

Financial Fitness for Life: Pocket Power Mathematics Curriculum Framework Correlation

Kindergarten

↓ Frameworks / Lessons →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
NUMBERS AND OPERATIONS																
Standard 1: Number Sense: Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems																
Whole Numbers																
NO.1.K.1 Count with understanding, explaining that each object should be counted only once and that placement of objects does not change the total amount	√		√		√	√	√	√	√					√	√	√
NO.1.K.2. Group physical objects to represent a whole number less than 10 in at least two ways using composition and decomposition					√	√										
NO.1.K.3 Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology	√				√	√			√					√		
NO.1K.4 Represent numbers to 10 in various forms	√				√											√
NO.1.K.6 Estimate quantities fewer than or equal to 10 and judge the reasonableness of the estimate	√															
NO.1.K.8 Compare 2 numbers, with less than 6 in each set, using objects and pictures, with and without appropriate technology	√							√								
NO.1.K.9 Compare and order numbers less than twenty using terms more than, same amount as, less than						√		√								
Rational Numbers																
NO.1.K.11 Use physical models and drawings to represent commonly used fractions such as halves, thirds, and fourths in relation to the whole														√		

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Standard 2: Properties of Number Operations: Students shall understand meanings of operations and how they relate to one another																
Number Theory																
NO.2.K.1 Count on (forward) and count back (backward) using physical models or a number line starting at any whole number between zero and twenty	√													√		
Whole Number Operations																
NO.2.K.2 Use physical and pictorial models to demonstrate various meanings of addition and subtraction					√	√			√					√	√	
NO.2.K.3 Demonstrate the relationship between addition and subtraction with informal language and models in contextual situations involving whole numbers				√		√								√	√	
NO.2.K.4 Partition or share a small set of objects into groups of equal size e.g., sharing 6 pencils equally among 3 children						√										
Standard 3: Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates																
Computational Fluency-Addition and Subtraction																
NO.3.K.1 Develop strategies for basic addition facts: counting all, counting on, one more, two more	√				√	√								√		
NO.3.K.2 Develop strategies for basic subtraction facts: counting back, one less, two less					√	√										
Application of Computation																
NO.3.K.3 Solve problems by using a variety of methods and tools (e.g., objects, and/or illustrations, with and without appropriate technology and mental computations)	√				√	√	√		√					√	√	

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ALGEBRA																
Standard 4: Patterns, Relations and Functions: Students shall recognize, describe and develop patterns, relations and functions																
Sort and Classify																
A.4.K.1 Identify how objects are alike or different		√														
A.4.K.2 Sort objects into groups in one or more ways and identify which attribute was used to sort	√															
Recognize, Describe and Develop Patterns																
A.4.K.4 Use patterns to rote count up to 100 and count backward from 20 to 0									√							
A.4.K.5 Identify, describe and extend skip-counting patterns by 5s and 10s					√				√					√		
Standard 5: Algebraic Representations: Students shall represent and analyze mathematical situations and structures using algebraic symbols																
Expressions, Equations and Inequalities																
A.5.K.1 Use drawings and labels to record solutions of addition and subtraction problems with answers less than or equal to 10	√					√								√		
A.5.K.2 Identify, create, compare and describe sets of objects as more, less or equal	√					√		√		√						
Standard 7: Analysis of Change: Students shall analyze change in various contexts																
Analyze Change																
A.7.K.1 Recognize qualitative change	√	√						√		√						

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MEASUREMENT																
Standard 12: Physical Attributes: Students shall use attributes of measurement to describe and compare mathematical and real-world objects																
Time: Calendar																
M.12.K.2 Orally sequence and count the days of the week					√											
Money																
M.12.K.4 Recognize and identify attributes of penny, nickel, dime, and quarter			√				√								√	
M.12.K.5 State the values of coins (penny, nickel, dime)			√		√		√									
Tools and Attributes																
M.12.K.7 Explore the attributes of length, weight, capacity, and mass using relative terms (longer, shorter, bigger, smaller, heavier, lighter, more and less)		√														
Standard 13: Systems of Measurement: Students shall identify and use units, systems and processes of measurement																
Elapsed Time																
M.13.K.3 Order events based on time: activities that take long or short time, review what we do first, next, last, recall what we did or plan to do yesterday, today and tomorrow							√						√	√		
Applications																
M.13.K.4 Name common tools for measurement (balance scale, ruler and thermometer)		√														
DATA ANALYSIS AND PROBABILITY																
Standard 14: Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them																
Collect, Organize and Display Data																
DAP.14.K.1 Explore and discuss data collection by collecting, organizing and displaying physical objects	√						√	√	√			√				
Standard 15: Data Analysis: Students shall select and use appropriate statistical methods to analyze data																
Data Analysis																
DAP.15.K.1 Analyze and interpret concrete and pictorial graphs	√						√	√			√	√			√	√

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