

# MATHEMATICS COURSE SYLLABUS 

## GRADE LEVEL: Grade 1

TEACHER: CLARENCIA EDDIO
TEACHER: ELAINE DE BRUYN

SCHOOL YEAR: 2023-2024
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## COURSE DESCRIPTION:

First Grade Math provides many activities that will further develop the acquisition of mathematical concepts and skills learned in Kindergarten. It will focus on the following important areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction up to 2-digit numbers; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

## STANDARDS:

Grade 1 Math follows the Common Core State Standards.

## Overview

## Operations and Algebraic Thinking

* Represent and solve problems involving addition and subtraction.
* Understand and apply properties of operations and the relationship between addition and subtraction.
* Add and subtract fluently within 20.
* Work with addition and subtraction equations.

Number and Operations in Base Ten

* Extend the counting sequence.
* Understand place value.
* Use place value understanding and properties of operations to add and subtract.


## Measurement and Data

* Measure lengths indirectly and by iterating length units.
* Tell and write time.
* Represent and interpret data.


## Geometry

* Reason with shapes and their attributes.


## COURSE OBJECTIVES:

At the end of the school year, the students will be able to:

* demonstrate confidence in solving addition and subtraction problems;
* analyze and solve number stories;
* write their number stories;
* explain their strategies in solving addition and subtraction problems;
* demonstrate correct measurement of things using standard and nonstandard measurement tools;
* collect, represent, and interpret data
* identify geometric shapes and their attributes and create composite shapes;
* read digital and analog clocks.


## ASSESSMENT:

Students will be continuously assessed during all class activities. Students' participation in class activities, how much they challenge themselves to contribute orally to meet the task given, responding to peers and to teacher input, offering own ideas and experiences, and short quizzes are parts of formative assessments. Summative assessments are given once every quarter. Students will take quizzes and quarter tests to assess their content knowledge. Quizzes and tests will relate to current and previous topics. The assessments will provide students with feedback to determine whether the common core standards learning objectives have been met.

Students absent from class for a quiz or test will be required to take it some other time.

## GRADING SYSTEM

Every quarter, each student will receive grades based on the following criteria:
$\square 30 \%$ Classwork, Homework, Class participation
30\% Quizzes
30\% Quarterly Exams
$10 \%$ Deportment (behavior in class based on the school's SLOs - truthful, organized, courageous, reflective, helpful)

Total: 100\%

## PRIMARY TEXTBOOK \& OTHER RESOURCES

Charles, R. et.al. (2020). enVision Mathematics. Savvas Learning Company, LLC. USA

## ADDITIONAL INFORMATION

Please see google classroom for more information.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.
Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
2. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
3. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
4. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

## SUBJECT: Gr. 1 Mathematics 1st QUARTER - TENTATIVE COURSE CONTENT

| (NB: Depending on time and interest, the teacher may delete and/or add other selections.) |  |
| :---: | :---: |
| Week / Date | Topic / Projects / Assessments |
| $\begin{gathered} \text { Week 1 } \\ \text { Aug 10 }{ }^{\text {th }} \text { to 11 } 1^{\text {th }} \\ \text { Only } \text { School Days } \\ \hline 10 \sim \text { First Day/Orientation } \\ \text { Day } \end{gathered}$ | Introduction and Establishing Routines <br> R1 - Readiness - writing 0 to 4 correctly <br> R2 - Readiness - writing 5 to 9 correctly <br> R3 - Readiness - counting domino dots and writing to 9 <br> R4 - Readiness - comparing numbers through 5 (counting things and circling the lesser) <br> R5 - Readiness - comparing numbers through 10 (circling the greater number) |
| Week 2 <br> Aug 14 ${ }^{\text {th }}$ to $18^{\text {th }}$ <br> 15 ~ Opening Mass | R6 - Readiness - making numbers 6 to 9 (adding inside and outside, then total) <br> R7 - Readiness - finding missing parts of numbers 6 to 9 <br> R8 - Readiness - coloring shapes <br> Page 2 - Review What You Know (vocabulary: count, join; counting, sums) |
| Week 3 <br> Aug 21 ${ }^{\text {st }}$ to $\mathbf{2 5}^{\text {th }}$ | Lesson 1-1 Add To <br> Lesson 1-2 Put Together <br> Lesson 1-3 Both Addends Unknown <br> Lesson 1-4 Take From <br> Lesson 1-5 Compare Situations |


| Week 4 <br> Aug $\mathbf{2 8}^{\text {th }}$ to Sep $\mathbf{1}^{\text {st }}$ | Lesson 1-6 More Compare Situations <br> Lesson 1-7 Change Unknown <br> Lesson 1-8 Practice Adding and Subtracting <br> Lesson 1-9 (Problem Solving) Construct Arguments |
| :---: | :---: |
| Week 5 Sep $4^{\text {th }}$ to $8^{\text {th }}$ $8 \sim$ Holy Mass \& VIP Induction | Lesson 2-1 Count on to Add <br> Lesson 2-2 Doubles <br> Lesson 2-3 Near Doubles <br> Lesson 2-4 Facts with 5 on a Ten-Frame |
|  | Lesson 2-5 Add in Any Order <br> Lesson 2-6 Count Back to Subtract <br> Lesson 2-7 Think Addition to Subtract <br> Lesson 2-8 Solve Word Problems with Facts to 10 |
| Week 7 <br> $\operatorname{Sep} 18^{\text {th }}$ to $\mathbf{2 2}^{\text {nd }}$ | Lesson 2-9 Look for and Use Structure <br> Lesson 3-1 Count on to Add <br> Lesson 3-2 Count on to Add Using and Open Number Line <br> Lesson 3-3 Doubles <br> Lesson 3-4 Doubles Plus |
| Week 8 Sep 25 ${ }^{\text {th }}$ to 29 至 No Classes $25-28 \sim$ Teacher's Conference $29-$ Moon Festival Holiday | No classes |
| $\begin{gathered} \text { Week } 9 \\ \text { Oct 2 } \mathbf{2}^{\text {nd }} \text { to } \mathbf{6}^{\text {th }} \\ \frac{\text { 3 Days of Class }}{5-6 \sim Q 1 \text { Exams }} \end{gathered}$ | Lesson 3-5 Make 10 to Add <br> Lesson 3-6 Continue to Make 10 to Add *(can be skipped) <br> Lesson 3-7 Explain Addition Strategies <br> Lesson 3-8 Solve Addition Word Problems with Facts to 20 Lesson 3-9 Critique reasoning <br> October 5 - Quarter Exam |

## $\mathbf{2}^{\text {nd }}$ QUARTER - TENTATIVE COURSE CONTENT

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| :---: | :---: |
| Week / Date | Topic / Projects / Assessments |
| Week 1 (10) Oct $9^{\text {th }}$ to $\mathbf{1 3}^{\text {th }}$ $\qquad$ | Lesson 4-1 Count to Subtract Lesson 4-2 Make 10 to Subtract Lesson 4-3 Continue to Make 10 to Subtract |
| $\begin{aligned} & \text { Week } 2(11) \\ & \text { Oct } 16^{\text {th }} \text { to } 20^{\text {th }} \end{aligned}$ | Lesson 4-4 Fact Families Lesson 4-5 Use Addition to Subtract Lesson 4-6 Continue to Use Addition to Subtract |


|  | Lesson 4-7 Explain Subtraction Strategies <br> Lesson 4-8 Solve Word Problems with Facts to 20 |
| :---: | :--- |
|  | Lesson 4-9 Reasoning <br> Week 3 (12) <br> Oct 23 |
|  | Th <br> to 27 |
| Topic 4 Vocabulary Review |  |
| Topic 4 Reteaching |  |
| Topic 4 Assessment Practice |  |
| Topic 4 Performance Task |  |

## 3rd QUARTER - TENTATIVE COURSE CONTENT

| (NB: Depending on time and interest, the teacher may delete and/or add other selections.) |  |
| :---: | :---: |
| Week / Date | Topic / Projects / Assessments |
| Week 1 (20) <br> Jan $3^{\text {rd }}$ to $5^{\text {th }}$ <br> 3 Days of Class | Lesson 8-1 Make Numbers 11 to 19 Lesson 8-2 Number Made with Tens Lesson 8-3 Count with Groups of Tens and Ones |
| $\begin{aligned} & \text { Week } 2(21) \\ & \text { Jan } 8^{\text {th }} \text { to } 12^{\text {th }} \end{aligned}$ | Lesson 8-4 Tens and Ones <br> Lesson 8-5 Continue with Tens and Ones <br> Lesson 8-6 Different Names for Same Number <br> Lesson 8-7 (Problem Solving) Look for and Use Structure |
| $\begin{aligned} & \text { Week } 3(22) \\ & \text { Jan } 15^{\text {th }} \text { to } 19^{\text {th }} \end{aligned}$ | Lesson 9-1 1 More, 1 Less; 10 More, 10 Less Lesson 9-2 Find Numbers on a Hundred Chart Lesson 9-3 Compare Numbers Lesson 9-4 Compare Numbers with Symbols <, >, and = |
| $\begin{gathered} \text { Week } 4 \text { (23) } \\ \text { Jan } 22^{\text {nd }} \text { to } 26^{\text {th }} \end{gathered}$ | Lesson 9-5 Compare Numbers on a Number Line Lesson 9-6 Make Sense and Persevere Lesson 10-1 Add Tens Using Models Lesson 10-2 Mental Math: Ten More Than a Number |
| $\begin{gathered} \text { Week } 5(24) \\ \text { Jan } 29^{\text {th }} \text { to Feb } 2^{\text {nd }} \end{gathered}$ | Lesson 10-3 Add Tens and Ones Using a Hundred Chart Lesson 10-4 Add Tens and Ones Using an Open Number Line Lesson 10-5 Add Tens and Ones Using Models Lesson 10-6 Make a Ten to Add |
| Week 6 (25) <br> Feb $5^{\text {th }}$ to $9^{\text {th }}$ <br> 3 Days of Class | Lesson 10-7 Add Using Place Value Lesson 10-8 Practice adding Using Strategies Lesson 10-9 Model with Math |
| Feb $8^{\text {th }}$ to $1^{\text {th }}$ | Chinese New Year |
| Week 7 (26) <br> Feb $19^{\text {th }}$ to $23^{\text {rd }}$ <br> 21-23 ~ Pre-Exam Days | Lesson 11-1 Subtract Tens Using Models Lesson 11-2 Subtract Tens Using a Hundred Chart Lesson 11-3 Subtract Tens Using an Open Number Line Lesson 11-4 Use Addition to Subtract Tens |
| Week 8 (27) <br> Feb 26 ${ }^{\text {th }}$ to March $1^{\text {st }}$ <br> 4Days of Class <br> $28 \sim 228$ Memorial Day <br> Holiday | Lesson 11-5 Mental Math: Ten Less Than a Number Lesson 11-6 Use Strategies to Practice Subtraction Lesson 11-7 Model with Math |
| Week 9 (28) March $4^{\text {th }}$ to $8^{\text {th }}$ 4 Days of Class | Lesson 12-1 Compare and Order Length Lesson 12-2 Indirect Measurement Lesson 12-3 Use Units to Measure Length Lesson 12-4 Use Appropriate Tools March 8 - Quarter Exam |

## 4th QUARTER - TENTATIVE COURSE CONTENT

| (NB: Depending on time and interest, the teacher may delete and/or add other selections.) |  |
| :---: | :---: |
| Week / Date | Topic / Projects / Assessments |
| Week 1 (29) March 11 $1^{\text {th }}$ to $\mathbf{1 5}^{\text {th }}$ $\frac{\text { 4 Days of Class }}{112 \sim \text { Q3 Exams }}$ $12 \sim$ Q4 Begins | Lesson 13-1 Tell the Value of Coins Lesson 13-2 Find the Value of Group of Coins Lesson 13-3 Understand the Hour and Minute Hands Lesson 13-4 Tell and Write Time to the Hour |
| Week 2 (30) March 18th to 22 ${ }^{\text {nd }}$ 18-21 ~ Fire Drill | Lesson 13-5 Tell and Write Time to the Half Hour <br> Lesson 13-6 Reasoning <br> Lesson 14-1 Use Attributes to Define Two-Dimensional (2-D) <br> Shapes <br> Lesson 14-2 Defining and Non-Defining Attributes of 2-D Shapes |
| March $\mathbf{5}^{\text {th }}$ to Apr $5^{\text {th }}$ | Easter Break |
| Week 3 (31) Apr $8^{\text {th }}$ to 12 $^{\text {th }}$ $10 \sim$ Easter Mass | Lesson 14-3 Build and Draw 2-D Shapes by Attributes Lesson 14-4 Compose 2-D Shapes Lesson 14-5 Compose New 2-D Shapes from 2-D Shapes Lesson 14-6 Use Attributes to define Three-Dimensional (3D) Shapes |
| Week 4 (33) Apr 15 ${ }^{\text {th }}$ to $\mathbf{1 9}^{\text {th }}$ | Lesson 14-7 Defining and Non-Defining Attributes of 3-D Shapes <br> Lesson 14-8 Compose with 3-D Shapes Lesson 14-9 Make Sense and Persevere |
| Week 5 (34) Apr 22 ${ }^{\text {th }}$ to $\mathbf{2 6}^{\text {th }}$ 22-26 ~ AP Mock Exams | Lesson 15-1 Make Equal Shares <br> Lesson 15-2 Make Halves and Fourths of Rectangles and Circles <br> Lesson 15-3 Understand Halves and Fourths Lesson 15-4 Model with Math |
| Week 6 (35) Apr 29 ${ }^{\text {th }}$ to May $3^{\text {rd }}$ 1-2 ~ Pre-Exam 1-10~ Final Exams (K, 5, 8, 12 only) 4/29-5/10~AP Exams | Topic 13 Vocabulary Review Topic 13 Reteaching Topic 13 Assessment Practice Topic 13 Performance Task |
| Week 7 (36) <br> May $6^{\text {th }}$ to $10^{\text {th }}$ <br> $1-10 \sim$ Final Exams (K, 5, 8, 12 only) <br> 4/29-5/10~AP Exams | Topic 14 Vocabulary Review Topic 14 Reteaching Topic 14 Assessment Practice Topic 14 Performance Task |


| $\begin{gathered} \text { Week } 8 \text { (37) } \\ \text { May 13 } \mathbf{1 3}^{\text {th }} \text { to 17 }{ }^{\text {th }} \\ \frac{\text { 2 Days of Class }}{15-16 \sim \text { Q4 Exams }} \\ 17 \sim \text { Record Day } \end{gathered}$ | Topic 15 Vocabulary Review <br> Topic 15 Reteaching <br> Topic 15 Assessment Practice <br> Topic 15 Performance Task <br> May 15 - Quarter Exam |
| :---: | :---: |
| Week 9 (38) <br> May 20 ${ }^{\text {th }}$ to $\mathbf{2 4}^{\text {th }}$ <br> $\frac{\text { ACTIVITIES: Double check }}{\text { the school calendar and }}$ emails from the administration. | 20-24 ~ Student Clearance Days <br> 21 ~ Baccalaureate Mass for Graduating classes <br> 22 \& 23 ~ Middle \& High School Sports Day <br> 23 ~ Pre-Kindergarten \& Gr. 1-4 Recognition/Kindergarten Graduation/Gr. 5 Promotion <br> 24 ~ Gr. 6-7 Recognition and Gr. 8 Graduation <br> 24 ~ Lower School Sports Day |
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