# Kindergarten Math Course Syllabus

## Course Description/Goals:

Students in Kindergarten are expected to perform their work without the use of calculators. The primary focal areas in Kindergarten are understanding counting and cardinality, understanding addition as joining and subtraction as separating, and comparing objects by measurable attributes. Students develop number and operations through several fundamental concepts. Students know number names and the counting sequence. Counting and cardinality lay a solid foundation for number. Students apply the principles of counting to make the connection between numbers and quantities. Students use meanings of numbers to create strategies for solving problems and responding to practical situations involving addition and subtraction. Students identify characteristics of objects that can be measured and directly compare objects according to these measurable attributes.

## Course TEKS/Objectives:

The Kindergarten TEKS (Texas Essential Knowledge and Skills) are organized into reporting categories, each focusing on a specific strand of mathematics. These categories include: Numerical Representations and Relationships, Computations and Algebraic Relationships, Geometry and Measurement, and Data Analysis and Personal Financial Literacy. Each category contains specific standards (TEKS) that students are expected to master:
https://tea.texas.gov/sites/default/files/ch111a.pdf.
The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology, and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Course Outline:

| Semester 1 | Semester 2 |
| --- | --- |
| ➔ Geometry (2-D Shapes)<br>➔ Developing Numbers to 5<br>➔ Reciting Numbers to 30<br>➔ Sums & Minuends to 5<br>➔ Developing Numbers to 10<br>➔ Data Analysis to 10<br>➔ Sums and Minuends to 10 | ➔ Developing Numbers to 15<br>➔ Coin Identification<br>➔ Personal Financial Literacy<br>➔ Developing numbers to 20<br>➔ Reciting Numbers to 100<br>➔ Data Analysis to 20<br>➔ Geometry (3-D Shapes)<br>➔ Measurable Attributes |