



# Course Syllabus Report

## MA1110 Math 1 (MA1110)

**DISTRICT APPROVED CURRICULA:** Ready Math

**STATE COURSE CODE:** MISC0007 (Elementary Curriculum)

**GRADE LEVELS:** 1st Grade

**CREDITS:** NA

**PREREQUISITES:** Kindergarten Math

### **COURSE GRADING SCALE:**

All summative assessments will be graded according to the corresponding rubric or teacher directions. Only summative assessment scores will calculate towards a student's final grade. Each summative assessment is linked to an FWPS Priority Standard (PS).

- EX = 90 – 100%
- ME = 70 – 89%
- AP = 60 – 69%
- BE = 0 – 59%

**INSTRUCTIONAL MATERIALS NEEDED:** Internet access, computer, printer, printer paper and ink, modern OS/software/web browser, webcam, headphones with microphone- if not built into computer, binder, filler paper, tabs, pencil, crayons, scissors, glue, small whiteboard with eraser and markers, camera (cell phone is fine)

**DEFAULT CERTIFICATED TEACHER:** Julie Johnston

### **DESCRIPTION** First Grade Math

This first-grade math course covers the basic foundations of incredibly important math skills. First graders learn about math through engaging, interactive, online lessons. First-grade topics for the year included:

Unit 1: Numbers within 10 Addition and Subtraction

Unit 2: Numbers within 20 Addition and Subtraction and Representing Data

Unit 3: Tens and Ones: Counting, Place Value, Time, and Money

Unit 4: Operations with Tens and Ones: Addition and Subtraction

Unit 5: Length: Comparing, Ordering, and Measuring

Unit 6: Geometry: Analyzing, Composing and Partitioning Shapes

The lessons consist of grade-appropriate web links, video clips, and audio clips that appeal to the young learner. Students will work through a Math workbook alongside the teacher through video clips. In addition, students are given hands-on activities to do off the computer to support what they are learning and to meet a variety of learning styles. Students feel as though they are playing while in reality, they are learning!

**ESSENTIAL LEARNINGS:** In this course, students will:

?Count, read, write, and represent numbers up to 120

?Demonstrate an understanding of place value

?Represent and solve addition and subtraction problems

?Add and Subtract within 20 using mathematics strategies

?Solve unknown-addend problems using subtraction.

?Tell time to the nearest hour and half hour

? Compare lengths using nonstandard measurement

## **SYLLABUS Learning Plan Contract:**

<https://docs.google.com/document/d/1oGuZ8nJwGTaoNxRbxslbgHgt2GEND4OQQX1ga-LSzb8/edit?usp=sharing>

### **Standards Covered:**

**Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putti**

### **OBJECTIVES Learning Plan Contract:**

<https://docs.google.com/document/d/1oGuZ8nJwGTaoNxRbxslbgHgt2GEND4OQQX1ga-LSzb8/edit?usp=sharing>

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### **STANDARDS**

Learning Plan Contract:

<https://docs.google.com/document/d/1oGuZ8nJwGTaoNxRbxslbgHgt2GEND4OQQX1ga-LSzb8/edit?usp=sharing>

Standards Covered:

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1.OA.2Solve word problems that call for the addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Add and Subtract within 201.OA.3Name and apply properties of operations to add and subtract.1.OA.5Relate counting to addition and subtraction.1.OA.6Use strategies to add and subtract within 20 with fluency

within 10. Place Value1.NBT.1Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.1.NBT.2Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: A) 10 can be thought of as a bundle of ten ones — called a “ten.” B) The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. C) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).1.NBT.3Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols greater than, =, and less than. Algebraic Thinking1.OA.4Understand subtraction as an unknown addend problem.1.OA.7Understand the meaning of the equal sign.1.OA.8Determine the unknown number in an addition or subtraction equation. Add and Subtract within 1001.NBT.4Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.1.NBT.5Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.1.NBT.6Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Measurement & Geometry1.MD.1Order 3 objects by length; compare objects indirectly using a 3rd object.1.MD.2Express the length of an object using shorter and longer units.1.MD.3Tell and write time in hours and half-hours using analog and digital clocks.

Last Updated 6/29/2021Page 51.MD.4Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. 1.G.2Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters and use the phrases half of, fourth of, and a quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## **LEARNING REQUIREMENTS**

Weekly Work Completion: Scholars will submit original work in all classes each week.

Original Work Submissions: Scholars will only submit their original work. If a scholar uses outside sources in the creation of their original work, citations must be present in the format requested by their teacher.

Weekly Communication: Scholars will communicate weekly with their teachers regarding their academic progress.

Functioning Technology/Required Materials: Scholars will always have constant and consistent access to the functioning hardware, software, technology, and required materials necessary to complete their coursework in all classes.

Academic Integrity: Academic integrity is essential to learning. Scholars are expected to complete their own work. Copying, plagiarizing, cheating, or other methods of intentional deception are prohibited and could result in the scholar's removal from the class or iA entirely.

IA Policy 1st Offense: The scholar will be contacted by the teacher via phone call, the scholar will be made aware of the plagiarism and examples of how this can be avoided will be discussed. Direct instruction on plagiarism will be delivered by the teacher. iA Administration and other teachers will be made aware of the plagiarism. The work must be redone without plagiarism.

2nd Offense: The scholar and parents will be contacted by the teacher directly and the scholar will have to complete the plagiarized assignment without plagiarism before moving on in the course. iA Administration will be made aware.

3rd Offense: The scholar will be withdrawn from the course or iA depending on the severity and/or frequency of the plagiarism.

WAC (Weekly Academic Contact): State regulations require scholars in online programs to have weekly academic contact with each teacher. This occurs by engaging with the curriculum and online instruction, submitting assignments to make progress in learning, and successfully completing courses. Scholars have multiple opportunities and methods to achieve weekly academic contact and receive teacher assistance and feedback: email, message, live online sessions, assignments, phone, and/or face-to-face meetings by appointment when applicable and in accordance with social distancing guidelines. In accordance with new state law the iA Weekly Academic Contact policies are changing. To ensure the success of all iA scholars, Weekly Academic Contact is required to remain enrolled at iA.

1st week missed WAC= Notification of missed WAC that informs scholars and parents of the consequences of additional missed WAC.

(Step 1)

2nd consecutive or 3rd cumulative week of missed WAC= The scholar and parent must conference with a designee to discuss the missed contact, administer a “screener”, and develop a data-based interventions plan. (Step 2)

5th consecutive OR 6 cumulative of missed WAC= BECCA petition will be filed. (Step 3)

## **ACADEMIC GOALS**

### **LEARNING ACTIVITIES**

In this course, students will:

Count, read, write, and represent numbers up to 120

Demonstrate an understanding of place value

Represent and solve addition and subtraction problems

Add and Subtract within 20 using mathematics strategies

Solve unknown-addend problems using subtraction.

Tell time to the nearest hour and half hour

Compare lengths using nonstandard measurement

Projects., Text Books and/or Work Books., Activities., Discussion., Skill Drills.

## **EVALUATIONS**

Monthly Progress Review: State law also requires enrolled scholars to maintain monthly forward progress toward completing classes with success. Scholars are expected to complete one monthly module of at-standard work or have completed the teacher-prescribed plan as assigned by the certificated teacher of that course. If the assigned at-standard work is submitted, the scholar will be considered having made Satisfactory Progress. If the assigned work is not submitted and/or is not at standard, the scholar will be considered having made Unsatisfactory Progress.

An overall Monthly Progress Review (MPR) score will be prepared in the ALE App and notification that they are ready to be viewed will be emailed to every family once a month by the Advisory/Homeroom teacher to communicate overall progress towards mastery and passing of the courses.

Scholars are either making Satisfactory Progress or Unsatisfactory Progress. If a scholar is considered having made Satisfactory progress (by the individual teachers in individual courses) in 50% or more of their courses, they will be considered having made Satisfactory progress overall. If a scholar is considered having made Unsatisfactory progress (by the individual teachers in individual courses) in more than 50% of their courses they will be considered having made

Unsatisfactory Progress overall. If a scholar is determined to have made Unsatisfactory Progress for consecutive months, the Advisory/Homeroom teacher will include escalating intervention plans each month in the Monthly Progress Review. If a scholar reaches 3 months of Unsatisfactory Progress they may be withdrawn by the administration.

Observation of work., Testing., Oral Discussion.

## **TIMELINES**

**OCTOBER** Complete all lessons and assignments in the October module on your "modules" page in Canvas.

**NOVEMBER** Complete all lessons and assignments in the November module on your "modules" page in Canvas.

**DECEMBER** Complete all lessons and assignments in the December module on your "modules" page in Canvas.

**JANUARY** Complete all lessons and assignments in the January module on your "modules" page in Canvas.

**FEBRUARY** Complete all lessons and assignments in the February module on your "modules" page in Canvas.

**MARCH** Complete all lessons and assignments in the March module on your "modules" page in Canvas.

**APRIL** Complete all lessons and assignments in the April module on your "modules" page in Canvas.

**MAY** Complete all lessons and assignments in the May module on your "modules" page in Canvas.

**JUNE** Complete all lessons and assignments in the June module on your "modules" page in Canvas.