WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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
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, 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

Performance Indicator	**PA Core Standard and/or Eligible Content**	**Month Taught and Assessed for Mastery**
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.