

Fulton County Schools 2021-2022

Kindergarten Enhanced Math Curriculum Map				
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<u>Shapes</u>	<u>Counting</u>	<u>Continued Counting</u>	<u>Measurement</u>	<u>Addition & Subtraction</u>
6 - 7 weeks	5 – 6 weeks	5 – 6 weeks	5 – 6 weeks	11 - 12 weeks
<p><i>MGSEK.CC.1</i> (1-20)</p> <p>MGSEK.G.2</p> <p>MGSEK.G.3</p> <p><i>MGSEK.G.4</i></p> <p><i>MGSE K.G.1</i></p> <p>MGSE1.G.1</p> <p>MGSEK.G.5</p> <p>MGSEK.G.6</p> <p><i>MGSEK.MD.3</i> (sort by shape and color)</p>	<p><i>MGSEK.CC.1</i> (1-40 and begin counting by 10s)</p> <p><i>MGSEK.CC.2</i></p> <p>MGSEK.CC.3</p> <p><i>MGSEK.CC.4 (a,b,c)</i></p> <p><i>MGSEK.MD.3</i> (sort and count categories)</p>	<p><i>MGSEK.CC.1</i> (1-60 and continue counting by 10s)</p> <p><i>MGSEK.CC.5 (a,b,c)</i></p> <p><i>MGSEK.CC.6</i></p> <p>MGSEK.CC.7</p> <p><i>MGSEK.NBT.1</i></p> <p><i>MGSE1.NBT.7</i> (identify a dime)</p> <p><i>MGSEK.MD.3</i> (sort, count and order categories)</p>	<p><i>MGSEK.CC.1</i> (1-80 and continue counting by 10s)</p> <p>MGSEK.MD.1</p> <p><i>MGSEK.MD.2</i></p> <p>MGSE1.MD.1</p> <p><i>MGSEK.MD.3</i> (sort, count and order categories)</p> <p><i>MGSE1.MD.4</i> (organize and represent data)</p> <p><i>MGSE1.NBT.7</i> (ten pennies = one dime)</p>	<p><i>MGSEK.CC.1</i> (1-100 and count by 10s)</p> <p>MGSEK.OA.1</p> <p><i>MGSEK.OA.2</i></p> <p><i>MGSEK.OA.3</i></p> <p><i>MGSEK.OA.4</i></p> <p><i>MGSEK.OA.5</i></p> <p><i>MGSEK.MD.3</i> (sort, count and order categories)</p> <p><i>MGSE1.MD.4</i> (organize, represent and interpret data)</p> <p><i>MGSE1.NBT.7</i> (decompose into a dime & pennies)</p>
<p>These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.</p> <p>All units include the Mathematical Practices and indicate skills to maintain.</p> <p style="text-align: center;">Prioritized standards in RED</p> <p style="text-align: center;">Underlined standards link to STATE IMPLEMENTATION VIDEOS</p>				
<p>Notes: *Standards in red are FCS Prioritized Standards. **Repeating standards are italicized.</p> <p>MGSE1.G.1 - This standard requires students to define the shapes with their attributes, something that is likely already happening within the current standards or would be easy to incorporate.</p> <p>MGSE1.NBT.7 - This standard aligns with MGSEK.NBT.1 (compose and decompose numbers from 11-19 into tens and ones). Dimes and pennies are natural manipulatives to use for decomposing numbers 11 to 19 into a 10 (dime) and further ones (pennies), while building the foundation for work with money. This standard is repeated in Units 4 and 5 as a reminder to use dimes and pennies as manipulatives when appropriate.</p> <p>MGSE1.MD.1 - This standard aligns with MGSEK.MD.1 (describe measurable attributes of an object) & MGSEK.MD.2 (directly compare two objects with a measurable attribute). It expands on using the measurable attribute of length to compare 2 objects to now comparing 3 objects.</p> <p>MGSE1.MD.4 - This standard connects to K.MD.3 (classify and sort objects into categories). Students can create tally mark charts to show how many objects are in the groups they sorted.</p> <p>Clarifications:</p> <p>Unit 1: The Shapes unit is moved to the beginning of the year as shapes are an easier cognitive lift for students transitioning to a formal education setting. Further, shapes are assessed first on GKIDS 2.0, and this arrangement of standards aligns more closely to the overall assessment roll out of GKIDS. K.CC.1 is in unit 1 (count from 0-20) and supports the need to describe the number of sides and vertices.</p> <p>MGSEK.CC.1: This standard builds over the units. Unit 1- count by 1s to 20, Unit 2- count by 1s to 40 and begin counting by 10s, Unit 3- count by 1s to 60 and continue counting by 10s, Unit 4- count by 1s to 80 and continue 10s, Unit 5- count by 1s and 10s to 100. Use dimes to count by 10s.</p> <p>MGSEK.MD.3: This standard builds over the units. In Unit 1 students can sort by shape or color. In Unit 2 students can sort and count the number of objects in each category. In Unit 3 students can sort, count and order the objects in each category.</p> <p>MGSE1.MD.4: This standard will build over Units 4 and 5. In Unit 4, focus on how to organize and represent data. In Unit 5 continue to organize and represent data, and when interpreting data, stay within 10 when answering “how many more/less” questions.</p> <p>MGSE1.NBT.7: This standard builds over Unit 3, Unit 4, and Unit 5. In Unit 3 it supports K.NBT.1 when students are decomposing numbers 11-19 into tens and ones (use dimes and pennies as manipulatives for this work). In Unit 4 and Unit 5 dimes can be used to support counting by 10s in K.CC.1. In Unit 5 dimes and pennies can be used to support K.OA.3 to decompose numbers, and K.OA.4 as ways to make ten.</p> <p>MGSEK.OA.2: Introduce result unknown first, then build to solve change unknown and start unknown problems.</p>				

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Kindergarten Enhanced Curriculum Map		
Unit 1	Unit 2	Unit 3
Shapes	Counting	Continued Counting
<p>MGSEK.CC.1 Count to 100 by ones and by tens.</p> <p>MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>MGSEK.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p>MGSEK.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 vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>MGSEK.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</p> <p>MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>MGSEK.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>MGSEK.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?”</p> <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>MGSEK.CC.1 Count to 100 by ones and by tens.</p> <p>MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>MGSEK.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (cardinality) Understand that each successive number name refers to a quantity that is one larger. <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>MGSEK.CC.1 Count to 100 by ones and by tens.</p> <p>MGSEK.CC.5 Count to answer “how many?” questions.</p> <ol style="list-style-type: none"> Count to answer “how many?” questions about as many as 20 things arranged in a variety of ways (a line, a 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. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.) <p>MGSEK.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, e.g., by using matching and counting strategies.</p> <p>MGSEK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>MGSEK.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$).</p> <p>MGSE1.NBT.7 Identify dimes and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)</p> <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>

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Kindergarten Enhanced Curriculum Map	
Unit 4	Unit 5
Measurement	Addition and Subtraction
<p>MGSEK.CC.1 Count to 100 by ones and by tens.</p> <p>MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight. For example, a student may describe a shoe as, “This shoe is heavy! It is also really long!”</p> <p>MGSEK.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. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)</p>	<p>MGSEK.CC.1 Count to 100 by ones and by tens.</p> <p>MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>MGSEK.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.</p> <p>MGSEK.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. (drawings need not include an equation).</p> <p>MGSEK.OA.4 For any number from 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.</p> <p>MGSEK.OA.5 Fluently add and subtract within 5.</p> <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)</p>

Grades K-2 Key: CC = Counting and Cardinality, G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, OA = Operations and Algebraic Thinking.