**COURSE DESCRIPTION**

**Course Title:** Mathematics 1

**Course Number:** 08123

**Course Description:** In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including tens and one; (3) developing understanding of linear measurement, telling time to the hour and half hour, and organizing and interpreting data (4) reasoning about attributes of and composing and decomposing geometric shapes.

**Suggested Grade Level**: Grade 1

**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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**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**: 02031

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  enVisionmath Kindergarten

**Publisher:** Pearson

**ISBN #:**  978-0-76-857341-1

**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).

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed for Mastery** |
| --- | --- | --- |
| **Extend the counting sequence to read and write numerals to represent objects.** | **2.1 1.B.1** | January |
| Count to 120, starting at any number less than 120. | 2.1 1.B.1 | January |
| Read and write numerals up to 120 and represent a number of objects with a written numeral. | 2.1 1.B.1 | January |
| **Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers.** | **2.1 1.B.2** | February |
| Understand that the two digits of a two-digit number represent amounts of tens and ones. | 2.1 1.B.2 | February |
| Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. | 2.1 1.B.2 | February |
| **Use place-value concepts and properties of operations to add and subtract within 100.** | **2.1 1.B.3** | March |
| Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 using concrete models or drawings. | 2.1 1.B.3 | March |
| Relate the strategy to a written method and explain the reasoning used | 2.1 1.B.3 | March |
| Subtract multiples of 10 in the range 10–90, using concrete models or drawings. Relate the strategy to a written method and explain the reasoning used. | 2.1 1.B.3 | March |
| **Represent and solve problems involving addition and subtraction within 20.** | **2.2 1.A.1** | November  December |
| Use addition and subtraction within 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | 2.2 1.A.1 | November  December |
| Add and subtract within 20. (e.g., use strategies such as counting on, making 10, decomposing a number leading to a 10, using the relationship between addition and subtraction and creating equivalent but easier or known sums) | 2.2 1.A.1 | October |
| Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. | 2.2 1.A.1 | December |
| Construct viable arguments and critique the reasoning of others. | 2.2 1.A.1 | December |
| **Understand and apply properties of operations and the relationship between addition and subtraction.** | **2.2 1.A.2** | October |
| Apply properties of operations as strategies to add and subtract. (e.g., commutative property of addition, associative property of addition) | 2.2 1.A.2 | September |
| Understand subtraction as an unknown addend problem. (e.g., subtract 10 – 8 by finding the number that makes 10 when added to 8) | 2.2 1.A.2 | October |
| **Compose and distinguish between two and three-dimensional shapes based on their attributes.** | **2.3 1.A.1** | May |
| Compose two- and three-dimensional shapes and distinguish between attributes. | 2.3 1.A.1 | May |
| Build, create, and draw shapes that possess given attributes. | 2.3 1.A.1 | May |
| Develop mathematical communication skills. | 2.3 1.A.1 | September |
| Construct arguments using concrete referents. (e.g., objects, pictures, drawings, actions) | 2.3 1.A.1 | September |
| **Use the understanding of fractions to partition shapes into halves and quarters.** | **2.3 1.A.2** | June |
| Partition circles and rectangles into two and four equal shares. | 2.3 1.A.2 | September |
| Draw the conclusion that decomposing into more equal shares creates smaller shares. | 2.3 1.A.2 | June |
| **Order lengths and measure them both indirectly and by repeating length units.** | **2.4 1.A.1** | April |
| Order three objects by length; compare the lengths of two objects indirectly by using a third object. | 2.4 1.A.1 | April |
| Use standard and non-standard units of measure to express the length of an object as a whole number of length units. | 2.4 1.A.1 | April |
| Understand that the length measurement of an object is the number of same-size length units. | 2.4 1.A.1 | April |
| Determine the appropriate measurement tool, explore and apply understanding of estimation. | 2.4 1.A.1 | April |
| **Tell and write time to the nearest half hour using both analog and digital clocks.** | **2.4 1.A.2** | April |
| Tell and write time in hours and half hours using analog and digital clocks | 2.4 1.A.2 | April |
| **Represent and interpret data using tables/ charts.** | **2.4 1.A.4** | January |
| Organize, represent, and interpret data with up to three categories. | 2.4 1.A.4 | January |
| Ask and answer questions about the data. | 2.4 1.A.4 | January |

**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.