring instruments using unit models. Compare unit models to rulers (*Only inches).

2.MDR.6.1 *: Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half-hour (*Students will only tell and write time to the nearest 5 minutes in Unit 6).

Unit 7: Elapsed Time and Money

20 Days

Unit Dates: 3/31/2025 - 5/2/2025

1.MDR.6: Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and answer relevant questions.

1.PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

2.MDR.6: Solve real-life problems involving time and money.

1.MDR.6.2 *: Tell and write in time hours and half-hours using analog and digital clocks and measure elapsed time to the hour on the hour using a predetermined number line (*Students will only measure elapsed time to the hour on the hour using a predetermined number line in Unit 7).

1.MDR.6.3: Identify the value of quarter and compare the values of pennies, nickels, dimes, and quarters.

1.PAR.3.2: Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s.

2.MDR.6.1 *: Tell and write time from analog and digital clocks to the nearest five minutes, and estimate and measure elapsed time using a timeline, to the hour or half hour on the hour or half hour (*Students will only measure elapsed time using a timeline, to the hour or half hour on the hour or half hour).

Unit 8: Culminating Capstone Unit

12 Days

Unit Dates: 5/5/2025 - 5/20/2025

ALL Standards Addressed in this Unit

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit).