

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 10 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 |

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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.