Step 1: Selecting Essential Standards:

**What** Do Students Need to **Know and Be Able To Do By the End of the Course?**

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| **What Students Need to Know and Be Able To Do By the End of the Course** | **Unit(s)** |
| K.CC.1- Count to 100 by ones and by tens | My Math Unit 3 |
| K.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). | My Math Units 1, 2, 3 |
| K.CC.5- Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. | My Math Units 1, 2, 3 |
| K.CC.7- Compare two numbers between 1 and 10 presented as written numerals. | My Math Units 1, 2 |
| K.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. | My Math Units 4, 5, 6 |
| K.OA.5 Fluently add and subtract within 5. | My Math Units 5, 6 |
| K.NBT.1- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | My Math Unit 7 |
| K.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). | My Math Unit  11 (2-D), 12 (3-D) |