

CCS COURSE MAP

SUBJECT: MATH

GRADE LEVEL KINDERGARTEN
COURSE LENGTH YEAR

REVIEWED 2018-2019

Student Goals:					
		I	To learn to count, recognize, and print numbers 1-100.		
		II	To learn to recognize patterns and shapes.		
		III	To learn combinations for the 1-10 addition families.		
		IV	To learn how to tell time on clocks.		
		V	To learn to recognize coins and their value.		
Student Outcomes:					
		I	The students will be able to begin to understand classifying objects, recognizing patterns, directional words, organizing information on graphs, and measurement, specifically weight, height, and length.		
		II	The students will be able to identify basic shapes, understand the concepts of time and money, and recognize halves and thirds.		
		III	The students will be able to recognize the numbers 1-100 and know addition and subtraction through the use of pictures.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Topic 1: Sorting and Classifying 1 week	MN Math Standards K.3.1.2	Students will: <ul style="list-style-type: none"> • identify same and different by the attributes of color, shape, size, and kind. • sort objects by one and more than one attribute 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition • Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God is a God of order and classification • Numbers 1:1-10 • Gen. 1:24 “Let the land produce living creatures according to their kinds”

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<p>Topic 2: Position and Location</p> <p>1 week</p>	<p>MN Math Standards</p> <p>0.1.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • describe an object as inside or outside • describe an object as over, under, or on • describe an object as top, middle, bottom • describe an object as before or after • describe an object as left or right • solve a problem by acting it out 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God has the perfect place for everything he has created • Gen. 1:16-17
<p>Topic 3: Patterns</p> <p>1.5 weeks</p>	<p>MN Math Standards</p> <p>0.2.1.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • recognize and extend sound and movement patterns • recognize and extend color patterns • recognize and extend shape patterns • compare and identify patterns that are alike or different 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God created the earth with pattern and color

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		<ul style="list-style-type: none"> • solve problems by looking for and using the repeating parts • identify growing patterns and predict what comes next • create original patterns using concrete objects and pictures 			
<p>Topic 4: Zero to Five</p> <p>2 weeks</p>	<p>MN Math Standards</p> <p>0.1.1.1 0.1.1.2 0.1.1.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use objects to represent and count the quantities 1,2, and 3 • recognize and write the numbers 1, 2, and 3 • use objects to represent and count the quantities 4 and 5 • recognize and write numbers 4 and 5 • recognize and write the number 0 • use objects to 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • The concept of numbers began with God; he started numbers back in the beginning with the days of creation. • Gen. 1:1-2:1

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		<p>show 4 and 5 in two parts</p> <ul style="list-style-type: none">• use one-on-one correspondence to compare objects to decide whether one group has more, fewer, or the same number as the other group• recognize and identify a group of objects that has 1 more or 2 more than another group• recognize and identify a group of objects that is 1 fewer or 2 fewer than another group• solve problems by making an organized list			
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<p>Topic 5: Six to Ten</p> <p>2 weeks</p>	<p>MN Math Standards</p> <p>0.1.1.1 0.1.1.2 0.1.1.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use objects to represent and count the quantities of 6 and 7 • use objects to show 6 and 7 in two parts • recognize and write the numbers that describe the quantities 6 and 7 • use objects to represent and count the quantities of 8 and 9 • will use objects to show 8 and 9 in two parts • recognize and write numbers that describe the quantities 8 and 9 • use objects to show 10 in two parts • recognize and write the number that describes the 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • The concept of numbers began with God; he started numbers back in the beginning with the days of creation. • Gen. 1:1-2:1
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		<ul style="list-style-type: none"> • quantity of 10 • use a number line to count numbers 0 to 10 in order • construct graphs using real objects or pictures to answer questions 			
<p>Topic 6: Comparing Numbers</p> <p>1 week</p>	<p>MN Math Standards</p> <p>0.1.1.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare two numbers to determine which is greater and which is less • tell if a number is greater or less than 5 • tell if a number is greater or less than 10 • use counting to identify a number that is 1 or 2 more than or fewer than another number • solve problems by using counters to show 1 more and 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • When God created the world, he had an order for how each day was to be created • God made large and small creatures

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		2 more			
<p>Topic 7: Geometry</p> <p>2 weeks</p>	<p>MN Math Standards</p> <p>1.3.1.1 1.3.1.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify, describe, and compare squares and rectangles; circles and triangles • recognize that shapes can be combined to make other shapes • identify and draw figures that are the same size and the same shape • identify shapes that are symmetrical and draw lines of symmetry • identify cubes, 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God has a variety of geometric shapes in His creation

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		<p>cones, cylinders, and spheres and relate them to real-life objects</p> <ul style="list-style-type: none"> • identify solid figures that roll, stack , or slide on a flat surface • identify 3-dimensional figures and describe the shape of a flat surface of each solid figure • Children will solve problems by using objects 			
<p>Topic 8: Fractions and Ordinals</p> <p>1 week</p>	<p>MN Math Standards</p> <p>3.1.3.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify equal parts of a whole • identify halves of a whole • solve problems by acting it out • use words first through fifth to identify ordinal positions • use sixth through tenth to identify ordinal positions 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God had an order for when each new thing was created

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		<ul style="list-style-type: none"> • solve problems by drawing pictures 			
<p>Topic 9: Measurement</p> <p>2 weeks</p>	<p>MN Math Standards</p> <p>1.3.2.1 2.3.2.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare and order sets of objects by size • compare objects by length • order a set of objects by length • measure the length of objects using nonstandard units • solve problems by comparing lengths and revising their answers • compare containers by their capacity • measure capacity 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God measured throughout the Bible, including instructing Noah on how to build the ark • God was accurate in His measurements and expects us to be accurate as well

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		<ul style="list-style-type: none"> using nonstandard units • compare objects by weight • measure the weight of different objects • solve problems by estimating and revising their estimates 			
<p>Topic 10: Addition</p> <p>1.5 weeks</p>	<p>MN Math Standards</p> <p>K.1.2.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • act out number stories that involve joining two groups • interpret illustrations that show joining groups and write the corresponding numbers • determine how many there are altogether when two groups are joined • use the plus sign to represent joining groups • identify and use the equal sign; add 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • Adding numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.

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		<ul style="list-style-type: none"> and write the sum • write and solve addition sentences to represent joining situations • solve problems by drawing pictures about joining two groups 			
<p>Topic 11: Subtraction</p> <p>1.5 weeks</p>	<p>MN Math Standards</p> <p>K.1.2.1</p>	<p>Students will:</p> <ul style="list-style-type: none"> • act out number stories that involve separating two groups • determine how many are left when some objects in a group are taken away • compare two groups to find how many more or fewer • use the minus sign to represent “take-away” situations when recording subtraction • use the equal sign, 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • Subtracting numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.

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		<p>subtract, and write the difference</p> <ul style="list-style-type: none"> • write and solve subtraction sentences to represent take-away situations • act out and solve subtraction word problems 			
<p>Topic 12: Larger Numbers</p> <p>2 weeks</p>	<p>MN Math Standards</p> <p>K.1.1.1 K.1.1.2 K.1.1.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • recognize and write numbers 11-20 • identify numbers as odd and even • count and write numbers to 100 on the hundred chart • count groups of 10, up to 10 tens, and write how many • use a hundred chart to recognize patterns when counting by 2s, 5s, and 10s • use objects to skip count by 2 and 5 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • The concept of numbers began with God; He started numbers back in the beginning with the days of creation.

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		<ul style="list-style-type: none"> • solve problems by looking for a pattern 			
<p>Topic 13: Money</p> <p>1 week</p>	<p>MN Math Standards</p> <p>1.3.2.3</p>	<p>Students will:</p> <ul style="list-style-type: none"> • recognize and identify the value of a given set of pennies, nickels, and dimes; separately and combined • identify a quarter and its value, and identify a dollar bill • compare the values of individual coins and combinations of coins through 10 cents • solve problems using coins to act 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • Giving to God— Deuteronomy 16:17 • God has blessed us with money; He has asked us to give a portion of it back to him

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		out purchasing situations and show prices in different ways			
<p>Topic 14: Time</p> <p>1.5 weeks</p>	<p>MN Math Standards</p> <p>1.3.2.2</p>	<p>Students will:</p> <ul style="list-style-type: none"> • identify which event takes more time or less time • identify the order of the day: morning, afternoon, evening • decide the order in which a sequence of events occurs • recognize the numbers 1-12 on a clock face • tell time to the hour on an analog clock • write the time in another way to show times of 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • Gen. 5:3-32— shows the keeping of time • Ecc. 3:1-8—“there is a time for everything” • God is a God of order and time

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		everyday events <ul style="list-style-type: none"> • solve problems by using logical reasoning 			
Topic 15: Calendar 1.5 weeks	MN Math Standards K.1.1.2	Students will: <ul style="list-style-type: none"> • name the months and seasons of the year • identify and order the days off the week • identify the days in relation to each other as yesterday, today, and tomorrow • understand the number pattern and identify numbers on a calendar • identify the different parts of a calendar 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God created seasons, time, and order Ecc. 3:1 • Every season has it's perfect timing in God's creation

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		<ul style="list-style-type: none"> • identify objects and situations related to high and low temperatures • draw pictures to solve problems about seasons and temperature 			
<p>Topic 16: Graphing</p> <p>1.5 weeks</p>	<p>MN Math Standards K.1.1.2 1.1.1.7</p>	<p>Students will:</p> <ul style="list-style-type: none"> • use one-to-one correspondence to compare two groups and determine whether one group has more, fewer, or as many as the other group • collect and organize data in a graph to answer a question • make and read a real graph • make and read a picture graph • organize data in a bar graph to 	<ul style="list-style-type: none"> • Complete related whole group/ small group activities and games • Complete daily packet • Classroom participation through discussion and activities • Complete supplemental worksheets • Assessment: Topic test 	<ul style="list-style-type: none"> • <i>Envision Math K</i> Teacher edition Scott-Foresman-Addison Wesley • <i>Envision Math K</i> student packets • Various other teacher resources • Math counters and shapes 	<ul style="list-style-type: none"> • God commanded men throughout Scripture to have a census taken (data). • God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.

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		<p>answer a question</p> <ul style="list-style-type: none">• solve problems by performing probability experiments• solve problems by making and reading a bar graph			
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