

HAZLETON AREA SCHOOL DISTRICT



GRADE K

Math Curriculum Framework

2023

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable **standards of what the student should know and be able to do**.

A Curriculum Framework is part of the [standards aligned system](#). The framework is the first step, defining clear, high standards which will be **achieved by all students**. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, all students will meet world class standards and will be career and college ready.

A Curriculum Framework is **not a textbook**. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include **differentiation through multiple resources, learning opportunities, and assessments**. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is **a living document** that must grow and develop with time and experience. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Aligning with PA Core Standards, this Math curriculum focuses on the five Key Objectives of Math: Counting and Cardinality, Objectives and Algebraic Thinking, Numbers and Operations in Base Ten, Measurement and Data, Geometry. Students demonstrate their understanding of the content and mastery of the math skills through assessments. This framework allows for continuity between all classrooms and content areas.

PA Core Standards for Kindergarten

Counting and Cardinality

CC.2.1.K.A.1 Know number names and write and recite the count sequence.

CC.2.1.K.A.2 Apply one-to-one correspondence to count the number of objects.

CC.2.1.K.A.3 Apply the concept of magnitude to compare numbers and quantities.

Operations and Algebraic Thinking

CC.2.2.K.A.1 Extend the concepts of putting together and taking apart to add and subtract within 10.

Numbers and Operations in Base 10

CC.2.1.K.B.1 Use place value to compose and decompose numbers within 19.

Measurement and Data

CC.2.4.K.A.4 Classify objects and count the number of objects in each category.

CC.2.4.K.A.1 Describe and compare attributes of length, area, weight, and capacity of everyday objects.

Geometry

CC.2.3.K.A.1 Identify and describe two and three dimensional shapes.

CC.2.3.K.A.2 Analyze, compare, create, and compose two- and three-dimensional shapes.

Quarter	Unit	PA Standard	Concepts and Competencies The learner will:	Vocabulary
1st Quarter	1 – Math Is... (approx. 10 days)		<ul style="list-style-type: none"> • Math Is Mine • Math Is Exploring and Thinking • Math Is in My World • Math Is Explaining and Sharing • Math Is Finding Patterns • Math Is Ours 	<ul style="list-style-type: none"> • Problem • Describe • Pattern • Explain
	2 – Numbers to 5 (approx. 15 days)	CC.2.1.K.A.1 CC.2.1.K.A.2	<ul style="list-style-type: none"> • Count 1, 2, 3, 4, and 5 • Represent 1, 2, 3, 4, and 5 • Represent 0 • Equal groups to 5 • Greater than and less than • Compare numbers to 5 	<ul style="list-style-type: none"> • Zero, 0 • One, 1 • Two, 2 • Three, 3 • Four, 4 • Five, 5 • One more • Equal • Equal group • Matching • Fewer • More • Greater than • Less than
	3 – Numbers to 10 (approx. 18 days)	CC.2.1.K.A.1 CC.2.1.K.A.2	<ul style="list-style-type: none"> • Count 6, 7, 8, 9, and 10 • Represent 6, 7, 8, 9, and 10 • Write numbers to 10 • Compare objects in group • Compare numbers 	<ul style="list-style-type: none"> • Six, 6 • Seven, 7 • Eight, 8 • Nine, 9 • Ten, 10

Quarter	Unit	PA Standard	Concepts and Competencies The learner will:	Vocabulary
2nd Quarter	9 – Numbers 11 – 15 (approx. 10 days)	CC.2.1.K.A.1 CC.2.1.K.A.2	<ul style="list-style-type: none"> • Represent 11, 12, 13, 14, and 15 • Make 11, 12, 13, 14, and 15 • Decompose 11, 12, 13, 14, and 15 	<ul style="list-style-type: none"> • Eleven, 11 • Twelve, 12 • Thirteen, 13 • Fourteen, 14 • Fifteen, 15
	10 – Numbers 16 – 19 (approx. 10 days)	CC.2.1.K.A.1 CC.2.1.K.A.2	<ul style="list-style-type: none"> • Represent 16, 17, 18, and 19 • Make 16, 17, 18, and 19 • Decompose 16, 17, 18, and 19 	<ul style="list-style-type: none"> • Sixteen, 16 • Seventeen, 17 • Eighteen, 18 • Nineteen, 19
	12 – Count to 100 (approx. 9 days)	CC.2.1.K.A.1 CC.2.1.K.A.2	<ul style="list-style-type: none"> • Count by 1s to 50 • Count by 1s to 100 • Count by 10s to 100 • Count to find out how many 	<ul style="list-style-type: none"> • Twenty, 20

Quarter	Unit	PA Standard	Concepts and Competencies The learner will:	Vocabulary
3rd Quarter	4 – Sort, Classify, and Count Objects (approx. 8 days)	CC.2.4.K.A.4	<ul style="list-style-type: none"> • Alike and different • Sort objects in groups • Count objects in groups • Describe groups of objects 	<ul style="list-style-type: none"> • Alike • Different • Sort • Fewer • More • Shape • Size
	6 –Understand Addition (approx. 9 days)	CC.2.2.K.A.1	<ul style="list-style-type: none"> • Represent and solve addition problems 	<ul style="list-style-type: none"> • Add • In all • Join • Sum (total) • Equal sign (=) • Equation • Plus sign (+)
	14 – Compare Measurable Attributes (approx. 10 days)	CC.2.4.K.A.1 CC.2.4.K.A.4	<ul style="list-style-type: none"> • Describe attributes of objects • Compare lengths • Compare heights • Compare weights • Compare capacity 	<ul style="list-style-type: none"> • Capacity • Height • Length • Weight • Long • Short • High • Tall • Heavy • Light • Weighs more • Weighs less • Empty • full • Holds more • Holds less

	7 – Understand Subtraction (approx. 9 days)	CC.2.2.K.A.1	<ul style="list-style-type: none"> Represent and solve subtraction problems 	<ul style="list-style-type: none"> Difference Subtract Minus Minus sign (-)
Quarter	Unit	PA Standard	Concepts and Competencies The learner will:	Vocabulary
4th Quarter	8 – Addition and Subtraction Strategies (approx. 14 days)	CC.2.2.K.A.1	<ul style="list-style-type: none"> Add within 5 Subtract within 5 Make 6, 7, 8, 9, and 10 Decompose 6, 7, 8, 9, and 10 	<ul style="list-style-type: none"> Count on Number path Count back Make (compose) Decompose (break apart)
	5 – 2-Dimensional Shapes (approx. 9 days)	CC.2.3 K.A.1	<ul style="list-style-type: none"> Triangles Squares and Rectangles Hexagons Circles Position of 2-Dimensional Shapes 	<ul style="list-style-type: none"> Side Triangle Vertex/vertices (corners) Rectangle Square Hexagon Circle Above Behind Below Beside In front of Next to

	11 – 3-Dimensional Shapes (approx. 10 days)	CC.2.3 K.A.1	<ul style="list-style-type: none"> • 2-Dimensional and 3-Dimensional Shapes • Cubes • Spheres • Cylinders • Cones • Describe Solids 	<ul style="list-style-type: none"> • 2-Dimensional shapes • 3-Dimensional shapes • Flat shape • Solid shape • Cube • Face • Rounded surface • Sphere
	13 – Analyze, Compare, and Compose Shapes (approx. 9 days)	CC.2.3 K.A.1 CC.2.3.K.A.2	<ul style="list-style-type: none"> • Compare and Contrast 2-Dimensional Shapes • Build and Draw 2-Dimensional Shapes • Compose 2-Dimensional Shapes • Compare and Contrast 3-Dimensional Shapes • Build 3-Dimensional Shapes • Describe 3-Dimensional Shapes in the World 	<ul style="list-style-type: none"> • Build