

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math		<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: What are numbers and how do we use them?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <span style="color: blue;">Introduce</span> / <span style="color: red;">Review</span> / <span style="color: green;">Master</span>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>1st</b>	<p><i><b>Strand 1: Number and Operations</b></i></p> <p><i>Standard: Students will understand numerical concepts and mathematical operations.</i></p> <p><i>Benchmark 1</i> <i>Demonstrate an understanding of the place-value structure of the base ten number system:</i></p>	1. Count with understanding and recognize "how many" in sets of objects up to 20	<span style="color: blue;">Introduce 0-5</span> <span style="color: red;">Review 0-5</span> <span style="color: green;">Master 0-5</span>	<p style="text-align: center;"><u><i>Other Assessments</i></u></p> <p style="text-align: center;">Data Folder MAPS - Math Testing</p> <p style="text-align: center;"><u><i>Activities/Strategies</i></u></p> <p>Count forward from 0 to 5 and backwards from 5 to 0</p> <p>Identify a number from a group of 0 to 5 objects</p> <p>Explore different arrangements of the same number</p> <p>Estimate and count groups of objects to 5</p> <p>Match objects using one-to-one correspondence to demonstrate equal groups</p> <p>Identify more and fewer</p> <p>Order numbers 0-5</p> <p>Identify ordinal numbers</p> <p>Count on using a number line</p> <p>Identify a whole number as a combination of two parts</p> <p>Use sets of concrete objects to represent quantities given in verbal or written form through the number 5</p> <p>Use one-to-one correspondence and language such as more than, same number as, or less than to describe sets of objects 0-5</p>	<p><b>Manipulatives</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a></p> <p><a href="http://www.abcya.com/kindergarten_computers.htm">http://www.abcya.com/kindergarten_computers.htm</a></p> <p><a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a></p> <p><a href="http://www.softschools.com">www.softschools.com</a></p> <p><a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a></p> <p><b><u>Harcourt Math Lessons</u></b> <b>Getting Ready Lesson 5</b> <b>Lessons 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 7.4, 7.7-9, 7.8, 7 Math Storybook, 8.2-4, 10.6-7, 10 Math Storybook, 11.1-8, 11 Math Storybook, 12.1-8, 12 Math Storybook</b></p> <p><b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Numbers and Operations Lessons 1-23</u></b></p>
		2. read and write whole numbers up to 20			
		3. compare and order whole numbers up to 20			
		4. connect numerals to the quantities they represent using various physical models			
		5. use an organized counting method to keep track of quantities while counting (one-to-one correspondence) (e.g., "touch object once and only once as counting a set)			
		6. order sets of objects and numbers from least to most or most to least			
<p><i>Benchmark 2</i> <i>Students will Understand the meaning of operations and how they relate to one another</i></p>	1. represent numbers using pictures, objects, or numerals	<span style="color: blue;">Introduce 0-5</span> <span style="color: red;">Review 0-5</span> <span style="color: green;">Master 0-5</span>			
	2. Use concrete objects to solve simple addition and subtraction story problems. (e.g., oral not written)				
<p><b>Benchmark 3</b> <i>Compute fluently and make reasonable estimates.</i></p>	1. Estimate quantities of objects up to 20.	<span style="color: blue;">Introduce 0-10</span>			

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<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: What patterns surround me?</b>					
Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>1st</b>	<b>Strand 2: Algebra</b>  <b>Standard: Students will understand algebraic concepts and applications</b>  <b>Benchmark 1</b> <b>Understand patterns, relations, and functions.</b>	1. Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying).	Introduce	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b>  <i>Activities/Strategies</i>  Sort objects by one attribute  Sort objects by two attributes  Determine the sorting rule for sorted groups of objects  Identify and extend a color pattern  Identify and extend a shape pattern  Translate patterns from one form to another  Explain how the same number of objects can be arranged in different ways	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Algebra Lessons 1-9</u></b>  <b><u>Harcourt Math Lessons: Getting Ready 6-8, 1.1, 1.7, 1.9, 1MSB, 2.1-4, 5.1-8, 6.6-7, 7.5-6, 9.2</u></b>
		1. Sort, classify, and order objects by size, number, and other properties.	Introduce		
		3. Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers).	Introduce		
	<b>Benchmark 2</b> <i>Represent and analyze mathematical situations and structures using algebraic symbols.</i>	1. Using concrete, pictorial, and verbal representation to develop an understanding of invented and conventional symbols.	Introduce 0-5 color: red;">Review 0-5 color: green;">Master 0-5		
	<b>Benchmark 3</b> <i>Using mathematical models to represent and understand quantitative relationships.</i>	1. Model situations that involve whole numbers using objects or pictures.	Introduce 0-5 color: red;">Review 0-5 color: green;">Master 0-5		
<b>Benchmark 4</b> <i>Analyze changes in various contexts</i>	1. Verbally describe changes in various contexts (e.g., plants or animals growing over time).	Introduce 0-5 color: red;">Review 0-5 color: green;">Master 0-5			

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<b>Subject:</b>	Math	<b>June 2010</b>	<b>Grade Level:</b>	Kindergarten
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<b>Essential Questions: How do the shapes of the world help me explore form beginning to end?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>1st</b>	<b>Strand 3 Geometry</b>  <b>Standard: Students will understand geometric concepts and applications</b>  <b>Benchmark 1:</b> <i>Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</i>	1. Identify common objects in their environments and describe their geometric features: a. describe, identify, model, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone) b. compare familiar plane and solid objects by common attributes (e.g., shape, size, number of corners).	<b>Introduce</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b>  <i>Activities/Strategies</i>  Identify left and right  Explore attributes of plain shapes  Identify basic shapes to real life objects  Explore shape attributes and spatial sense  Use shape attributes and spatial sense to solve shape riddles  Identify and use shapes to create pictures  Use visualization and geometric modeling to solve problems  Identify positions – top, middle, bottom, in front of, behind, between, on, above, below, inside and outside  Use language such as before or after to describe relative positions in a sequence of events or objects	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kindergarten_computers.htm">http://www.abcya.com/kindergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons Getting Ready 1-4, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 5.6</b>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Geometry lessons 1-13</u></b>
		1. Follow simple directions to find a specific location in space.	<b>Introduce</b>		
	2. Use spatial vocabulary (e.g., left, right, above, below) to describe relative position.	<b>Introduce</b>			
	<b>Benchmark 3:</b> <i>Apply transformations and use symmetry to analyze mathematical situations.</i>	1. Use manipulatives (e.g., puzzles, tangrams, blocks) to demonstrate rotation (i.e., flips), translations (i.e., slides), and reflections (i.e., turns).	<b>Introduce</b>		
		2. Investigate the symmetry of two-dimensional shapes (e.g., by folding or cutting paper, using mirrors).	<b>Introduce</b>		
	<b>Benchmark 4:</b> <i>Use visualization, spatial reasoning, and geometric modeling to solve problems</i>	1. Describe how to get from one location to another (e.g., how to get to the library).	<b>Introduce</b>		
		2. Find and describe geometric shapes in nature or architecture.	<b>Introduce</b>		

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<b>Essential Question: How does measurement affect me and the world around me?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>1st</b>	Strand 4: Measurement  Standard: Students will understand measurement systems and applications.  Benchmark 1  <i>Understand measurable attributes of objects and the units, systems, and process of measurement.</i>	1. Describe and compare, using appropriate concepts and vocabulary, the measurable properties of length (e.g., shorter, longer, taller), volume (e.g., full, empty), weight (e.g., heavy, light), and time (e.g., before, after, morning, afternoon, days of week).	<b>Introduce in 3rd Nine Weeks</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b>  <i>Activities/Strategies</i>  <b>The student will formally explore the concepts of measurement during the 3<sup>rd</sup> 9 weeks</b>	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons</b> <b>8.5,8.7,8.8,9.1,9.3,9.4,9.5,9.6,9.3,9.7</b>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Measurement Lessons 1-6</u></b>
		2. Use tools to make predictions (e.g., using a balance scale, predicting how many cups a container will hold and then filling it to check the prediction).	<b>Introduce in 3rd Nine Weeks</b>		
		3. Measure using non-standard units of measurement (e.g., use pencils to measure desk top, use different lengths of rope to measure distance in classroom).	<b>Introduce in 3rd Nine Weeks</b>		
		4. Use digital and analog (face) clocks to tell time to the hour	<b>Introduce in 3<sup>rd</sup> Nine Weeks</b>		
	Benchmark 2 <i>Apply appropriate techniques, tools, and formulas to determine measurements.</i>	1. Explore measuring objects using a repeating non-standard unit of measurement (e.g., paper clips, cubes, etc.).	<b>Introduce in 3<sup>rd</sup> Nine Weeks</b>		

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<b>Essential Questions: How can I (The Student) analyze my own growth throughout the year?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>1st</b>	<b>Strand 5: Data Analysis and Probability</b>  <b>Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.</b>  <b>Benchmark 1</b> <i>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i>	1. Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).	<b>Introduce</b>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder <b>MAPS - Math Testing</b></p> <p style="text-align: center;"><i>Activities/Strategies</i></p> <p>Read and interpret a pictograph</p> <p>Read and interpret information in a bar graph</p> <p>Gather, record, and make a bar graph of data</p> <p>Use information from a bar graph to make decisions</p> <p>Perform a probability experiment and make tally marks to represent data</p> <p>Participate in a probability experiment and make tally marks in a table to collect data</p>	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons 1.8, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9</b>  <u><b>Hands-On Standards –The First source of Introducing Math Manipulatives – Data Analysis and Probability Lessons 1-6</b></u>
	<b>Benchmark 2</b> <i>Select and use appropriate statistical methods to analyze data.</i>	1. Describe simple data and pose questions about the data.	<b>Introduce</b>		
	<b>Benchmark 3</b> <i>Develop and evaluate inferences and predictions that are based on data.</i>	1. Make simple predictions.	<b>Introduce</b>		
	<b>Benchmark 4</b> <i>Understand and apply basic concepts of probability.</i>	1. Answer questions that relate to the possibility of familiar events happening or not.	<b>Introduce</b>		

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<b>Essential Questions: What are numbers and how do we use them?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <span style="color: blue;">Introduce</span> / <span style="color: red;">Review</span> / <span style="color: green;">Master</span>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>2nd</b>	<p><i><b>Strand 1: Number and Operations</b></i></p> <p><i>Standard: Students will understand numerical concepts and mathematical operations.</i></p> <p><i>Benchmark 1</i> <i>Demonstrate an understanding of the place-value structure of the base ten number system:</i></p>	1. Count with understanding and recognize "how many" in sets of objects up to 20	<span style="color: red;">Review 0-5</span> <span style="color: green;">Master 0-10</span> <span style="color: blue;">Introduce 11-15</span>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder <b>MAPS - Math Testing-January</b></p> <p style="text-align: center;"><i>Activities/Strategies</i></p> <p>Count forward from 0 to 10 and backwards from 10 to 0</p> <p>Identify a number from a group of 0 to 10 objects</p> <p>Explore different arrangements of the same number</p> <p>Estimate and count groups of objects to 10</p> <p>Match objects using one-to-one correspondence to demonstrate equal groups</p> <p>Identify more and fewer</p> <p>Order numbers 0-10</p> <p>Identify ordinal numbers</p> <p>Count on using a number line</p> <p>Identify a whole number as a combination of two parts</p> <p>Use sets of concrete objects to represent quantities given in verbal or written from through the number 10</p> <p>Use one-to-one correspondence and language such as more than, same number as, or less than to describe sets of objects 0-10</p>	<p><b>Manipulatives</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a></p> <p><a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a></p> <p><a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a></p> <p><a href="http://www.softschools.com">www.softschools.com</a></p> <p><a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a></p> <p><b><u>Harcourt Math Lessons Getting Ready Lesson 5 Lessons 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 7.4, 7.7-9, 7.8, 7 Math Storybook, 8.2-4, 10.6-7, 10 Math Storybook, 11.1-8, 11 Math Storybook, 12.1-8, 12 Math Storybook</u></b></p> <p><b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Numbers and Operations Lessons 1-23</u></b></p>
		2. read and write whole numbers up to 20			
		3. compare and order whole numbers up to 20			
		4. connect numerals to the quantities they represent using various physical models			
		5. use an organized counting method to keep track of quantities while counting (one-to-one correspondence) (e.g., "touch object once and only once as counting a set)			
		6. order sets of objects and numbers from least to most or most to least			
<p><i>Benchmark 2</i> <i>Students will Understand the meaning of operations and how they relate to one another</i></p>	1. represent numbers using pictures, objects, or numerals	<span style="color: red;">Review 0-5</span> <span style="color: green;">Master 0-10</span> <span style="color: blue;">Introduce 11-15</span>			
	2. Use concrete objects to solve simple addition and subtraction story problems. (e.g., oral not written)				
<p><b>Benchmark 3</b> <i>Compute fluently and make reasonable estimates.</i></p>	1. Estimate quantities of objects up to 20.	<span style="color: red;">Review 0-5</span> <span style="color: green;">Master 0-10</span> <span style="color: blue;">Introduce 11-15</span>			

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<b>Essential Questions: Essential Questions: What patterns surround me?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>2nd</b>	<b>Strand 2: Algebra</b>  <b>Standard: Students will understand algebraic concepts and applications</b>  <b>Benchmark 1</b> <b>Understand patterns, relations, and functions.</b>	1. Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying).	<b>Review</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing-January</b>  <i>Activities/Strategies</i>  Sort objects by one attribute  Sort objects by two attributes  Determine the sorting rule for sorted groups of objects  Identify and extend a color pattern  Identify and extend a shape pattern  Translate patterns from one form to another  Explain how the same number of objects can be arranged in different ways	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Algebra Lessons 1-9</u></b>  <b><u>Harcourt Math Lessons: Getting Ready 6-8, 1.1, 1.7, 1.9, 1MSB, 2.1-4, 5.1-8, 6.6-7, 7.5-6, 9.2</u></b>
		1. Sort, classify, and order objects by size, number, and other properties.	<b>Review</b>		
		3. Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers).	<b>Review</b>		
	<b>Benchmark 2</b> <i>Represent and analyze mathematical situations and structures using algebraic symbols.</i>	1. Using concrete, pictorial, and verbal representation to develop an understanding of invented and conventional symbols.	<b>Review 0-10</b> <b>Master 0-10</b> <b>Introduce 11-15</b>		
	<b>Benchmark 3</b> <i>Using mathematical models to represent and understand quantitative relationships.</i>	1. Model situations that involve whole numbers using objects or pictures.	<b>Review 0-10</b> <b>Master 0-10</b> <b>Introduce 11-15</b>		
<b>Benchmark 4</b> <i>Analyze changes in various contexts</i>	1. Verbally describe changes in various contexts (e.g., plants or animals growing over time).	<b>Review 0-10</b> <b>Master 0-10</b> <b>Introduce 11-15</b>			

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<b>Essential Questions: Essential Questions: How do the shapes of the world help me explore form beginning to end?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>2nd</b>	<b>Strand 3 Geometry</b>  <b>Standard: Students will understand geometric concepts and applications</b>  <b>Benchmark 1:</b> <i>Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</i>	1. Identify common objects in their environments and describe their geometric features: a. describe, identify, model, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone) b. compare familiar plane and solid objects by common attributes (e.g., shape, size, number of corners).	<b>Master Basic Shapes</b>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder <b>MAPS - Math Testing-January</b></p> <p style="text-align: center;"><i>Activities/Strategies</i></p> Identify left and right  Explore attributes of plain shapes  Master basic shapes to real life objects  Explore shape attributes and spatial sense	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons Getting Ready 1-4, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 5.6</b>  <b>Hands-On Standards –The First source of Introducing Math Manipulatives – Geometry lessons 1-13</b>
	<b>Benchmark 2:</b> <i>Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</i>	1. Follow simple directions to find a specific location in space.  2. Use spatial vocabulary (e.g., left, right, above, below) to describe relative position.	<b>Master</b>	Use shape attributes and spatial sense to solve shape riddles  Identify and use shapes to create pictures  Use visualization and geometric modeling to solve problems  Identify positions – top, middle, bottom, in front of, behind, between, on, above, below, inside and outside  Use language such as before or after to describe relative positions in a sequence of events or objects	
	<b>Benchmark 3:</b> <i>Apply transformations and use symmetry to analyze mathematical situations.</i>	1. Use manipulatives (e.g., puzzles, tangrams, blocks) to demonstrate rotation (i.e., flips), translations (i.e., slides), and reflections (i.e., turns).  2. Investigate the symmetry of two-dimensional shapes (e.g., by folding or cutting paper, using mirrors).	<b>Review</b>		
	<b>Benchmark 4:</b> <i>Use visualization, spatial reasoning, and geometric modeling to solve problems.</i>	1. Describe how to get from one location to another (e.g., how to get to the library).  2. Find and describe geometric shapes in nature or architecture.	<b>Review</b>	<b>Master Basic Shapes</b>	

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Question: How does measurement affect me and the world around me?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>2nd</b>	Strand 4: Measurement  Standard: Students will understand measurement systems and applications.  Benchmark 1  <i>Understand measurable attributes of objects and the units, systems, and process of measurement.</i>	1. Describe and compare, using appropriate concepts and vocabulary, the measurable properties of length (e.g., shorter, longer, taller), volume (e.g., full, empty), weight (e.g., heavy, light), and time (e.g., before, after, morning, afternoon, days of week).	<b>Introduce in 3<sup>rd</sup> Nine Weeks</b>	Data Folder MAPS - Math Testing-January  <i>Activities/Strategies</i>  <b>The student will formally explore the concepts of measurement during the 3<sup>rd</sup> 9 weeks</b>	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons</b> <b>8.5,8.7,8.8,9.1,9.3,9.4,9.5,9.6,9.3,9.7</b>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Measurement Lessons 1-6</u></b>
		2. Use tools to make predictions (e.g., using a balance scale, predicting how many cups a container will hold and then filling it to check the prediction).	<b>Introduce in 3<sup>rd</sup> Nine Weeks</b>		
		3. Measure using non-standard units of measurement (e.g., use pencils to measure desk top, use different lengths of rope to measure distance in classroom).	<b>Introduce in 3<sup>rd</sup> Nine Weeks</b>		
		4. Use digital and analog (face) clocks to tell time to the hour	<b>Introduce in 3<sup>rd</sup> Nine Weeks</b>		
	Benchmark 2 <i>Apply appropriate techniques, tools, and formulas to determine measurements.</i>	1. Explore measuring objects using a repeating non-standard unit of measurement (e.g., paper clips, cubes, etc.).	<b>Introduce in 3<sup>rd</sup> Nine Weeks</b>		

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: How can I (The Student) analyze my own growth throughout the year?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>2nd</b>	<b>Strand 5: Data Analysis and Probability</b>  <b>Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.</b>  <b>Benchmark 1</b> <i>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i>	1. Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).	<b>Review</b>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder <b>MAPS - Math Testing-January</b></p> <p style="text-align: center;"><i>Activities/Strategies</i></p> <p>Read and interpret a pictograph</p> <p>Read and interpret information in a bar graph</p> <p>Gather, record, and make a bar graph of data</p> <p>Use information from a bar graph to make decisions</p> <p>Perform a probability experiment and make tally marks to represent data</p> <p>Participate in a probability experiment and make tally marks in a table to collect data</p>	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kindergarten_computers.htm">http://www.abcya.com/kindergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons 1.8, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9</b>  <b><u>Hands-On Standards – The First source of Introducing Math Manipulatives – Data Analysis and Probability Lessons 1-6</u></b>
	<b>Benchmark 2</b> <i>Select and use appropriate statistical methods to analyze data.</i>	1. Describe simple data and pose questions about the data.	<b>Review</b>		
	<b>Benchmark 3</b> <i>Develop and evaluate inferences and predictions that are based on data.</i>	1. Make simple predictions.	<b>Review</b>		
	<b>Benchmark 4</b> <i>Understand and apply basic concepts of probability.</i>	1. Answer questions that relate to the possibility of familiar events happening or not.	<b>Review</b>		

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: What are numbers and how do we use them?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>3rd</b>	<p><b><i>Strand 1: Number and Operations</i></b></p> <p><i>Standard: Students will understand numerical concepts and mathematical operations.</i></p> <p><b>Benchmark 1</b> <i>Demonstrate an understanding of the place-value structure of the base ten number system:</i></p>	1. Count with understanding and recognize "how many" in sets of objects up to 20	<p><b>Review 0-10</b> <b>Master 0-15</b> <b>Introduce 16-20</b></p>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder <b>MAPS - Math Testing</b> – January</p> <p style="text-align: center;"><i>Activities/Strategies</i></p> <p>Count forward from 0 to 15 and backwards from 15 to 0</p> <p>Identify a number from a group of 0 to 15 objects</p> <p>Explore different arrangements of the same number</p> <p>Estimate and count groups of objects to 15</p> <p>Match objects using one-to-one correspondence to demonstrate equal groups</p> <p>Identify more and fewer</p> <p>Order numbers 0-15</p> <p>Identify ordinal numbers</p> <p>Count on using a number line</p> <p>Identify a whole number as a combination of two parts</p> <p>Use sets of concrete objects to represent quantities given in verbal or written form through the number 15</p> <p>Identify the plus sign and use it to show addition up to 15</p> <p>Solve separating problems by taking away one group from a larger group and counting what is left</p> <p>Identify the minus sign and use it to show subtraction</p> <p>Use one-to-one correspondence and language such as more than, same number as, or less than to describe sets of objects 0-15</p> <p>Identify and compare money (penny, nickel, dime)</p> <p>Solve addition problems orally</p>	<p><b>Manipulatives</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a></p> <p><a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a></p> <p><a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a></p> <p><a href="http://www.softschools.com">www.softschools.com</a></p> <p><a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a></p> <p><b>Harcourt Math Lessons Getting Ready Lesson 5 Lessons 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 7.4, 7.7-9, 7.8, 7 Math Storybook, 8.2-4, 10.6-7, 10 Math Storybook, 11.1-8, 11 Math Storybook, 12.1-8, 12 Math Storybook</b></p> <p><b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Numbers and Operations Lessons 1-23</u></b></p>
		2. read and write whole numbers up to 20			
		3. compare and order whole numbers up to 20			
		4. connect numerals to the quantities they represent using various physical models			
		5. use an organized counting method to keep track of quantities while counting (one-to-one correspondence) (e.g., "touch object once and only once as counting a set)			
		6. order sets of objects and numbers from least to most or most to least			
<p><b>Benchmark 2</b> <i>Students will Understand the meaning of operations and how they relate to one another</i></p>	1. represent numbers using pictures, objects, or numerals	<p><b>Review 0-10</b> <b>Master 0-15</b> <b>Introduce 16-20</b></p>			
	2. Use concrete objects to solve simple addition and subtraction story problems. (e.g., oral not written)				
<p><b>Benchmark 3</b> <i>Compute fluently and make reasonable estimates.</i></p>	1. Estimate quantities of objects up to 20.	<p><b>Review 0-15</b> <b>Master 0-15</b> <b>Introduce 16-20</b></p>			

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math		<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: What patterns surround me?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>3rd</b>	<b>Strand 2: Algebra</b>  <b>Standard: Students will understand algebraic concepts and applications</b>  <b>Benchmark 1</b> <b>Understand patterns, relations, and functions.</b>	1. Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying).	<b>Review</b>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder <b>MAPS - Math Testing</b> – January</p> <p style="text-align: center;"><i>Activities/Strategies</i></p> <p>Sort objects by one attribute</p> <p>Sort objects by two attributes</p> <p>Determine the sorting rule for sorted groups of objects</p> <p>Identify and extend a color pattern</p> <p>Identify and extend a shape pattern</p> <p>Introduce a growing pattern</p> <p>Translate patterns from one form to another</p> <p>Make and extend a three object pattern to identify patterning rules</p> <p>Explain how the same number of objects can be arranged in different ways</p>	<p><b>Manipulatives</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a></p> <p><a href="http://www.abcya.com/kindergarten_computers.htm">http://www.abcya.com/kindergarten_computers.htm</a></p> <p><a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a></p> <p><a href="http://www.softschools.com">www.softschools.com</a></p> <p><a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a></p> <p><b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Algebra Lessons 1-9</u></b></p> <p><b><u>Harcourt Math Lessons: Getting Ready 6-8, 1.1, 1.7, 1.9, 1MSB, 2.1-4, 5.1-8, 6.6-7, 7.5-6, 9.2</u></b></p>
		2. Sort, classify, and order objects by size, number, and other properties.	<b>Review</b>		
		3. Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers).	<b>Review</b>		
	<b>Benchmark 2</b> <i>Represent and analyze mathematical situations and structures using algebraic symbols.</i>	1. Using concrete, pictorial, and verbal representation to develop an understanding of invented and conventional symbols.	<b>Review 0-15</b> <b>Master 0-15</b> <b>Introduce 16-20</b>		
	<b>Benchmark 3</b> <i>Using mathematical models to represent and understand quantitative relationships.</i>	1. Model situations that involve whole numbers using objects or pictures.	<b>Review 0-15</b> <b>Master 0-15</b> <b>Introduce 16-20</b>		
<b>Benchmark 4</b> <i>Analyze changes in various contexts</i>	1. Verbally describe changes in various contexts (e.g., plants or animals growing over time).	<b>Review 0-15</b> <b>Master 0-15</b> <b>Introduce 16-20</b>			

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: How do the shapes of the world help me explore form beginning to end?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <span style="color: blue;">Introduce</span> / <span style="color: red;">Review</span> / <span style="color: green;">Master</span>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>3rd</b>	<b>Strand 3 Geometry</b>  <b>Standard: Students will understand geometric concepts and applications</b>  <b>Benchmark 1:</b> <i>Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</i>	1. Identify common objects in their environments and describe their geometric features: a. describe, identify, model, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone) b. compare familiar plane and solid objects by common attributes (e.g., shape, size, number of corners).	<b>Introduce 3D Shapes</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b> – January  <i>Activities/Strategies</i>  Identify left and right  Explore attributes of plain shapes  Identify basic shapes to real life objects  Explore shape attributes and spatial sense	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons Getting Ready 1-4, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 5.6</b>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Geometry lessons 1-13</u></b>
		1. Follow simple directions to find a specific location in space.	<b>Master</b>	Use shape attributes and spatial sense to solve shape riddles  Introduce 3 D shapes, cubes, spheres, cylinder, and cones	
	2. Use spatial vocabulary (e.g., left, right, above, below) to describe relative position.	<b>Review</b>	Identify and use shapes to create pictures  Use visualization and geometric modeling to solve problems		
	<b>Benchmark 3:</b> <i>Apply transformations and use symmetry to analyze mathematical situations.</i>	1. Use manipulatives (e.g., puzzles, tangrams, blocks) to demonstrate rotation (i.e., flips), translations (i.e., slides), and reflections (i.e., turns).	<b>Review</b>	Identify positions – top, middle, bottom, in front of, behind, between, on, above, below, inside and outside  Use language such as before or after to describe relative positions in a sequence of events or objects	
		2. Investigate the symmetry of two-dimensional shapes (e.g., by folding or cutting paper, using mirrors).	<b>Review</b>		
	<b>Benchmark 4:</b> <i>Use visualization, spatial reasoning, and geometric modeling to solve problems.</i>	1. Describe how to get from one location to another (e.g., how to get to the library).	<b>Master</b>		
		2. Find and describe geometric shapes in nature or architecture.	<b>Introduce 3D Shapes</b>		

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Question: How does measurement affect me and the world around me?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>3rd</b>	Strand 4: Measurement  Standard: Students will understand measurement systems and applications.  Benchmark 1  <i>Understand measurable attributes of objects and the units, systems, and process of measurement.</i>	1. Describe and compare, using appropriate concepts and vocabulary, the measurable properties of length (e.g., shorter, longer, taller), volume (e.g., full, empty), weight (e.g., heavy, light), and time (e.g., before, after, morning, afternoon, days of week).	<b>Introduce</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b> – January  <i>Activities/Strategies</i>  <i>Explore the concept of height using nonstandard units</i>  <i>Sort objects by height</i>  <i>Sort objects by length, using the terms shortest and longest</i>  <i>Estimate and measure length using nonstandard units/manipulatives</i>  <i>Explore the concept of perimeter</i>  <i>Explore the concept of area</i>  <i>Tell time to the hour</i>	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons</b> <b>8.5,8.7,8.8,9.1,9.3,9.4,9.5,9.6,9.3,9.7</b>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Measurement Lessons 1-6</u></b>
		2. Use tools to make predictions (e.g., using a balance scale, predicting how many cups a container will hold and then filling it to check the prediction).	<b>Introduce</b>		
		3. Measure using non-standard units of measurement (e.g., use pencils to measure desk top, use different lengths of rope to measure distance in classroom).	<b>Introduce</b>		
		4. Use digital and analog (face) clocks to tell time to the hour	<b>Introduce</b>		
	Benchmark 2 <i>Apply appropriate techniques, tools, and formulas to determine measurements.</i>	1. Explore measuring objects using a repeating non-standard unit of measurement (e.g., paper clips, cubes, etc.).	<b>Introduce</b>		

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: How can I (The Student) analyze my own growth throughout the year?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>3rd</b>	<b>Strand 5: Data Analysis and Probability</b>  <b>Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.</b>  <b>Benchmark 1</b> <i>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i>	1. Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).	<b>Review/Master</b>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder MAPS - Math Testing – January</p> <p style="text-align: center;"><i>Activities/Strategies</i></p> <p>Read and interpret a pictograph</p> <p>Read and interpret information in a bar graph</p> <p>Gather, record, and make a bar graph of data</p> <p>Use information from a bar graph to make decisions</p> <p>Perform a probability experiment and make tally marks to represent data</p> <p>Participate in a probability experiment and make tally marks in a table to collect data</p>	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons 1.8, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9</b>  <b><u>Hands-On Standards – The First source of Introducing Math Manipulatives – Data Analysis and Probability Lessons 1-6</u></b>
	<b>Benchmark 2</b> <i>Select and use appropriate statistical methods to analyze data.</i>	1. Describe simple data and pose questions about the data.	<b>Review/Master</b>		
	<b>Benchmark 3</b> <i>Develop and evaluate inferences and predictions that are based on data.</i>	1. Make simple predictions.	<b>Review/Master</b>		
	<b>Benchmark 4</b> <i>Understand and apply basic concepts of probability.</i>	1. Answer questions that relate to the possibility of familiar events happening or not.	<b>Review/Master</b>		

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: What are numbers and how do we use them?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>4th</b>	<p><b>Strand 1: Number and Operations</b></p> <p><i>Standard: Students will understand numerical concepts and mathematical operations.</i></p> <p><b>Benchmark 1</b> <i>Demonstrate an understanding of the place-value structure of the base ten number system:</i></p>	1. Count with understanding and recognize "how many" in sets of objects up to 20	<p><b>Review 0-20</b> <b>Master 0-20</b></p>	<p><i>Other Assessments</i></p> <p>Data Folder <b>MAPS - Math Testing</b></p> <p><i>Activities/Strategies</i></p> <p>Count forward from 0 to 15 and backwards from 15 to 0</p> <p>Identify a number from a group of 0 to 15 objects</p> <p>Explore different arrangements of the same number</p> <p>Estimate and count groups of objects to 15</p> <p>Match objects using one-to-one correspondence to demonstrate equal groups</p> <p>Identify more and fewer</p> <p>Order numbers 0-15</p> <p>Identify ordinal numbers</p> <p>Count on using a number line</p>	<p><b>Manipulatives</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><b>Math Blaster CD-Rom</b></p> <p><a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a></p> <p><a href="http://www.abcya.com/kindergarten_computers.htm">http://www.abcya.com/kindergarten_computers.htm</a></p> <p><a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a></p> <p><a href="http://www.softschools.com">www.softschools.com</a></p> <p><a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a></p> <p><b>Harcourt Math Lessons Getting Ready Lesson 5 Lessons 3.1,3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 7.4, 7.7-9, 7.8, 7 Math Storybook, 8.2-4, 10.6-7, 10 Math Storybook, 11.1-8, 11 Math Storybook, 12.1-8, 12 Math Storybook</b></p> <p><b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Numbers and Operations Lessons 1-23</u></b></p>
		2. read and write whole numbers up to 20			
		3. compare and order whole numbers up to 20			
		4. connect numerals to the quantities they represent using various physical models			
		5. use an organized counting method to keep track of quantities while counting (one-to-one correspondence) (e.g., "touch object once and only once as counting a set)			
		6. order sets of objects and numbers from least to most or most to least			
<p><b>Benchmark 2</b> <i>Students will Understand the meaning of operations and how they relate to one another</i></p>	1. represent numbers using pictures, objects, or numerals	<p><b>Review 0-20</b> <b>Master 0-20</b></p>	<p>Identify a whole number as a combination of two parts</p> <p>Use sets of concrete objects to represent quantities given in verbal or written from through the number 15</p> <p>Identify the plus sign and use it to show addition up to 15</p> <p>Solve separating problems by taking away one group from a larger group and counting what is left</p>		
	2. Use concrete objects to solve simple addition and subtraction story problems. (e.g., oral not written)				
<p><b>Benchmark 3</b> <i>Compute fluently and make reasonable estimates.</i></p>	1. Estimate quantities of objects up to 20.	<p><b>Review 0-20</b> <b>Master 0-20</b></p>	<p>Identify the minus sign and use it to show subtraction</p> <p>Use one-to-one correspondence and language such as more than, same number as, or less than to describe sets of objects 0-15</p> <p>Solve simple addition problems</p> <p>Solve subtraction problems orally</p>		

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: What patterns surround me?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>4th</b>	<b>Strand 2: Algebra</b>  <b>Standard: Students will understand algebraic concepts and applications</b>  <b>Benchmark 1</b> Understand patterns, relations, and functions.	1. Identify the attributes of objects (e.g., the ability to identify attributes is a foundational skill for sorting and classifying).	<b>Master</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b>  <i>Activities/Strategies</i>  Sort objects by one attribute  Sort objects by two attributes  Determine the sorting rule for sorted groups of objects  Identify and extend a color pattern  Identify and extend a shape pattern  Identify and extend a growing pattern  Translate patterns from one form to another  Make and extend a three object pattern to identify patterning rules  Explain how the same number of objects can be arranged in different ways	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Algebra Lessons 1-9</u></b>  <b><u>Harcourt Math Lessons: Getting Ready 6-8, 1.1, 1.7, 1.9, 1MSB, 2.1-4, 5.1-8, 6.6-7, 7.5-6, 9.2</u></b>
		3. Sort, classify, and order objects by size, number, and other properties.	<b>Master</b>		
		3. Recognize, reproduce, describe, extend, and create repeating patterns (e.g., color, shape, size, sound, movement, simple numbers).	<b>Master</b>		
	<b>Benchmark 2</b> <i>Represent and analyze mathematical situations and structures using algebraic symbols.</i>	1. Using concrete, pictorial, and verbal representation to develop an understanding of invented and conventional symbols.	<b>Review 0-20</b> <span style="color: green;"><b>Master 0-20</b></span>		
	<b>Benchmark 3</b> <i>Using mathematical models to represent and understand quantitative relationships.</i>	1. Model situations that involve whole numbers using objects or pictures.	<b>Review 0-20</b> <span style="color: green;"><b>Master 0-20</b></span>		
	<b>Benchmark 4</b> <i>Analyze changes in various contexts</i>	1. Verbally describe changes in various contexts (e.g., plants or animals growing over time).	<b>Review 0-20</b> <span style="color: green;"><b>Master 0-20</b></span>		

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**CURRICULUM MAP**

<b>Subject:</b> Math		<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: How do the shapes of the world help me explore form beginning to end?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>4th</b>	<b>Strand 3 Geometry</b>  <b>Standard: Students will understand geometric concepts and applications</b>  <b>Benchmark 1:</b> <i>Analyze characteristics and properties of two and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</i>	1. Identify common objects in their environments and describe their geometric features: a. describe, identify, model, and draw common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone) b. compare familiar plane and solid objects by common attributes (e.g., shape, size, number of corners).	<b>Master 3D Shapes</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b>  <i>Activities/Strategies</i>  Identify left and right  Explore attributes of plain shapes  Identify basic shapes to real life objects  Explore shape attributes and spatial sense	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons Getting Ready 1-4, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 5.6</b>  <b>Hands-On Standards –The First source of Introducing Math Manipulatives – Geometry lessons 1-13</b>
		1. Follow simple directions to find a specific location in space.	<b>Master</b>	Use shape attributes and spatial sense to solve shape riddles  Master 3D shapes, cubes, spheres, cylinder, and cones  Identify and use shapes to create pictures  Use visualization and geometric modeling to solve problems  Identify positions – top, middle, bottom, in front of, behind, between, on, above, below, inside and outside  Use language such as before or after to describe relative positions in a sequence of events or objects	
	2. Use spatial vocabulary (e.g., left, right, above, below) to describe relative position.	<b>Master</b>			
	<b>Benchmark 3:</b> <i>Apply transformations and use symmetry to analyze mathematical situations.</i>	1. Use manipulatives (e.g., puzzles, tangrams, blocks) to demonstrate rotation (i.e., flips), translations (i.e., slides), and reflections (i.e., turns).	<b>Master</b>	Use language such as before or after to describe relative positions in a sequence of events or objects	
		2. Investigate the symmetry of two-dimensional shapes (e.g., by folding or cutting paper, using mirrors).	<b>Master</b>		
	<b>Benchmark 4:</b> <i>Use visualization, spatial reasoning, and geometric modeling to solve problems.</i>	1. Describe how to get from one location to another (e.g., how to get to the library).	<b>Master</b>	Use language such as before or after to describe relative positions in a sequence of events or objects	
		2. Find and describe geometric shapes in nature or architecture.	<b>Master</b>		

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**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Question: How does measurement affect me and the world around me?</b>					
Nine Weeks	Strand/Standard/Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>4th</b>	Strand 4: Measurement  Standard: Students will understand measurement systems and applications.  Benchmark 1  <i>Understand measurable attributes of objects and the units, systems, and process of measurement.</i>	1. Describe and compare, using appropriate concepts and vocabulary, the measurable properties of length (e.g., shorter, longer, taller), volume (e.g., full, empty), weight (e.g., heavy, light), and time (e.g., before, after, morning, afternoon, days of week).	<b>Review/Master</b>	<i>Other Assessments</i>  Data Folder <b>MAPS - Math Testing</b>  <i>Activities/Strategies</i>  Explore the concept of height using nonstandard units  Sort objects by height  Sort objects by length, using the terms shortest and longest  Estimate and measure length using nonstandard units/manipulatives  Explore the concept of perimeter  Explore the concept of area	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons</b> <b>8.5,8.7,8.8,9.1,9.3,9.4,9.5,9.6,9.3,9.7</b>  <b><u>Hands-On Standards –The First source of Introducing Math Manipulatives – Measurement Lessons 1-6</u></b>
	2. Use tools to make predictions (e.g., using a balance scale, predicting how many cups a container will hold and then filling it to check the prediction).	<b>Review/Master</b>			
	3. Measure using non-standard units of measurement (e.g., use pencils to measure desk top, use different lengths of rope to measure distance in classroom).	<b>Review/Master</b>			
	4. Use digital and analog (face) clocks to tell time to the hour	<b>Review/Master</b>			
	<b>Benchmark 2</b> <i>Apply appropriate techniques, tools, and formulas to determine measurements.</i>	1. Explore measuring objects using a repeating non-standard unit of measurement (e.g., paper clips, cubes, etc.).	<b>Review/Master</b>		

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**CURRICULUM MAP**

<b>Subject:</b> Math	<b>June 2010</b>	<b>Grade Level:</b> Kindergarten
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<b>Essential Questions: How can I (The Student) analyze my own growth throughout the year?</b>					
Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills <i>Introduce/Review/Master</i>	Suggested Student Activities/Assessments <i>*Assessments will be through Teacher observations - meeting the Performance Standards unless noted otherwise</i>	Resources/Materials
<b>4th</b>	<b>Strand 5: Data Analysis and Probability</b>  <b>Standard: Students will understand how to formulate questions, analyze data, and determine probabilities.</b>  <b>Benchmark 1</b> <i>Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</i>	1. Collect data about objects and events in the environment to answer simple questions (e.g., brainstorm questions about self and surroundings, collect data, and record the results using objects, pictures, and pictographs).	<b>Master</b>	<p style="text-align: center;"><i>Other Assessments</i></p> <p style="text-align: center;">Data Folder <b>MAPS - Math Testing</b></p> <p style="text-align: center;"><i>Activities/Strategies</i></p> <p>Read and interpret a pictograph</p> <p>Read and interpret information in a bar graph</p> <p>Gather, record, and make a bar graph of data</p> <p>Use information from a bar graph to make decisions</p> <p>Perform a probability experiment and make tally marks to represent data</p> <p>Participate in a probability experiment and make tally marks in a table to collect data</p>	<b>Manipulatives</b>  <b>Math Blaster CD-Rom</b>  <b>Math Blaster CD-Rom</b>  <a href="http://www.rainforestmaths.com/">http://www.rainforestmaths.com/</a>  <a href="http://www.abcya.com/kingergarten_computers.htm">http://www.abcya.com/kingergarten_computers.htm</a>  <a href="http://www.kellyskindergarten.com">http://www.kellyskindergarten.com</a>  <a href="http://www.softschools.com">www.softschools.com</a>  <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a>  <b>Harcourt Math Lessons 1.8, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.8, 10.9</b>  <b><u>Hands-On Standards – The First source of Introducing Math Manipulatives – Data Analysis and Probability Lessons 1-6</u></b>
	<b>Benchmark 2</b> <i>Select and use appropriate statistical methods to analyze data.</i>	1. Describe simple data and pose questions about the data.	<b>Master</b>		
	<b>Benchmark 3</b> <i>Develop and evaluate inferences and predictions that are based on data.</i>	1. Make simple predictions.	<b>Master</b>		
	<b>Benchmark 4</b> <i>Understand and apply basic concepts of probability.</i>	1. Answer questions that relate to the possibility of familiar events happening or not.	<b>Master</b>		