

# Deptford Township School District

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**Course Name: Math**  
**Grade: Kindergarten**  
**Adopted: September 2023**  
**Board Approved: September 2025**

\*All curriculum is aligned with the NJSLs in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**Range of Assessment Requirements (cannot be modified without prior approval from supervisor)**

Trimester I

**Tests** - Formative (End of Chapter Tests) & Summative testing for kindergarten standards as needed by end of 3rd trimester.

**Quizzes** - Kindergarten- N/A

**Homework / Classwork / Misc** - Homework is projected based, family shared, monthly calendar. Classwork features small groups, whole group, and individual learning experiences.

Trimester II

**Tests** - Formative (End of Chapter Tests) & Summative testing for kindergarten standards as needed by end of 3rd trimester.

**Quizzes** - Kindergarten- N/A

**Homework / Classwork / Misc** - Homework is projected based, family shared, monthly calendar. Classwork features small groups, whole group, and individual learning experiences.

Trimester III

**Tests** - Formative (End of Chapter Tests) & Summative testing for kindergarten standards as needed by end of 3rd trimester.

**Quizzes** - Kindergarten- N/A

**Homework / Classwork / Misc** - Homework is projected based, family shared, monthly calendar. Classwork features small groups, whole group, and individual learning experiences.

**Deptford Township School District Grading Scale (cannot be modified)**

<b>Test (consistent in number and quality)</b>	<b>50 %</b>
<b>Quiz</b>	<b>30%</b>
<b>Homework / Classwork / Misc.</b>	<b>20%</b>

	<b>Trimester I</b>
<b><u>Overarching Theme</u></b>	Counting, representing, writing and working with numbers 0-10, Comparing Numbers 0-10
<b><u>Power/Anchor Standards and Evidence of Learning</u> <b>Must Do</b> <b>Can Do</b></b>	<p>Unpacked Standard #1-K.CC.A1 Count to 100 by ones and by tens.</p> <p>Unpacked Standard #2-K.CC.B4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>Unpacked Standard #3-K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p>

	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Students know the number names, values, and order of ascension	Students will understand the relationships between numbers and quantities.	Rote counting, identifying, writing, and comparing numbers, enable us to understand numerals in everyday life
<b><u>Standards</u></b>	<p>K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.B.4.B Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.B.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.</p> <p>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>		

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Clarification: Include groups with up to ten objects.)

K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.

K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

### **Technology Standards**

**8.1 Educational Technology** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming** - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### **21st Century Life and Career Standards (copy these to each unit/marking period)**

**9.1 Personal Financial Literacy** - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

**9.2 Career Awareness, Exploration, and Preparation** - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career

	<p>options, career planning, and career requirements.</p> <p><b>9.3 Career and Technical Education</b> - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
<b><u>Enduring Understandings</u></b>	<ul style="list-style-type: none"> <li>• Numbers have value, order, and are represented by written numerals</li> <li>• Objects can be classified and sorted, then the groups can be compared</li> </ul>
<b><u>Essential Questions</u></b> (3-5 per unit)	<ul style="list-style-type: none"> <li>• How can you show, count, and write numbers 0-10?</li> <li>• How can you compare numbers 0-9 using numbers and sets?</li> <li>• How can you identify a group that is greater or less?</li> <li>• How can you classify objects?</li> </ul>
<b><u>Differentiation and Support for Learners</u></b> <b>Must Do</b> <b>Can Do</b> (additions made after consensus at district PLC meetings)	<p><b>Enrichment:</b> Enrichment activities provided by Big Ideas, Small group instruction</p> <p><b>Interventions:</b> BSI, Intervention activities provided by Big Ideas</p> <p><b>Student Grouping Strategies:</b> Whole group, small group, individual, heterogeneous and homogeneous teams, collaborative learning configurations</p>

**Technology:** SMARTboards, chromebooks, instructional websites (i.e. bigideasmath.com)

**Readings:** Big Ideas Literature Connection Books, Teacher selected books using math concepts

**Manipulatives/Lab Activity Resources:** Big Ideas resources (i.e. Connecting cubes, ten frames, workbooks), [Big Ideas Learning Targets and Success Criteria](#)

**Resources**

**Must Do**

**Can Do**

(additions made  
after consensus at  
district PLC  
meetings)

<b>Assessment</b> <b>Must Do</b> <b>Can Do</b>	<b>Formative:</b> Daily teacher check-ins, Exit tickets, anecdotal records to drive instruction <b>Summative:</b> Chapter Tests, Anecdotal records to record mastery <b>Benchmark:</b> Star Assessment
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	Trimester II		
<u>Overarching Theme</u>	Composing and Decomposing Numbers to 10, Add Numbers Within 10, Subtract Numbers Within 10, Represent numbers 11-19		
<u>Power/Anchor Standards and Evidence of Learning</u> <b>Must Do</b> <b>Can Do</b>	Unpacked Standard #1-K.CC.1 Count to 100 by ones and by tens.		
	Unpacked Standard #2-K.CC.B4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		
	<b>Acquisition</b> <b>(knowledge, skills needed to understand)</b>	<b>Meaning</b> <b>(Why are the students learning this)</b>	<b>Transfer</b> <b>(Evidence of Learning and Performance Tasks)</b>
	Students know the number names, values, and order of ascension	Students will understand the relationships between numbers and quantities.	Rote counting, identifying, writing, and comparing numbers, enable us to understand numerals in everyday life
	Unpacked Standard #3 K.OA.A1 Represent addition and subtraction with objects, fingers, mental images, drawings,		



sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

<b>Acquisition (knowledge, skills needed to understand)</b>	<b>Meaning (Why are the students learning this)</b>	<b>Transfer (Evidence of Learning and Performance Tasks)</b>
Students understand the concept of decomposing, addition and subtraction	Students use 2-3 strategies to help them decompose, add and subtract.	Students can group and separate objects/numbers to show addition and subtraction using multiple strategies

**Standards**

K.CC.A.1 Count to 100 by ones and by tens.

K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.A.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).

K.CC.B.4.a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.B.4.b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.B.4.c Understand that each successive number name refers to a quantity that is one larger.

K.CC.B.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.

K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Clarification: Include groups with up to ten objects.)

### Operations and Algebraic Thinking

K.OA.A.1 Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$  ).

K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

K.OA.A.5 Demonstrate accuracy and efficiency for addition and subtraction within 5.

K.NBT.A.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.,  $18 = 10 + 8$  );

	<p>understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b><u>Technology Standards</u></b></p> <p><b>8.1 Educational Technology</b> - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming</b> - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><b><u>21st Century Life and Career Standards (copy these to each unit/marking period)</u></b></p> <p><b>9.1 Personal Financial Literacy</b> - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p><b>9.2 Career Awareness, Exploration, and Preparation</b> - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p><b>9.3 Career and Technical Education</b> - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>
<p><b><u>Enduring Understandings</u></b></p>	<ul style="list-style-type: none"><li>• Addition and subtraction can be represented with various models and strategies</li><li>• Numbers can be decomposed in more than one way</li><li>• Number sentences can be made with symbols</li><li>• Taking away from a group will tell how many are left</li></ul>

<p><b><u>Essential Questions</u></b> (3-5 per unit)</p>	<ul style="list-style-type: none"> <li>• How can we compose and decompose numbers to 10?</li> <li>• When do we need to add more? How do you show addition?</li> <li>• When do we need to take some away? How do you show subtraction?</li> </ul>
<p><b><u>Differentiation and Support for Learners</u></b> <b>Must Do</b> <b>Can Do</b> (additions made after consensus at district PLC meetings)</p>	<p><b>Enrichment:</b> Enrichment activities provided by Big Ideas, Small group instruction</p> <p><b>Interventions:</b> BSI, Intervention activities provided by Big Ideas</p> <p><b>Student Grouping Strategies:</b> Whole group, small group, individual, heterogeneous and homogeneous teams, collaborative learning configurations</p> <p><b>Interventions:</b> BSI, Intervention activities provided by Big Ideas</p> <p><b>Student Grouping Strategies:</b> Whole group, small group, individual, heterogeneous and homogeneous teams, collaborative learning configurations</p>

**Technology:** SMARTboards, chromebooks, instructional websites (i.e. bigideasmath.com)

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**Resources**

**Must Do**

**Can Do**

(additions made  
after consensus at  
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<b>Assessment</b> <b>Must Do</b> <b>Can Do</b>	<b>Formative:</b> Daily teacher check-ins, Exit tickets, anecdotal records to drive instruction <b>Summative:</b> Chapter Tests, Anecdotal records to record mastery <b>Benchmark:</b> Star Assessment
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	Trimester III		
<b>Overarching Theme</b>	Count and Compare Numbers to 20, Count to 100, Identify Two-Dimensional and Three-Dimensional Shapes and Positions, Measure and Compare Objects		
<b>Power/Anchor Standards and Evidence of Learning</b> <b>Must Do</b> <b>Can Do</b>	Unpacked Standard #1 K.OA.A1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.		
	<b>Acquisition</b> <b>(knowledge, skills needed to understand)</b>	<b>Meaning</b> <b>(Why are the students learning this)</b>	<b>Transfer</b> <b>(Evidence of Learning and Performance Tasks)</b>
	Students understand the concept of decomposing, addition and subtraction	Students use 2-3 strategies to help them decompose, add and subtract.	Students can group and separate objects/numbers to show addition and subtraction using multiple strategies

Unpacked Standard #2- K.NBTA.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 (such as  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Record 11-19 as groups of ones and tens	Students can put numbers together and take numbers apart using tens and ones.	Students can use numbers and objects to form and take apart teen numbers and record as an equation.

Unpacked Standard #3-K.CC.A1 Count to 100 by ones and by tens.

Unpacked Standard #4-K.CC.B4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)

	Students know the number names, values, and order of ascension	Students will understand the relationships between numbers and quantities.	Rote counting, identifying, writing, and comparing numbers, enable us to understand numerals in everyday life
<b><u>Standards</u></b>	<p><b>TRIMESTER III</b></p> <p>K.CC.B.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.</p> <p>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Clarification: Include groups with up to ten objects.)</p> <p>K.CC.A.1. Count to 100 by ones and by tens.</p> <p>K.CC.A.2.Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.A.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).</p> <p>K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>		



	<p>K.G.B.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).</p> <p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.B.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>.</p> <p>K.M.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.M.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
<b><u>Enduring Understandings</u></b>	<ul style="list-style-type: none"> <li>• Simple shapes can form larger shapes</li> <li>• Shapes from the real world can be modeled</li> <li>• Objects can be classified and sorted, then the groups can be compared</li> <li>• Teen numbers are made up of tens and ones</li> </ul>
<b><u>Essential Questions</u></b> (3-5 per unit)	<ul style="list-style-type: none"> <li>• How can you show, count, and write numbers 10-20? To 100?</li> <li>• What tools can be used to measure?</li> <li>• When do we need to add more? How do you show addition?</li> <li>• When do we need to take some away? How do you show subtraction?</li> <li>• How many ways can you break the number 10 down into pairs?</li> <li>• How can you show numbers 11-19 as one ten and additional ones?</li> </ul>
<b><u>Differentiation and Support for</u></b>	<b>Enrichment:</b> <i>Enrichment activities provided by Big Ideas, Small group instruction</i>

Learners

**Must Do**

**Can Do**

(additions made  
after consensus at  
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meetings)

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**Resources**

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**Can Do**

(additions made  
after consensus at  
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**Assessment**

**Must Do**

**Can Do**

**Formative:** Daily teacher check-ins, Exit tickets, anecdotal records to drive instruction

**Summative:** Chapter Tests, Anecdotal records to record mastery

**Benchmark:** Star Assessment