

**South Carolina
KINDERGARTEN MATH
2021-2022 Pacing Guide
CASE Benchmark Assessments**

Note: The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards describe the varieties of expertise that mathematics educators should seek to develop in their students. While they are not specifically stated in this pacing guide, students should be developing these skills throughout the school year.

Unit	Standards	Major Topics/Concepts
Counting and Cardinality	K.NS.1 K.NS.2 K.NS.3 K.NS.4 K.NS.5 K.NS.6	<p>Count forward by ones and tens to 100.</p> <p>Count forward by ones beginning from any number less than 100.</p> <p>Read numbers from 0 – 20, and represent a number of objects 0 – 20 with a written numeral.</p> <p>Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:</p> <ul style="list-style-type: none"> ✓ The last number said tells the number of objects in the set; ✓ The number of objects is the same regardless of their arrangement or the order in which they are counted; ✓ Each successive number name refers to a quantity that is one more, and each previous number name refers to a quantity that is one less. <p>Count a given number of objects from 1 – 20, and connect this sequence in a one-to-one manner.</p> <p>Recognize a quantity of up to 10 objects in an organized arrangement.</p>
Understand Relationship of Counting and Quantity	K.NS.4 K.NS.5	<p>Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:</p> <ul style="list-style-type: none"> ✓ The last number said tells the number of objects in the set; ✓ The number of objects is the same regardless of their arrangement or the order in which they are counted; ✓ Each successive number name refers to a quantity that is one more, and each previous number name refers to a quantity that is one less. <p>Count a given number of objects from 1 – 20, and connect this sequence in a one-to-one manner.</p>
Count and Compare	K.NS.7 K.NS.8 K.NS.9	<p>Determine whether the number of up to 10 objects in one group is more than, less than, or equal to the number of up to 10 objects in another group using matching and counting strategies.</p> <p>Compare two written numerals up to 10 using <i>more than</i>, <i>less than</i>, or <i>equal to</i>.</p> <p>Identify first through fifth and last positions in a line of objects.</p>
No benchmark recommended at this time		

Unit	Standards	Major Topics/Concepts
Composing and Decomposing Numbers	K.NS.6 K.NSBT.1 K.ATO.1 K.ATO.3	<p>Recognize a quantity of up to 10 objects in an organized arrangement.</p> <p>Compose and decompose numbers from 11 – 19 separating 10 ones from the remaining ones using objects and drawings.</p> <p>Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.</p> <p>Compose and decompose numbers up to 10 using objects, drawings, and equations.</p>
Understanding Measurement and Data	K.MDA.1 K.MDA.2 K.MDA.3 K.MDA.4	<p>Identify measureable attributes (length, weight) of an object.</p> <p>Compare objects using words such as <i>shorter/longer</i>, <i>shorter/taller</i>, and <i>lighter/heavier</i>.</p> <p>Sort and classify data into two or three categories with data not to exceed 20 items in each category.</p> <p>Represent data using object and picture graphs, and draw conclusions from the graphs.</p>
Patterns and Positions	K.ATO.6 K.G.1 K.NS.9	<p>Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.</p> <p>Describe positions of objects by appropriately using terms, including <i>below</i>, <i>above</i>, <i>beside</i>, <i>between</i>, <i>inside</i>, <i>outside</i>, <i>in front of</i>, or <i>behind</i>.</p> <p>Identify first through fifth and last positions in a line of objects.</p>
Two-Dimensional and Three-Dimensional Geometry	K.G.2 K.G.3 K.G.4 K.G.5	<p>Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, circle) and three-dimensional shapes (i.e., cone, cube, cylinder, sphere).</p> <p>Classify shapes as two-dimensional/flat or three-dimensional/solid, and explain the reasoning used.</p> <p>Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.</p> <p>Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, circle), and create models of three-dimensional shapes (i.e., cone, cube, cylinder, sphere).</p>
3rd quarter 1st Cumulative Benchmark (covering all content to this point)		
Addition and Subtraction	K.ATO.2 K.ATO.3 K.ATO.4 K.ATO.5	<p>Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.</p> <p>Compose and decompose numbers up to 10 using objects, drawings, and equations.</p> <p>Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.</p> <p>Add and subtract fluently within 5.</p>
Final Comprehensive Benchmark (covering all content)		