

## Wallenpaupack Area School District

### Wallenpaupack Area North Primary and South School

**Course Title:** Kindergarten Mathematics

**Length of Course:** Year-Long

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#### **District Policies:**

##### ***Academic Integrity:***

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

##### ***Assessment:***

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the PA Standards and the WASD curriculum.

##### ***Attendance:***

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

##### ***Special Education:***

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

#### **Course Description:**

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

#### **Core Curriculum:**

Counting and Cardinality

Operations and Algebraic Thinking

Number and Operation in Base Ten

Measurement and Data

Geometry

## **Course Objectives:**

### **Students will demonstrate the ability to:**

1. Know number names and the count sequence.
2. Count to tell the number of objects.
3. Compare numbers.
4. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
5. Work with numbers 11-19 to gain foundations for place value.
6. Describe and compare measurable attributes.
7. Classify objects and count the number of objects in each category.
8. Identify and describe shapes (squares, circles, triangle, rectangles, hexagons, cubes, cones, cylinders, and spheres).
9. Analyze, compare, create, and compose shapes.

### **Major Activities to Support Course Objectives:**

- Calendar Activities
- Math Practice Computer Programs
- Number Talks Mental Math
- Math Centers
- Math Games
- 100<sup>th</sup> Day Project

### **Student Responsibilities:**

- Classroom participation
- Use math materials appropriately
- Work cooperatively in large and small groups
- Homework completion

### **Assessment:**

- Individual Quarterly Math Inventories
- Mid Year Math Assessment
- End of Year Math Assessment

The Kindergarten report card is a reflection of developmental progress. In addition to the assessments listed above, classroom activities and informal assessments are also considered in determined in the student's final grades.

**Academic Grading Key**

- S – Secure – (100%)** Child can apply the skill or concept consistently, correctly, and independently.
- D – Developing - (99% – 60%)** Child shows some understanding. However, errors and misunderstandings still occur. Reminders, hints and suggestions are sometimes needed.
- B – Beginning – (59% – 1%)** Child cannot complete the task independently and correctly. Child shows little understanding of the concept.
- X – Not Assessed** Skill is not assessed at this time.
- I – Incomplete** Skill could not be assessed due to missing work.
- W – Working to Potential** Child is working to the best of his/her ability.

**Content Pacing Guide:**

Topic	Estimated Time
Counting objects (up to 20) Comparing measurements Classifying/ Sorting Identify shapes	September/October
Writing numbers from 0 to 20 Comparing amounts (greater than, less than, equal to) Counting objects that are scattered Positional words (above, below, etc.)	November
Compare numbers Count to 100 by ones and tens Add and Subtract with objects Solve word problems	December/January
Fluently add and subtract within 5 Make sets of 10 Compare two and three dimensional shapes	February
Count forward from any number up to 100 Build and draw shapes	March
Compose and decompose numbers from 11-19 Combine simple shapes to form larger shapes Show equal amounts up to 10 in different ways	April/May
Review	June