Marietta City Schools Grade K Math Curriculum Map

Unit Name	Unit 1 Numerical Reasoning: Wondering About My World and Investigating to Find Answers	Unit 2 Geometric & Spatial Reasoning: 2D Shapes in My World	Unit 3 Numerical Reasoning: How Many? (Numbers Up to 20)	Unit 4 Numerical Reasoning: Understanding and Using Addition and Subtraction in My Life	Unit 5 Numerical Reasoning: Using Numbers within 20	Unit 6 Geometric & Spatial Reasoning: 3D Shapes in My World	Unit 7 Measurement & Data Reasoning: Using Numbers and Data to Make Sense of My World	Unit 8 Culminating Capstone Unit
Time Frame	**4 - 5 weeks**	**3 - 4 weeks**	**5 - 6 weeks**	**7 - 8 weeks**	**5 - 6 weeks**	**3 - 4 weeks**	**4 - 5 weeks**	**2 - 3 weeks**
Standards	**K.NR.1.1 K.NR.1.2 K.NR.2.1 K.NR.4.1 K.MDR.7.3 K.MP.1-8**	**K.PAR.6.1 K.MDR.7.1 K.MDR.7.2 K.GSR.8.1 K.GSR.8.2 K.GSR.8.3 K.GSR.8.4 K.MP.1-8**	**K.NR.1.1 K.NR.1.2 K.NR.1.3 K.NR.1.4 K.NR.2.1 K.NR.3.1 K.NR.4.1 K.NR.4.2 K.MDR.7.3 K.MP.1-8**	**K.NR.5.1 K.NR.5.2 K.NR.5.3 K.NR. 5.4 K.PAR.6.1 K.PAR. 6.2 K.MDR.7.3 K.MP.1-8**	**K.NR.1.1 K.NR.1.2 K.NR.2.1 K.NR.2.2 K.NR.3.1 K.NR.4.1 K.NR.4.2 K.MDR.7.3 K.MP.1-8**	**K.GSR.8.1 K.GSR.8.2 K.GSR.8.3 K.GSR.8.4 K.MDR.7.1 K.MDR.7.2 K.MDR.7.3 K.MP.1-8**	**K.NR.3.1 K.NR.5.1 K.NR.5.2 K.NR.5.3 K.NR.5.4 K.PAR.6.1 K.PAR.6.2 K.MDR.7.3 K.MP.1-8**	**All Standards**
	The Framework for Statistical Reasoning and the Mathematical Modeling Framework should be taught throughout the units. The K-12 Mathematical Practices should be evidenced at some point throughout each unit depending on the tasks that are explored. It is important to note that MPs 1, 3 and 6 should support the learning in every lesson.							
Content Specific Information	• Explore how numbers up to 10 are used to explain the quantity of objects in their world • Identify written numerals to represent a given set of objects up to 10 • Begin learning to rote count to 100 forward and backward from 20 • Generate questions to investigate situations • Collect data to answer the questions they generated and represent and explain their data	• Observe shapes in their environment and describe the shapes based on the number of sides, vertices, and other attributes • identify basic two-dimensional shapes and form larger shapes by putting two or more basic shapes together • Explain the location of shapes by saying where a shape is in relation to another shape • Identify a pattern created by shapes & extend the pattern. • Observe, describe, and compare the measurable attributes of objects & sort objects into categories by an attribute.	• Extend the work with numbers and quantities as they explore and count sets of objects up to 20 • Explore sets up to 20 as they see the numbers as 10 and some more • Use numerals 0 - 20 to represent the number of objects and be able to count out a given number of objects • Compare two sets of objects using the phrases “greater than,” “less than”, or “the same as.” • Be able to say a number that is one more than or one less than the number • Count forward to 100 by ones, and backward from 20 • Count to 50 by tens • Identify pennies, nickels, and dimes and know their value • Ask questions & answer them as they explore coins	• Explore the operations of addition and subtraction • Use a variety of strategies to solve addition and subtraction problems within 10 from real-life where the result or total is unknown • Represent the situations in various ways using objects, fingers, drawings, expressions, or equations • Solve problems they create by generating questions and gathering information • Identify and describe patterns with addition of numbers • Identify and extend patterns with numbers and shapes • Describe patterns related to time from real-life (yesterday, today, tomorrow)	• Continue to explore numbers and develop understanding of numbers (number sense) • Use place value as they compose (put together) and decompose (break apart) numbers into ten and some more • Represent the numbers as ten and some more using objects and drawings • Count to 100 by tens and ones and count backward from 20 by ones	• Revisit shapes in their environment and identify three-dimensional shapes in their environment • Explore & compare two-dimensional shapes & three-dimensional shapes in various sizes and orientations • Describe how shapes are similar & different • Order common objects based on measurable attributes & sort objects by an attribute • Generate statistical questions about shapes in the world • Collect, represent, analyze, & explain findings	• Further investigate place value & solve addition & subtraction problems in the real-world • Explain patterns they see and have additional experiences in creating, extending, and describing patterns with numbers and shapes • Describe patterns related to the passage of time in their lives (yesterday, today, and tomorrow). • Create investigative statistical questions, collect data, analyze the data, and explain the data to answer their questions	The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.)

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Additional Resources for Instruction & Assessment	Savvas Topic 1 Savvas Topic 3 Savvas Topic 5 MIP Module 1 MIP Module 2	Savvas Topic 12 Savvas Topic 13 MIP Module 12 MIP Module 13	Savvas Topic 2 Savvas Topic 4 Savvas Topic 9 Savvas Topic 11 MIP Module 3 MIP Module 4 MIP Module 5	Savvas Topic 6 Savvas Topic 7 Savvas Topic 8 MIP Module 7 MIP Module 8 MIP Module 9	Savvas Topic 10 MIP Module 5 MIP Module 6	Savvas Topic 12 Savvas Topic 13 Savvas Topic 14 MIP Module 11 MIP Module 12 MIP Module 13	Savvas Topic 5 Savvas Topic 6 Savvas Topic 7 Savvas Topic 10 MIP Module 3 MIP Module 6	All Resources
Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.							