

Tri 1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	K.NS.1	Counts orally to 25 by ones (Count to at least 100 by ones and tens and count on by one from any number)	
Week 2	K.NS.2	Write numbers 0-10, represent numbers with objects number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects). (Write whole numbers from zero to 20 and recognize	
Week 3	K.NS.4	One to one correspondence pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.) (Say the number names in standard order when counting objects,	
Week 4	K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	
Week 5	K.NS.6	Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.	
	K.DA.1	Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning used.	

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Weeks	Indicator	Standard	Assessment
Week 6	K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools to measure time.	
	K.G.2	Identify and describe 2D shapes: 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).	
	K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	
	K.CA.5	Making Patterns: Create, extend, and give an appropriate rule for simple repeating and growing patterns with numbers and shapes.	
End of Grading Period			
Week 7	K.NS.1	Counts orally to 50 by ones (Count to at least 100 by ones and tens and count on by one from any number)	
Week 8	K.NS.2	Write numbers 0-20, identify 0-20 objects, represent numbers with objects (Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).)	
Week 9	K.NS.4	One to one correspondence (Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.)	
Week 10	K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	
	K.NS.6	Recognize sets of one to 10 objects in patterned arrangements and tell how many without counting.	

Tri 1: Curriculum Map

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Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	K.NS.1	Counts to orally to 75 by ones, count on from a number (Count to at least 100 by ones and tens and count on by one from any number)	
	K.NS.2	Write numbers 0-20, Identify 0-20 objects, represent numbers with objects, (Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).)	
Week 2	K.NS.2	Write numbers 0-20, Identify 0-20 objects, represent numbers with objects, (Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).)	
	K.NS.4	One to one correspondence (Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.)	
Week 3	K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	
	K.NS.7	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching and counting strategies).	
Week 4	K.NS.8	Compare the values of two numbers from 1 to 20 presented as written numerals.	
	K.NS.9	Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	
Week 5	K.NS.10	Separate sets of 10 or fewer objects into equal groups	
	K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools to measure time.	
	K.G.2	Identify and describe 2D and 3D shapes: 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).	
	K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6	K.G.4	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	
	K.CA.1	Addition: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	
	K.CA.2	Daily Word Problems: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	
	K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	
	K.CA.4	Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	
End of Grading Period			
Week 7	K.NS.1	Counts orally to 100 by ones, count on from a number (Count to at least 100 by ones and tens and count on by one from any number)	
	K.NS.2	Recognizing Numbers 0-20 out of order, counting objects to 20 (Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).)	
	K.NS.3	One More/Less Than a Number to 10 (Find the number that is one more than or one less than any whole number up to 20.)	
Week 8	K.NS.4	One to one correspondence (Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.)	
	K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	
	K.CA.1	Subtraction: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	
Week 9	K.CA.2	Daily Word Problems: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	
	K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	
	K.CA.4	Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 10	K.G.2	Identify and describe 2D and 3D shapes: 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).	
Week 11	K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	
	K.G.4	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	
Week 12	K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools to measure time.	

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	K.NS.1	Counts to orally to 100 by ones, count on from a number (Count to at least 100 by ones and tens and count on by one from any number)	
	K.NS.2	Recognizing Numbers 0-20 out of order, counting objects to 20, recognize number words (Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).)	
	K.NS.3	One More/Less Than a Number to 10 (Find the number that is one more than or one less than any whole number up to 20.)	
Week 2	K.NS.4	One to one correspondence (Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.)	
	K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	
	K.NS.7	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g. by using matching and counting strategies).	
Week 3	K.NS.8	Compare the values of two numbers from 1 to 20 presented as written numerals.	
	K.NS.9	Correctly use the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.	
Week 4	K.NS.10	Separate sets of 10 or fewer objects into equal groups	
	K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools to measure time.	
	K.NS.11	Place Value- Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	
Week 5	K.G.2	Identify and describe 2D and 3D shapes: 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).	
	K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	
	K.G.4	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6	K.CA.1	Addition and Subtraction: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	
	K.CA.2	Daily Word Problems: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	
	K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	
	K.CA.4	Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	
End of Grading Period			
Week 7	K.NS.1	Counts to orally to 100 by ones and tens (Count to at least 100 by ones and tens and count on by one from any number)	
	K.NS.2	Recognizing Numbers 0-20 out of order, counting objects to 20, recognize number words (Write whole numbers from zero to 20 and recognize number words from zero to 10. Represent a number of objects with a written numeral zero to 20 (with zero representing a count of no objects).)	
Week 8	K.NS.3	One More/Less Than a Number to 20 (Find the number that is one more than or one less than any whole number up to 20.)	
	K.NS.4	One to one correspondence (Say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number describes the number of objects counted and that the number of objects is the same regardless of their arrangement or the order in which they were counted.)	
Week 9	K.NS.5	Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from one to 20.	
	K.G.2	Identify and describe 2D and 3D shapes: 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).	
	K.G.3	Model shapes in the world by composing shapes from objects (e.g., sticks and clay balls) and drawing shapes.	
	K.G.4	Compose simple geometric shapes to form larger shapes (e.g., create a rectangle composed of two triangles).	

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Weeks	Indicator	Standard	Assessment
Week 10	K.NS.11	Place Value- Develop initial understandings of place value and the base 10 number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.	
Week 11	K.CA.1	Addition and Subtraction: Use objects, drawings, mental images, sounds, etc., to represent addition and subtraction within 10.	
	K.CA.2	Daily Word Problems: Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem).	
	K.CA.3	Use objects, drawings, etc., to decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition with a drawing or an equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [In Kindergarten, students should see equations and be encouraged to trace them, however, writing equations is not required.]	
Week 12	K.CA.4	Find the number that makes 10 when added to the given number for any number from one to nine (e.g., by using objects or drawings), and record the answer with a drawing or an equation.	
	K.M.2	Understand concepts of time, including: morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks and calendars are tools to measure time.	