

# Curriculum Unit MAP

1st Quarter

Course Title: Math

Grade: Kindergarten

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Basic Shapes Weeks 1-2 - Objectives Identify basic shapes	Identify circle, square, triangle, rectangle, oval, and rhombus	Students will be able to point out the shapes to instructor and divide them in half on the SMART board	Benchmark Assessment will have students identify, copy, and draw basic shapes and divide those shapes in half
	Name shapes		
Recognize half a shape	Recognize half a shape		
Unit: Numbers 0-10 Weeks 3-8 Objectives Rote count 1-10	Write numbers 1 -10	Student will write numbers 1-10 on a grid.	Benchmark Assessment will have students identify numbers when instructor points to them, count and draw sets of numbers and order numbers
	Write number words 1-10		
	Count items up to ten		
Identify numbers 0-10	Recognize the correct number when told orally	Student will identify numbers using a SMART board game.	
	Order numbers 1-10		
Connect numbers words (orally) with the quantities they represent	Ordinal numbers 1-10		
Unit: Patterns Week 9-10 Objectives Recognize the pattern unit in a repeating pattern.	Find patterns using.. colors, shapes, and sizes	Be able to create a pattern using physical objects.	Benchmark Assessment will have students identify what comes next and the pattern unit.
	Continue the pattern after identifying the pattern unit		
	Can create a pattern		
Create a pattern	Can make a pattern using sound ex: clap, clap, stomp, clap, clap, stomp		
Continue a pattern			

Curriculum Unit MAP

2nd Quarter			
Course Title: Math		Grade: Kindergarten	
Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Graphing and Sorting Week 11-13 Objectives Compare groups of objects to identify less or more.  Sort items according to their attributes.  Create graphs using physical objects	Tell if a group has as many, more, or fewer.	Be able to create a graph using physical objects.	Benchmark Assessment will have students, compare, sort, and graph objects.
	Identify objects as same or different.		
	Sort a group of objects by size, shape, or color,		
	Make a real graph		
	Make a picture graph		
	Make a bar graph		
Unit: Numbers 1-31 Week 14-18 Objectives Rote count 1-31  Identify numbers 0-31  Connect numbers words (orally) with the quantities they represent	Write numbers 1 -31	Student will write numbers 1-31 on a grid.  Student will identify numbers using a SMART board game.	Benchmark Assessment will have students identify numbers when instructor points to them, count and draw sets of numbers and order numbers
	Count items up to 31		
	Recognize the correct number when told orally		
	Order numbers 1-31		

3rd Quarter			
Course Title: Math			Grade: Kindergarten
Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Calendar Week 19-20 Objectives Describe passage of time using terms today, yesterday, and tomorrow  Know the days of the week  Know the months of the year	Tell what day today is	Filling in a blank calendar	Benchmark assessment will have students fill in missing dates on a calendar and identify today, yesterday, and tomorrow
	Tell what day yesterday was	Calendar activities on the SMART Board	
	Tell what day tomorrow will be		
	Fill in the missing days of the calendar		
	Know the days of the week		
	Know the months of the year		
	Unit: Positional Words Week 21-22 Objectives Describe, name, and interpret above, below, front, and behind	Identify if an object is above below, in front, or behind.	

Curriculum Unit MAP	
3rd Quarter Continued	
Course Title: Math	Grade: Kindergarten

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit: Addition Week 23-26 Objectives Be able to use objects to compose values up to ten  Be able to compose values up to ten without objects  Given a story problem I can tell how many in all	Join 2 groups and write how many there are altogether  Use the plus sign and equal sign when joining 2 groups and tell how many there are in all  I can read a story problem and tell how many in all.	Addition worksheet with counters  Story problem worksheet	Benchmark Assessment will have students complete addition sentences and find the sum of two groups

Curriculum Unit MAP			
4th Quarter			
Course Title: Math			Grade: Kindergarten
		Brief Description of	End-of-Unit Benchmark or

Unit Title and Objectives	List CLTs for Each Objective	Formative Assessment(s)	Performance Assessment
Unit: Money Week 27-28 Objectives Identify and know the value of a penny, nickel, dime, and quarter.	Identify a penny, nickel, dime and quarter	SMART board activities	Benchmark Assessment will have students identify, and match front to back, and write coin value
	Tell the value of a penny, nickel, dime and quarter	Quiz where the student will match front and back of coins and write coin value	
Unit: Subtraction Week 29-31 Objectives Be able to use objects to decompose values up to ten  Be able to decompose values up to ten without objects  Given a story problem I can tell how many are left	Take some away from a group and tell how many are left	Subtraction worksheet with counters	Benchmark Assessment will have students complete subtraction sentences and find the difference of two groups
	Use the minus sign and equal sign to show how many are being taken away, and how many are left	SMART board activities  Story problem worksheet	
	I can read a story problem and tell how many are left		

Curriculum Unit MAP			
4th Quarter (continued)			
Course Title: Math		Grade: Kindergarten	
Unit: Measurement Week 32-34 Objectives	Tell time to the hour	SMART board activities	Benchmark Assessment will have students identify

<p>Tell time to the hour</p> <p>Measure objects by comparison of lengths (shorter, longer)</p> <p>Compare and Order objects according to their size and weight</p>	<p>Measure with cubes to tell how long an object is</p> <p>Find which object is shorter/ longer</p> <p>Tell which is larger or smaller</p> <p>Tell which holds more or less</p>	<p>Have students show a given time on a "Judy" clock</p> <p>Quiz identifying shorter/ longer objects and which holds more or less</p>	<p>time on a clock and various measurement activities</p>
Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
<p>Unit: Geometric Shapes</p> <p>Week 35-36 Objectives</p> <p>Identify geometric shapes sphere, rectangular prism, cylinder, and pyramid</p> <p>Model slides and turns with manipulatives.</p>	<p>Identify sphere, cylinder, rectangular prism &amp; pyramid</p> <p>Name shapes</p> <p>Model slides and turns with manipulatives.</p>	<p>Students will be able to point out the shapes to instructor on the SMART board</p> <p>Students will be able to model slides and turns given a specific shape.</p>	<p>Benchmark Assessment will have students identify and match geometric shapes and identify if a shape is being turned or slid.</p>