Kindergarten

South Carolina College- and Career-Ready Mathematical Process Standards

The South Carolina College- and Career-Ready (SCCCR) Mathematical Process Standards demonstrate the ways in which students develop conceptual understanding of mathematical content and apply mathematical skills. As a result, the SCCCR Mathematical Process Standards should be integrated within the SCCCR Content Standards for Mathematics for each grade level and course. Since the process standards drive the pedagogical component of teaching and serve as the means by which students should demonstrate understanding of the content standards, the process standards must be incorporated as an integral part of overall student expectations when assessing content understanding.

Students who are college- and career-ready take a productive and confident approach to mathematics. They are able to recognize that mathematics is achievable, sensible, useful, doable, and worthwhile. They also perceive themselves as effective learners and practitioners of mathematics and understand that a consistent effort in learning mathematics is beneficial.

formulate, employ, and interpret mathematics in a variety of contexts. It includes reasoning mathematically and using mathematical concepts, procedures, facts, and tools to describe, explain, and predict phenomena. It assists individuals to recognize the role that mathematics plays in the world and to make the well-founded judgments and decisions needed by constructive, enga
Cooperation and Development, 2012).

A mathematically literate student can:

1. **Make sense of problems and persevere in solving them.**
   a. Relate a problem to prior knowledge.
   b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
   c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
   d. Evaluate the success of an approach to solve a problem and refine it if necessary.

2. **Reason both contextually and abstractly.**
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Key Concepts	Standards
Number Sense	**The student will:**
	K.NS.1 Count forward by ones and tens to 100.
	K.NS.2 Count forward by ones beginning from any number less than 100.
	K.NS.3 Read numbers from 0 – 20 and represent a number of objects 0 – 20 with a written numeral.

	K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:
	    a. the last number said tells the number of objects in the set (cardinality);
	    b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);
	    c. 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.

	K.NS.5 Count a given number of objects from 1 – 20 and connect this sequence in a one-to-one manner.
	K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).
	K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.
	K.NS.8 Compare two written numerals up to 10 using *more than, less than* or *equal to*.
	K.NS.9 Identify first through fifth and last positions in a line of objects.
Number Sense and Base Ten	**The student will:**
	K.NSBT.1 Compose and decompose numbers from 11 – 19 separating ten ones from the remaining ones using objects and drawings.
Algebraic Thinking and Operations	**The student will:**
	K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.
	K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.
	K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.
	K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1 – 9.
	K.ATO.5 Add and subtract fluently within 5.
	K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.