

STATE BENCHMARKS	CORE TOPICS	DISTRICT BENCHMARKS	SUGGESTED ASSESSMENT	POSSIBLE RESOURCES
<p><b>IV-1-1:</b> Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p><b>IV-2-3:</b> Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p><b>IV-1-1:</b> Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p> <p><b>IV-1-4:</b> Apply their understanding of number systems to model and solve problems.</p> <p><b>IV-2-5:</b> Select appropriate numbers and representations in order to solve problems.</p> <p><b>IV-3-5:</b> Apply their understanding of number relationships in solving problems.</p> <p><b>IV-2-3:</b> Investigate ways numbers are used (e.g., counting, ordering, naming, locating, measuring).</p> <p><b>IV-2-1:</b> Represent whole numbers, fractions and decimals using concrete, pictorial and symbolic representations.</p> <p><b>IV-2-2:</b> Explore and recognize different representations for the same number and explain why they are the same.</p> <p><b>IV-3-1:</b> Compare and order numbers using "equal", "less than" or "greater than".</p> <p><b>IV-1-1:</b> Develop an understanding of whole numbers and read, write and count using whole numbers; investigate basic concepts of fractions and decimals.</p>	<p><b>NUMBER SENSE AND NUMERATION</b></p>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• rote count 1-20.</li> <li>• recognize numerals 0-10.</li> <li>• instantly recognize 3 objects.</li> <li>• demonstrate addition and subtraction to 5 using manipulative, given verbal cues.</li> <li>• identify first, second and last.</li> <li>• match numeral to set (0-10).</li> <li>• identify more, less and equal using a real graph.</li> <li>• accurately count up to 10 objects.</li> </ul>		
<p><b>II-1-3:</b> Compare, sort and classify familiar shapes.</p>	<p><b>MEASUREMENT</b></p>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• seriate 4 objects by size.</li> <li>• identify longer, shorter.</li> <li>• identify larger, smaller.</li> </ul>		
<p><b>II-1-1:</b> Recognize and name familiar shapes in one, two and three dimensions such as lines, rectangles and spheres and informally discuss the shape of a graph.</p> <p><b>II-2-1:</b> Locate and describe objects in terms of their position, including front, back, inside, outside, right, left, over, under, next to, between</p>	<p><b>GEOMETRIC CONCEPTS</b></p>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• identify a named shape: square, circle, rectangle and triangle.</li> <li>• demonstrate top, bottom, middle, over and under.</li> </ul>		

# MATH

# Kindergarten

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and locations on the number line, on a coordinate graph and on a map.				
<b>III-1-2:</b> Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs. <b>I-1-2:</b> Represent and record patterns and relationships in a variety of ways including tables, charts and pictures.	<b>STATISTICS AND PROBABILITY</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>• read real graph.</li> <li>• construct AB pattern.</li> </ul>		
<b>I-1-1:</b> Recognize, describe and extend numerical and geometric patterns. <b>VI-2-2:</b> Explore and recognize different representations for the same number and explain why they are the same. <b>VI-1-3:</b> Develop an understanding of the properties of numbers (e.g., order) and of the properties of the special numbers 0 and 1.	<b>PROBLEM SOLVING AND LOGICAL REASONING</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>• identify an AB pattern and extend it.</li> <li>• sort objects by one attribute:               <ul style="list-style-type: none"> <li>color</li> <li>shape</li> <li>size</li> </ul> </li> </ul>		