



Grade Level and Content Curriculum Map

Last Updated:

Quarter 1		
Essential Question/Topic	Standards	Parent Resources
Module 1: Number to 10		Parent Letters
Topic A: Attributes of Two Related Objects	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) K.CC.3 -Write numbers 0-20. Represents a number of objects with a written numeral 0-20 K.CC.4 -Understand the relationship between numbers and quantities; connecting counting to cardinality K.CC.5 - Count to answer "how many questions about as many as 20 things arranged in a line, 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.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	Topic A English Spanish
Topic B: Classify to Make Categories and Count		Topic B English Spanish
Topic C: Numerals to Five in Different Configurations, Math Drawing and Expressions		Topic C English Spanish
Topic D: The Concept of Zero and Working with Numbers 0-5		Topic D English Spanish
Topic E: Working with Numbers 6-8 in Different Configurations		Topic E English Spanish
Topic F: Working with Numbers 9-10 in Different Configurations		Topic F English Spanish
Topic G: One More Than with Numbers 0-10		Topic G English Spanish
Topic H: One Less Than with Numbers 0-10		Topic H English Spanish



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	decomposition by a drawing or equation.	
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Quarter 2		
Essential Question/Topic	Standards	Parent Resources
Module 2: Two-Dimensional and Three-Dimensional Shapes		Parent Letters
Topic A: Two-Dimensional Shapes Topic B: Constructing Two-Dimensional Shapes Topic C: Three-Dimensional Shapes	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) 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. K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional ("solid") 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	Topic A English Spanish Topic B English Spanish Topic C English Spanish



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	vertices/ “corners”) and other attributes (e.g. having sides of equal length).	
Module 3: Comparison of Length, Weight, Capacity And Numbers to 10 Topics A-D		
Topic A: Comparison of Length and Height Topic B: Comparison of Length and Height with Cube Sticks Within 10 Topic C: Comparison of Weight Topic D: Comparison of Volume	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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	Topic A English Spanish Topic B English Spanish Topic C English Spanish Topic D English Spanish

Quarter 3		
Essential Question/Topic	Standards	Parent Resources
Module 3: Comparison of Length, Weight, Capacity And Numbers to 10 Topics E-H		
Topic E: Are There Enough? Topic F: Comparison of Sets within 10 Topic G: Comparison of Numerals Topic H: Clarification of Measurable Attributes	K.CC.6 - 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.CC.7 - Compare two numbers between 1 and 10 written as numerals K.MD.1 - Describe measurable attributes of objects, such as length or weight. Describe several	Topic E English Spanish Topic F English Spanish Topic G English Spanish Topic H English Spanish



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	measurable attributes of a single object	
Module 4: Number Pairs, Addition, Subtraction to 10 Topics A-C		
Topic A: Compositions and Decompositions of Numbers 2, 3, 4, and 5 Topic B: Decompositions of 6, 7, and 8 into Number Pairs Topic C: Addition with Totals of 6, 7, and 8	K.OA.1 -Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. 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. 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.	Topic A English Spanish Topic B English Spanish Topic C English Spanish

Quarter 4		
Essential Question/Topic	Standards	Parent Resources
Module 4: Number Pairs, Addition, Subtraction to 10 Topics D-H		
Topic D: Subtraction From Numbers to 8 Topic E: Decomposition of 9 and 10 into Number Pairs	K.OA.1 -Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal	Topic D English Spanish Topic E English Spanish



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Topic F: Addition with Totals of 9 and 10 Topic G: Subtraction From 9 and 10 Topic H: Patterns with Adding 0 and 1 with Making 10	explanations, expressions, or equations. 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. 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. K.OA.4 - For any number 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.	Topic F English Spanish
Module 5: Number 10-20, Counting to 100 Topics A-C		
Topic A: Count 10 Ones and Some ones Topic B: Compose Numbers 11-20 For 10 Ones and Some Ones; and Count to Answer “How Many” Questions in Varied Configurations Topic C: Decompose Numbers 11-20, and Count to Answer “How Many” Questions in Varied Configurations	K.NBT.1- 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.	Topic A English Spanish Topic B English Spanish Topic C English Spanish Topic D English Spanish



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	K.CC.1 - Count to 100 by ones and tens (address during calendar) K.CC.2 - Count forward beginning from a number within the known sequence (address during calendar) K.CC.4 - Understand the relationship between numbers and quantities; connecting counting to cardinality K.CC.5 - Count to answer "how many questions about as many as 20 things arranged in a line, 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	
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