

Kindergarten Year at a Glance
Nyack Public Schools
SY2016-2017

Pacing Schedule	Mathematical Emphasis Primary Resource	Mathematical Emphasis Supplementary Resource	Focus Standards <i>*Greater Emphasis +NYSED May-June Standard</i>	Exemplars	Manipulatives Strategies	Vocabulary*
Weeks 1-7 9/6/16-10/21/16 (30 days)	Unit 1 Who Is In School Today?	Module 1 EngageNY.org	K.CC.1 K.CC.3 K.CC.4 K.CC.5 K.MD.3 K.G.1,2		Number of the day/anchor charts Decompose on fingers How many am I hiding? Number writing Simple word problems Counters, buttons, etc. Rulers for use as a straight edge Five frame & ten frame cards Number path, two hands mat Concrete materials for counting, and sorting. Rekenrek	<ul style="list-style-type: none"> attribute, arrangement, count, five frame, number, ten frame compare, fewer, greater, number line, double checking, zero, handful, taller, measure, longer, shorter, pattern, observe, repeat, Match, sort, hidden partners, counting path, number story, 5 group, rows, columns
Weeks 8-14 10/24/16-12/9/16 (30 days) Trimester 1 ends December 2, 2016	Unit 2 Counting and Comparing	Module 3 EngageNY.org	K.CC.1 K.CC.3 K.CC.4,5,6,7 K.MD.1,2 K.MD.3 K.G.1,2	"A New Necklace" This task for Kindergarten is beginning work with concepts of time, such as "first", "next", and "last", as well as ordinal numbers.	Balance scales, clay, linking cubes, centimeter cubes Comparing numbers 1-10	<ul style="list-style-type: none"> attribute, count, five frame, number, ten frame, compare, fewer, greater, number line Balance scale, capacity, endpoint, height, length, longer than/shorter than
Weeks 15-21 12/12/16- 1/30/17 (29 days)	Unit 4 Measuring and Counting	Module 4 EngageNY.org	K.CC.1 K.CC.3 K.CC.4,5,6,7 K.OA.1-5 K.MD.1,2,3 K.G.1		5-group dot cards Linking cubes, number bonds, number path, number towers, showing fingers the Math Way	<ul style="list-style-type: none"> attributes, classify, descriptive words, estimate, length/height/weight, measure, money terms, nonstandard units, sort Difference, equal, fewer, greater, missing addend, hundreds chart, subtract
Weeks 22-28 2/6/17-3/27/17 (33 days) Trimester 2 ends March 17, 2017	Unit 6 How Many Do You Have?	Module 5 EngageNY.org	K.CC.1 K.CC.2 K.CC.3 K.CC.4,5,6,7 K.OA.1-5 K.NBT.1 K.MD.1.3	"Socks" Count with understanding and recognize "how many" in sets of objects.	Straws, sticks Student made Rekenrek, egg carton, beans, linking cubes, number bond template	<ul style="list-style-type: none"> Difference, equal, fewer, greater, hundreds chart, missing addend, subtract, ten frame, total
Weeks 29-33 4/3/17- 5/12/17 (25 days)	Unit 5 Make a Shape, Build a Block	Module 2 EngageNY.org	K.CC.4,5,6,7 K.G.1-6		Three dimensional shapes, cone, sphere, cylinder, cube Circle, hexagon, square	<ul style="list-style-type: none"> Angles, attributes, figure, halves, positional words, side, vertex, corner, three-dimensional figures, 2 dimensional figures,

Weeks 33 – 37 5/15/17-6/9/17 (20 days)	Grade 1 Unit 1	Fluency Kindergarten Interview		“Calendar Problem” Assess concepts and skills around the calendar, patterns and number writing.		
Weeks 38-39 6/12/17- 6/23/17 (10 days)	Unit 7 Sorting and Surveys	Module 6 EngageNY.org	K.CC.1 K.CC.2 K.CC.4,5,6,7 K.MD.3		Pattern block activity cards, three dimensional shapes, cube, cylinder,	<ul style="list-style-type: none"> Classify, color words, descriptive words, estimate, measure, sort

Key:

Green –Major Clusters – standard recommended for greater emphasis*

Blue – Supporting Clusters

Yellow – Additional Clusters

<u>Key for academic development</u>	
4	<p><i>Student exceeds within or excels grade level expectations by independently applying and utilizing concepts and skills</i></p> <ul style="list-style-type: none"> • Statistically, the smallest percentage of students performs at this level. • A 4 indicates the student independently uses and applies knowledge in ways that demonstrate <u>higher level thinking skills</u> to achieve mastery of grade-level standards.
3	<p><i>Student demonstrates grade level expectations for concepts and skills</i></p> <ul style="list-style-type: none"> • A 3 indicates the <u>standards have been met</u> and should be celebrated. • A 3 indicates the student demonstrates understanding of grade level skills and concepts and requires <u>minimal support</u>.
2	<p><i>Student is progressing toward basic understanding of grade level concepts and skills with assistance.</i></p> <ul style="list-style-type: none"> • A 2 indicates the student is progressing toward achieving skills but <u>has not yet met the standards</u>. • A 2 indicates the student requires <u>ongoing support</u>.
1	<p><i>Student shows an emerging awareness of concepts and skills.</i></p> <ul style="list-style-type: none"> • A student earning a 1 demonstrates an <u>inconsistent understanding</u> and application of knowledge of grade level standards and is <u>currently not meeting the grade-level standards</u>. • A 1 indicates the student requires <u>significant ongoing support</u>.

Student grades are evaluated using standards-based rubrics and a holistic approach including portfolios, student work samples, formative and summative assessments, teacher observations, and student-teacher conferences. Work should be aligned with standards and particular report card indicators.

Percentage Conversion Chart

<i>Rubric Level</i>	<i>Percentage Range</i>
4	100-93
3	92-75
2	74-60
1	59 and below