

2022-2023 WCSD 1st Grade Curriculum Pacing Framework (Capital Projects)



Quarters 1 & 2

<p>August</p> <p>Introduce ONLY- Days in School & Number Line components and updates (Days in School Chart, Days in School Grid, Number Line Pocket Chart, Classroom Number Line; see NC Vol. 1, Sept. pp. 25-30 & 37-45.)</p> <p>NVACS Focus Domains: NBT-OA 3 days</p>		<p>Number Corner Vol. 1 September</p> <p>Continue DS & NL updates, and begin CG, CC, CF, and A.</p> <p>NVACS Focus Domains: NBT-OA 20 sessions over 21 days</p>		<p>“Developing + and - strategies”</p>		
		<p>Number Corner Vol. 1 October</p> <p>NVACS Focus Domains: NBT-OA-G 20 sessions over 20days</p>	<p>Number Corner Vol. 1 November</p> <p>NVACS Focus Domains: NBT-OA-G-MD 15 sessions over 18 days</p>	<p>Number Corner Vol. 2 December</p> <p>NVACS Focus Domains: NBT-OA-G-MD 15 sessions over 16 days</p>		
<p>Unit 1</p> <p>Numbers All Around Us</p> <p>20 sessions over 19 days</p> <p>F/D/E: 0 days</p> <p>NVACS Focus Domains: OA-NBT</p> <p>Note: Incorporate time to help children build routines for being a mathematician. Do this by engaging in mathematics through the mathematical practices. Establish mathematics routines.</p> <p>Total Days: ~19</p>		<p>Unit 2</p> <p>Developing Strategies with Dice & Dominoes</p> <p>20 sessions over 20 days</p> <p>F/D/E: 0 days</p> <p>NVACS Focus Domains: OA-NBT</p> <p>Total Days: ~20</p>	<p>Unit 3</p> <p>Adding, Subtracting, Counting & Comparing</p> <p>20 sessions over 20 days</p> <p>F/D/E: 0 days</p> <p>NVACS Focus Domains: OA-NBT</p> <p>Total Days: ~21</p>		<p>Unit 4 (continues into Q3)</p> <p>Leapfrogs on the Number Line</p> <p>15 sessions over 15 days</p> <p>F/D/E: 3 days</p> <p>NVACS Focus Domains: NBT-OA-MD</p> <p>Total Days: ~18</p>	
<p>Quarter 1: 39 Instructional days (F/D/E: 0 days)</p>				<p>Quarter 2: *39 Instructional days (F/D/E: 3 days)</p>		

Quarters 3 & 4

<p>“Compose and Decompose (Shape & Number)”</p>			<p>“Using Place Value Strategies to understand + and -”</p>		
<p>Number Corner Vol. 2 January</p> <p>NVACS Focus Domains: NBT-OA 20 sessions over 16 days</p>	<p>Number Corner Vol. 2 February</p> <p>NVACS Focus Domains: NBT-OA-G 20 sessions over 19 days</p>	<p>Number Corner Vol. 3 March</p> <p>NVACS Focus Domains: NBT-OA-MD 20 sessions over 18 days</p>	<p>Number Corner Vol. 3 April</p> <p>NVACS Focus Domains: NBT-OA-G-MD 20 sessions over 20days</p>	<p>Number Corner Vol. 3 May</p> <p>NVACS Focus Domains: NBT-MD 20 sessions over 22 days</p>	<p>June</p> <p>Continue DS &NL updates. F/D/E: 7 days</p>
<p>Unit 4</p> <p>Leapfrogs on the Number Line (Cont.)</p> <p>5 sessions over 5 days</p> <p>F/D/E: 1 day</p> <p>NVACS Focus Domains: NBT-OA-MD Total Days: ~6</p>	<p>Unit 5</p> <p>Geometry</p> <p>20 sessions over 20 days</p> <p>F/D/E: 0 days</p> <p>NVACS Focus Domain: G Total Days: ~20</p>	<p>Unit 6</p> <p>Figure the Facts with Penguins</p> <p>20 sessions over 20 days</p> <p>F/D/E: 2 days</p> <p>NVACS Focus Domains: OA-MD Total Days: ~22</p>	<p>Unit 7</p> <p>One Hundred & Beyond</p> <p>20 sessions over 20 days</p> <p>F/D/E: 5 days</p> <p>NVACS Focus Domain: NBT Total Days: ~25</p>	<p>Unit 8</p> <p>Changes, Changes</p> <p>20 sessions over 20 days</p> <p>F/D/E: 9 days</p> <p>NVACS Focus Domains: MD-OA Total Days: ~29</p>	<p>NC = Number Corner CG = Calendar Grid CC = Calendar Collector DS = Days in School CF = Computational Fluency NL = Number Line A = Assessment</p>
<p>Quarter 3: 48 Instructional days (F/D/E: 3 days)</p>			<p>Quarter 4: 54 Instructional days (F/D/E: 14 days)</p>		

WCSD 1st Grade Curriculum Pacing Framework

Purpose of document:

The pacing timelines are an analysis of the mathematical trajectory in *Bridges in Mathematics (2nd Edition)* as they relate to Nevada Academic Content Standards (NVACS) and incorporate the critical content areas outlined by the standards. Curriculum maps and pacing frameworks attempt to ensure instructional opportunities of content for all students.

Guide to use:

The NVACS expectations require integrated development of mathematical ideas including conceptual understandings, procedural understandings/fluencies, and applications. Thinking about how mathematical ideas relate and develop across a year of instruction and within and across unit structures, instead of teaching mathematics through a skill by skill approach, supports student success. This document will help teachers to identify the mathematical trajectory from which to plan instruction beginning with *Bridges in Mathematics* instructional materials. *Bridges* lessons are referred to as “sessions.”

- A **minimum of 73 minutes (365 minutes/week)** of Tier 1 mathematics instruction is required **PER DAY**, with at least 50 minutes blocked (uninterrupted time). The remaining time may be used for a separate *Number Corner* time, revisiting *Unit* or *Work Places* concepts, or for small group instruction around the organizing concept of the lesson.
- **Both the *Unit* and the *Number Corner* components of *Bridges* address critical areas of study in 1st Grade mathematics.** If these critical foundations from *Number Corner*, *Problems and Investigations*, or *Work Places* components are not sufficiently developed, students’ future success in mathematics is impacted.
- **A session does not necessarily mean a day;** some concepts may be explored in more time and some in less. This document provides a minimum of 1 full day for each session to ensure enough instructional time is accounted for in the timeline. The WCSD Curriculum Guides will provide recommendations for modifying lessons and offer additional support.
- This timeline is a **general guide** of one mathematical trajectory and how that trajectory may be mapped out across a school year. It is intended to **assist** with pacing/mapping. It does not suggest that all teachers will be exactly in the same place at the same time; although it does offer guidance and support for school dialogue around providing all students access to instruction in all NVACS expectations. **Ultimately, evidence gathered during the formative assessment process will inform instructional next steps.** This is the timeline that C&I will use to help support teachers in each grade level with a focus on content development expected in the 1st Grade NVACS.

Justifications and Considerations:

- **Number Corner:** *Number Corner* is a **collection** of daily problem-solving and skill-based activities that foster number talks and introduce, reinforce, and extend foundational grade-level concepts. The calendar workout differs from “traditional” views of calendar time. The use of the calendar markers are strategically developed to allow children to make observations and predictions about algebraic patterns and structures to reinforce key number and geometry skills (see p. i-xii in *Number Corner Vol. 1*). *Number Corner* provides the opportunity through strategic and flexible repetition to develop procedural fluency. **Number Corner is a critical part of a mathematically rich environment.**
- **Number Corner Organization:** *Number Corner* is organized by months. In August, in order to provide teachers time to establish NC classroom expectations and routines, teachers will implement ONLY NC component *Days in School* and *Number Line* components: *Days in School Chart*, *Days in School Grid*, *Number Line Pocket Chart*, and *Classroom Number Line* (see *NC Vol. 1*, Sept. pp. 25-30 & 37-45). Teachers will fully implement all components of *Number Corner* beginning September 1 and continue with *Days in School* and *Number Line* routines.
- **Bridges Units & Work Places:** Beginning on the first day of school *Problems and Investigations* and *Work Places* provide opportunities for students to problem-solve and actively engage in developmentally appropriate math stations that provide ongoing practice with key skills introduced/developed in the units. **Consistent opportunity** to play the *Work Places* games over a period of weeks supports development in number sense, exploring geometric ideas, and applying strategies towards computational fluency. Students should be actively and independently engaging in the mathematics of the *Work Places*, and not merely following procedures, a minimum of 3 times a week.
- **(F/D/E) Additional Instructional Days or Formative Process, Differentiation and Enrichment:** F/D/E days are embedded throughout the year to use flexibly, within the unit or the quarter, to support conceptual development of unit content. This could include time to assess, clarify misconceptions or partial understandings, re-teach, or provide enrichment/extension opportunities. Student assessment data from NC Checkups and Unit Checkpoints can be used with Support & Intervention suggestions (in *Assessment Guide*), Assessment & Differentiation tips in *Work Place* Guides, and the *Bridges Intervention Sets* (electronically available). Time set aside for this extended or additional support is provided to deepen student understanding and support concept development.

* **Non-instructional days** are not accounted for in this pacing framework. Teachers may need to use an F/D/E day for election day and will need to adjust instruction accordingly when non-instructional days will not be made-up with the contingency days at the end of the year.