

Cycle 1	38 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener BOY Sept. 3-20</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding:</p> <p>Ⓟ MATH.K.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ MATH.K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.K.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ MATH.K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ MATH.K.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ MATH.K.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ MATH.K.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	
<p>Cycle 1 Counting Focus <i>The strategies introduced in this unit are to be taught throughout the duration of Cycle 1.</i></p> <p>Unit 1: Establish Routines, Count Numbers to 10 and Recite Numbers to 20 Students will count and represent quantities and collections fluently to 10 and will recite numbers to 20 (by 1's).</p>	<p>11 90-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 10</p> <p><i>Labor Day</i> Sept. 2</p> <p>Extend Review Assess Reteach Sept. 11-13</p>	<p>Establish Routines, Count Numbers to 10 and Recite Numbers to 20 (11 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.</p> <p>MATH.K.2A Count forward and backward to at least 20 with and without objects. [<i>Numbers to 10</i>]</p> <p>Ⓐ MATH.K.2B* Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures. [<i>Numbers to 10</i>]</p> <p>MATH.K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement. [<i>Numbers to 10</i>]</p> <p>MATH.K.2D Recognize instantly the quantity of a small group of objects in organized and random arrangements. [<i>Numbers to 5</i>]</p> <p>Algebraic Reasoning The student applies mathematical process standards to identify the pattern in the number word list.</p> <p>MATH.K.5* Recite numbers up to at least 100 by ones and tens beginning with any given number. [<i>Numbers to 20</i>]</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 2: Establish Routines and Measurement Students will compare two objects according to a common measurable attribute.</p>	<p>7 90-minute lessons Suggested Pacing: Sept. 16-24 Extend Review Assess Reteach Sept. 25</p>	<p>Establish Routines and Measurement (7 lessons) Geometry and Measurement The student applies mathematical process standards to directly compare measurable attributes. MATH.K.7A Give an example of a measurable attribute of a given object, including length, capacity, and weight. AR MATH.K.7B* Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.</p>	
<p>Unit 3: Data and Graphing Students will collect and organize data to create graphs and draw conclusions about information.</p>	<p>6 90-minute lessons Suggested Pacing: Sept. 26 – Oct. 3 <i>Early Dismissal</i> Sept. 27 Extend Review Assess Reteach Oct. 4</p>	<p>Data and Graphing (6 lessons) Data Analysis The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. MATH.K.8A Collect, sort, and organize data into two or three categories. AR MATH.K.8B* Use data to create real-object and picture graphs. AR MATH.K.8C* Draw conclusions from real-object and picture graphs.</p>	
<p>Unit 4: Two-Dimensional Figures Students will analyze attributes in order to identify, classify, sort, and create two-dimensional figures.</p>	<p>7 90-minute lessons Suggested Pacing: Oct. 7-16 <i>Fall Holiday</i> Oct. 9 <i>(students only)</i> Extend Review Assess Reteach Oct. 17-18 <i>Early Dismissal</i> Oct. 18</p>	<p>Two-Dimensional Figures (7 lessons) Geometry and Measurement The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. MATH.K.6A* Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles. MATH.K.6D Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably. AR MATH.K.6E* Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size. MATH.K.6F Create two-dimensional shapes using a variety of materials and drawings.</p>	

Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 2019	
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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener Progress Monitoring Oct. 4 – Nov. 1</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding</p> <p>Ⓟ MATH.K.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>Ⓟ MATH.K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>Ⓟ MATH.K.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>Ⓟ MATH.K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>Ⓟ MATH.K.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>Ⓟ MATH.K.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>Ⓟ MATH.K.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p>Cycle 2 Counting Focus <i>The strategies introduced in this unit are to be taught throughout the duration of Cycle 2.</i></p> <p>Unit 5: Count Numbers to 20 and Recite Numbers to 50 Students will count and represent quantities and collections fluently to 20. Students will identify patterns while reciting numbers to 50 by 1's and to 100 by 10's.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 1</p> <p>Extend Review Assess Reteach Nov. 4-5</p>	<p>Count Numbers to 20 and Recite Numbers to 50 (10 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.</p> <p>MATH.K.2A Count forward and backward to at least 20 with and without objects.</p> <p>Ⓜ MATH.K.2B* Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.</p> <p>MATH.K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.</p> <p>MATH.K.2D Recognize instantly the quantity of a small group of objects in organized and random arrangements.</p> <p>Algebraic Reasoning The student applies mathematical process standards to identify the pattern in the number word list.</p> <p>MATH.K.5* Recite numbers up to at least 100 by ones and tens beginning with any given number. [<i>Recite numbers to 50 by ones; Recite numbers by tens to 100</i>]</p>

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	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 6: <u>Compare Numbers to 10</u> Students will compare quantities and collections fluently to 10.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: Nov. 6-19</p> <p><i>Early Dismissal</i> Nov. 8</p> <p>Extend Review Assess Reteach Nov. 20-22</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p>	<p><u>Compare Numbers to 10</u> (10 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. MATH.K.2E* Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. [<i>Numbers to 10</i>] MATH.K.2F Generate a number that is one more than or one less than another number up to at least 20. [<i>Numbers to 10</i>] MATH.K.2G Compare sets of objects up to at least 20 in each set using comparative language. [<i>Numbers to 10</i>] AR MATH.K.2H* Use comparative language to describe two numbers up to 20 presented as written numerals. [<i>Numbers to 10</i>]</p>	
<p>Unit 7: <u>Compose and Decompose Numbers to 5</u> Students will use multiple models to develop number sense and compose and decompose numbers to 5 in flexible ways.</p>	<p>11 90-minute lessons</p> <p>Suggested Pacing: Dec. 2-16</p> <p>Extend Review Assess Reteach Dec. 17-19</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p>	<p><u>Compose and Decompose Numbers to 5</u> (11 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. AR MATH.K.2I* Compose and decompose numbers up to 10 with objects and pictures. [<i>Numbers to 5</i>]</p>	

Cycle 3	49 Days		The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan.6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener MOY Jan. 6-24</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding</p> <p>PS MATH.K.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>PS MATH.K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>PS MATH.K.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>PS MATH.K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>PS MATH.K.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>PS MATH.K.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>PS MATH.K.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>	
<p>Cycle 3 Counting Focus <i>The strategies introduced in this unit are to be taught throughout the duration of Cycle 3.</i></p> <p>Unit 8: Count Numbers to 20 and Recite Numbers to 100 Students will count and represent quantities and collections fluently to 20. Students will identify patterns while reciting numbers to 100.</p>	<p>8 90-minute lessons</p> <p>Suggested Pacing: Jan. 6-15</p> <p>Extend Review Assess Reteach Jan. 16-17</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p>	<p>Count Numbers to 20 and Recite Numbers to 100 (8 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.</p> <p>MATH.K.2A Count forward and backward to at least 20 with and without objects.</p> <p>AR MATH.K.2B* Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.</p> <p>MATH.K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.</p> <p>MATH.K.2D Recognize instantly the quantity of a small group of objects in organized and random arrangements.</p> <p>Algebraic Reasoning The student applies mathematical process standards to identify the pattern in the number word list.</p> <p>MATH.K.5* Recite numbers up to at least 100 by ones and tens beginning with any given number.</p>	

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	Jan.6 – Mar. 13, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 9: Addition and Subtraction Word Problems to 5</p> <p>Students will develop an understanding of addition and subtraction by acting out, modeling, and explaining problem situations within 5.</p>	<p>12 90-minute lessons</p> <p>Suggested Pacing: Jan. 21 – Feb. 5</p> <p>Extend Review Assess Reteach Feb. 6-7</p>	<p>Addition and Subtraction Word Problems to 5 (12 lessons)</p> <p>Number and Operations The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. MATH.K.3A* Model the action of joining to represent addition and the action of separating to represent subtraction. AR MATH.K.3B* Solve word problems using objects and drawings to find sums up to 10 and differences within 10. <i>[Add and subtract within 5]</i> MATH.K.3C Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences. <i>[Add and subtract within 5]</i></p> <p>Data Analysis The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. AR MATH.K.8B* Use data to create real-object and picture graphs. AR MATH.K.8C* Draw conclusions from real-object and picture graphs.</p>	
<p>Unit 10: Compare Numbers to 20</p> <p>Students will compare quantities and collections fluently to 20.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: Feb. 10-21</p> <p><i>Early Dismissal</i> Feb. 14</p> <p>Extend Review Assess Reteach Feb. 24-25</p>	<p>Compare Numbers to 20 (10 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. MATH.K.2E* Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20. MATH.K.2F Generate a number that is one more than or one less than another number up to at least 20. MATH.K.2G Compare sets of objects up to at least 20 in each set using comparative language. AR MATH.K.2H* Use comparative language to describe two numbers up to 20 presented as written numerals.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 11: <u>Two- and Three-Dimensional Geometric Figures</u> Students will identify three-dimensional solids, two-dimensional components of three-dimensional solids, and will classify and sort two- and three-dimensional figures.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: Feb. 26 – Mar. 10</p> <p>Extend Review Assess Reteach Mar. 11-13</p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p><u>Two- and Three-Dimensional Geometric Figures</u> (10 lessons)</p> <p>Geometry and Measurement The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.</p> <p>MATH.K.6B* Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world.</p> <p>MATH.K.6C Identify two-dimensional components of three-dimensional objects.</p> <p>AR MATH.K.6E* Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size.</p>

Cycle 4	47 Days	
	Mar. 23 – May 29, 2020	
	The recommended number of lessons is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Mathematical Process Standards Unit planning guides identify Process Standards that align to and support the development of the content standards covered in each unit.</p> <p>*See unit planning guides for a list of recommended process standards specific to each unit of study.</p>	<p>Embedding process standards throughout all units of study supports students' development of mathematical proficiency.</p> <p>Renaissance 360 Screener EOY Apr. 20 – May 22</p>	<p>Mathematical Process Standards The student uses mathematical processes to acquire and demonstrate mathematical understanding</p> <p>PS MATH.K.1A Apply mathematics to problems arising in everyday life, society, and the workplace.</p> <p>PS MATH.K.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.</p> <p>PS MATH.K.1C Select tools, including real objects, manipulatives, paper/pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.</p> <p>PS MATH.K.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.</p> <p>PS MATH.K.1E Create and use representations to organize, record, and communicate mathematical ideas.</p> <p>PS MATH.K.1F Analyze mathematical relationships to connect and communicate mathematical ideas.</p> <p>PS MATH.K.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.</p>
<p>Cycle 4 Counting Focus <i>The strategies introduced in this unit are to be taught throughout the duration of Cycle 4.</i></p> <p>Unit 12: Count Numbers to 20 and Recite Numbers to 100 Students will count and represent quantities and collections fluently to 20. Students will identify patterns while reciting numbers to 100.</p>	<p>5 90-minute lessons</p> <p>Suggested Pacing: Mar. 23-27</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p>Extend Review Assess Reteach Mar. 31 – Apr. 1</p>	<p>Count Numbers to 20 and Recite Numbers to 100 (5 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.</p> <p>MATH.K.2A Count forward and backward to at least 20 with and without objects.</p> <p>AR MATH.K.2B* Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.</p> <p>MATH.K.2C Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement.</p> <p>MATH.K.2D Recognize instantly the quantity of a small group of objects in organized and random arrangements.</p> <p>Algebraic Reasoning The student applies mathematical process standards to identify the pattern in the number word list.</p> <p>MATH.K.5* Recite numbers up to at least 100 by ones and tens beginning with any given number.</p>

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	Mar. 23 – May 29, 2020	
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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 13: <u>Compose and Decompose Numbers to 10</u> Students will use multiple models to develop number sense and compose and decompose numbers to 10 in flexible ways. Students will compose and decompose numbers in the context of joining and separating word problems to 10.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: Apr. 2-16</p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p>Extend Review Assess Reteach Apr. 17-20</p>	<p><u>Compose and Decompose Numbers to 10</u> (10 lessons)</p> <p>Number and Operations The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. Ⓜ MATH.K.2I* Compose and decompose numbers up to 10 with objects and pictures.</p> <p>Number and Operations The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. MATH.K.3A* Model the action of joining to represent addition and the action of separating to represent subtraction.</p>
<p>Unit 14: <u>Addition and Subtraction Word Problems to 10</u> Students will use concrete and pictorial models to act out, model, solve, and explain addition and subtraction word problems within 10 in which the result is unknown.</p>	<p>13 90-minute lessons</p> <p>Suggested Pacing: Apr. 21 – May 7</p> <p>Extend Review Assess Reteach May 8-11</p>	<p><u>Addition and Subtraction Problems to 10</u> (13 lessons)</p> <p>Number and Operations The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. MATH.K.3A* Model the action of joining to represent addition and the action of separating to represent subtraction. Ⓜ MATH.K.3B* Solve word problems using objects and drawings to find sums up to 10 and differences within 10. MATH.K.3C Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences.</p> <p>Data Analysis The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. Ⓜ MATH.K.8B* Use data to create real-object and picture graphs. Ⓜ MATH.K.8C* Draw conclusions from real-object and picture graphs.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 15: <u>Money and Financial Literacy</u> Students will identify U.S. coins by name, and will identify financial resources and distinguish between wants, needs, income, and gifts.</p>	<p>10 90-minute lessons</p> <p>Suggested Pacing: May 12-26</p> <p><i>Memorial Day</i> May 25</p> <p>Extend Review Assess Reteach May 27-29</p>	<p>Money and Financial Literacy (10 lessons)</p> <p>Number and Operations The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. MATH.K.4* Identify U.S. coins by name, including pennies, nickels, dimes, and quarters.</p> <p>Personal Financial Literacy The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security. MATH.K.9A Identify ways to earn income. MATH.K.9B Differentiate between money received as income and money received as gifts. MATH.K.9C List simple skills required for jobs. MATH.K.9D* Distinguish between wants and needs and identify income as a source to meet one’s wants and needs.</p>