



MATHEMATICS CURRICULUM MAP

GRADE K

May 2024

Deerfield Public Schools District 109
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Kindergarten: Math Year at a Glance

Areas of Focus: In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to numbers than to other topics.

Resource: *Big Ideas Math: Modeling Real Life Common Core Grade K* (ISBN: 9781642083156)

Semester 1

Chapter 1: Count and Write Numbers 0–5

K.CC.4a K.CC.4b K.CC.5 K.CC.3 K.CC.4c

Chapter 2: Compare Numbers 0–5

K.CC.6 K.CC.5 K.CC.7

Chapter 3: Count and write Numbers 6–10 K.CC.4a K.CC.4b

K.CC.5 K.CC.3 K.CC.2 K.CC.4c

Chapter 4: Compare Numbers to 10

K.CC.6 K.CC.5 K.CC.7 K.MD.3

Chapter 5: Compose and Decompose Numbers to 10 K.OA.1

K.OA.3

Chapter 6: Add Numbers within 10

K.OA.1 K.OA.2 K.OA.3 K.CC.4c K.OA.5 K.OA.4

Chapter 7: Subtract Numbers within 10

K.OA.1 K.OA.2 K.OA.5

Semester 2

Chapter 7: Subtract Numbers within 10

K.OA.1 K.OA.2 K.OA.5

Continued

Chapter 8: Represent Numbers 11–19

K.CC.4a K.CC.4b K.CC.5 K.NBT.1 K.CC.3

Chapter 9: Count and Compare Numbers to 20 K.CC.5 K.CC.3

K.CC.4a K.CC.4b K.CC.4c K.CC.1 K.CC.2 K.CC.6

Chapter 10: Count to 100 K.CC.1 K.CC.2

Chapters 11: Identify 2–D Shapes

K.G.4 K.G.2 K.G.5 K.G.6

Chapter 12: Identify 3–D Shapes and Positions K.G.3 K.G.4 K.G.2

K.G.5 K.G.6 K.G.1

Chapter 13: Measure and Compare Objects K.MD.1 K.MD.2

Priority Standards: Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is necessary. These standards are taught in-depth to full mastery.

Supporting vs. Additional: Supporting standards (highlighted in blue) are designed to strengthen the areas of major emphasis. Connections are clear and emphasize coherence between topics. Additional standards (highlighted in yellow) do not connect as tightly as supporting standards.

