

Mathematics

Kinder

2011-2012	2012-2013	2013-2014
<p>current (2009) CED stop in January 2012: Begin implementing the new CO Academic Standards in January.</p> <p>If you have not covered any of the items on the STOP, please do not cover beginning in January.</p> <p>Cover the following concepts:</p> <ol style="list-style-type: none"> 1. Count forward to 100 by ones and tens 2. Compare numerals 3. Use coins as objects with which to model addition and subtraction 4. Compose and decompose numbers 11-19 5. Sort objects and sort categories by count 	<p>Implement the new Colorado Academic Standards</p> <p><u>Stop:</u></p> <ol style="list-style-type: none"> 1. Data collection 2. Geometric patterns 3. Identifying trapezoid and rhombus 4. Measuring with non-standard units 5. Capacity 6. Identifying coins <p><u>Start:</u></p> <ol style="list-style-type: none"> 1. Identify shapes including hexagons and 3-D solids 2. Analyze and compare 2- and 3-D shapes 3. Describe measurable attributes of objects 4. Order objects by measurable attributes including price 	<p>Continue to implement the Colorado Academic Standards</p>

First

2011-2012	2012-2013	2013-2014
<p>Say the number word sequence forward to 100 and backward from 30 starting at any number in the sequence.</p>	<p>1. Start reading, writing, representing, and counting (forwards & backwards) numbers 0 to 120.</p>	<p>Continue reading, writing, representing, and counting (forwards & backwards) numbers 0 to 120.</p>

<p>Beginning in January, cover or assess the kindergarten concepts from the new CO Academic Standards</p> <p>In January start teaching following concepts.</p>	<p>2. Continue representing two digit numbers with tens and ones quantities 10-99 (i.e., Popsicles stick bundles, trains of ten cubes, ten frames) and use these to solve addition problems.</p>	<p>Continue representing two digit numbers with tens and ones quantities 10-99 (ie., popsicle stick bundles, trains of ten cubes, ten frames) and use these to solve addition problems.</p>
<p>3. Start comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>3. Start comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>	<p>Continue comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>
<p>4. Start using models, representations and materials to solve addition problems to 100.</p>	<p>4. Start using models, representations, and materials to solve addition problems to 100.</p>	<p>Continue using models, representations, and materials to solve addition problems to 100.</p>
<p>5. Start to solve addition problems up to 20 using 3 addends.</p>	<p>5. Start to solve addition problems up to 20 using 3 addends.</p>	<p>Continue to solve addition problems up to 20 using 3 addends.</p>
<p>6. Start partitioning circles and rectangles into two and four equal shares and using phrases like half,of, fourth of, and quarter of to describe the shares.</p>	<p>6. Start partitioning circles and rectangles into two and four equal shares and using phrases like half of, fourth of, and quarter of to describe the shares.</p>	<p>Continue partitioning circles and rectangles into two and four equal shares.</p>
<p>Stop: using standard</p>	<p>7. Start focusing measurement exclusively on length in non-standard units.</p>	<p>Continue focusing measurement exclusively on length.</p>

Second

2011-2012	2012-2013	2013-2014
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<p>Continue using BVSD CED</p> <p>In January begin to cover these concepts.</p> <p>Focus on: Supporting incoming first graders.</p> <p>1. Using models, representations, and materials to solve addition problems to 100</p> <p>2. solve addition problems up to 20 using 3 addends</p> <p>New:</p> <p>1. Start: memorize all sums and differences within 20 and fluency within 100.</p> <p>2. Addition and subtraction under 1,000.</p> <p>3. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.</p> <p>4. Reinforce skip counting by 2s, 5s, 10s, and 100s</p>	<p>1. Start: memorize all sums and differences within 20 and fluency within 100</p> <p>2. Addition and subtraction under 1000</p>	<p>Entire document implemented</p>
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Third

2011-2012	2012-2013	2013-2014
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<p>2009 CED</p> <p>In January:</p> <ol style="list-style-type: none"> 1. Focus on numbers under 1,000 2. Multiply one-digit numbers by multiples of 10 (10-90) 3. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers 4. Fluently multiply within 100 in the context of word problems 5. Multiplication facts 0-10 	<p>Implement the new Colorado Academic Standards</p> <p><u>Stop:</u></p> <ol style="list-style-type: none"> 1. Focus on numbers under 1,000 2. Probability 3. Identifying congruent figures 4. Identifying pyramids 5. Identifying right angles 6. Symmetry 7. Identifying line, line segments, points, and rays 8. Temperature 9. Money Notation 10. Combination problems (e.g. three shirts and two pants) 11. Tally marks 12. Finding the mode <p><u>Start:</u></p> <ol style="list-style-type: none"> 1. Multiply one-digit numbers by multiples of 10 (10-90) 2. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers 3. Fluently multiply within 100 in the context of word problems 4. Multiplication facts 0-10 5. Line plot scales marked off in whole, half, and quarter inches (to match measurement data) 6. Identify, draw, and sort quadrilaterals 7. Find area of rectangles and find rectangles that have the same perimeter but different area, or rectangles that have 	<p>Continue to implement the Colorado Academic Standards</p>
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	<p>the same area but different perimeters</p> <p>8. Use models to add, subtract, multiply, or divide to solve one-step mass and volume word problems</p>	
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Fourth

2011-2012	2012-2013	2013-2014
<p>Start in January</p> <p>Continue current curriculum</p> <ol style="list-style-type: none"> 1. Start: (3rd grade) Line plot scales marked off in whole, half, and quarter inches (to match measurement data) 2. Start equivalency and comparison of fractions 3. Start (3rd grade) identify, draw, and sort quadrilaterals 4. Start comparing shapes and fractions of shapes 5. Start: (3rd) Find area of rectangles and find rectangles that have the same perimeter but different area, or rectangles that have the same area but different perimeters 6. Start area of polygons 7. Start volume and mass <p>Stop:</p> <ol style="list-style-type: none"> 1. Stop teaching probability 2. Stop teaching coordinate grids 	<ol style="list-style-type: none"> 1. Start teaching understanding how algorithms are used and why 2. Start attributes of geometric figures and measurement 	

Fifth

2011-2012	2012-2013	2013-2014
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<p>current curriculum</p> <p>Start after TCAP</p> <ol style="list-style-type: none"> 1. add subtract multiply and divide fractions 2. exponents/powers of 10 measurement conversions 4. numerical expressions(braces, brackets, parentheses) 5. geometric attributes and coordinate graphing 6. visual displays/interpret data volume(rectangular prisms) 	<ol style="list-style-type: none"> 1. add subtract multiply and divide whole numbers, decimals, and fractions(including problem solving) 2. exponents/powers of 10 3. measurement conversions 4. numerical expressions(braces, brackets, parentheses) 5. geometric attributes and coordinate graphing 6. visual displays/interpret data volume(rectangular prisms) 	
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