COURSE CURRICULUM MAP -- KINDERGARTEN
DAILY ROUTINE

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Skip count (2's, 5's, 10's)	Number Sense	Number Sets	*I/D
Rote counts to 100	Number Sense	Number Sets	I/D/T
Count backwards from 10	Number Sense	Number Sets	*I/D
Use one-to-one correspondence to count to 31	Number Sense	Number Sets	I/D/T
Recognize and name whole numbers to 31	Number Sense	Number Sets	I/D/T
Recognize and name whole numbers to 100	Number Sense	Number Sets	*I/D
Reads and understands ordinal numbers 1^{st} – 10^{th}	Number Sense	Number Sets	*I
Write whole numbers through 20	Number Sense	Number Sets	I/D/T
Write whole numbers through 100	Number Sense	Number Sets	*I/D
Recognize and describe patterns	Patterns and Functions	Number	*I/D
Extend and create patterns	Patterns and Functions	Number	*I/D
Predict using a pattern	Patterns and Functions	Number	I (2^{nd} gr.)
Utilize tallies, tables, and charts to organize and display data, using technology as appropriate	Probability	Data Organization	I (4^{th} gr.)
Utilize graphs or diagrams to display data, utilizing technology as appropriate (single bar graphs, circle graphs, tables, charts)	Probability	Data Organization	I (4^{th} gr.)
Describe and compare collected data	Probability	Data Interpretation	I (6^{th} gr.)
Analyze data to derive meaning	Probability	Data Interpretation	I (6^{th} gr.)
Recognize, sort, and describe coins by appearance	Measurement	Money	*I/D
Recognize, sort, and describe coins by value	Measurement	Money	*I/D
Compare coins by value	Measurement	Money	*I/D
Select a variety of coins to represent a given amount	Measurement	Money	I (2^{nd} gr.)
Identify parts of a calendar	Measurement	Time	*I
Sequence days, weeks, months, years	Measurement	Time	I (2^{nd} gr.)
Determine elapsed time using a calendar	Measurement	Time	I (4^{th} gr.)

*** = CONCEPT IS DISTRICT TESTED IN GRADE ONE**

COURSE CURRICULUM MAP -- KINDERGARTEN

SAXON MATERIALS

Mathematical skill	Conceptual Framework	Subset	Curriculum Level	Lesson
Skip count (2's, 5's, 10's)	Number Sense	Number Sets	*I/D	8, 9, 10, 12, 18, 20, 22, 24, 38, 59, 61, 62, 69, 89, 90, 94, 96, 97, 108
Rote counts to 100	Number Sense	Number Sets	I/D/T	M2-M24, 8, 9, 10, 12, 14, 38, 39, 43, 48
Count backwards from 10	Number Sense	Number Sets	*I/D	34, 37, 38, 65, 75
Use one-to-one correspondence to count to 31	Number Sense	Number Sets	I/D/T	8, 9, 10, 11, 12, 20, 26, 28, 39, 43, 48, 80, M18, M20, M22, M24
Recognize and name whole numbers to 31	Number Sense	Number Sets	I/D/T	33, 34, 37,39, 47, 64, 65, 75, M1-M24
Recognize and name whole numbers to 100	Number Sense	Number Sets	*I/D	33, 34, 37,39, 47, 64, 65, 75, M1-M24
Reads and understands ordinal numbers 1^{st} – 10^{th}	Number Sense	Number Sets	*I	29, 36, 45, 58
Write whole numbers through 20	Number Sense	Number Sets	I/D/T	Student Masters and Zaner-Bloser Masters
Write whole numbers through 100	Number Sense	Number Sets	*I/D	
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	I (3^{rd} gr.)	M18, M20, M22, M24
Identify reasonable answers	Number Sense	Estimation	I (2^{nd} gr.)	
Recognize equality	Number Sense	Relationship	I (2^{nd} gr.)	99, 100
Recognize more (greater) than/less than (concept)	Number Sense	Relationship	*I/D	5, 11, 17, 20, 26, 27, 57, 85
Recognize +, -, =	Number Sense	Relationship	*I/D	Supplemental Practice (using + and =) Lessons 99-102, 105, 108

*** = CONCEPT IS DISTRICT TESTED IN GRADE ONE**

COURSE CURRICULUM MAP -- KINDERGARTEN

Recognize part and whole	Number Sense	Relationship	*I/D	67, 92, 106
Order whole numbers	Number Sense	Relationship	*I/D	33, 34, 37, 47, 64, 65, 75
Combine sets	Number Sense	Computation without calculator	*I/D	18, 25, 43, 48, 80, 104, 109 Supplemental Practice Lessons 99-102, 105, 108
Separate sets	Number Sense	Computation without calculator	*I/D	18, 25, 43, 48, 80, 104, 109
Understand addition & subtraction facts to 5	Number Sense	Computation without calculator	*I/D	
Memorize addition & subtraction facts to 12	Number Sense	Computation without calculator	*I	
Recognize and describe patterns	Patterns and Functions	Number	*I/D	10, 23, 24, 51, 53, 79, 83, M1-M24
Extend and create patterns	Patterns and Functions	Number	*I/D	22, 32, 40, 52, 74, 79, 83
Predict using a pattern	Patterns and Functions	Number	I (2nd gr.)	22, 32, 40, 52, 74
Create a graph to describe data - (picture / bar)	Patterns and Functions	Number	I (2nd gr.)	5, 11, 17, 20, 26, 41, 50, 57, 71, 110
Recognize shape attributes	Geometry	Geometry	*I/D	
Recognize and name: circle, square, triangle, rectangle, oval	Geometry	Geometry	I/D/T	19, 31, 22, 32, 40, 52, 74, 87
Classify three-dimensional shapes (spheres, cones, cubes, cylinders)	Geometry	Geometry	*I	Supplemental Practice Lesson 98
Develop spatial sense: position	Geometry	Geometry	*I/D	1, 2, 13, 15, 16, 30, 54, 55, 60, 68, 76, 86, 87, 93, 95, 101, 105
Identify symmetrical shapes	Geometry	Geometry	I (2nd gr.)	
Recognize outcomes	Probability	Chance	I (2nd gr.)	
Identify possible outcomes	Probability	Chance	I (3rd gr.)	
Use attributes to collect data	Probability	Data Collection	I (2nd gr.)	5, 16, 17, 26, 41, 50, 71, 103, 110
Use various methods to collect data	Probability	Data Collection	I (4th gr.)	5, 26, 41, 50, 71, 110

*** = CONCEPT IS DISTRICT TESTED IN GRADE ONE**

COURSE CURRICULUM MAP -- KINDERGARTEN

Use real objects or pictures to organize data	Probability	Data Organization	I (2nd gr.)	5, 6, 11, 20, 26, 41, 50, 57, 71, 110
Classify data to create meaning	Probability	Data Organization	I (4th gr.)	5, 11, 17, 20, 26, 27, 41, 50, 57, 71, 110
Utilize tallies, tables, and charts to organize and display data, using technology as appropriate	Probability	Data Organization	I (4th gr.)	5, 11, 17, 20, 26, 41, 50, 57, 71, 110
Utilize graphs or diagrams to display data, utilizing technology as appropriate (single bar graphs, circle graphs, tables, charts)	Probability	Data Organization	I (4th gr.)	5, 11, 17, 20, 26, 41, 50, 57, 71, 110
Describe and compare collected data	Probability	Data Interpretation	I (6th gr.)	5, 11, 17, 20, 26, 27, 41, 50, 57, 71, 92, 103, 106
Analyze data to derive meaning	Probability	Data Interpretation	I (6th gr.)	(Glyphs)
Recognize non-standard units of measurement	Measurement	Systems	*I/D	72, 73, 78, 88
Make reasonable estimates of measurement	Measurement	Estimation	I (5th gr.)	72, 73, 78, 88
Use non-standard units to make linear measurements	Measurement	Types	*I	78, 88
Use non-standard units to measure weight	Measurement	Types	I (2nd gr.)	107
Use non-standard units to determine/measure volume	Measurement	Types	I (2nd gr.)	66 ,67
Recognize, sort, and describe coins by appearance	Measurement	Money	*I/D	38, 39, 43, 47, 48, 58, 59, 61, 62, 69, 89, 90, 94, 96
Recognize, sort, and describe coins by value	Measurement	Money	*I/D	38, 39, 43, 47, 48, 58, 59, 61, 62, 69, 89, 90, 94, 96
Compare coins by value	Measurement	Money	*I/D	97
Select a variety of coins to represent a given amount	Measurement	Money	I (2nd gr.)	
Sequence events according to time	Measurement	Time	I (2nd gr.)	M1-M24 50, 110
Identify parts of a calendar	Measurement	Time	*I	M1-M24
Sequence days, weeks, months, years	Measurement	Time	I (2nd gr.)	M1-M24 50, 110

*** = CONCEPT IS DISTRICT TESTED IN GRADE ONE**

COURSE CURRICULUM MAP -- KINDERGARTEN

Identify parts of a clock (hour and minute hand)	Measurement	Time	I (2nd gr.)	44, 46, M18, M20, M22, M24
Tell time using a clock; 1 and ½ hour intervals	Measurement	Time	*I	44, 46, M18, M20, M22, M24
Estimate and compare varying lengths of time	Measurement	Time	I (2nd gr.)	M1-M24
Determine elapsed time using a calendar	Measurement	Time	I (4th gr.)	M1-M24
Utilize problem solving strategies	Problem Solving	Problem Solving	I (H.S.)	18, 25, 43, 48, 80, 104, 109
Utilizes mental math	Problem Solving	Problem Solving	I (H.S.)	

*** = CONCEPT IS DISTRICT TESTED IN GRADE ONE**