

Warren County School District

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: _____

Course Number: _____

Course Description and Prerequisites: _____
(Include "no final exam" or "final exam required")

Suggested Grade Level: _____

Length of Course: ____ One Semester ____ Two Semesters ____ Other
(Describe) _____

Units of Credit: _____ (Insert ***NONE*** if appropriate.)

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required
Teacher Certification(s)** (Insert certificate title and CSPG#) _____

Certification verified by WCSD Human Resources Department:
____ Yes ____ No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: _____

Date Approved: _____

Implementation Year: _____

Suggested Supplemental Materials: (List or insert **None**)

Course Standards

PA Academic Standards: (List by Number and Description)

WCSD Academic Standards: (List or **None**)

Industry or Other Standards: (List, Identify Source or **None**)

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

**SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS
AND ELIGIBLE CONTENT WHERE APPLICABLE**

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

x – performance assessed during that semester

	Performance Indicator	1	2	Assessment
A.	•			
B.				
C.				
D.				
E.	•			
F.				
G.	•			
H.				
I.	•			
J.				
K.				
L.				

	Performance Indicator	1	2	Assessment
A.	•			
B.				
C.				

	Performance Indicator	1	2	Assessment
A.	•			
B.				
C.				

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them

into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ___ Yes ___ No

District-wide Final Examination Required: ___ Yes ___ No

Course Challenge Assessment (Describe):

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Content Sequence	Dates
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WRITING TEAM:

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ___ Yes ___ No
2. Does this course issue a mark/grade for the report card?
___ Yes ___ No
3. Does this course issue a Pass/Fail mark? ___ Yes ___ No
4. Is the course mark/grade part of the GPA calculation?
___ Yes ___ No

5. Is the course eligible for Honor Roll calculation? ___ Yes ___ No

6. What is the academic weight of the course?

___ No weight/Non credit

___ Standard weight

___ Enhanced weight

(Describe)_____

SAMPLE

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

2.1 Numbers, Number Systems and Number Relationships

x – performance assessed during that semester

	Performance Indicator	1	2	Assessment
A.	<ul style="list-style-type: none"> • Recognize and write numbers to 1000. • Count by 2's, 5's, 10's, 25's, 100's . 			Formative Assessments: <ul style="list-style-type: none"> • Observation • Evaluate written work • Performance assessment • Tests/quizzes • Problem-solving • Create an illustration • Develop a model using manipulatives • Hands on representation • Evaluate oral response • Self-evaluations • SuccessMaker • K-W-L • Homework Summative Assessments: <ul style="list-style-type: none"> • Portfolio • Test • Performance assessment
B.	Interpret whole numbers and fractions to represent quantities.			
C.	Write or represent numbers using manipulative such as hundred chart, base ten blocks, or number board.			
D.	Equate correct number of fractional parts to a whole number using manipulatives and drawings.			
E.	<ul style="list-style-type: none"> • Recognize and count pennies, nickels, dimes, quarters and one dollar bill. • Count and write a given amount of money up to \$1.00 using different coin combinations. • Select coins to match a given amount of money. • Solve money problems using cent and dollar symbols. 			
F.	Recognize even and odd numbers.			
G.	<ul style="list-style-type: none"> • Use concrete objects such as base ten blocks to represent numbers 1 through 1000. 			
H.	Demonstrate one to one correspondence to 1000.			
I.	<ul style="list-style-type: none"> • Recognize numbers in ones, tens, and the hundreds place value. • Order numbers from least to greatest and greatest to least. • Write numbers in expanded form. 			
J.				
K.				
L.	Demonstrate knowledge of basic addition and subtraction of facts to 20.			

SAMPLE

2.2 Computation and Estimation

	Performance Indicator	1	2	Assessment
A.	<ul style="list-style-type: none"> Apply addition and subtraction in everyday situations to 1000. Solve story problems using concrete objects. 			Formative Assessments: <ul style="list-style-type: none"> Observation Evaluate written work Performance assessment Tests/quizzes Problem-solving Create an illustration Develop a model using manipulatives Hands on representation Evaluate oral response Self-evaluations SuccessMaker Interview K-W-L Homework Summative Assessments: <ul style="list-style-type: none"> Portfolio Test Performance assessment
B.	<ul style="list-style-type: none"> Solve two and three digit addition and problems with and without regrouping. Solve two and three digit subtraction problems with and without regrouping. 			
C.	Demonstrate the concept of multiplication as repeated addition using 2's, 5's and 10's.			
D.	Demonstrate the concept of division as repeated subtraction and as sharing 50.			
E.				
F.	Use estimation to determine the reasonableness of calculated answers to 1000.			
G.	Describe the process used to solve a problem.			

2.3 Measurement and Estimation

	Performance Indicator	1	2	Assessment
A.	<ul style="list-style-type: none"> Compare measurable progression of time to the hour, ½ hour, ¼ hour and five-minute intervals. Record and graph temperature. 			Formative Assessments: <ul style="list-style-type: none"> Observation Evaluate written work Performance assessment Tests/quizzes Problem-solving Create an illustration
B.	Determine and measure objects with standard and non-standard units.			
C.	Determine and compare elapsed time.			

D.	Read and represent time to the nearest $\frac{1}{2}$ hour, $\frac{1}{4}$ hour, and five minutes using an analog and digital clock.			illustration <ul style="list-style-type: none"> • Develop a model using manipulatives • Hands on representation • Evaluate oral response • SuccessMaker • Homework Summative Assessments: <ul style="list-style-type: none"> • Test • Performance assessment
E.	Determine the appropriate unit of measure.			
F.				
G.	Estimate and verify measurement.			

2.4 Mathematical Reasoning and Connections

	Performance Indicator	1	2	Assessment
A.	Make and verify predictions of real life objects.			Formative Assessments: <ul style="list-style-type: none"> • Observation • Evaluate written work • Performance assessment Summative Assessments: <ul style="list-style-type: none"> • Performance assessment
B.	Use measurement in everyday situations in the classroom.			

2.5 Mathematical Problem Solving and Communication

	Performance Indicator	1	2	Assessment
A.	<ul style="list-style-type: none"> • Create addition and subtraction word problems using real life situations, then solve. • Solve addition and subtraction word problems using charts and graphs. • Use appropriate problem-solving strategies to solve word problems. 			Formative Assessments: <ul style="list-style-type: none"> • Observation • Evaluate written work • Performance assessment • Problem-solving • Create an illustration
B.	Represent the solution to a word problem with manipulatives.			

C.				<ul style="list-style-type: none"> • Develop a model using manipulatives • Hands on representation • Evaluate oral response <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Test • Performance assessment
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2.6 Statistics and Data Analysis

	Performance Indicator	1	2	Assessment
A.	<ul style="list-style-type: none"> • Gather data by observing with tallies, pictures, and counting. • Organize and display data using charts, bar graphs and pictographs. 			<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Evaluate written work • Problem-solving • Create an illustration • Hands on representation <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Performance assessment
B.	Formulate and answer questions based on data shown on graphs.			
C.				
D.				

2.7 Probability and Predictions

	Performance Indicator	1	2	Assessment
A.	Predict the measure of likelihood of events.			<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation • Evaluate written work • Performance assessment • Create an illustration • Hands on representation • Evaluate oral response <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Test • Performance assessment
B.	<ul style="list-style-type: none"> • Gather data using a spinner and record. • Recognize and explain a fair or unfair spinner. 			
C.				