

Pine Hill Public Schools Curriculum			
Content Area:		Mathematics	
Course Title/ Grade Level:		Kindergarten	
Unit 1:	Numbers 0 to 5	Duration:	11 days
Unit 2:	Compare Numbers 0 to 5	Duration:	6 days
Unit 3:	Numbers 6 to 10	Duration:	8 days
Unit 4:	Compare Numbers 0 to 10	Duration:	6 days
Unit 5:	Classify and Count Data	Duration:	4 days
Unit 6:	Understand Addition	Duration:	10 days
Unit 7:	Understand Subtraction	Duration:	9 days
Unit 8:	More Addition and Subtraction	Duration:	10 days
Unit 9:	Count Numbers to 20	Duration:	7 days
Unit 10:	Compose and Decompose Numbers 11 to 19	Duration:	7 days
Unit 11:	Count Numbers to 100	Duration:	7 days
Unit 12:	Identify and Describe Shapes	Duration:	8 days
Unit 13:	Analyze, Compare, and Create Shapes	Duration:	7 days
Unit 14:	Describe and Compare Measurable Attributes	Duration:	6 days
BOE Approved Revision:			
BOE Initial Adoption Date:		August 15, 2017	

The pacing above assumes 1 lesson per day. Additional time may be spent on review, remediation, fluency practice, differentiation, and assessment as needed.

Pine Hill Public Schools
Curriculum

Unit Title Numbers 0 to 5		Unit #: 1
Course or Grade Level: Kindergarten		Length of Time: 11 days
Pacing	September	
Essential Questions	How can the numbers from 0 to 5 be counted, read, and written?	
Content	<ul style="list-style-type: none"> ● Count 1, 2, and 3 ● Recognize 1, 2, and 3 in Different Arrangements ● Read and Write 1, 2, and 3 ● Count 4 and 5 ● Recognize 4 and 5 in Different Arrangements ● Read and Write 4 and 5 ● Identify the Number 0 ● Read and Write 0 ● Ways to Make 5 ● Count Numbers to 5 ● Construct Arguments 	
Skills	<ul style="list-style-type: none"> ● Use Number sequence and the one to one principle ● Understand Cardinality of a group of objects ● Recognize successive numbers ● Read and Write numerals 0 to 5 ● Solve problems involving counting 	
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● · Error Intervention ● · Re-teach ● · Leveled Homework-Intervention, On Level, Advanced ● · Center Activities: On-level; Advanced ● · Strategic Intervention ● · Special Needs ● ELL Strategies 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving 	
Lesson resources / Activities	<ul style="list-style-type: none"> ● · PearsonRealize.com ● · Student and Teacher e-texts ● · Smartboard ● · Online personalized practice ● · Online math tools ● · Online Today's challenge ● · Online Solve and Share ● · Online Another Look Homework Video ● · Visual Learning Animation ● · Online Math Games ● · Animated Glossary ● · Consumable student edition ● · Teacher Edition ● · Math and Science Activity (STEM) ● · Teacher's Resource Masters ● Manipulatives 	

New Jersey Student Learning Standards for Mathematics

Standard(s) for Mathematical Practice:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Standards for Mathematical Content:

Know number names and the count sequence.

K.CC.A.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).

Count to tell the number of objects.

K.CC.B.4

Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.B.4.A

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.

K.CC.B.4.B

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.

K.CC.B.4.C

Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5

Count to answer "how many?" questions about as many as 20 things arranged in 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.

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	Content Statement: Select and use applications effectively and productively.	Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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Pine Hill Public Schools Curriculum	
Unit Title Compare Numbers 0 to 5	Unit #: 2
Course or Grade Level: Kindergarten Math	Length of Time: 6 days
Pacing	September
Essential Questions	How can numbers from 0 to 5 be compared and ordered?
Content	<ul style="list-style-type: none"> ● Equal Groups ● Greater Than ● Less Than ● Compare Groups to 5 by Counting ● Compare Numbers to 5 ● Model with Math
Skills	<ul style="list-style-type: none"> ● Compare Groups of Objects ● Use five-frames ● Understand Greater Than ● Understand Less Than ● Identify the greater or lesser number between groups of numbers. ● Draw groups of objects to compare ● Write numbers that are greater or less
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● · Error Intervention ● · Re-teach ● · Leveled Homework-Intervention, On Level, Advanced ● · Center Activities: On-level; Advanced ● · Strategic Intervention ● · Special Needs ● ELL Strategies
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving

Lesson resources / Activities	<ul style="list-style-type: none"> • · PearsonRealize.com • · Student and Teacher e-texts • · Smartboard • · Online personalized practice • · Online math tools • · Online Today’s challenge • · Online Solve and Share • · Online Another Look Homework Video • · Visual Learning Animation • · Online Math Games • · Animated Glossary • · Consumable student edition • · Teacher Edition • · Math and Science Activity (STEM) • · Teacher’s Resource Masters • Manipulatives
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New Jersey Student Learning Standards for Mathematics

Standard(s) for Mathematical Practice:	Standards for Mathematical Content:
<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision • Look for and make use of structure. • Look for and express regularity in repeated reasoning. 	<p>Compare numbers. K.CC.C.6</p> <p>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.1</p> <p>K.CC.C.7</p> <p>Compare two numbers between 1 and 10 presented as written numerals</p>

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	Content Statement: Select and use applications effectively and productively.	Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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**Pine Hill Public Schools
Curriculum**

Unit Title Numbers 6 to 10 **Unit #: 3**

Course or Grade Level: Kindergarten Math **Length of Time: 8 days**

Pacing October

Essential Questions **How can numbers from 6 to 10 be counted, read, and written?**

Content

- Count 6 and 7
- Read and Write 6 and 7
- Count 8 and 9
- Read and Write 8 and 9
- Count 10
- Read and Write 10
- Ways to make 10
- Look For and Use Structure

Skills

- Understand Sequence and the One to One Principle
- Understand Cardinality of a Group of Objects
- Visually picture number quantities 6 to 10
- Write Numerals and Tell how many
- Solve Problems Involving Counting

Assessments

- Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review
- Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.

Interventions / differentiated instruction

- Error Intervention
- Re-teach
- Leveled Homework-Intervention, On Level, Advanced
- Center Activities: On-level; Advanced
- Strategic Intervention
- Special Needs
- ELL Strategies

Inter-disciplinary Connections

- Altering word problems to reflect current classroom themes
- Theme based center activities
- Connecting reading strategies to problems solving

Lesson resources / Activities

- PearsonRealize.com
- Student and Teacher e-texts
- Smartboard
- Online personalized practice
- Online math tools
- Online Today's challenge
- Online Solve and Share
- Online Another Look Homework Video
- Visual Learning Animation
- Online Math Games
- Animated Glossary
- Consumable student edition
- Teacher Edition
- Math and Science Activity (STEM)
- Teacher's Resource Masters
- Manipulatives

New Jersey Student Learning Standards for Mathematics

Standard(s) for Mathematical Practice: **Standards for Mathematical Content:**

<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>K.CC.A.3</p> <p>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>Count to tell the number of objects.</p> <p>K.CC.B.4</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.B.4.A</p> <p>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.</p> <p>K.CC.B.4.B</p> <p>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.</p> <p>K.CC.B.5</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in 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.</p>
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21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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Pine Hill Public Schools Curriculum	
Unit Title Compare Numbers 0 To 10	Unit #: 4
Course or Grade Level: Kindergarten Math	Length of Time: 6 days
Pacing	October
Essential Questions	How can numbers from 0 to 10 be compared and ordered?
Content	<ul style="list-style-type: none"> ● Compare Groups to 10 ● Compare Numbers Using Numerals to 10 ● Compare Groups of 10 by Counting ● Compare Numbers to 10 ● Count Numbers to 10 ● Repeated Reasoning
Skills	<ul style="list-style-type: none"> ● Match Objects ● Use ten Frames ● Write and Compare Numbers ● Use of the proper vocabulary - Greater Than, and Less Than ● Compare Numbers With Objects ● Use Counting to Compare and Order Numbers
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Error Intervention ● Re-teach ● Leveled Homework-Intervention, On Level, Advanced ● Center Activities: On-level; Advanced ● Strategic Intervention ● Special Needs ● ELL Strategies
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving
Lesson resources / Activities	<ul style="list-style-type: none"> ● PearsonRealize.com ● Student and Teacher e-texts ● Smartboard ● Online personalized practice ● Online math tools ● Online Today's challenge ● Online Solve and Share ● Online Another Look Homework Video ● Visual Learning Animation ● Online Math Games ● Animated Glossary ● Consumable student edition ● Teacher Edition ● Math and Science Activity (STEM)

- Teacher’s Resource Masters
- Manipulatives

New Jersey Student Learning Standards for Mathematics

Standard(s) for Mathematical Practice:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Standards for Mathematical Content:

K.CC.A.2
Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.B.4.C
Understand that each successive number name refers to a quantity that is one larger.

Compare numbers.
K.CC.C.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.1

K.CC.C.7

Compare two numbers between 1 and 10 presented as written numerals.

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand: A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

Content Statement:
Select and use applications effectively and productively.

Indicator:
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Pine Hill Public Schools Curriculum	
Unit Title Classify and Count Data	
Unit #: 5	
Course or Grade Level: Kindergarten Math	Length of Time: 4 days
Pacing	November
Essential Questions	How can classifying data help answer questions?
Content	<ul style="list-style-type: none"> ● Classify Objects into Categories ● Count the Number of Objects in Each Category ● Sort the Categories by Counting ● Critique Reasoning
Skills	<ul style="list-style-type: none"> ● Classify Objects as having or not having a specific attribute ● Count and Record the Number in each Category ● Sort the Categories ● Apply Classifying and Counting Processes to Solve Problems Involving Categorical Data
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Error Intervention ● Re-teach ● Leveled Homework-Intervention, On Level, Advanced ● Center Activities: On-level; Advanced ● Strategic Intervention ● Special Needs ● ELL Strategies
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving
Lesson resources / Activities	<ul style="list-style-type: none"> ● PearsonRealize.com ● Student and Teacher e-texts ● Smartboard ● Online personalized practice ● Online math tools ● Online Today's challenge ● Online Solve and Share ● Online Another Look Homework Video ● Visual Learning Animation ● Online Math Games ● Animated Glossary ● Consumable student edition ● Teacher Edition ● Math and Science Activity (STEM) ● Teacher's Resource Masters ● Manipulatives
New Jersey Student Learning Standards for Mathematics	
Standard(s) for Mathematical Practice:	Standards for Mathematical Content:
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. 	Classify objects and count the number of objects in each category. K.MD.B.3

<ul style="list-style-type: none"> ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count</p> <p>K.CC.B.5</p> <p>Count to answer "how many?" questions about as many as 20 things arranged in 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.</p> <p>Compare numbers.</p> <p>K.CC.C.6</p> <p>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.1</p> <p>K.CC.C.7</p> <p>Compare two numbers between 1 and 10 presented as written numerals.</p>
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21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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Pine Hill Public Schools
Curriculum

Unit Title: Understand Addition		Unit #: 6
Course or Grade Level: Kindergarten Math		Length of Time: 10 days
Pacing	November	
Essential Questions	What types of situations involve addition?	
Content	<ul style="list-style-type: none"> ● Explore Addition ● Represent Addition as Adding To ● Represent Addition as Putting Together ● Use the Plus Sign ● Represent and Explain Addition with Equations ● Continue to Represent and Explain Addition with Equations ● Solve Addition Word Problems: Add To ● Solve Addition Word Problems: Put Together ● Use patterns to Develop Fluency in Addition ● Model with Math 	
Skills	<ul style="list-style-type: none"> ● Represent Addition as “Put Together” and “Add To” ● Identify Related facts ● Fluently Add Within 5 ● Decompose Numbers ● Solve common addition situations/word problems 	
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Error Intervention ● Re-teach ● Leveled Homework-Intervention, On Level, Advanced ● Center Activities: On-level; Advanced ● Strategic Intervention ● Special Needs ● ELL Strategies 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving 	
Lesson resources / Activities	<ul style="list-style-type: none"> ● PearsonRealize.com ● Student and Teacher e-texts ● Smartboard ● Online personalized practice ● Online math tools ● Online Today’s challenge ● Online Solve and Share ● Online Another Look Homework Video ● Visual Learning Animation ● Online Math Games ● Animated Glossary ● Consumable student edition ● Teacher Edition ● Math and Science Activity (STEM) ● Teacher’s Resource Masters ● Manipulatives 	

Standard(s) for Mathematical Practice:	Standards for Mathematical Content:
<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision • Look for and make use of structure. • Look for and express regularity in repeated reasoning. 	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.A.1</p> <p>Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2</p> <p>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.A.5</p> <p>Demonstrate fluency for addition and subtraction within 5. K.OA.A.5</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1). K.CC.A.2</p>

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

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Pine Hill Public Schools Curriculum	
Unit Title: Understand Subtraction	
Unit #: 7	
Course or Grade Level: Kindergarten Math	Length of Time: 9 days
Pacing	December
Essential Questions	How can representing taking apart, and taking from in different ways help you learn about subtraction?
Content	<ul style="list-style-type: none"> ● Explore Subtraction ● Represent Subtraction as Taking Apart ● Represent Subtraction as Taking From ● Use the Minus Sign ● Represent and Explain Subtraction with Equations ● Continue to Represent and Explain Subtraction with Equations ● Solve Subtraction Word Problems: Take From ● Use Patterns to Develop Fluency in Subtraction ● Use Appropriate Tools
Skills	<ul style="list-style-type: none"> ● Represent Subtraction as “Take Apart” and “Take From” ● Identify Related facts ● Fluently Subtract Within 5 ● Decompose Numbers ● Solve common subtraction situations/word problems
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Error Intervention ● Re-teach ● Leveled Homework-Intervention, On Level, Advanced ● Center Activities: On-level; Advanced ● Strategic Intervention ● Special Needs ● ELL Strategies
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving
Lesson resources / Activities	<ul style="list-style-type: none"> ● PearsonRealize.com ● Student and Teacher e-texts ● Smartboard ● Online personalized practice ● Online math tools ● Online Today’s challenge ● Online Solve and Share ● Online Another Look Homework Video ● Visual Learning Animation ● Online Math Games ● Animated Glossary ● Consumable student edition ● Teacher Edition ● Math and Science Activity (STEM) ● Teacher’s Resource Masters ● Manipulatives
New Jersey Student Learning Standards for Mathematics	
Standard(s) for Mathematical Practice:	Standards for Mathematical Content:

<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.A.1</p> <p>Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings 1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2</p> <p>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>K.OA.A.5 Demonstrate fluency for addition and subtraction within 5.</p>
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21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools
Curriculum**

Unit Title: More Addition and Subtraction		Unit #: 8
Course or Grade Level: Kindergarten Math		Length of Time: 10 days
Pacing	December, January	
Essential Questions	How can decomposing numbers in more than one way help you learn about addition and subtraction?	
Content	<ul style="list-style-type: none"> ● Decompose and Represent Numbers to 5 ● Related Facts ● Reasoning ● Fluently Add and Subtract to 5 ● Decompose and Represent 6 and 7 ● Decompose and Represent 8 and 9 ● Decompose and Represent 10 ● Solve Word Problems: Both Addends Unknown ● Find the Missing Part of 10 ● Continue to Find the Missing Part of 10 	
Skills	<ul style="list-style-type: none"> ● Represent Addition as “Put Together” and “Add To” ● Represent Subtraction as “Take Apart” and “Take From” ● Identify Related facts ● Fluently Add & Subtract Within 5 ● Decompose Numbers ● Solve common addition & subtraction situations/word problems 	
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Error Intervention ● Re-teach ● Leveled Homework-Intervention, On Level, Advanced ● Center Activities: On-level; Advanced ● Strategic Intervention ● Special Needs ● ELL Strategies 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving 	
Lesson resources / Activities	<ul style="list-style-type: none"> ● PearsonRealize.com ● Student and Teacher e-texts ● Smartboard ● Online personalized practice ● Online math tools ● Online Today’s challenge ● Online Solve and Share ● Online Another Look Homework Video ● Visual Learning Animation ● Online Math Games ● Animated Glossary ● Consumable student edition ● Teacher Edition ● Math and Science Activity (STEM) ● Teacher’s Resource Masters ● Manipulatives 	

Standard(s) for Mathematical Practice:	Standards for Mathematical Content:
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. K.OA.A.1</p> <p>Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. K.OA.A.2</p> <p>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.A.3</p> <p>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 (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). K.OA.A.4</p> <p>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. K.OA.A.5</p> <p>Demonstrate fluency for addition and subtraction within 5.</p>

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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Pine Hill Public Schools Curriculum	
Unit Title: Count Numbers to 20	Unit #: 9
Course or Grade Level: Kindergarten Math	Length of Time: 7 days
Pacing	January
Essential Questions	How can numbers to 20 be counted, read, written, and pictured to tell how many?
Content	<ul style="list-style-type: none"> ● Count and Write 11 and 12 ● Count and Write 13, 14, and 15 ● Count and Write 16 and 17 ● Count and Write 18, 19, and 20 ● Count Forward from any Number to 20 ● Count to Find How Many ● Reasoning
Skills	<ul style="list-style-type: none"> ● Understand Sequence and the One to One Principle ● Understand Cardinality of a group of objects ● Draw or Count Out Quantities of Objects ● Visually Picture Number Quantities 11 to 20 ● Write Numerals to Tell How Many ● Solve Problems involving Counting
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● · Error Intervention ● · Re-teach ● · Leveled Homework-Intervention, On Level, Advanced ● · Center Activities: On-level; Advanced ● · Strategic Intervention ● · Special Needs ● · ELL Strategies
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving
Lesson resources / Activities	<ul style="list-style-type: none"> ● · PearsonRealize.com ● · Student and Teacher e-texts ● · Smartboard ● · Online personalized practice ● · Online math tools ● · Online Today's challenge ● · Online Solve and Share ● · Online Another Look Homework Video ● · Visual Learning Animation ● · Online Math Games ● · Animated Glossary ● · Consumable student edition ● · Teacher Edition ● · Math and Science Activity (STEM)

- Teacher's Resource Masters
- Manipulatives

New Jersey Student Learning Standards for Mathematics

Standard(s) for Mathematical Practice:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Standards for Mathematical Content:

K.CC.A.2

Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.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).

K.CC.B.4.C

Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.5

Count to answer "how many?" questions about as many as 20 things arranged in 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.

21st Century Themes

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand:: A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

Content Statement:
Select and use applications effectively and productively.

Indicator:
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Pine Hill Public Schools
Curriculum

Unit Title: Compose and Decompose Numbers 11 to 19 **Unit #: 10**

Course or Grade Level: Kindergarten Math **Length of Time: 7 days**

Pacing January

Essential Questions **How can composing and decomposing numbers from 11 to 19 into ten ones and some further ones help you understand place value?**

Content

- Make 11, 12, and 13
- Make 14, 15, and 16
- Make 17, 18, and 19
- Find Parts of 11, 12, and 13
- Find Parts of 14, 15, and 16
- Find Parts of 17, 18, and 19
- Look For and Use Structure

Skills

- Make a Group of 10 Ones
- Make (Compose) the Numbers 11 to 19
- Solve Composition Problems
- Find Parts of the Numbers 11 to 19
- Solve Decomposition Problems

Assessments

- Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review
- Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.

Interventions / differentiated instruction

- Error Intervention
- Re-teach
- Leveled Homework-Intervention, On Level, Advanced
- Center Activities: On-level; Advanced
- Strategic Intervention
- Special Needs
- ELL Strategies

Inter-disciplinary Connections

- Altering word problems to reflect current classroom themes
- Theme based center activities
- Connecting reading strategies to problems solving

Lesson resources / Activities

- PearsonRealize.com
- Student and Teacher e-texts
- Smartboard
- Online personalized practice
- Online math tools
- Online Today's challenge
- Online Solve and Share
- Online Another Look Homework Video
- Visual Learning Animation
- Online Math Games
- Animated Glossary
- Consumable student edition
- Teacher Edition
- Math and Science Activity (STEM)
- Teacher's Resource Masters
- Manipulatives

New Jersey Student Learning Standards for Mathematics

Standard(s) for Mathematical Practice: **Standards for Mathematical Content:**

<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>Work with numbers 11-19 to gain foundations for place value.</p> <p>K.NBT.A.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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
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21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools
Curriculum**

Unit Title: Count Numbers to 100 **Unit #: 11**

Course or Grade Level: Kindergarten Math **Length of Time: 7 days**

Pacing February

Essential Questions **How can numbers to 100 be counted using a hundreds chart?**

Content

- Count Using Patterns to 30
- Count Using Patterns to 50
- Count by Tens to 100
- Count by Tens and Ones
- Count Forward from any Number to 100
- Count Using Patterns to 100
- Look For and Use Structure

Skills

- Count Verbally to 100
- Count to 100 using a hundreds chart
- Count by tens
- Count by tens and ones using connect cubes or place value blocks
- Count Forward beginning with any number
- Solve Problems involving counting

Assessments

- Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review
- Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.

Interventions / differentiated instruction

- Error Intervention
- Re-teach
- Leveled Homework-Intervention, On Level, Advanced
- Center Activities: On-level; Advanced
- Strategic Intervention
- Special Needs
- ELL Strategies

Inter-disciplinary Connections

- Altering word problems to reflect current classroom themes
- Theme based center activities
- Connecting reading strategies to problems solving

Lesson resources / Activities

- PearsonRealize.com
- Student and Teacher e-texts
- Smartboard
- Online personalized practice
- Online math tools
- Online Today's challenge
- Online Solve and Share
- Online Another Look Homework Video
- Visual Learning Animation
- Online Math Games
- Animated Glossary
- Consumable student edition
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- Teacher's Resource Masters
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New Jersey Student Learning Standards for Mathematics

Standard(s) for Mathematical Practice: **Standards for Mathematical Content:**

<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>Know number names and the count sequence. K.CC.A.1</p> <p>Count to 100 by ones and by tens.</p> <p>K.CC.A.2</p> <p>Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
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21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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Pine Hill Public Schools
Curriculum

Unit Title: Identify and Describe Shapes		Unit #: 12
Course or Grade Level: Kindergarten Math		Length of Time: 8 days
Pacing	February	
Essential Questions	How can 2-dimensional and 3-dimensional shapes be identified and described?	
Content	<ul style="list-style-type: none"> ● Two-Dimensional (2-D) and Three-Dimensional (3-D) Shapes ● Circles and Triangles ● Squares and Other Rectangles ● Hexagons ● Solid Figures ● Describe Shapes in the Environment ● Describe the Position of Shapes in the Environment ● Precision 	
Skills	<ul style="list-style-type: none"> ● Identify shapes as Flat or Solid ● Identify Circles and Triangles ● Identify Squares and other Rectangles ● Identify hexagons ● Represent solids by name ● Identify shapes in the environment ● Use Positional language to describe where an object is relative to another object 	
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Error Intervention ● Re-teach ● Leveled Homework-Intervention, On Level, Advanced ● Center Activities: On-level; Advanced ● Strategic Intervention ● Special Needs ● ELL Strategies 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving 	
Lesson resources / Activities	<ul style="list-style-type: none"> ● PearsonRealize.com ● Student and Teacher e-texts ● Smartboard ● Online personalized practice ● Online math tools ● Online Today's challenge ● Online Solve and Share ● Online Another Look Homework Video ● Visual Learning Animation ● Online Math Games ● Animated Glossary ● Consumable student edition ● Teacher Edition ● Math and Science Activity (STEM) ● Teacher's Resource Masters ● Manipulatives 	

Standard(s) for Mathematical Practice:	Standards for Mathematical Content:
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>Identify and describe shapes. K.G.A.1</p> <p>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>K.G.A.2</p> <p>Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.A.3</p> <p>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>Analyze, compare, create, and compose shapes. K.G.B.4</p> <p>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>

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools
Curriculum**

Unit Title: Analyze, Compare, and Create Shapes		Unit #: 13
Course or Grade Level: Kindergarten Math		Length of Time: 7 days
Pacing	March	
Essential Questions	How can solid figures be named, described, compared, and composed?	
Content	<ul style="list-style-type: none"> ● Analyze and Compare Two-Dimensional (2-D) Shapes ● Analyze and Compare Three-Dimensional (3-D) Shapes ● Compare 2-D and 3-D Shapes ● Make Sense and persevere ● Make 2-D Shapes from Other 2-D Shapes ● Build 2-D Shapes ● Build 3-D Shapes 	
Skills	<ul style="list-style-type: none"> ● Analyze and Compare 2-D Shapes ● Analyze and Compare 3-D Shapes ● Find 2-D shapes on 3-D shapes ● Compose 2-D shapes to form larger 2-D shapes ● Create 2-D shapes ● Create 3-D shapes 	
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark. 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● · Error Intervention ● · Re-teach ● · Leveled Homework-Intervention, On Level, Advanced ● · Center Activities: On-level; Advanced ● · Strategic Intervention ● · Special Needs ● ELL Strategies 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving 	
Lesson resources / Activities	<ul style="list-style-type: none"> ● · PearsonRealize.com ● · Student and Teacher e-texts ● · Smartboard ● · Online personalized practice ● · Online math tools ● · Online Today's challenge ● · Online Solve and Share ● · Online Another Look Homework Video ● · Visual Learning Animation ● · Online Math Games ● · Animated Glossary ● · Consumable student edition ● · Teacher Edition ● · Math and Science Activity (STEM) ● · Teacher's Resource Masters ● Manipulatives 	

Standard(s) for Mathematical Practice:	Standards for Mathematical Content:
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>K.G.A.3</p> <p>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>Analyze, compare, create, and compose shapes.</p> <p>K.G.B.4</p> <p>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>K.G.B.5</p> <p>Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.B.6</p> <p>Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>

21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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Pine Hill Public Schools Curriculum	
Unit Title: Describe and Compare Measurable Attributes	
Unit #: 14	
Course or Grade Level: Kindergarten Math	Length of Time: 6 days
Pacing	March
Essential Questions	How can objects be compared by length, height, capacity, and weight?
Content	<ul style="list-style-type: none"> ● Compare by Length and Height ● Compare by Capacity ● Compare by Weight ● Describe Objects by Attributes ● Describe Objects by Measurable Attributes ● Precision
Skills	<ul style="list-style-type: none"> ● Compare objects by length and height ● Compare by Capacity ● Compare by Weight ● Distinguish and Describe the length, or height, capacity, and weight of objects ● Describe measureable attributes of a single object
Assessments	<ul style="list-style-type: none"> ● Formative: Quick Check; Topic Test; Anecdotal Records; Teacher Observation; Independent Practice; Problem Solving; Daily Common Core Review ● Summative: Placement Test; Mid-Year Benchmark; End of Year Benchmark.
Interventions / differentiated instruction	<ul style="list-style-type: none"> ● Error Intervention ● Re-teach ● Leveled Homework-Intervention, On Level, Advanced ● Center Activities: On-level; Advanced ● Strategic Intervention ● Special Needs ● ELL Strategies
Inter-disciplinary Connections	<ul style="list-style-type: none"> ● Altering word problems to reflect current classroom themes ● Theme based center activities ● Connecting reading strategies to problems solving
Lesson resources / Activities	<ul style="list-style-type: none"> ● PearsonRealize.com ● Student and Teacher e-texts ● Smartboard ● Online personalized practice ● Online math tools ● Online Today's challenge ● Online Solve and Share ● Online Another Look Homework Video ● Visual Learning Animation ● Online Math Games ● Animated Glossary ● Consumable student edition ● Teacher Edition ● Math and Science Activity (STEM) ● Teacher's Resource Masters ● Manipulatives
New Jersey Student Learning Standards for Mathematics	
Standard(s) for Mathematical Practice:	Standards for Mathematical Content:
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. 	Describe and compare measurable attributes.

<ul style="list-style-type: none"> ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 	<p>K.MD.A.1</p> <p>Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.A.2</p> <p>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></p>
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21st Century Themes

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p>Content Statement: Select and use applications effectively and productively.</p>	<p>Indicator: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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