Mathematics- Kindergarten

The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit:
http://www.state.nj.us/education/modelcurriculum/math/ku1.shtml

For more information on the Common Core State Standards please visit:
http://www.corestandards.org/about-the-standards

For more information on the Math Common Core Standards please visit: http://www.corestandards.org/Math/

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Unit # 1	September/October
Standard Number	**Student Learning Objective**
K.CC.1	Count by ones up to 10
K.CC.3	Represent the number of objects by the correct numeral up to 5 (using zero to represent no objects).
K.CC.4	Assign an ascending number name for each object in a group.
K.CC.4	For objects named in the standard order, identify the last number named as the number of counted objects in the set (regardless of the order they are counted).
K.CC.4	Know the next number name in counting is always one greater than the previous number.
K.CC.5	Answer "how many?" questions about groups of objects up to 10 when arranged in a line or up to 5 in a scattered configuration.
K.OA.1	Create addition and subtraction events with objects (or make drawings) to represent a sum (putting together) or a difference (taking from) up to 10.

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Unit # 2		November/December
Standard Number	Student Learning Objective	
K.CC.3	Count and represent with a written numeral a number of objects to 10	
K.CC.3	Write numerals from zero to 10.	
K.CC.1	Count to 30 by ones and tens.	
K.CC.2	Count forward beginning from any given number up to 50 -- instead of having to begin at one.	
K.OA.2	Use objects or drawings to represent and solve addition and subtraction word problems (within 10)	
K.OA.5	Fluently add within 5.	
K.MD.3	Classify and sort objects into given categories and count the objects in each category (up to 10 objects).	

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Unit # 3	January/February
Standard Number	**Student Learning Objective**
K.CC.3	Count and represent with a written numeral a number of objects to 10
K.CC.3	Write numerals from zero to 10.
K.CC.1	Count to 30 by ones and tens.
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. (groups of up to 10 objects)
K.CC.7	Compare numbers (up to 10) written as numerals.
K.MD.1	Describe measurable attributes of objects, e.g., length and weight.
K.MD.2	Directly compare and describe two objects with a measurable attribute in common using "more of"/"less of" the attribute. For example, directly compare the heights of two children and describe one child as taller/shorter.
K.G.4	Analyze and compare two- and three-dimensional shapes in different sizes and orientations by counting sides or vertices ("corners") or comparing attributes such as side lengths.

Unit # 4	March/April
Standard Number	**Student Learning Objective**
K.CC.1	Count orally to 70 by ones and tens.
K.OA.3	Decompose numbers less than or equal to ten into pairs of numbers in more than one way and record with a drawing or equations (e.g., write 7 as 2 + 5 and 6 + 1).
K.OA.4	Given a number less than 10, find a number that makes 10 (e.g., 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5, etc.).
K.OA.5	Use mental math strategies to solve addition and subtraction facts within 5.
K.NBT.1	Compose and decompose numbers from 11 to 19 into a group of ten and one(s) with or without manipulatives. Record each composition or decomposition through a drawing or equation.

Unit #5	May/June
Standard Number	Student Learning Objective
K.CC.1	Count to 100 by ones and by tens.
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.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
K.G.6	Compose simple shapes to form larger shapes *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*