

Representation and Comparison of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
K.3 Place value. The student represents and compares whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.				

Catholic Identity: Integration of Our Faith			
K.1A	display a sense of wonder about mathematical relationships *		
K.1B	respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics *		
K.1C	show interest in how the mental processes evident within mathematics help us with the development of natural virtues *		
K.1D	exhibit appreciation for the process of discovering meanings and truths and not just arriving at an answer *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2A determine math needed to solve problems				
K.2B use problem-solving models				
K.2C exhibit joy at solving difficult mathematical problems *				

Content	Unit	CHECKPOINT		
		1	2	3
Counting				
K.3A compose and decompose numbers up to 10 with objects and pictures				
K.3A.1 count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order				
K.3A.2 recite numbers up to at least 100 by ones and tens beginning with any given number				
K.3A.3 recognize instantly the quantity of a small group of objects in organized and random arrangements				

Number				
K.3B read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures				

Comparing Numbers				
K.3C use comparative language to describe two numbers up to 20 presented as written numerals				
K.3C.1 generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20				
K.3C.2 generate a number that is one more than or one less than another number up to at least 20				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2D create representations				
K.2E analyze information				
K.2F develop lines of inquiry to determine truth or falsehood *				

Unit Maps: Kindergarten Math

Addition and Subtraction of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
K.4 Number and operations. The student develops an understanding of addition and subtraction situations in order to solve problems.				

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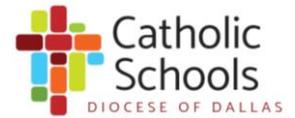
Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2A	determine math needed to solve problems			
K.2B	use problem-solving models			
K.2C	exhibit joy at solving difficult mathematical problems *			

Content	Unit	CHECKPOINT		
		1	2	3
Addition				
K.4A	solve word problems using objects and drawings to find sums up to 10			
K.4A.1	model the action of joining to represent addition			

Subtraction				
K.4B	solve word problems using objects and drawings to find differences within 10			
K.4B.1	model the action of separating to represent subtraction			

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.2D	create representations			
K.2E	analyze information			
K.2F	develop lines of inquiry to determine truth or falsehood *			

Unit Maps: Kindergarten Math



Geometry	Unit	CHECKPOINT		
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K.6 Geometry and measurement. The student analyzes attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.				

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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
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K.2B use problem-solving models				
K.2C exhibit joy at solving difficult mathematical problems *				

Content	Unit	CHECKPOINT		
		1	2	3
Two-Dimensional Shapes				
K.6A classify and sort a variety of regular and irregular two-dimensional shapes regardless of orientation or size				
K.6A.1 identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles				
K.6A.2 identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably				
K.6A.3 create two-dimensional shapes using a variety of materials and drawings				

Three-Dimensional Solids				
K.6B classify and sort a variety of regular and irregular three-dimensional solids regardless of orientation or size				
K.6B.1 identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world				
K.6B.2 identify two-dimensional components of three-dimensional objects				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
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K.2E analyze information				
K.2F develop lines of inquiry to determine truth or falsehood *				

Unit Maps: Kindergarten Math



Measurement	Unit	CHECKPOINT		
		1	2	3
K.6 Geometry and Measurement. The student selects and uses common measurable attributes to describe objects.				

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Measurement				
K.6C compare two objects with a common measurable attribute to see which object has more or less of the attribute and describe the difference				
K.6C.1 give an example of a measurable attribute of a given object, including length, capacity, and weight				

Money				
K.6D identify U.S. coins by name, including pennies, nickels, dimes, and quarters				

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K.2E analyze information				
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Data Analysis	Unit	CHECKPOINT		
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K.7 Data analysis. The student organizes data to make it useful for interpreting information and solving problems.				

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Content	Unit	CHECKPOINT		
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Using Data to Solve Problems				
K.7A draw conclusions from real-object and picture graphs				
K.7A.1 use data to create real-object and picture graphs				
K.7A.2 collect, sort, and organize data into two or three categories				

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