

Kindergarten Math Curriculum Map		to Months
August	K.CC.1 Counting to 10 by ones K.CC.2 Writing to 5 K.CC.A.1 to 10 Counting to 5 K.MD.1 Classify objects, Sorting to 5 K.G.1 Placing Shapes in Environment and Describing Positions (above, below, beside, etc) K.G.2 Identify 2-D Shapes (different orientations/sizes) Pacing – All	Chapter 1 & 2 #1-5
September	K.CC.1 Counting to 10 by ones K.CC.2 Writing & Representing to 10 K.CC.A.1 to 10 Counting to 10 K.CC.A.2 Representing 1 more K.CC.5 Answer "How Many?" up to 10 K.G.2 Identify Shapes (different orientations/sizes) Pacing – All, All, All, All	Chapter 1
October	K.CC.1 Counting to 100 by ones, Counting to 100 by 10's and 1's K.CC.2 Writing & Representing to 50 K.CC.A.1 to 1 Counting to 40 K.OA.1 Represent Addition up to 10 with fingers, drawings, words K.OA.1 Represent Subtraction up to 10 with fingers, drawings, words K.OA.2 Represent Addition and Subtraction up to 5 with equations K.OA.2 Decompose numbers up to 10 in more than one way (5=2+3 and 5=4+1) K.NBT.1 Compare and decompose numbers 11-19 by drawings & equations	Chapter 1 Addition & Subtraction fingers and drawings
November	K.CC.1 Counting to 40 by ones, counting to 100 by 10's K.CC.2 Count forward from a given number (except 1) K.CC.2 Writing & Representing to 30 K.CC.A.1 to 1 Counting to 20 K.CC.5 Answer "How Many?" up to 30 K.CC.6 Greater Than, Less Than or Equal To (to 30) K.CC.7 Compare two numbers up to 10 K.OA.1 Represent Addition to 5 with fingers, drawings, words K.MD.1 Length and Width K.MD.2 Compare two objects (taller/shorter, bigger/smaller, same/different)	Chapter 2 #1-10
December	K.CC.1 Counting to 60 by ones, counting to 100 by 10's K.CC.2 Count forward from a given number (except 1) K.CC.2 Writing & Representing to 30 K.CC.A.1 to 1 Counting to 30 K.OA.2 Represent Addition up to 10 with fingers, drawings, words K.OA.2 Represent Subtraction up to 5 with fingers, drawings, words K.NBT.2 Compare and decompose numbers 11-19 by drawing K.MD.2 Compare two objects (taller/shorter, bigger/smaller, same/different)	Chapter 3 #11-20
January	K.CC.1 Counting to 80 by ones, counting to 100 by 10's K.CC.2 Count forward from a given number (except 1) K.CC.2 Writing & Representing to 30 K.CC.A.1 to 1 Counting to 30 K.OA.2 Represent Addition up to 10 with fingers, drawings, words K.OA.2 Represent Subtraction up to 5 with fingers, drawings, words K.NBT.2 Compare and decompose numbers 11-19 by drawing K.MD.2 Compare two objects (taller/shorter, bigger/smaller, same/different)	Chapter 4 & 5 #21 and beyond fingers

# State Of Mi Kindergarten Core Curriculum

**Victor M. Corman**



## State Of Mi Kindergarten Core Curriculum:

**Resources in Education** ,1998     Drugs and the Cities United States. Congress. House. Select Committee on Narcotics Abuse and Control,1992     **The Church, the State and the Schools** ,1986     National Board for Professional Teaching Standards United States. Congress. Senate. Committee on Labor and Human Resources. Subcommittee on Education, Arts, and Humanities,1988     **Thinking and Acting Systemically** Alan Daly,Kara Finnigan,2016-05-19 This volume argues that districts are important as a lever for change given the limited success of school by school efforts Policies that focus on skill development recognize and support performance create opportunities for collaboration build leader capacity and create networks of knowledge sharing hold great potential for improving districts but it will require a paradigm shift in the way we view our public school system and those who work within it away from blame and toward complex systems change     An Overview of the Saginaw Curriculum Program ... Saginaw Public Schools,1938     **California. Court of Appeal (2nd Appellate District). Records and Briefs** California (State).,     The Administration of State Teachers Colleges Through Faculty Committees Charles Chester Sherrod,1926     Research in Education ,1971     **Journal of the House of Representatives of the United States** United States. Congress. House,2009 Some vols include supplemental journals of such proceedings of the sessions as during the time they were depending were ordered to be kept secret and respecting which the injunction of secrecy was afterwards taken off by the order of the House     **Monthly Catalogue, United States Public Documents** ,1993     Journal of the National Education Association ,1925     **The University of Michigan School of Education Bulletin** University of Michigan. School of Education,1951     **Monthly Catalog of United States Government Publications** United States. Superintendent of Documents,1993 February issue includes Appendix entitled Directory of United States Government periodicals and subscription publications September issue includes List of depository libraries June and December issues include semiannual index     *Childhood Education* ,1971 Includes music     Comprehensive Dissertation Index ,1989     *An Introduction to Multicultural Education* James A. Banks,2008 This book gives teachers a strong background in the conceptual theoretical and philosophical issues in multicultural education Cultural Diversity and Education is designed to help pre service and in service educators clarify the philosophical and definitional issues related to pluralistic education derive a clarified philosophical position design and implement effective teaching strategies that reflect ethnic and cultural diversity and prepare sound guidelines for multicultural programs and practices This book describes actions that educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity     Handbook of Response to Intervention Shane R. Jimerson,Matthew K. Burns,Amanda M. VanDerHeyden,2015-09-21 The Second Edition of this essential handbook provides a comprehensive updated overview of the science that informs best practices for the implementation of response to intervention RTI processes within Multi Tiered Systems of Support MTSS to facilitate the academic success of all students The volume includes insights from leading

scholars and scientist practitioners to provide a highly usable guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills New and revised chapters explore crucial issues define key concepts identify topics warranting further study and address real world questions regarding implementation Key topics include Scientific foundations of RTI Psychometric measurement within RTI RTI and social behavior skills The role of consultation in RTI Monitoring response to supplemental services Using technology to facilitate RTI RTI and transition planning Lessons learned from RTI programs around the country The Second Edition of the Handbook of Response to Intervention is an essential resource for researchers graduate students and professionals scientist practitioners in child and school psychology special and general education social work and counseling and educational policy and politics

*Resources in Education*, 1997

Environmental Education Teacher Resource Handbook Richard J. Wilke, 1993

From the Preface The Environmental Education Teacher Resource Handbook is one of a series of practical references for curriculum developers education faculty veteran teachers and student teachers The handbook is designed to provide information on the background of environmental education EE curriculum as well as current comprehensive information on publications standards and special materials for K 12 EE Think of this handbook as the first place to look when you are revising or developing your EE curriculum or if you need resource information on EE any time of the year This handbook does not seek to prescribe any particular form of curriculum nor does it follow any set of standards or guidelines Instead the book provides a general grounding in the EE curriculum so that you can use this information and then proceed in the direction best suited for your budget your school and your district What this handbook gives you is a sense of the numerous options that are available it is up to you to use the information to develop the appropriate curriculum or program for your situation

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