
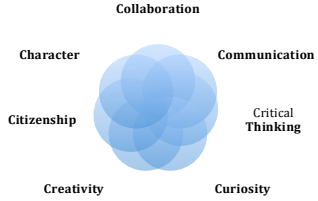


Content Area: Mathematics	Course: Mathematics	Grade Level: Kindergarten
	R14 The Seven Cs of Learning 	
Unit Titles	● Length of Unit	
<ul style="list-style-type: none"> • Unit 1-Numbers to Ten <ul style="list-style-type: none"> ○ Part A-Numbers to Five ○ Part B-Numbers to Ten 	6 weeks (3 weeks) (3 weeks)	
<ul style="list-style-type: none"> • Unit 2-Geometry 	5 weeks	
<ul style="list-style-type: none"> • Unit 3-Numbers 11-20 	4 weeks	
<ul style="list-style-type: none"> • Unit 4-Addition and Subtraction Within 10 	6 weeks	
<ul style="list-style-type: none"> • Unit 5-Developing Place Value Concepts (Counting to 100) 	6 weeks	
<ul style="list-style-type: none"> • Unit 6-Measurement 	6 weeks	



Strands	Course Level Expectations
Counting and Cardinality	<ol style="list-style-type: none"> 1. Know number names and the count sequence. 2. Count to tell the number of objects. 3. Compare numbers. 4. Use numbers to represent quantities and to solve problems including counting objects in a set, counting out a given number of objects, comparing sets or numerals, and simple joining and separating situations with sets of objects and equations.
Number and Operations in Base-Ten	<ol style="list-style-type: none"> 1. Work with numbers 11-19 to gain foundations for place value.
Geometry	<ol style="list-style-type: none"> 1. Identify and describe 2 and 3 dimensional shapes presented in a variety of sizes and orientations. 2. Analyze, compare, create, and compose shapes. 3. Use basic shapes to model objects in their environment, and construct more complex shapes.
Measurement and Data	<ol style="list-style-type: none"> 1. Describe and compare measurable attributes. 2. Classify objects and count the number of objects in each category.

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Unit Title	Numbers to Ten (Part A Numbers to 5)	Length of Unit	3 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can we use number to represent and compare different quantities? • How can numbers be put together and taken apart?
Standards*	Counting and Cardinality <ul style="list-style-type: none"> • K.CC.A2, K.CC.A3, K.CC.B4, K.CC.B5, K.CC.C6, K.CC.C7, K.OA.A3
Strands & Concepts	<ul style="list-style-type: none"> • Objects can be counted using numbers. • When counting say the number names in standard order and pair each number with one object. • Each number said can be matched with a written numeral. • Objects can have attributes that are the same or different. • When comparing two groups of objects they may have more, less or the same amount. • The last number said tells the number of objects in a given set.
Key Vocabulary	Compare, how many, zero, one, two, three, four, five, set, same, different, more than, less than, count, number, make five, five frame

* Standards are based on CCSS

For more information visit: <http://www.corestandards.org/Math/Content/K/CC/>

Unit Title	Numbers to Ten (Part A Numbers to 5)	Length of Unit	3 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Connect counting to cardinality. ● Groups that “look” more spread out than other groups, don’t necessarily contain more objects ● Recognize and interpret different situations for addition and subtraction (Add To with Result Unknown; Take From with Result Unknown; and Put Together/Take Apart with Total Unknown and Both Addends Unknown) ● Numbers can be composed and decomposed in multiple ways 	<ul style="list-style-type: none"> ● Count groups of 0-5 ● Write numerals 0-5 ● Pair number names with numerals ● Compare two sets of objects or two numbers and determine which is greater or less than. ● Choose the number that is one more/one less than a given quantity using fingers or objects. ● Find the number that makes five when added to a given number 1-4.

Assessments:	Performance task focusing on one to one correspondence, cardinality, subitizing, and early decomposition ability.
Teacher Resources:	MyMath, Engage NY, 3 Act Task Bank, CCSS aligned Anchor Tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.

Unit Title	Numbers to Ten (Part B Numbers to 10)	Length of Unit	3 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can we use number to represent and compare different quantities? • How can numbers be put together and taken apart?
Standards	Counting and Cardinality and Operations and Algebraic Thinking <ul style="list-style-type: none"> • K.CC.A2, K.CC.A3, K.CC.B4, K.CC.B5, K.CC.C6, K.CC.C7, K.OA.A3, K.OA.A4
Strands & Concepts	<ul style="list-style-type: none"> • Objects can be counted using numbers. • When counting say the number names in standard order and pair each number with one object. • Each number said can be matched with a written numeral. • Objects can have attributes that are the same or different. • When comparing two groups of objects they may have more, less or the same amount. • The last number said tells the number of objects in a given set. • Numbers can be combined to make different quantities
Key Vocabulary	Compare, how many, zero, one, two, three, four, five, six, seven, eight, nine, ten, set, same, different, more than, less than, count, number, make ten, ten frame

Unit Title	Numbers to Ten (Part B Numbers to 10)	Length of Unit	3 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Connect counting to cardinality. ● Groups that “look” more spread out than other groups, don’t necessarily contain more objects ● Recognize and interpret different situations for addition and subtraction (Add To with Result Unknown; Take From with Result Unknown; and Put Together/Take Apart with Total Unknown and Both Addends Unknown) ● Numbers can be composed and decomposed in multiple ways 	<ul style="list-style-type: none"> ● Count groups of 0-10 ● Write numerals 0-10 ● Pair number names with numerals ● Compare two sets of objects or two numbers and determine which is greater or less ● Choose the number that is one more/one less than a given quantity using fingers or objects. ● Find the number that makes ten when added to a given number 1-9

Assessments:	Performance task focusing on one to one correspondence, cardinality, subitizing, and early decomposition ability.
Teacher Resources:	MyMath, Engage NY, 3 Act Task Bank, CCSS aligned anchor tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.

Unit Title	Geometry	Length of Unit	5 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> ● How can we analyze, compare and classify shapes? ● How can shapes be created and composed? ● How do shapes translate into our physical world?
Standards	<p>Geometry</p> <ul style="list-style-type: none"> • K.G.A1, K.G.A2, K.G.A3, K.G.A4, K.G.A5, K.G.A6
Strands & Concepts	<ul style="list-style-type: none"> ● Shapes can be found in the world around us. ● Each shape or solid figure has its own set of attributes. ● Shapes can be combined to composed to form various models, pictures, and patterns ● Objects can be described in terms of their relative position to one another as well as their attributes
Key Vocabulary	Square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere, flat, solid, side, corner, above, below, beside, in front of, next to

Unit Title	Geometry	Length of Unit	5 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Attributes can be used to classify/sort into groups, and create and/or extend simple patterns ● Simple shapes can be combined to create larger, more complex shapes. ● Orientation does not have an effect on the attributes of a given shape ● Shapes can be described by their attributes and relative position 	<ul style="list-style-type: none"> ● Recognize, name and describe basic solid and flat shapes and discuss the relationship between solid and flat shapes ● Draw flat shapes and make models of flat shapes ● Classify objects using one or more attributes and identify objects that do not belong to a set ● Describe objects in the environment using names of shapes, ● Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind and next to

Assessments:	Performance task focused on drawing and classifying shapes based on their basic attributes as well as recognizing the relative position of objects in given set.
Teacher Resources:	MyMath, Engage NY, 3 Act Task Bank, CCSS aligned anchor tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.

Unit Title	Numbers 11-20	Length of Unit	4 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can numbers be put together and taken apart to gain foundations for place value? • How can we use number to represent and compare different quantities? • How can our actions impact the number of objects in a set?
Standards	<p>Counting and Cardinality and Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • K.CC.A1, K.CC.A2, K.CC.A3, K.CC.B4, K.CC.B5, K.CC.B6, K.NBT.A1
Strands & Concepts	<ul style="list-style-type: none"> • The last number said tells the number of objects in a given set. • The arrangement of a number of objects in a set does not change the total number of objects. • When counting say the number names in standard order and pair each number with one object. Each number said can be matched with a written numeral. • Numbers from 11-19 are teen or 10+ numbers.
Key Vocabulary	Count, ones, tens, quantities, groups, same as, how many, how many in all, greater than, less than, equal to, compare, set, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

Unit Title	Numbers 11-20	Length of Unit	4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● Recognize teen numbers as a set of ten plus additional ones ● Each successive number name refers to a quantity that is one larger ● Changing the arrangement of a set of objects does not change the total ● Connect counting to cardinality. ● Groups that “look” more spread out than other groups, don’t necessarily contain more objects. ● Numbers can be composed and decomposed in multiple ways 	<ul style="list-style-type: none"> ● Count to 20 ● Count groups of objects 10-20, and read and write numbers 10-20 ● Compare and order groups of up to 10 objects ● Recognize one more than and one less than in a given set ● Recognize fewer/less and more/most ● Combine sets to find how many in all ● Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Assessments:	Performance task focusing on one to one correspondence, cardinality, early decomposition ability, additive reasoning, and ability to unitize.
Teacher Resources:	MyMath, Engage NY, 3 Act Task Bank, CCSS aligned anchor tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.

Unit Title	Addition and Subtraction Within 10	Length of Unit	6 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • What is the relationship between addition and subtraction? • How can we use different strategies to add and subtract within ten?
Standards	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • K.OA.A1, K.OA.A2, K.OA.A3, K.OA.A4, K.OA.A5
Strands & Concepts	<ul style="list-style-type: none"> • Addition and subtraction can be shown with objects, pictures, models, numbers and words. • Addition is the joining of two sets or the addition of objects to an existing set. • Subtraction stories can represent situations where a set is taken away, or where two sets are compared. • Objects, drawings, numbers and symbols can be used to represent addition or subtraction situations.
Key Vocabulary	Addition, putting together, adding to, subtraction, taking apart, taking from, expression, equation, word problem, make ten, ten frame, number line

Unit Title	Addition and Subtraction Within 10	Length of Unit	6 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Recognize and interpret different situations for addition and subtraction (Add To with Result Unknown; Take From with Result Unknown; and Put Together/Take Apart with Total Unknown and Both Addends Unknown) Numbers can be composed and decomposed in multiple ways Subtraction can be interpreted as an unknown addend problem The equal sign means, “is the same as” and does not always come before the sum or difference. 	<ul style="list-style-type: none"> Count on and back using fingers, object, and number lines Compose and decompose numbers through 10 Combine sets to make totals between 5-10 Find the number that makes ten when added to a given number 1-9 Add and subtract within 10 using drawings, objects, 10 frames, number lines, and properties of operations Fluently add and subtract within 5

Assessments:	Performance task focusing on one to one correspondence, cardinality, early decomposition ability, additive reasoning, and ability to unitize.
Teacher Resources:	MyMath, Engage NY, 3 Act Task Bank, CCSS aligned anchor tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.

Unit Title	Developing Place Value Concepts (Counting to 100)	Length of Unit	6 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can place value concepts (repeating number patterns) help with counting to one hundred by tens and ones from any given number? • How can we use strategies to count to 100, and match each number said to a given numeral?
Standards	<p>Counting and Cardinality</p> <ul style="list-style-type: none"> • K.CC.A1, K.CC.A2, K.CC.B.4
Strands & Concepts	<ul style="list-style-type: none"> • The last number said tells the number of objects in a given set. • When counting say the number names in standard order and pair each number with one object. • Each number said can be matched with a written numeral. • The counting sequence has many repeating patterns. • Large numbers can be counted in groups of ten as well as by ones.
Key Vocabulary	Numbers to 100, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, fewer, less, more, most, repeating patterns, tens, ones, place value

Unit Title	Developing Place Value Concepts (Counting to 100)	Length of Unit	6 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Understand fewer/less and more/most • Each successive number name refers to a quantity that is one larger • Connect counting to cardinality. • When counting by 10 the next number in the sequence refers to a quantity that is 10 more (or one more group of ten) than the previous 	<ul style="list-style-type: none"> • Rote count to 100 • Count by 10 to 100 • Recognize teen numbers as a set of ten plus additional ones • Use patterns to count from any given number • Sequence numbers from 1 to 100 • Count forward beginning from any given number within a known sequence

Assessments:	Performance task focusing on cardinality, additive reasoning, ability to unitize, and base ten pattern recognition.
Teacher Resources:	MyMath, Engage NY, 3 Act Task Bank, CCSS aligned anchor tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.

Unit Title	Measurement	Length of Unit	6 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How can we describe and compare several attributes of given objects? • How can we directly compare two objects with a measurable attribute in common? • What factors impact length?
Standards	<p>Measurement and Data</p> <ul style="list-style-type: none"> • K.MD.A1, K.MD.A2, K.MD.B3
Strands & Concepts	<ul style="list-style-type: none"> • Objects can be classified and arranged according to different attributes. • Conservation of length • Measurement by direct comparison • Objects can be described and distinguished by their attributes and characteristics
Key Vocabulary	Measurement, describe, compare, length, weight, attributes, more of, less of, sort, category, big, small, long, tall, high

Unit Title	Measurement	Length of Unit	6 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • An object retains its length regardless of its position, (two sticks of the same length are still the same length even if one is vertical and one is horizontal.) • A few big objects fit into small spaces and many small objects fit into big spaces. • Length as a means of comparison • In order to accurately compare length one must line up the end of the object with the unit used to measure 	<ul style="list-style-type: none"> • Order objects by size, length, and weight • Use nonstandard units to measure and compare lengths, heights, weights and capacities • Compare objects by different attributes • distinguish, label, and describe several measurable attributes of a single object • Classify objects by different categories • Arrange classified objects by count

Assessments:	Performance task focusing on measurement as comparison, different types of measurement (i.e. length, height, capacity), additive reasoning, and ability to sort and classify.
Teacher Resources:	MyMath, Engage NY, 3 Act Task Bank, CCSS aligned anchor tasks, Illustrative Mathematics, Georgia Department of Education CCSS aligned tasks, North Carolina Department of Instruction, CCSS aligned tasks.