

**Jr. Kindergarten Standards**

**Math:**

 **Cognition and General Knowledge**

**Course Overview:**

 Jr. Kindergarten in Turtle Lake School District 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 recognizes children's search for meaning as the basis for intellectual development. The components focus on children's curiosity about the world and their developing ability to acquire, organize, and use information in increasingly complex ways to satisfy that curiosity. Children are engaged in and appreciate the arts as an organizing framework for expressing ideas and feelings. Primary components include mathematics and logical thinking, scientific thinking and problem solving, and understanding social systems.

**Unit 1 Mathematical and Logical Thinking- Ongoing**

Topics:

1. Visual/Motor
2. Geometry
3. Number
4. Measurement
5. Data analysis

**Description:**

Children will understand and use early mathematical concepts and logical thinking processes to extend their learning. The students will be exposed to the concepts of:

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/rhombus
in front of

around
next to
behind
between
above
below
numerals
number

red
yellow

green

blue
orange
purple

pink

brown
black

white

**Standards:**

The students will…

Topic: Visual/Motor
V.A.EL.1-4

The students will draw a person with a minimum of 6 recognizable parts.
Assessment: Classroom Observation

Topic: Geometry
 V.A.EL.2-5

The students will build block structures.
Assessment: Classroom Observation
V.B.EL.3-2
The students will identify basic shapes. (circle, square, triangle, oval, heart, star, rectangle, diamond)
Assessment: Classroom Observation
 Class Discussion/Participation
V.B.EL.3-2.

The students will name basic shapes. (circle, square, triangle, oval, heart, star, rectangle, diamond)
Assessment: Class Discussion/Participation
 Classroom Observation
V.B.EL.3-3.

The students will complete a 12 piece puzzle.

Assessment: Classroom Observation
V.B.EL.4-1.

The students will demonstrate an understanding of basic spatial concepts. (in front of, around, next to, behind, between, above, below)
Assessment: Class Discussion/Participation
 Classroom Observation
V.B.EL.4-2

The students will describe objects by shape, color and size.
Assessment: Classroom Observation
V.B.EL.4-3

The students will demonstrate sorting by color, size and shape.
Assessment: Classroom Observation
V.B.EL.4-5

The students will demonstrate ability to continue basic AB pattern.
Assessment: Classroom Observation

Topic: Number

V.B.EL.1-2

 The students will count with one-to-one correspondence to 10.
 Assessment: Classroom Observation

V.B.EL.1-3

The students will understand that the last number stated tells how many counted.
Assessment: Classroom Observation
V.B.EL.1-3I

The students will count up to 10 or beyond. (rote)
Assessment: Classroom Observation
V.B.EL.1-4

The students will recognize groups (0 - 5) without counting.
Assessment: Classroom Observation
V.B.EL.1-5

The students will begin to identify written numerals.
Assessment: Classroom Observation
V.B.EL.2-3

The students will compare number amounts.
Assessment: Classroom Observation

V.B.EL.2-3

The students will compare using language: more than, less than, most, least/fewest, same.
Assessment: Classroom Observation
V.B.EL.4-6&7

The students will match sets. (1-5)
Assessment: Classroom Observation
V.B.EL.5-3

The students will order sets of objects to 5.
Assessment: Classroom Observation

 Topic: Measurement
 V.B.EL.5-6

The students will use non-standard means of measurement in structured activities.
Assessment: Classroom Observation
V.B.EL.5-7&8

The students will identify and understand the function of basic tools of measurement. (clock, scale, ruler, thermometer)
Assessment: Classroom Observation
V.B.EL.5-8

The students will solve problems by making direct comparisons of objects based on length or weight. (long, short, tall, heavy, light, -er,-est)
Assessment:\* Classroom Observation

 Topic: Data analysis
 V.B.EL.4-1 & 5.2

The students will classify objects by category and can explain reason for grouping. (I.e. food, toys, animals)
Assessment: Classroom Observation
V.B.EL.6-3

The students will participate in the creation of graphs through the use of manipulatives in structured activities.

Assessment: Classroom Observation
V.C.EL.1-3

The students will name colors. (red, yellow, blue, green, orange, black, purple, white, brown, pink)
Assessment: Classroom Observation

**Unit 2 Scientific Thinking and Problem Solving- Ongoing**

Science

**Description:** Children will understand and use scientific tools and skills to extend their learning. The students will be exposed to the concepts of:

weather
rain rainy

snow snowy
cloud cloudy

sun sunny

wind windy
seasons
fall
autumn
spring

summer
winter
classify
compare

**Standards:**

The students will…
V.A.EL.1-2

The students will begin to demonstrate basic understanding of cause-effect relationships (i.e. mixing colors, heat melts snow)
Assessment: Classroom Observation
V.A.EL.1-3

The students will recognize objects by sight, sound, touch, taste and smell.
Assessment: Classroom Observation
V.A.EL.1-4

The students will use senses to generalize and apply prior learning.
Assessment: Classroom Observation
V.A.EL.2-3

The students will begin to demonstrate the ability to understand, observe, describe and discuss the natural world, materials, living things and natural processes. (I.e. name seasons, describe weather, understand the basic steps in the planting process and state conditions necessary for plant growth)
Assessment: Classroom Observation
V.A.EL.3-3

The students will apply problem solving skills (asks questions, seeks information, and tests our possibilities).
Assessment: Classroom Observation
V.C.EL.1-3&4

The students will use observation to gather information.
Assessment: Classroom Observation
V.C.EL.2-3, 4, 5, & 6

The students will use tools to gather information, compare observed objects, and seek answers to questions through active investigation.
Assessment: Classroom Observation
V.C.EL.3

The students will hypothesize and make predictions.
Assessment: Classroom Observation
 Class Discussion/Participation
V.C.EL.4

The students will form explanations based on trial and error, observations, and explorations.
Assessment: Class Discussion/Participation
 Classroom Observation

**Unit 3 Social Systems- Ongoing**

**Description:** Children will understand the characteristics and structures of social systems. The students will be exposed to the concepts of:

 classify

 compare
 family

 mother
 father

 brother
 sister
 grandparents
 grandpa
 grandma
 aunt

 uncle
 community helpers
 housing
 needs
 wants
 fire fighter
 police officer

mail carrier

doctor

 nurse

veterinarian

 librarian

 **Standards:**

The students will…

II.B.EL.2-3

The students will begin to demonstrate the ability to understand the characteristics and structure of social systems.

Assessment: Classroom Observation

Standards Covered:
II.B.EL.2 Self Concept - demonstrates self-awareness
V.A.EL.1 Exploration, Discovery and Problem Solving -uses multi-sensory abilities to process information
V.A.EL.2 Exploration, Discovery and Problem Solving -understands new meaning as memory increases
V.A.EL.3 Exploration, Discovery and Problem Solving -applies problem-solving skills
V.B.EL.1 Mathematical and Logical Thinking –demonstrates and understanding of numbers and counting
V.B.EL.2 Mathematical and Logical Thinking –understands number operations and relationships

V.B.EL.3 Mathematical and Logical Thinking - explores, recognizes and describes shapes and spatial relationships
V.B.EL.4 Mathematical and Logical Thinking - uses the attributes of objects for comparison and patterning
V.B.EL.5 Mathematical and Logical Thinking – understands the concept of measurement
V.B.EL.6 Mathematical and Logical Thinking - collects, describes and records information using all senses
V.C.EL.1 Scientific Thinking - uses observation to gather information
V.C.EL.2 Scientific Thinking - use tools to gather information, compare observed objects and seek answers to questions through active investigation
V.C.EL.3 Scientific Thinking - hypothesizes and makes predictions
V.C.EL.4 Scientific Thinking - forms explanations based on trial and error, observations and explorations

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