

Elementary Mathematics Pacing Guide Kindergarten

FCPS Program of Studies (POS):

The state of Virginia provides schools with a standards based curriculum to support student learning. These **Essential Standards, Benchmarks, and Indicators (SBIs)** are measurable learning goals that are embedded in Fairfax County Public School's Program of Studies. FCPS has ensured that the content in the FCPS Mathematics Program of Studies is organized within and across grade levels to support students' mathematical understanding by providing **Expected SBIs** which provide a context, a bridge or an enhancement to the Essential SBIs. **Extended SBIs** were also created to be used to differentiate instruction for advanced learners.

Elementary Mathematics Instructional Sequence (EMIS):

The PreK-12 Mathematics Office designed an Elementary Mathematics Instructional Sequence (EMIS) that is aligned with the new standards. The new instructional sequence provides teachers with the tools needed to offer students the opportunity to access an advanced mathematics curriculum as they develop the cognitive skills to be successful. Advanced mathematics extensions will be available for students as early as kindergarten and will build a strong foundation in mathematics. Tools, such as the Mathematics POS Inventory, the Mathematics Behaviors Rubric, and performance tasks, will be available in eCART to assist with the differentiation process. Assessments, such as unit assessments and standards assessments will be available in Horizon for teachers to use as formative assessments throughout the year. An eLEARNit course is available to provide more information about the Elementary Mathematics Instructional Sequence.

FCPS Pacing Guides:

The State of Virginia recognizes **five student goals** to support the mathematics content. They include: *becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.* These five goals support students' learning of the mathematics content and appear in conjunction with the SBIs in FCPS mathematics pacing guide documents.

The FCPS Mathematics office used research-based resources and the support from focus groups of FCPS teachers to create instructional units within the mathematics pacing guides. There are nine weeks in each quarter - eight weeks are designated for instruction, leaving one week (five days) for teachers to integrate assessment throughout the quarter. Six weeks of instruction are included in quarter four due to SOL testing. There are two or three units per quarter and each unit has a suggested sequence and time table. In general, Number and Number Sense, Computation, and Algebra concepts are taught during the first half of the school year. These concepts are embedded, reinforced, and built upon in the second half of the school year when students are working on Measurement, Geometry, and Probability and Statistics concepts.

Advanced Mathematics Pacing Guides: There is no separate pacing guide for Advanced Mathematics. The pacing guide teachers will use to teach Advanced Mathematics is the **grade level** pacing guide.

Fairfax County Math Pacing Guide

**Kassia Omohundro Wedekind, Christy
Hermann Thompson**



Fairfax County Math Pacing Guide:

Hands Down, Speak Out Kassia Omohundro Wedekind, Christy Hermann Thompson, 2023-10-10 Math coach Kassia Omohundro Wedekind and literacy coach Christy Hermann Thompson have spent years comparing notes on how to build effective classroom communities across the content areas. How they wondered can we lay the groundwork for classroom conversations that are less teacher directed and more conducive to student to student dialogue. Their answers start with Hands Down Conversations an innovative discourse structure in which students ideas and voices take the lead while teachers focus on listening and facilitating. In addition to classroom stories and examples Christy and Kassia provide 28 micro lessons designed to help K 5 students develop and exercise their speaking and listening muscles. Inside Hands Down Speak Out you will learn how to Build talk communities that are accessible to everyone especially those whose voices are often traditionally left out of classroom discourse. Analyze classroom conversations in order to plan next steps for developing the classroom talk community. Plan and facilitate three types of conversations across literacy and math. Christy and Kassia believe that the development of dialogue skills is worth the investment of time not only because it has the power to deepen our understanding of literacy and mathematics but also to deepen our understanding of ourselves our communities and the world.

Resources in Education, 1994 Education for the Changing Pace of Technology American Society of Mechanical Engineers. Winter Annual Meeting, 1988 Ronald Reagan United States. President (1981-1989 : Reagan), United States. President (1981-1989 : Reagan)., 1982 **SAT Success** Joan Davenport Carris, Michael R. Crystal, 1994 A guide for preparing for college entrance examinations with lessons in verbal and math skills and practice tests *Public Papers of the Presidents of the United States* United States. President, 1988 Containing the public messages speeches and statements of the President 1956 1992 **Public Papers of the Presidents of the United States: Ronald Reagan, 1986** Reagan, Ronald, 1988-01-01 *Public Papers of the Presidents of the United States* *The Official Washington Post Index*, 1983 **Japan Now**, 1994 National Compendium of Televised Education Lawrence E. McKune, 1963

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