

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Mathematics 1

Course Number: 08123

Course Prerequisites: None

Course Description: In Grade 1, instructional time focuses 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 or Elementary K-6

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 choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: enVision Math 1st Grade
Publisher: Pearson
ISBN #: 9780768573428
Copyright Date: 2020
WCSD Board Approval Date: 3/8/2021

Supplemental Materials: Manipulatives, ST Math, Flashcards, mCLASS

Curriculum Document

WCSD Board Approval:

Date Finalized: 7/20/2022
Date Approved: Click or tap to enter a date.
Implementation Year: 2022-2023

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 AND CONCEPTS

Marking Period 1

Understanding addition and subtraction concepts
Fluently add and subtract within 10
Addition facts to 20 – Use Strategies

Marking Period 2

Subtraction facts to 20 – Use strategies
Work with addition and subtraction equations
Represent and interpret data

Marking Period 3

Extend counting sequence
Understand place value
Compare two-digit numbers
Use model and strategies to add tens and ones

Marking Period 4

Use models and strategies to sub tens and ones
Measure Length
Time and money
Reason with shapes and their attributes
Equal shares of circles and rectangles

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Standards/Eligible Content and Skills

| Performance Indicator | PA Core Standard and/or Eligible Content | Marking Period Taught |
|---|---|------------------------------|
| Extend the counting sequence to read and write numerals to represent objects. | 2.1 1.B.1 | MP3 |
| Count to 120, starting at any number less than 120. | 2.1 1.B.1 | MP3 |
| Read and write numerals up to 120 and represent a number of objects with a written numeral. | 2.1 1.B.1 | MP3 |
| Use place-value concepts to represent amounts of tens and ones and to compare two-digit numbers. | 2.1 1.B.2 | MP3 |
| Understand that the two digits of a two-digit number represent amounts of tens and ones. | 2.1 1.B.2 | MP3 |
| 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 | MP3 |
| Use place-value concepts and properties of operations to add and subtract within 100. | 2.1 1.B.3 | MP3 |
| 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 | MP3 |
| Relate the strategy to a written method and explain the reasoning used. | 2.1 1.B.3 | MP4 |
| 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 | MP4 |
| Represent and solve problems involving addition and subtraction within 20. | 2.2 1.A.1 | MP1 |
| 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 | MP1 |
| 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 | MP1 |
| 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 | MP2 |
| Construct viable arguments and critique the reasoning of others. | 2.2 1.A.1 | MP2 |
| Understand and apply properties of operations and the relationship between addition and subtraction. | 2.2 1.A.2 | MP2 |
| 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 | MP2 |
| 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 | MP2 |

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| Performance Indicator | PA Core Standard and/or Eligible Content | Marking Period Taught |
|--|---|------------------------------|
| Compose and distinguish between two and three-dimensional shapes based on their attributes. | 2.3 1.A.1 | MP4 |
| Compose two- and three-dimensional shapes and distinguish between attributes. | 2.3 1.A.1 | MP4 |
| Build, create, and draw shapes that possess given attributes. | 2.3 1.A.1 | MP4 |
| Develop mathematical communication skills. | 2.3 1.A.1 | MP4 |
| Construct arguments using concrete referents (e.g., objects, pictures, drawings, actions). | 2.3 1.A.1 | MP4 |
| Use the understanding of fractions to partition shapes into halves and quarters. | 2.3 1.A.2 | MP4 |
| Partition circles and rectangles into two and four equal shares. | 2.3 1.A.2 | MP4 |
| Draw the conclusion that decomposing into more equal shares creates smaller shares. | 2.3 1.A.2 | MP4 |
| Order lengths and measure them both indirectly and by repeating length units. | 2.4 1.A.1 | MP4 |
| Order three objects by length; compare the lengths of two objects indirectly by using a third object. | 2.4 1.A.1 | MP4 |
| 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 | MP4 |
| Understand that the length measurement of an object is the number of same-size length units. | 2.4 1.A.1 | MP4 |
| Determine the appropriate measurement tool, explore and apply understanding of estimation. | 2.4 1.A.1 | MP4 |
| Tell and write time to the nearest half hour using both analog and digital clocks. | 2.4 1.A.2 | MP4 |
| Tell and write time in hours and half hours using analog and digital clocks. | 2.4 1.A.2 | MP4 |
| Represent and interpret data using tables/ charts. | 2.4 1.A.4 | MP2 |
| Organize, represent, and interpret data with up to three categories. | 2.4 1.A.4 | MP2 |
| Ask and answer questions about the data. | 2.4 1.A.4 | MP2 |

ASSESSMENTS

PDE 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, writing, 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, writing, and quizzes.