

# Diocese of Jefferson City Curriculum Guide

(Revised w/ Prekindergarten Standards 2013)

<b>Math STANDARDS</b>		<b>3-4 yr olds</b>	<b>4-5 yr olds</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Standard A: Problem Solving</b>												
YY	Differentiate between more and less, greater/fewer as mathematical terms	I	D	M								
A.1	Sort a group to find more or less	I	D	M								
A.2	Sort a group and record information		I	D	D	D	M	R				
A.3	Match numbers and sets	I	D	D	D	D	M					
A.5	Select a strategy and solve simple problems	I	D	D	M	R						
A.7	Provide simple explanation for use of a strategy in solving problems		I	D	D	M	R					
A.11	Use drawings or pictures to solve problems and explain solutions		I	D	D	D	D	D	D	M	R	R
A.12	Use modeling and looking for patterns to solve problems		I	D	D	D	D	D	D	M	R	R

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<b>Standard B: Properties and Concepts of Numbers</b>												
B.2	Match groups of items one-to-one	I	D	M								
YY	Make sets of specific numbers of objects	I	D	M								
B.3	Make sets of specific numbers of objects and write the number related to the set		I	D	M							
B.4	Compare groups up to ten items to identify more, less, or equal	I	D	D	M							
B.5	Accurately use the following words: one/many; none/some/all; more/less; and most/least	I	D	D	M							
B.6	Comprehend that a group of objects has the same number of objects regardless of arrangement or position of the objects	I	D	D	M							
YY	Rote count to 10	I,D	M									
B.7	Rote count to 25, 50, 100		I	D,M								
YY	Recognize numbers up to 10, 21, 31		I	D,M								
B.8	Read, write, and compare whole numbers to 50, 100		I	D	M							
B.13	Count forward or backward from a given number		I	D	D	M	R					
B.14	Recognize numbers that come before, after or between given number		I	D	D	M	R					
B.15	Skip count by 2, 5, and 10		I	D	D,M							
B.22	State ordinal position 1-12	I	D	D	D,M							
B.25	Use a number line for locating and sequencing whole numbers		I	D	D	M	R					

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<b>Standard C: Computation</b>												
C.2	Explain addition and give scenarios that require addition	I	D	D	M							
C.3	Model addition by joining groups of objects		I	D	M							
C.7	Explain subtraction and give scenarios that require subtraction	I	D	D	M							
C.8	Model subtraction by taking away objects from a group		I	D	M							
C.36	Recognize fractions as parts of a whole or parts of a set		I	D	M	R						
C.37	Identify 1/2 of an object or set	I	D	D	M							
C.38	Identify 1/3 and 1/4 of an object or set		I	D	D	M						

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<b>Standard D: Measurement</b>												
YY	Identifies appropriate non-standard tools of measurement	I	D	M								
D.1	Identify appropriate tools or units of measurement		I	D	D	D	D	M	R	R	R	R
D.2	Order up to six events by picture cards (use first, next, or last)	I	D	M								
D.3	Understand that certain activities require more or less time		I	D	M							
D.4	Comprehend that calendars are tools used to measure time (Participate in calendar activities)		I	D	M	R						
YY	Recognize the use of currency in daily life	I	D	D	M	R						
D.11	Identify name and value of penny, nickel, dime, and quarter		I	D	D	M						
D.13	Count coins of same denomination		I	D	M	R						
D.22	Compare 3 or more objects in length to determine shortest and longest	I	D	M	R							
D.29	Estimate weight using non-standard units		I	D	M	R						
D.30	Use balance scale for weight to determine heaviest, lightest object		I	D	M	R						
D.44	Distinguish between hot and cold temperatures	I	D	M								
D.45	Measure temperature using a Fahrenheit thermometer		I	D	M							

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<b>Standard E: Geometry</b>												
E.1	Find patterns in everyday life—clothes, nature, floor tile, buildings	I	D	D	M							
E.2	Identify, write, and extend patterns in shapes, colors, designs, and/or symbols		I	D	M	R						
E.3	Create and extend an original pattern		I	D	D	M	R					
E.4	Identify and extend missing elements in a visual pattern		I	D	D	D	M	R				
E.6	Describe, name and interpret relative positions in space (above, below, front, behind, left, right)	I	D	D	M							
YY	Identify basic figures (triangle, circle, rectangle, square, oval)	I	D	M								
E.7	Draw and sort basic figures (triangle, circle, rectangle, square)		I	D,M								
E.8	Identify and describe two and three-dimensional figures using physical models (circle, rhombus, rectangle, triangle, trapezoid, rectangular prism, sphere, cylinder, pyramid) that represent shapes in our environment		I	D	M							
E.12	Use manipulatives to recognize models of slides and turns (spatial reasoning)		I	D	M	R						
E.20	Identify line of symmetry of an object		I	D	M	R						

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<b>Standard F: Probability And Data Analysis</b>												
F.4	Sort and classify objects by common attributes such as color, size, shape and use	I	D	D	D	M						
F.5	Use simple bar graphs, charts, tables and pictographs to sort and display data		I	D	D	D	M					
F.6	Solve problems involving tables and graphs		I	D	D	D	D	M	R	R	R	R

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<b>Standard G: Functions and Algebra</b>												
G.1	Recognize items that do not belong to a certain group	I	D	D	M							
YY	Identify missing elements in a pattern	I	D	D	M							
G.2	Identify and extend missing elements in a numerical pattern		I	D	D	D	M	R	R			