

# First Grade Math Pacing Guide

<b>January</b>  <b>Data Analysis</b> (sorting, collecting, comparing)	MD 1.4 Organize, 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.	I can organize, represent and interpret data with up to three categories. MD 1.4  I can ask and answer questions about the data and figure out how many or how many more and less are in each category. MD 1.4
<b>February</b>  <b>Place Value</b>  (combining tens)	NBT 1.2 Understand 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 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).  NBT 1.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	I can understand that the two digits in a two-digit number represent the tens and the ones. NBT 1.2  I can understand that 10 can be thought of as a bundle of ten ones, called a “ten.” NBT 1.2a  I can understand that the number from 11-19 are composed of a ten and ones. NBT 1.2b  I can understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to tens and 0 ones. NBT 1.2c  I can mentally find 10 more or 10 less than a two-digit number without having to count and explain how

# Metro Nashville Common Core Pacing Guide

**AN Whitehead**



## **Metro Nashville Common Core Pacing Guide:**

**Every Teacher a Leader** Barbara B. Levin, Lynne Schrum, 2016-05-06 Discover the secrets of successful teacher leadership Whether you re a teacher who s ready to take on new roles or an administrator looking to develop strong leaders this content driven handbook is here to help you make distributed school leadership a reality Inside you ll find specific how tos for the essential skills teacher leaders need most running meetings teaching colleagues providing feedback conducting needs assessments delivering effective professional development resolving conflicts employing technology and more The book features Well tested content and activities Reflective writing prompts Scenarios for discussion Self evaluations Two companion guides one for teachers and one for administrators

### **Improving Teaching Effectiveness: Implementation**

Brian M. Stecher, Michael S. Garet, Laura S. Hamilton, Elizabeth D. Steiner, Abby Robyn, Jeffrey Poirier, Deborah Holtzman, Eleanor S. Fulbeck, Jay Chambers, Iliana Brodziak de los Reyes, 2016-06-06 To improve the U S education system through more effective classroom teaching in school year 2009 2010 the Bill and Melinda Gates Foundation announced its Intensive Partnerships for Effective Teaching Researchers from the RAND Corporation and the American Institutes for Research evaluated implementation of key reform elements of the program in three public school districts and four charter management organizations

*Great Leaders Equal Great Schools* Autumn Cypres, 2013-01-01 The networks of Tennessee politicians school leaders and academics are rife with significant contributors to the national fabric of educational reform This cadre includes Former White House Chief of Staff Howard Baker United States Senator Bill Frist currently Chairman of the Tennessee State Collaborative on Reforming Education former United States Secretary of Education Lamar Alexander currently United States Senator and Conference Chair of the Republican Party and current Governor Bill Haslam This network has deep current ties to The University of Tennessee the Knoxville area and school systems across the state of Tennessee The Center for Educational Leadership is a highly funded highly visible model for education reform throughout the state of Tennessee This 3 book series will serve as a calling card for all activities that The Center for Educational Leadership is involved in around the state of Tennessee and the United States This includes all school leadership summits for policy makers practitioners scholars and legislators It represents the shared vision and commitment of educational leaders politicians educational reformers and legislators This book will be distributed to school leaders professional development coaches teacher unions scholars at several Tennessee institutions of higher education and members of the Tennessee legislature and Department of Education The audience for this series is primarily school leaders and scholars who are launching and designing new programs or revising and strengthening existing programs However those who are discussing policy at the local state and national level would be interested in the information given within these pages as it relates clearly to their work in educational leadership

*Resources in Education* ,1980      *Resources in Education* ,1983      National  
Stockman and Farmer ,1903      *Scientific American* ,1881      **Comprehensive Dissertation Index** ,1984      *Concise*

*Dictionary of Modern Medicine* J. C. Segen, 2006 This text includes 20 000 alphabetized entries for current medical acronyms and terms The entries also consist of encyclopedic definitions clinical aspects of medical terms and references to popular medical journals     **The Hollywood Reporter** , 2009     Book Review Digest , 2002     **Billboard** , 1975-04     **Billboard Music Week** , 1974-03     **New York** , 1974     Current Index to Journals in Education , 1982     Who's Who in America Marquis Who's Who, Inc, 2002     *Arts & Humanities Citation Index* , 1995     Race to the Top. Tennessee Report. Year 1 Department of Education (ED), 2012 This State specific summary report serves as an assessment of Tennessee's Year 1 Race to the Top implementation highlighting successes and accomplishments identifying challenges and providing lessons learned from implementation to date Tennessee received its Race to the Top grant in July 2010 as part of the first round of the competition Since receiving the award the State has made progress implementing several initiatives including integrating the First to the Top FTTT Act goals and objectives into daily operations aiding the LEAs transition to new Common Core State Standards CCSS and designing and implementing a new educator evaluation system The State is supporting LEAs in their transition to the CCSS by providing trainings a crosswalk between the existing State standards and the CCSS and pacing guides to help connect the new standards to professional growth Over the past year TDOE provided introductory training to more than 4 000 educators statewide on the CCSS Additionally most of the State's LEAs are voluntarily implementing the CCSS standards in kindergarten through second grade in school year SY 2011 2012 Tennessee encountered some impediments to the implementation of its Race to the Top plan during the first year of the grant After winning its Race to the Top award Tennessee elected a new Governor who then appointed a new Commissioner of Education Although the new Governor collaborated with TDOE staff prior to taking office and both he and his new Commissioner are committed to education reform the transition to new leadership was not seamless The time required to fill key leadership positions impacted both TDOE's project timelines and its capacity to support LEAs TDOE also experienced turnover within the assessment data systems and educator evaluation offices During the summer of 2011 the Commissioner engaged in a strategic planning process and is considering how to fill vacancies and hire additional staff at TDOE in alignment with the agency's key priorities needed to drive student achievement at the classroom level Tennessee learned valuable lessons during the first year of Race to the Top that will inform TDOE as it continues to foster supportive relationships with LEAs and schools In Year 1 the State offered guidance trainings and in person support to LEAs and schools on several Race to the Top initiatives including TVAAS the CCSS and the TAP observation rubric The guidance and resources provided by the State built stronger relationships with LEAs to ensure successful implementation of many foundational Race to the Top initiatives in Year 1 A Glossary is included Contains 13 footnotes For the parent report Race to the Top Annual Performance Report see ED529267 For the full report Race to the Top Tennessee State Reported APR Year One see ED529329     **Reading Pacing Guide** Georgia-Cumberland Conference of Seventh-day Adventists. Education Dept, 198?     **Common Core Literacy**

**Lesson Plans** Lauren Davis, 2014-05-22 Schools nationwide are transitioning to the Common Core our advice to you Don't go it alone Our new book Common Core Literacy Lesson Plans Ready to Use Resources 6-8 shows you that teaching the Common Core State Standards in the middle grades doesn't have to be intimidating This easy to use guide meets the particular needs of middle school teachers It provides model lesson plans for teaching the standards in reading writing speaking listening and language Get engaging lesson plans that are grade appropriate easy to implement and include ready to use reproducible handouts assessments resources and ideas to help you modify the lesson for both struggling and advanced learners Our Common Core Literacy Lesson Plans are equally effective for both English and content area teachers the plans are designed to fit seamlessly into your middle school curriculum You get practical tips for revamping your existing lessons to meet the standards Middle school students learn how to answer text based questions read informational texts conduct research write arguments and improve their speaking and listening skills We take the guesswork out of Common Core lesson plans with this practical easy to use guide All lesson plans are grade appropriate but every lesson plan includes Common Core State Standards covered in the lesson Overview of objectives and focus of the lesson Background knowledge required and time required A detailed step by step agenda for the lesson plus a materials list Differentiation ideas to adapt the lesson for different kinds of learners Assessment ideas including rubrics and scoring guides A place for your notes what worked what can improve Bonus We show you how to extend the lessons into longer units to suit your particular grade's curriculum and even help you create more of your own lessons

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