

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Mathematics Kindergarten

Course Number: 08023

Course Description: In kindergarten, instructional time focuses on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten is devoted to numbers than to other topics.

Suggested Grade Level: Kindergarten

Length of Course: Two Semesters

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 69 Grades PK-4

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☒ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 02030

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 8.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: enVisionmath Kindergarten
Publisher: Pearson
ISBN #: 9780768573411
Copyright Date: 2020
WCSD Board Approval Date: 3/8/2021

Supplemental Materials: Manipulatives, ST Math

Curriculum Document

WCSD Board Approval:

Date Finalized: 1/18/2021
Date Approved: 3/8/2021
Implementation Year: 2021-2022

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Know number names, and write and recite the count sequence.	2.1.K.A.1	January
Count to 100.	2.1.K.A.1	January
Count forward beginning from a given number within a known sequence.	2.1.K.A.1	December January
Name numerals 0-20.	2.1.K.A.1	December
Represent a number of objects with a written numeral 0-20.	2.1.K.A.1	December
Recognize that a number represents a specific quantity.	2.1.K.A.1	October February
Connect the quantity to a written symbol.	2.1.K.A.1	October
Continually check work by asking questions.	2.1.K.A.1	October
Apply one-to-one correspondence to count the number of objects.	2.1 K.A.2	December
Use one –to-one correspondence when counting to 20.	2.1.K.A.2	December
State the total number of objects counted, demonstrating understanding that last number named tells the number of objects counted.	2.1.K.A.2	October
Understand each successive number name refers to a quantity that is one larger when added to the given number.	2.1.K.A.2	October
Solve addition and subtraction work problems, and add and subtract within 10 by using objects or drawings to represent the problem.	2.1.K.A.2	March
Recognize that a number represents a specific quantity.	2.1.K.A.2	February
Continually check work by asking questions	2.1.K.A.2	January May
Apply the concept of magnitude to compare numbers and quantities.	2.1 K.A.3	October November
Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (e.g., using matching and counting strategies)	2.1 K.A.3	October November
Compare two numbers between 1 and 10 presented as written numerals.	2.1 K.A.3	October November
Develop mathematical communication skills.	2.1 K.A.3	October November
Use clear and precise language and discussions to justify own reasoning	2.1 K.A.3	October November
Use place-value to compose and decompose numbers within 19.	2.1 K.B.1	April

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Compose and decompose numbers up to 19 into ten and ones by using objects or drawings. <ul style="list-style-type: none"> Record each composition or decomposition by a drawing or equation. 	2.1 K.B.1	April
Continually check work by asking questions. (e.g., “Does this make sense?”)	2.1 K.B.1	April
Begin to discern a pattern or structure that exists in teen numbers.	2.1 K.B.1	April
Extend the concepts of putting together and taking apart to add and subtract within 10.	2.2 K.A.1	February March
Represent addition and subtraction. (e.g., with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations)	2.2 K.A.1	February March
Decompose numbers less than or equal to 1 into pairs in more than one way, by using objects or drawings. <ul style="list-style-type: none"> Record each decomposition through a drawing or equation. 	2.2 K.A.1	February March
Find the number that makes 10, for any number from 1 to 9, when added to the given number.	2.2 K.A.1	February March
Solve addition and subtraction word problems, and add and subtract within 10, by using objects, drawings, or equations.	2.2 K.A.1	February March
Begin to discern a pattern or structure in equations of addition and subtraction.	2.2 K.A.1	February March
Experiment with representing problem situations in multiple ways including numbers, words (e.g. mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc.	2.2 K.A.1	February March
Connect the different representations and explain the connections.	2.2 K.A.1	February March
Identify and describe two-and three-dimensional shapes.	2.3 K.A.1	September
Identify shapes as two-dimensional or three-dimensional.	2.3 K.A.1	September
Name shapes regardless of their orientations or overall size.	2.3 K.A.1	September
Use simple shapes to compose larger shapes.	2.3 K.A.1	September
Compare two representations side-by-side and explain their connections.	2.3 K.A.1	September October
Use clear and precise language in discussions with others and in own reasoning.	2.3 K.A.1	September October
Analyze, compare, create, and compose two- and three-dimensional shapes	2.3 K.A.2	October
Describe objects in the environment using names of shapes.	2.3 K.A.2	October

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Describe the relative positions of objects using appropriate terms. (e.g., above, below, beside, in front, behind, next to)	2.3 K.A.2	October
Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes	2.3 K.A.2	September October
Model shapes in the world by building shapes.	2.3 K.A.2	October
Construct arguments using concrete referents. (e.g., objects, pictures, drawing, and actions)	2.3 K.A.2	October
Develop mathematical communication skills as they participate in mathematical discussions.	2.3 K.A.2	September October
Describe and compare attributes of length, area, weight, and capacity of everyday objects.	2.4 K.A.1	May
Describe measurable attributes of objects. (e.g., length, weight, area, or capacity)	2.4 K.A.1	May
Describe several measurable attributes of a single object.	2.4 K.A.1	May
Compare two objects with a measureable attribute in common.	2.4 K.A.1	May
Consider the available tools (including estimation) when solving a mathematical problem	2.4 K.A.1	May
Decide when certain tools might be helpful.	2.4 K.A.1	May
Classify objects and count the number of objects in each category.	2.4 K.A.4	February
Classify up to 20 objects into categories using one attribute. <ul style="list-style-type: none"> • Display the number of objects in each category. • Count and compare the quantities of each category. • Describe the difference 	2.4 K.A.4	February
Construct arguments using concrete objects to classify items. (e.g., ask “Why is this true?” “Does this make sense?”)	2.4 K.A.4	February
Connect the different representations and explain the connections.	2.4 K.A.4	February

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: center activities, cooperative learning activities, games, online activities, oral responses, teacher observations, and worksheets.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: performance assessments, projects, tests, and quizzes.