

Georgia Department of Education

GSE Kindergarten Curriculum Map						
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Counting With Friends	Comparing Numbers	Sophisticated Shapes	Measuring and Analyzing Data	Investigating Addition and Subtraction	Further Investigation of Addition and Subtraction	Show What We Know
MGSEK.CC.1 MGSEK.CC.2 MGSEK.CC.3 MGSEK.CC.4 MGSEK.MD.3	MGSEK.NBT.1 MGSEK.CC.3 MGSEK.CC.4a MGSEK.CC.5 MGSEK.CC.6 MGSEK.CC.7 MGSEK.MD.3	MGSEK.G.1 MGSEK.G.2 MGSEK.G.3 MGSEK.G.4 MGSEK.G.5 MGSEK.G.6 MGSEK.MD.3	MGSEK.MD.1 MGSEK.MD.2 MGSEK.MD.3	MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5	MGSEK.OA.1 MGSEK.OA.2 MGSEK.OA.3 MGSEK.OA.4 MGSEK.OA.5	ALL
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. All units will include the Mathematical Practices and indicate skills to maintain. However, the progression of the units is at the discretion of districts.						

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

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.

Georgia Department of Education

GSE Kindergarten

GSE Kindergarten Expanded Curriculum Map

Standards for Mathematical Practice

1 Make sense of problems and persevere in solving them. 2 Reason abstractly and quantitatively. 3 Construct viable arguments and critique the reasoning of others. 4 Model with mathematics.	5 Use appropriate tools strategically. 6 Attend to precision. 7 Look for and make use of structure. 8 Look for and express regularity in repeated reasoning.
---	---

Unit 1	Unit 2	Unit 3	Unit 4
Counting With Friends	Comparing Numbers	Sophisticated Shapes	Measuring and Analyzing Data
<p><u>Know number names and the count sequence</u> MGSEK.CC.1 Count to 100 by ones and by tens. MGSEK.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 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). <u>Count to tell the number of objects.</u> 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 (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive 	<p><u>Work with numbers 11–19 to gain foundations for place value.</u> 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., $18 = 10 + 8$) <u>Know number names and the count sequence.</u> 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). <u>Count to tell the number of objects.</u> 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) <p>MGSEK.CC.5 Count to answer “how many?” questions.</p> <ol style="list-style-type: none"> Count to answer “how many?” 	<p><u>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</u> MGSEK.G.1 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>. MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size. MGSEK.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). <u>Analyze, compare, create, and compose shapes.</u> 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). MGSEK.G. 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. MGSEK.G. 6 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>	<p><u>Describe and compare measurable attributes.</u> MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight. <i>For example, a student may describe a shoe as, “This shoe is heavy! It is also really long!”</i> 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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i> <u>Classify objects and count the number of objects in each category.</u> MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.⁵</p>

⁵ Limit category counts to be less than or equal to 10.

Georgia Department of Education

<p>number name refers to a quantity that is one larger.</p> <p><u>Classify objects and count the number of objects in each category.</u></p> <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹</p>	<p>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.</p> <p>b. Given a number from 1-20, count out that many objects.</p> <p>c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)</p> <p><u>Compare numbers.</u></p> <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.²</p> <p>MGSEK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p><u>Classify objects and count the number of objects in each category.</u></p> <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.³</p>	<p><u>Classify objects and count the number of objects in each category.</u></p> <p>MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.⁴</p>	
--	---	--	--

¹ Limit category counts to be less than or equal to 10.

² Include groups with up to ten objects.

³ Limit category counts to be less than or equal to 10.

⁴ Limit category counts to be less than or equal to 10.

Georgia Department of Education

GSE Kindergarten

GSE Kindergarten Expanded Curriculum Map

Standards for Mathematical Practice

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.

- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

Unit 5	Unit 6	Unit 7
Investigating Addition and Subtraction	Further Investigation of Addition and Subtraction	Show What We Know
<p><u>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u></p> <p>MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings⁶, 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><u>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u></p> <p>MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings⁷, 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>ALL</p>

⁶ Drawings need not show details, but should show the mathematics in the problem.

⁷ Drawings need not show details, but should show the mathematics in the problem.