

Grade 1 Year at a Glance
Nyack Public Schools
2016-2017

Pacing Schedule	<u>Mathematical Emphasis</u> Primary Resource	<u>Mathematical Emphasis</u> Supplementary Resource	Focus Standards <i>*Greater Emphasis +NYSED May-June Standard</i>	Exemplars (What's the purpose?)	Manipulatives
Weeks 1-12 9/2/16-11/18/16 (50 days)	Unit 1 How Many of Each? Unit 3 Solving Story Problems	Module 1 EngageNY.org – Sums and Differences to 10 *Lessons 1-5 are a good bridge between K and 1	1.OA.1* 1.OA.3* 1.OA.4* 1.OA.5* 1.OA.6*(fluency) 1.OA.7* 1.OA.8*	License Plates (Same as last year, modified to be two addends up to 9) (This task assesses students' conceptual understanding of two-digit addition. It also identifies students who have a clear understanding of the commutative property of addition.)	Number bonds Rekenrek Counters Number path 5-group cards Five frame Ten frame Number line Primary cards
Weeks 13-19 11/21/16-1/20/17 (33 days) <u>Trimester 1 ends December 2, 2016</u>	Unit 6 Number Games and Crayon Puzzles	Module 2 EngageNY.org – Introduction to Place Value through Addition and Subtraction Within 20	1.OA.1* 1.OA.2* 1.OA.3* 1.OA.4* 1.OA.6*(fluency) 1.NBT.2a* 1.NBT.2b*	Bug Watching (this task shows a child's number sense and computational skills in totaling the number of bugs seen all week.)	5-group formations Number bonds Number path Rekenrek Ten frame Number line Primary cards
Weeks 20-22 1/23/17-2/10/17 (15 days)	Unit 5 Fish Lengths and Animal Jumps Unit 4 – What Would You Rather Be?	Module 3 EngageNY.org – Ordering and Comparing Length Measurement as Numbers	1.OA.1* 1.MD.1* 1.MD.2* 1.MD.4		Centimeter cubes Centimeter rulers Non-standard units (toothpicks, small and large paper clips, connecting cubes) String
Weeks 23-29 2/13/17-4/7/17 (34 days) <u>Trimester 2 ends March 17, 2017</u>	Unit 8 Twos, Fives, and Tens (Investigation 1,2,3)	Module 4 EngageNY.org – Place value, Comparison, Addition and Subtraction to 40	1.OA.1* 1.NBT.1* 1.NBT.2a* 1.NBT.2c* 1.NBT.3* 1.NBT.4* 1.NBT.5*		Comparison symbols (>,<=) Dime Penny Hundred chart Number bond Place value chart Rekenrek

			1.NBT.6*		Tape diagram (part part whole) Base 10 drawing (quick ten) Place value disks
Weeks 30-32 4/21/17-5/5/17 (15 days)	Unit 2 Making Shapes and Designing Quilts Unit 9 Blocks and Boxes	Module 5 EngageNY.org - Identifying, Composing and Decomposing Shapes	1.MD.3 1.G.1 1.G.2 1.G.3	New Marbles for Jim	Pattern blocks Square tiles Straws Student clocks 3-D shape models
Weeks 33 - 37 5/8/17-6/9/17 (24 days)	Use Modules 4 and 6 to continue working on addition and subtraction of numbers within 100.	Module 6 EngageNY.org - Place value, Comparison, Addition and Subtraction to 100	1.OA.1* 1.NBT.1* 1.NBT.2a* 1.NBT.2c* 1.NBT.3* 1.NBT.4* 1.NBT.5* 1.NBT.6* 1.MD.3		100-bead Rekenrek Tape diagram (part part whole)

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