

2003/ 2010 ACOS MATHEMATICS CONTENT CORRELATION KINDERGARTEN

2003 ACOS		2010 ACOS
CURRENT ALABAMA CONTENT PLACEMENT		2010 KINDERGARTEN CONTENT
K.1	Demonstrate concepts of number sense by using one-to-one correspondence, counting in sequence by ones from 1 to 20, counting backward from 10, recognizing numerals 0-9, and comparing sets of objects up to 10 by using vocabulary terms including <i>more than</i> , <i>less than</i> , <i>most</i> , or <i>least</i> .	K.4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. [K-CC4a] K.4c. Understand that each successive number name refers to a quantity that is one larger. [K-CC4c] K.5. Count to answer 'how many?' questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. [K-CC5] K.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) [K-CC6] K.7. Compare two numbers between 1 and 10 presented as written numerals. [K-CC7]
K.2	Demonstrate addition by using numbers totaling 5 or less and subtraction by using numbers less than or equal to 5.	K.8. Represent addition and subtraction with objects, fingers, mental images, drawings (Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards,)) sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. [K-OA1] K.12. Fluently add and subtract within 5. [K-OA5]
K.3	Recognize that a whole object can be divided into parts.	CONTENT NOW ADDRESSED IN GRADE 1: 1.21. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. [1-G3]
K.3.B.1	Dividing a whole object into equal parts	CONTENT NOW ADDRESSED IN GRADE 1: 1.21. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. [1-G3]
K.4	Identify a penny, nickel, dime, and quarter.	CONTENT NOW ADDRESSED IN GRADE 2: 2.21. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. [2-MD8] (Prerequisite skill)
K.5	Replicate patterns using concrete objects.	CONTENT NOW ADDRESSED IN GRADE 4: 4.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. [4-OA5]
K.5.B.1	Sorting objects by characteristics	K.15. Directly compare two objects with a measurable attribute in common, to see which object has 'more of'/'less of' the attribute, and describe the difference. [K-MD2] K.16. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) [K-MD3]
K.5.B.2	Describing characteristics of patterns and/or objects	K.14. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. [K-MD1]

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K.6	Create combinations of rectangles, squares, circles, and triangles using shapes or drawings.	K.21. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. [K-G5] K.22. Compose simple shapes to form larger shapes. [K-G6]
K.6.B.1	Describe relative location of objects using positional terms	K.17. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> . [K-G1]
K.7	Identify rectangles, squares, circles, and triangles.	K.18. Correctly name shapes regardless of their orientations or overall size. [K-G2]
K. 7.B.1	Recognizing like shapes in the environment	K.17. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> . [K-G1]
K.8	Use vocabulary associated with length, height, volume, and weight to compare objects.	K.14. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. [K-MD1] K.15. Directly compare two objects with a measurable attribute in common, to see which object has 'more of'/'less of' the attribute, and describe the difference. [K-MD2]
K.9	Use vocabulary associated with the measurement of time, including words related to clocks and calendars.	CONTENT NOW ADDRESSED IN GRADE 1: 1.17. Tell and write time in hours and half-hours using analog and digital clocks. [1-MD3]
K.10	Complete data displays such as single-loop Venn diagrams and yes/no charts using real objects, concrete representations, or pictorial representations.	CONTENT NOW ADDRESSED IN GRADE 1: 1.18. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. [1-MD4]
K.10.B.1	Responding to questions for the purpose of data collection	CONTENT NOW ADDRESSED IN GRADE 1: 1.18. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. [1-MD4]
CONTENT MOVED TO KINDERGARTEN IN 2010 ACOS		
1.1	Demonstrate concepts of number sense by counting forward and backward by ones, twos, fives, and tens up to 100; counting forward and backward from an initial number other than 1; and using multiple representations for a given number.	K.1. Count to 100 by ones and by tens. [K-CC1] K.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1.) [K-CC2] K.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.) [K-CC3] K.4. Understand the relationship between numbers and quantities; connect counting to cardinality. [K-CC4] K.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. [K-CC4b]

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1.1.B.5	Determining the value of a number given the number of tens and ones	K.9. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. [K-OA2]
1.2	Demonstrate conceptual understanding of addition and subtraction by telling number stories; joining, separating, and comparing sets of objects; and applying signs (+ and -) to the actions of joining and separating sets.	K.10. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). [K-OA3]
1.3	Demonstrate computational fluency of basic addition and subtraction facts by identifying sums to 10 and differences with minuends of 10 or less.	K.11. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. [K-OA4]
		K.13. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. [K-NBT1]
1.8.B.1	Describing similarities and differences between plane and solid shapes	K.20. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners) and other attributes (e.g., having sides of equal length.). [K-G4]
		K.19. Identify shapes as two-dimensional (lying in a plane, 'flat') or three-dimensional ('solid'). [K-G3]
NEW KINDERGARTEN CONTENT IN 2010 ACOS		
		None