Curriculum Map for CIS

Subject content: Math   **Grade: Kindergarten**   **Teacher:**

1-3 Weeks

Unit Name/Content: Counting and Cardinality

Curriculum	
Content **What Students Must Know...**	**Common Core Standards**
Count to 100 by ones and by tens. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of not objects). K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Orally count to 100 by ones. (K.CC.1) Orally Count to 100 by tens. (K.CC.2) Write number 0-20. (K.CC.3) Count a set of objects and label them with a numeral 0-20. (K.CC.3) Count objects using one to one correspondence. (K.CC.4a)

Curriculum Map for CIS

Subject content: Math   **Grade: Kindergarten**   **Teacher:**

Learning Targets & Criteria for success

CCS/ES	Reasoning/Strategy	Knowledge/Skills
	I can…	I will…
K.CC.1	The student orally counts to 100 by ones. The student orally counts to 100 by tens. Extension Activities: Orally count to 100 by fives and twos.	
K.CC.2	The student will orally say the number sequence forward starting at any number 0-100.	
K.CC.3 K.CC.4	The student will write numeral 0-20. The student will label a set of objects with the correct numeral.	

Critical Vocabulary

Number names to 100

forward

Numerals

Curriculum Map for CIS

Subject content: Math   **Grade: Kindergarten**   **Teacher:**

Assessments	
Formative	**Summative**
Informally assess students' ability to orally count to 100 by ones and tens. Students will play number bingo. Students will complete math activity on a web- based program. Students will complete a performance task where they will count a set of objects and label with the correct numeral. Students will write numbers to 100 using a blank 100 chart. Students will complete math activity on a web- based program. Students will complete a performance task where they will count a set of objects and label with the correct numeral.	Students will count to 100 by ones and tens. Students will write numbers to 100 using a blank 100 chart. Students will draw lines to match numerals to their corresponding sets of objects.

Resources Needed
Hundred Chart Manipulatives Computer Projector Mimio Internet Investigations

Curriculum Map for CIS

Subject content: Math   **Grade: Kindergarten**   **Teacher:**

4-6 Weeks
Unit Name/Content: Counting and Cardinality
Curriculum

Content What Students Must Know…	Common Core Standards
Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). K.CC.3 Understand the relationship between numbers and quantities; connect counting to cardinality. K.CC.4 Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.CC.5	Write numbers 0-20 K.CC.3 One-to-one Correspondence K.CC.4

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Learning Targets & Criteria for success		

CCS/ES	Reasoning/Strategy	Knowledge/Skills
	I can…	I will…
K.CC.4b	Understand that the last number said names the number of objects counted. (K.CC.4b) Understand that the number of objects is the same regardless of the arrangement of objects. (K.CC.4b)	Know number names and the count sequence
K.CC.4c	Understand that counting forward means the number if getting larger by one. (K.CC.4c)	Count to tell the number of objects
K.CC.5	Count up to 20 objects when arranged in a pattern when asked "How many?"(K.CC.5) Count up to 10 objects that are scattered randomly when asked "How many?" (K.CC.5)	
K.CC.6	Identify which group is greater than another group of up to 10 objects. (K.CC.6) Identify which group is less than another group of up to 10 objects. (K.CC.6) Identify when two groups of up to 10 objects are equal.	
K.CC.7	Compare two numerals between 1 and 10. (K.CC.7)	

Critical Vocabulary

Curriculum Map for CIS

Subject content: Math   **Grade: Kindergarten**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed
Manipulatives Computer Projector Mimio Internet

Investigations

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

7-9 Weeks

Unit Name/Content: Number and Operations in Base Ten

Curriculum	
Content **What Students Must Know…**	**Common Core Standards**
Compose and decompose numbers from 11 to 19 into ten ones and some further ones, ex. By using objects or drawings.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. CCMA.K.NBT. 1

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Learning Targets & Criteria for success

CCS/ES	Reasoning/Strategy	Knowledge/Skills
	I can…	**I will…**
	Compose numbers from 11 to 19 into tens and ones using objects or drawings.	Given objects or drawing materials, the student will make a given number such as 15 by putting together a ten and 5 ones.
	Decompose numbers from 11 to 19 into tens and ones using objects or drawings	Given objects or drawing materials, the student will break apart a number such as 15 by making a ten and 5 ones.
		The student will record these composition as a number that is made of a ten and five ones.

Critical Vocabulary

Compose
Decompose
Ten ones
Record by drawing
Record by equations

Curriculum Map for CIS

Subject content:　　　　　**Grade:**　　　　　**Teacher:**

Assessments	
Formative	**Summative**
Can you match place value to a quantity or number from 11-19? In the number _____ how many are in the ones place? In the number _____ how many are in the tens place?	

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

10-12 Weeks
Unit Name/Content:
Curriculum

Content What Students Must Know…	Common Core Standards
Record each composition or decomposition by a drawing or equation. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. CCMA.K.NBT. 1

Curriculum Map for CIS

Subject content:　　　　　**Grade:**　　　　　**Teacher:**

Learning Targets & Criteria for success		
CCS/ES	**Reasoning/Strategy** **I can…**	**Knowledge/Skills** **I will…**
	Record compositions or decompositions with drawings.	
	Record compositions or decompositions with equations	
	Understand that numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	

Critical Vocabulary

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content:	Grade:	Teacher:

13-15 Weeks

Unit Name/Content: Geometry

Curriculum

Content What Students Must Know…	Common Core Standards
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Can you identify/name the basic plane shapes? How can you use appropriate vocabulary to describe the basic two-dimensional shapes? What attributes would you use to sort given shapes? How can you combine basic shapes to create a model of an object in your environment?	CCMA.K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. CCMA.K.G.2 Correctly name shapes regardless of their orientations or overall size. CCMA.K.G.3 Identify shapes as two-dimensional (lying in a plane, —flat‖) or three dimensional (—solid‖).

Curriculum Map for CIS

Subject content:　　　　　**Grade:**　　　　　**Teacher:**

Learning Targets & Criteria for success

CCS/ES	Reasoning/Strategy I can…	Knowledge/Skills I will…
K.G.1	**Describe objects in the environment using names of shapes.**	
K.G.1	**Describe the relative positions of these objects using terms such as above, below, in front of, behind, and next to.**	
K.G.2	**Name shapes correctly.**	
K.G.3	**Identify shapes that are two-dimensional.** **Identify shapes that are three-dimensional.**	
	Identify AB, ABB, and AAB Patterns	

Critical Vocabulary

Circle	Hexagon	Triangle
straight	side	Trapezoid
Square	Rectangle	
round	vertex	

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

| |
| |

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

16-18 Weeks
Unit Name/Content: Geometry
Curriculum

Content **What Students Must Know…**	**Common Core Standards**
Analyze, compare, create, and compose shapes. **Can you recognize and name the solid shapes in your environment?** **Can you identify/name the three dimensional shapes** **How can you use appropriate vocabulary to describe the basic three-dimensional shapes?** **What attributes would you use to sort given three-dimensional shapes?**	**CCMA.K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/—corners‖) and other attributes (e.g., having sides of equal length).** **CCMA.K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.** **CCMA.K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

	Learning Targets & Criteria for success	

CCS/ES	Reasoning/Strategy	Knowledge/Skills
	I can...	I will...
K.G.4	Analyze two dimensional shapes by describing parts and attributes. Analyze three dimensional shapes by describing parts and attributes. Compare two dimensional shapes by comparing parts and attributes. Compare three dimensional shapes by comparing parts and attributes.	
K.G.5	Model shapes by building. Draw shapes.	
K.G.6	Compose shapes to form larger shapes. Attributes of basic three-dimensional objects (spheres, cones, cylinders, pyramids, cubes, triangular and rectangular prisms); apply these attributes to solve	

Critical Vocabulary		
Cone	Sphere	Roll
Cylinder	Stack	Slide
Cube	Rectangular Prism	

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

| Subject content: | Grade: | Teacher: |

19-21 Weeks
Unit Name/Content: Measurement and Data
Curriculum

Content What Students Must Know…	Common Core Standards
Describe and compare measurable attributes. **How can you compare and order objects from shortest to longest?** **How can you compare and order objects from shortest to tallest?** **How can you compare and order objects from lightest to heaviest?**	**CCMA.K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.** **CCMA.K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has —more of‖/—less of‖ the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Learning Targets & Criteria for success

CCS/ES	Reasoning/Strategy I can…	Knowledge/Skills I will…
K.MD.1	Describe measurable attributes of objects.	Compare and order objects from shortest to longest?
K.MD.2	Directly compare two objects with a common attribute.	Compare and order objects from shortest to tallest?
K.MD.2	Describe the difference of two objects that have been compared.	Compare and order objects from lightest to heaviest?

Critical Vocabulary

Height	Shorter/est	Lighter
Length	Taller	Heavier
Longer/est	Weight	

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

22-24 Weeks

Unit Name/Content:

Curriculum	
Content **What Students Must Know…**	**Common Core Standards**
Classify objects and count the number of objects in each category. **How can you compare and order objects from shortest to longest?** **How can you compare and order objects from shortest to tallest?** **How can you compare and order objects from lightest to heaviest?**	**CCMA.K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

	Learning Targets & Criteria for success	
CCS/ES	**Reasoning/Strategy** **I can…**	**Knowledge/Skills** **I will…**
K.MD.3	Classify objects or people into given categories.	
K.MD.3	Count the number of objects or people in each category.	
K.MD.3	Sort the categories by their count.	

Critical Vocabulary		
Height	**Shorter/est**	**Lighter**
Length	**Taller**	**Heavier**
Longer/est	**Weight**	

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

25-27 Weeks
Unit Name/Content: Operations and Algebraic Thinking
Curriculum

Content What Students Must Know…	Common Core Standards
Understand addition as putting together and adding to. **How can you act out simple addition problems?** **How can you model simple addition problems using objects?** **How can you solve simple addition problems using pictures?** **Can you tell a simple addition story?**	**CCMA.K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem.), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **CCMA.K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **CCMA.K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **CCMA.K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **CCMA.K.OA.5** Fluently add and subtract within 5.

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Learning Targets & Criteria for success

CCS/ES	Reasoning/Strategy I can…	Knowledge/Skills I will…
K.OA.1	Use multiple representations to show addition.	Act out simple addition problems.
K.OA.2	Solve addition word problems, and add within 10.	You model simple addition problems using objects.
K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way.	Solve simple addition problems using pictures.
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number.	Tell a simple addition story.

Critical Vocabulary

Add
Equal sign =
In all
Join
Plus sign +

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

28-30 Weeks
Unit Name/Content: Operations and Algebraic Thinking
Curriculum

Content What Students Must Know…	Common Core Standards
Understand subtraction as taking apart and taking from. How can you act out simple subtraction problems? How can you model simple subtraction problems using objects? How can you solve simple subtraction problems using pictures? Can you tell a simple subtraction story?	CCMA.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem.), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. CCMA.K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. CCMA.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). CCMA.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. CCMA.K.OA.5 Fluently add and subtract within 5.

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Learning Targets & Criteria for success	

CCS/ES	Reasoning/Strategy	Knowledge/Skills
	I can…	**I will…**
K.OA.1	Use multiple representations to show subtraction.	Act out simple subtraction problems.
K.OA.2	Solve subtraction word problems, and subtract within 10.	Model simple subtraction problems using objects.
K.OA.5	Fluently add and subtract within 5.	Solve simple subtraction problems using pictures.
		Tell a simple subtraction story?

Critical Vocabulary
are left separate minus sign – subtract

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content: Grade: Teacher:

30-33 Weeks

Unit Name/Content: Operations and Algebraic Thinking

Curriculum	
Content **What Students Must Know…**	**Common Core Standards**
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. **How can you act out simple addition problems?** **How can you model simple addition problems using objects?** **How can you solve simple addition problems using pictures?** **Can you tell a simple addition story?** **How can you act out simple subtraction problems?** **How can you model simple subtraction problems using objects?** **How can you solve simple subtraction problems using pictures?** **Can you tell a simple subtraction story?**	CCMA.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem.), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. CCMA.K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. CCMA.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). CCMA.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. CCMA.K.OA.5 Fluently add and subtract within 5.

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Learning Targets & Criteria for success			
CCS/ES	**Reasoning/Strategy**		**Knowledge/Skills**
	I can…		**I will…**
	Decompose (take part) numbers less than or equal to 10 in variety of ways.		
	Record decomposed numbers with a drawing. Record decomposed numbers with an equation		
	Find a number that makes 10 when given a number 1-9.		
	Record the number found with a drawing. Record the number found with an equation.		

Critical Vocabulary

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

34-36 Weeks
Unit Name/Content:
Curriculum

Content What Students Must Know…	Common Core Standards
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. **How can you act out simple addition problems?** **How can you model simple addition problems using objects?** **How can you solve simple addition problems using pictures?** **Can you tell a simple addition story?** **How can you act out simple subtraction problems?** **How can you model simple subtraction problems using objects?** **How can you solve simple subtraction problems using pictures?** **Can you tell a simple subtraction story?**	**CCMA.K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem.), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.** **CCMA.K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.** **CCMA.K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).** **CCMA.K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.** **CCMA.K.OA.5 Fluently add and subtract within 5.**

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

	Learning Targets & Criteria for success	

CCS/ES	Reasoning/Strategy I can…	Knowledge/Skills I will…
	Solve addition word problems within 10 by using objects or drawings.	
	Solve subtraction word problems within 10 by using objects or drawings.	
	Fluently add for sums of 5 or less. Fluently subtract for minuends of 5 or less.	

Critical Vocabulary

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Curriculum Map for CIS

Subject content:　　　　　**Grade:**　　　　　**Teacher:**

1-3 Weeks	
Unit Name/Content:	
Curriculum	
Content **What Students Must Know…**	**Common Core Standards**

Curriculum Map for CIS

Subject content:　　　　　**Grade:**　　　　　**Teacher:**

Learning Targets & Criteria for success

CCS/ES	Reasoning/Strategy I can…	Knowledge/Skills I will…

Critical Vocabulary

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**

Assessments	
Formative	**Summative**

Resources Needed

Curriculum Map for CIS

Subject content: **Grade:**   **Teacher:**