Course/Subject: Math | **CURRICULUM MAP** | Grade: Kindergarten

	CURRICULUM *End Product of Learning, "What" You Teach*			***INSTRUCTION*** *Means to the End Product, "How" You Teach*	***ASSESSMENT*** *Validation to Revise Curriculum & Instruction*
TIME FRAME [By Date/Week/ Month]	**STANDARD OR BENCHMARK**	**CONTENT: What we want students to "KNOW".**	**SKILL: What we want students to "DO".**	**Varied Teaching/Learning Strategies Resources/Comments**	**Varied Classroom Assessment Strategies**
Quarter 1 (September-October)	**K.CC** Know number names and the count sequence (1) Write numbers from 0-20 (3) Count to tell the number of objects (4a, 4b, 5) **K.OA** Understand addition as putting together and adding to, and subtraction as taking apart and taking from (1, 3, 5)	-Number recognition 1-5 -Count -Number sequence -One to one correspondence -Mental math -Symbols, pictures and objects represent math ideas -Math talk -Numbers represent quantities -Quantity comparisons -Measurement (non-standard units) -Time using daily activities -Size and length are used to compare and describe objects -Attributes of objects -Patterning -Graphing -Qualitative change -Geometric shapes are everywhere -Basic shape -Position words -Concrete objects, pictures and graphs can represent data -Graphs give us information -Graphs represent data	I can count to 100 by 1's and by 10s (K.CC.1) I can write the numbers 0-10 (K.CC.3) I can count objects by 1 and say the number names in order. (K.CC.4a) I know the last number I say is how many objects I counted. I know the number of objects is the same no matter how they are counted. (K.CC.4b) I can write a number to show how many are in a set of objects. (K.CC.5) I can add and subtract in many ways. (K.OA.1) I can show different ways to make a number that is less than or equal	Houghton Mifflin Harcourt Math Expressions - Unit 1 Teacher created graphs Every Day Counts, Calendar Math 100 square math rug Math literature (Stories about shapes, numbers, etc.) Number writing centers Math Expressions Differentiated Instruction cards Houghton Mifflin Harcourt Math Expressions - Ready Made Math Challenge Centers	Houghton Mifflin Harcourt Math Expressions Unit 1 test Teacher made first quarter assessment (individual) Teacher observation Aims Web Benchmarks (September) Checklists

Course/Subject: Math	**CURRICULUM MAP**			Grade: Kindergarten	
			to 10. (K.OA.3) I can add with numbers 0-5. I can subtract numbers 0-5. (K.OA.5) I can sort and count objects into groups. (K.OA.3)		
	K.MD Classify objects and count the number of objects in each category. (3) **K.G** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (2, 3) Analyze, compare, create, and compose shapes. (4)		I can sort and count objects into groups. (K.MD.3) I can name shapes. (K.G.2) I can describe shapes as flat or solid. (K.G.3) I can describe how flat and solid shapes look. (K.G.4)		
Quarter 2 (November to January)	**K.CC** Know number names and the count sequence (1, 2, 3) Count to tell the number of objects (4a, 4c, 5)	-Number recognition 1-10 -Count -Number sequence -One to one correspondence -Mental math -Symbols, pictures and objects represent math ideas -Math talk -Numbers represent quantities -Calculators compute math problems -Quantity comparisons -Measurement	I can count to 100 by 1s and 10s (K.CC.1) I can count on from any number (K.CC.3) I can write the numbers 11-20 (K.CC.3) I can write a number to show how many are in a set of objects. (K.CC.3)	Houghton Mifflin Harcourt Math Expressions - Unit 2 Teacher created graphs Every Day Counts, Calendar Math 100 square math rug Math literature (Stories about shapes, numbers, etc.) Math centers	Math Expressions Unit 2 test Teacher made second quarter assessment (individual) Teacher observation Aims Web Benchmarks (January

		(non-standard units) -Time using daily activities -Size and length are used to compare and describe objects -Attributes of objects -Patterning -Patterns have variety -Patterns can be extended -Graphing -Qualitative change -Geometric shapes are everywhere -Basic shape -Position words -Concrete objects, pictures and graphs can represent data -Graphs give us information -Graphs represent data -Data can be analyzed	I can count objects by 1 and say the number names in order. (K.CC.4a) I know that as I count, the next number is one more. (K.CC.4c) I can count up to 20 objects (K.CC.5)	Math Expressions differentiated instruction cards Calculators Houghton Mifflin Harcourt Math Expressions - Ready Made Math Challenge Centers	Checklists
	K.OA Understand addition as putting together and adding to, and subtraction as taking apart and taking from (1, 2, 3, 5)		I can add and subtract in many ways. (K.OA.1) I can use objects or pictures to show a problem. (K.OA 2) I can show different ways to make a number that is less than or equal to ten. (K.OA 3) I can add with numbers 0-5. I can subtract numbers 0-5 (K.OA 5)		
	K.NBT Work with numbers 11-19 to gain foundations for place value (1)		I can show how the numbers 11-19 are made up of tens and ones. (K.NBT.1)		

Course/Subject: Math	**CURRICULUM MAP**			Grade: Kindergarten	
	K.MD Describe and compare measurable attributes (1) Classify objects and count the number of objects in each category (3) **K.G** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (1, 2, 3) Analyze, compare, create, and compose shapes. (4, 5, 6)		I can describe an objects length/weight. (K.MD.1) I can sort and count objects into groups. (K.MD.3) I can describe where objects are located. (K.G.1) I can name shapes (K.G.2) I can describe shapes as flat and solid. (K.G.3) I can describe how flat and solid shapes look. (K.G.4) I can model shapes by building or drawing them. (K.G.5) I can put together smaller shapes to make bigger shapes (K.G.6)		
Quarter 3 (January to March)	**K.CC** Know number names and the count sequence (1, 2, 3)	-Number recognition 1-20 -Count -Number sequence -One to one correspondence	-Count forward from 1-100 -Count by 10's to 100 -Count by 5's to 100	Houghton Mifflin Harcourt Math Expressions - Unit 3	Math Expressions Unit 3 test

Course/Subject: Math **CURRICULUM MAP** Grade: Kindergarten

	Count to tell the number of objects (4, 5) Compare numbers (6) **K.OA** Understand addition as putting together and adding to, and subtraction as taking apart and taking from (1, 2, 3, 4, 5) **K.NBT** Work with numbers 11-19 to gain foundations for place value (1) **K.MD** Classify objects and count the number of objects in each category (3) **K.G** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (1, 2, 3) Analyze, compare, create, and compose shapes. (4, 5, 6)	-Ordinals -Mental math -Symbols, pictures and objects represent math ideas -Math talk -Numbers represent quantities -Calculators compute math problems -Quantity comparisons -Measurement (non-standard units) -Time using daily activities -Size and length are used to compare and describe objects -Estimation skills -Measurement instruments -Attributes of objects -Patterns have variety -Patterns can be extended -Graph construction -Concrete objects can represent addition and subtraction -Qualitative change -Geometric shapes are everywhere -2 and 3 dimensional shapes -Position words -Concrete objects, pictures and graphs can represent data -Graphs give us information -Graphs represent data -Data can be analyzed	-Match the numeral with sets up to 20 -Use objects, drawings or symbols to solve problems -Create number sentences to match word problems -Explain solutions to math problems -Talk about math problems -Solve problems mentally -Estimate small quantities -Measure objects using non-standard units -Use calculators to add or -Demonstrate an-understanding of more, less and equal -Follow a daily schedule -Estimate lengths using non-standard units -Sort objects into groups and tell why -Describe attributes -Recognize, describe, duplicate and extend patterns -Make and explain a graph (comparisons) -Use objects to show addition and subtraction number sentences -Identify and name circle, square, triangle, rectangle, oval and rhombus (diamond) -Identify and describe 2 and 3 dimensional shapes -Demonstrate the meaning of positions	Teacher created graphs Every Day Counts, Calendar Math 100 square math rug Math literature (Stories about shapes, numbers, addition, etc.) Math centers Math Expressions differentiated instruction cards Calculators Houghton Mifflin Harcourt Math Expressions - Ready Made Math Challenge Centers	Teacher observation Aims Web Benchmarks Checklists Progress monitoring

			words such as behind/in front of, between, under/over, etc. -Compare information presented on a graph -Gather data as a class to answer a simple question -Analyze data on a graph		
Quarter 4 (April to June)	**K.CC** Know number names and the count sequence (1, 2, 3) Count to tell the number of objects (4, 5) Compare numbers (6) **K.OA** Understand addition as putting together and adding to, and subtraction as taking apart and taking from (1, 2, 3, 4, 5) **K.NBT** Work with numbers 11-19 to gain foundations for place value (1) **K.MD** Classify objects and count the number of objects in each category (1, 2, 3) **K.G** Identify and describe	-Number recognition 1-31 -Count -Number sequence -One to one correspondence -Ordinals -Mental math -Symbols, pictures and objects represent math ideas -Math talk -Numbers represent quantities -Calculators compute math problems -Quantity comparisons -Measurement (non-standard units) -Time using daily activities -Size and length are used to compare and describe objects -Estimation skills -Measurement instruments -Attributes of objects -Patterns have variety -Patterns can be extended -Graph construction -Concrete objects can represent addition and subtraction -Qualitative change -Geometric shapes are everywhere	-Count by 1's, 10's and 5's to 100 -Count by 2's to 20 -Count backwards from 10 -Match the numeral with sets up to 20 -Use objects, drawings or symbols to solve problems -Create number sentences to match word problems -Talk about and explain solutions to math problems -Solve problems mentally -Estimate small quantities -Measure objects using non-standard units -Use calculators to add or -Demonstrate an understanding of more, less and equal -Follow a daily schedule -Estimate lengths using non-standard units -Sort objects into groups and tell why -Describe attributes -Recognize, describe,	Houghton Mifflin Harcourt Math Expressions - Unit 4 Teacher created graphs Every Day Counts, Calendar Math 100 square math rug Math literature (Stories about shapes, numbers, addition, etc.) Math centers Math Expressions differentiated instruction cards Calculators Houghton Mifflin Harcourt Math Expressions - Ready Made Math Challenge Centers	Math Expressions Unit 4 test Teacher made fourth quarter assessment (individual) Teacher observation Aims Web Benchmarks (May) Checklists Progress monitoring

	shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (1, 2, 3) Analyze, compare, create, and compose shapes. (4, 5, 6)	-2 and 3 dimensional shapes -Position words -Concrete objects, pictures and graphs can represent data -Graphs give us information -Graphs represent data -Data can be analyzed	duplicate and extend patterns -Make and explain a graph (comparisons) -Use objects to show addition and subtraction number sentences -Identify and name circle, square, triangle, rectangle, oval and rhombus (diamond) -Identify and describe 2 and 3 dimensional shapes -Demonstrate the meaning of positions words such as behind/in front of, between, under/over, etc. -Compare information presented on a graph -Gather data as a class to answer a simple question -Analyze data on a graph		