

**Jr. Kindergarten Standards**

**Approaches to Learning/Science**

**Course Overview:**

  Jr. Kindergarten in Turtle Lake provides a safe, play based, developmentally appropriate learning environment. Curriculum is developed in response to the needs and interests of the children, with the teacher serving as a guide and a facilitator. Children are  
given opportunities to explore and manipulate the world around them as they develop socially, emotionally, physically and intellectually. In this process, parents are viewed as equal partners.

Enduring Understandings-  
I. All children are capable and competent. Development and learning begins at birth for all children in all settings. Turtle Lake Jr. Kindergarten Curriculum supports practices that promote development and protect young children from the harm that  
results from inappropriate expectations. In this they are aligned with ethical principles of the early childhood profession.  
 II. Early relationships matter. Positive relationships are essential for the development of personal responsibility, capacity for self-regulation, for constructive interactions with others, and for fostering academic functioning and mastery. Warm, sensitive, and responsive interactions help children develop a secure, positive sense of self and encourage them to respect and cooperate with others.

 III. A child’s early learning and development is multidimensional. Developmental domains are highly interrelated. The turtle Lake Jr .Kindergarten Curriculum reflects the interconnectedness of the domains of children’s development; social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.  
IV. Expectations for children must be guided by knowledge of child  
growth and development. The Turtle Lake Jr. Kindergarten Curriculum is based on research about the processes and sequences of young children’s learning and development, and the conditions under which children develop to their fullest potential.  
V. Children are individuals who develop at various rates. The Turtle Lake Jr. Kindergarten Curriculum recognizes that there are individual rates of development and learning across any age range. Inclusion of children with special needs fosters caring  
attitudes and teaches children about acceptance of differences in each other. Inclusion is simply an example of best practice in meeting the individual needs of each child and their family. Children with diagnosed disabilities may have an Individual Education Program (IEP). Teachers consult Special Education personnel regarding specific adaptations and goals for children who have an IEP. (Early Childhood Special Education and Speech).  
VI. Children are members of cultural groups that share developmental  
patterns. The Turtle Lake Jr. Kindergarten Curriculum acknowledges that  
children’s development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments.  
VII. Children exhibit a range of skills and competencies within any domain of development. The Turtle Lake Jr. Kindergarten Curriculum supports the development of  
optimal learning experiences that can be adapted for individual developmental patterns.  
VIII. Children learn through play and the active exploration of their environment. The Turtle Lake Jr. Kindergarten Curriculum reflects the belief that children should be provided with opportunities to explore and, apply new skills through child-initiated and teacher-initiated activities, and through interactions with peers, adults, and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts. Positive relationships help children gain the benefits of instructional experiences and resources.  
IX. Parents are children’s primary and most important caregivers and educators. Families, communities, and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to take advantage of those learning opportunities. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.

Materials and Resources-  
This course is the one most subject to individual variation, recognizes that children approach learning in different ways and emphasizes the development of positive attitudes and dispositions to acquire information. It honors that children learn within the context of their family and culture. It is inclusive of a child's curiosity about the world and the importance that imagination and invention play in openness to new tasks and challenges. It stresses the importance of nurturing initiative, task persistence, and attentiveness in learning while encouraging reflection and interpretation. It addresses the important aspect of how we learn as well as what we learn.

Prerequisites:  
 ·          match  
 ·          sort

 ·          pattern

 ·          compare  
 ·          most  
 ·          least  
 ·          more than  
 ·          less than  
 ·          fewest  
 ·          same  
 ·          sets  
 ·          measure  
 ·          long longer longest  
 ·          short shorter shortest  
 ·          tall taller tallest  
 ·          heavy heavier heaviest  
 ·          light lighter lightest  
 ·          empty  
 ·          full  
 ·          shape  
 ·          circle  
 ·          square  
 ·          triangle  
 ·          oval  
 ·          heart  
 ·          star  
 ·          rectangle  
 ·          diamond  
 ·          in front of  
 ·          around  
 ·          next to  
 ·          behind  
 ·          between  
 ·          above  
 ·          below  
 ·          numerals  
 ·          number  
 ·          colors  
 ·          red  
 ·          yellow  
 ·          green  
 ·          blue  
 ·          orange  
 ·          purple  
 ·          pink  
 ·          brown  
 ·          black  
 ·          white  
 ·          soft  
 ·          loud  
 ·          beat  
 ·          rhythm  
 ·          clap  
 ·          tap  
 ·          instrument  
 ·          shake  
 ·          high  
 ·          low  
 ·          fast  
 ·          slow  
 ·          melody  
 ·          repeat  
 ·          follow  
 ·          imagination  
 ·          invention  
 ·          creation  
 ·          create  
 ·          build  
 ·          built  
 ·          finished  
 ·          try  
 ·          practice

 Home and Family Connection  
·      Give your child markers or crayons and a variety of surfaces to draw on--newspaper, waxed paper, foil, pages from an old phone book, cardboard, or Styrofoam.  
 ·      Make some homemade paint from food color and  
water, or food color and liquid starch. Or add water to backyard soil for a wonderful "mud paint."  
 ·      Put some shaving cream on a tray and finger paint to music.  
 ·      Visit a museum or art gallery, and talk to your child about what they see. Explain what an artist is. Let your child become an artist when you return home.  
  ·      Help your child learn about different kinds of music. Find the jazz station on the radio and listen together for a while.  
 ·  Talk about the sounds of the instruments and how the music makes you feel. Then try a different station with a different style of music.  
  ·      Roll a section of newspaper tightly and tape it together in several places to form a stick. Cut it in half to make a pair.  
 · Turn on some lively music and encourage your child to play his drumsticks on a variety of surfaces around the house --the kitchen table, the back of the sofa, his own knees. What makes the best drum?  
 ·      Sing songs together. Sing in the car, at home, or outside. Recall some songs from your own childhood.  
  ·      Fill a cardboard box with old scarves, hats, purses, and other dress up props. Invite your child to dress up and act out a favorite slogan, song, or jingle.  
 ·      Practice making faces together in front of a mirror. Who can make the scariest face? Who can look the most surprised?  
 ·      Use your hand or another object to pretend it is a phone. Carry on a pretend phone conversation with your child.

Suggested Children's Books-  
A Color of His Own Author: Leo Lionni  
A Visit To The Farm Author: B.A. Hoena & Gail Saunders-Smith, PHD  
A Visit to the SuperMarket Author: Hoena & Gail Saunders-Smith, PHD

Apples Author: Ann L. Burckhardt Best Mouse Cookie Author: Laura Numeroff  
Caps, Hats, Socks & Mittens Author: Louise Borden  
Corn Author: Ann L. Burckhardt  
Don't Forget the Bacon! Author: Pat Hutchins  
Froggy Gets Dressed Author: Jonathan London

I Smell Honey Author: Andrea and Brian Pinkney  
I Want to Be a Doctor Author: Firefly Books  
I Want to Be a Pilot Author: Firefly Books  
If You Give a Pig A Pancake Author: Laura Numeroff  
Jesse Bear, What Will You Wear? Author: Nancy White Carlstrom  
Keeping You Safe: A Book About Police Officers Author: Ann Owens

Kevin and His Dad Author: Irene Smalls  
Lucy's Picture Author: Nicolas Moon  
Lunch Author: Denise Fleming  
Mommies at Work Author: Eve Merriman  
Mouse Paint Author: Ellen Stoll Walsh  
Mrs. Wishy-Washy's Farm Author: Joy Cowley  
My Car Author: Byron Barton  
My World of Color Author: Margaret Wise Brown  
Old MacDonald Had A Workshop Author: Lisa Shulman  
Taking You Places: A Book About Bus Drivers Author: Ann Owens  
The Best Father of All Author: Peter Horn

The Little Red Hen Makes A Pizza Author: Philemon Sturges  
The Napping House Author: Audrey & Don Wood  
The Tortilla Factory Author: Gary Paulsen  
We Need Firefighters Author: Lola M. Schaefer  
We Need Nurses Author: Lola M. Schaefer  
What Do You Want To Be? Author: Ron Ellsworth  
What Mommies/Daddies Do Best Author: Laura Numeroff  
Zin! Zin! Zin! A Violin Author: Lloyd Moss  
  
**Unit 1: Curiosity, Engagement and Persistence: Environmental Exploration- Ongoing**

**Description:** Children will be curious and open to new tasks and challenges,   
using initiative, task persistence and attentiveness to extend their learning.

**Standards**

The students will…

II.C.EL.1-4

The students will transition easily to new activities.  
Assessment: Classroom Observation  
IV.A.EL.2-4

The students will experiment and practice to expand skill level.  
Assessment: Classroom Observation  
 IV.A.EL.1-3

The students will remain engaged in activities or experiences for longer periods of time.  
Assessment: Classroom Observation  
IV.A.EL.1-4

The students will be curious about and willing to try new and unfamiliar activities.  
Assessment: Classroom Observation  
IV.A.EL.2-3&4

The students will complete tasks with persistence and flexibility.  
Assessment: Classroom Observation  
IV.A.EL.3-3&4

The students will repeat activities many times to gain confidence and skill.  
Assessment: Classroom Observation  
V.B.EL.3-2

The students will find shapes in the school environment and describes them.  
Assessment: Classroom observation  
  Class Discussion/Participation

**Unit 2** **Creativity and Imagination: Creative Expression-Ongoing**

**Description:** Children will use invention and imagination to extend their learning.

**Standards**

The students will…

IV.B.EL.1-3

The students will participate in dramatic play recreating real-life and fantasy experiences. (I.e. housekeeping toys, dolls, dress up clothes, puppets, vehicles, and blocks)  
 Assessment: Classroom Observation  
 IV.B.EL.2-3

The students will move and respond to music/repetitive sounds.  
Assessment: Classroom Observation  
IV.B.EL.2-4

The students will explore the process of using a variety of artistic materials, music, and movement.  
Assessment: Classroom Observation  
V.A.EL.2-4, IV.B.EL.1-2

The students will demonstrate and connect mathematical learning with personal experiences.  
Assessment: Classroom Observation

**Unit 3 Diversity in Learning: Social and Cultural Awareness-Ongoing**

**Description:** Children will develop their capacity to use cognitive skills as a  
tool to acquire knowledge and skills. These skills include reasoning, reflection, and interpretation.

**Standards**

The students will…

 IV.C.EL.1-2

The students will notice difference in routines, practices, and languages.  
Assessment: Classroom observation  
 Class Discussion/Participation  
 IV.C.EL.2-2

The students will notice that other children and families do things differently.  
Assessment: Classroom observation  
  Class Discussion/Participation  
IV.C.EL.3-2

The students will explore other learning styles when introduced by an adult or peer.  
Assessment: Classroom observation  
  Class Discussion/Participation  
 II.C.EL.1-4

The students will transition easily to new activities.  
Assessment - Classroom Observation  
IV.A.EL.1-3

The students will remain engaged in activities or experiences for longer periods

of time.  
 Assessment - Classroom Observation  
 IV.A.EL.1-4

The students will be curious about and willing to try new and unfamiliar

activities.  
 Assessment - Classroom Observation  
 IV.A.EL.2-3&4

The students will complete tasks with persistence and flexibility.

Assessment - Classroom Observation  
  IV.A.EL.2-4 The students will experiment and practice to expand skill level.  
  Assessment - Classroom Observation  
 IV.A.EL.3-3&4

The students will repeat activities many times to gain confidence and skill.  
 Assessment - Classroom Observation  
   IV.B.EL.1-3

The students will participate in dramatic play recreating real-life and fantasy experiences. (i.e. House- keeping toys, dolls, dress up cloth puppets, vehicles, and blocks)   
Assessment - Classroom Observation  
IV.B.EL.2-3

The students will move and respond to music/repetitive sounds.  
Assessment - Classroom Observation  
IV.B.EL.2-4

The students will explore the process of using a variety of artistic materials, music, and movement.  
Assessment - Classroom Observation  
IV.C.EL.1-2

The students will notice difference in routines, practices, and languages.

Assessment - Classroom observation  
 Class Discussion/Participation  
IV.C.EL.2-2

The students will notice that other children and families do things differently.  
Assessment - Classroom observation  
 Class Discussion/Participation  
IV.C.EL.3-2

The students will explore other learning styles when introduced by an adult or peer.

Assessment - Classroom observation  
 Class Discussion/Participation  
V.A.EL.2-4, IV.B.EL.1-2

The students will demonstrate and connect mathematical learning with personal experiences.  
Assessment - Classroom Observation  
V.B.EL.3-2

The students will find shapes in the school environment and describes them.  
Assessment - Classroom observation  
 Class Discussion/Participation

Standards Covered:  
II.C.EL.1 Social Competence - demonstrates attachment, trust and autonomy  
IV.A.EL.1 Curiosity, Engagement, and Persistence - displays curiosity, risk-taking and willingness to engage in new experiences  
IV.A.EL.2  Curiosity, Engagement, and Persistence - engages in meaningful learning through attempting, repeating, experimenting, refining and  
elaborating on experiences and activities  
 IV.A.EL.3  Curiosity, Engagement, and Persistence -exhibits persistence and flexibility  
IV.B.EL.1 Creativity and Imagination - engages in imaginative play and inventive thinking through interactions with  people, materials and the environment  
IV.B.EL.2 Creativity and Imagination - expresses self creatively through music, movement and art  
IV.C.EL.1 Diversity in Learning - experiences a variety of routines, practices and languages  
 IV.C.EL.2 Diversity in Learning - learns within the context of his/her family and culture  
IV.C.EL.3 Diversity in Learning - uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal and intrapersonal  
V.A.EL.2 Exploration, Discovery and Problem Solving -understands new meaning as memory increases  
 V.B.EL.3 Mathematical and Logical Thinking - explores, recognizes and describes shapes and spatial relationships