

Tri 1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (E)	
	K.NS.4:	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
Week 2	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (E)	
	K.NS.4:	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
Week 3	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (E)	
	K.NS.4:	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
Week 4	K.NS.5	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	
Week 5	K.NS.5	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	
	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (E)	
	K.NS.4:	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	

Tri 1: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6			
End of Grading Period			
Week 7	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (E)	
	K.NS.4:	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
Week 8			
Week 8	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (E)	
	K.NS.4:	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
Week 9			
Week 9	K.NS.5	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	
Week 10			
Week 10	K.NS.5	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	
Week 11			
Week 11			

Tri 1: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Week 12			

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
	K.NS.2	Write whole numbers from 0 to 20 and identify number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (E)	
	K.NS.4:	Identify sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (E)	
Week 2	K.NS.5	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	
Week 3	K.NS.5	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	
Week 4	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
Week 5	K.NS.7	Define and model a "ten" as a group of ten ones. Model equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings. (E)	
		Review-Week	

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6			
End of Grading Period			
Week 7	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
Week 8	K.NS.1	Count to at least 100 by ones and tens. Count by one from any given number. (E)	
Week 9	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawing to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9, and record te answer with a drawing or an equation. (E)	
	K.CA.4	Create, extend, and give an appropriate rule for simplerepeating and growing patterns with numbers and shapes.	
Week 10	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawing to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9, and record te answer with a drawing or an equation. (E)	
	K.CA.4	Create, extend, and give an appropriate rule for simplerepeating and growing patterns with numbers and shapes.	
Week 11	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawing to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9, and record te answer with a drawing or an equation. (E)	
	K.CA.4	Create, extend, and give an appropriate rule for simplerepeating and growing patterns with numbers and shapes.	
	K.NS.5	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.	

Tri 2: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Week 12			

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawing to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9, and record te answer with a drawing or an equation. (E)	
	K.CA.4	Create, extend, and give an appropriate rule for simplerepeating and growing patterns with numbers and shapes.	
Week 2	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawing to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9, and record te answer with a drawing or an equation. (E)	
	K.CA.4	Create, extend, and give an appropriate rule for simplerepeating and growing patterns with numbers and shapes.	
Week 3	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawing to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9, and record te answer with a drawing or an equation. (E)	
	K.CA.4	Create, extend, and give an appropriate rule for simplerepeating and growing patterns with numbers and shapes.	
Week 4	K.CA.1	Solve real-world problems that involve addition and subtraction within 10 using modeling with objects or drawings. (E)	
	K.CA.2	Use objects or drawing to model the decomposition of numbers less than 10 into pairs in more than one way. Identify corresponding equations. (E)	
	K.CA.3	Find the number that makes 10 when added to the given number for any number from 1 to 9, and record te answer with a drawing or an equation. (E)	
	K.CA.4	Create, extend, and give an appropriate rule for simplerepeating and growing patterns with numbers and shapes.	
Week 5	K.G.1	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	
	K.G.1	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6			
End of Grading Period			
Week 7	K.G.1	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	
Week 8	K.G.1	Compare two- and three-dimensional shapes in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes.	
Week 9	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
Week 10	K.M.1	Make direct comparisons of the length, capacity, weight, and temperature of objects, and identify which object is shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more. (E)	
		Review all Standards	

Tri 3: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Week 11			
		Review all Standards	
Week 12			