



Kindergarten Curriculum

Abbreviated for Parents

K – 6th CLASSROOM CURRICULUM

Explanation of Terms

The **Curriculum** is our written guide for what we teach at SRV and how it can or should be taught. Teachers should use it as a guideline from which to plan each year what they will do with individual groups and children.

The **Standards** are the primary goals we have for our students to have learned by the end of each 1 or 2 year program related to this Domain. They read the same for all of the elementary students in the school.

The **Benchmarks** are the specific Benchmarks for each Standard for each particular grade level. They describe what the Standards look like at each level, and constitute the specific learning that we expect most students to have mastered by the end of the 1 or 2 year program.

There are Standards and Benchmarks that correspond with each part of the Curriculum. Teachers use the Standards and Benchmarks to keep track of how well individual children are doing compared to what we expect of most children in general.

SRV's Curriculum is organized by area of development or topic. For each of these, there are Standards and Benchmarks, **Curriculum Content** (*what we teach*), and suggested **Teaching Plans** (suggestions for *how* the curriculum should be planned or taught).

The Curriculum Content includes **Enduring Understandings** (*the primary understandings that the children should take away from their learning related to this area or topic*), **Key Knowledge** (the important concepts and facts that the children should learn related to this area or topic), **Key Skills** (the important skills that the children should learn related to this area or topic), and **Dispositions, Perspectives & Values** (the important dispositions, behaviors, habits of mind, perspectives and values that the children should learn related to this area of topic).

The Teaching Plans sections include Suggested Assessments, Suggested Activities & Experiences, Suggested Teaching Methods, and Suggested Resources & Materials.

The attached document contains only the Standards and Benchmarks, and Key Knowledge and Skills.

Kindergarten Curriculum Physical Development

General Health	
All-School Standards:	Benchmarks for Kindergarten:
<i>Is generally healthy</i>	(No changing descriptors)
<i>Is generally well rested and has energy & stamina for school</i>	(No changing descriptors)
<i>Gets regular physical exercise at school</i>	(No changing descriptors)
<i>Eats a healthy snack & lunch at school</i>	(No changing descriptors)
<i>Relaxes during Quiet Time</i>	(No changing descriptors)
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • What healthy food choices are • Why it is important to get exercise • Why it is important to get enough rest 	Key Skills: <ul style="list-style-type: none"> • Paying attention to body's needs • Making healthy choices • Trying new foods • Relaxing
Motor Skills and Development	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate spatial awareness & organization</i>	Is aware of body in relation to others with support
<i>Demonstrates age appropriate large motor control & skills</i>	Navigates classroom spaces with minimal falls and crashes; sits unsupported for 10-20 minutes; runs with coordinated arms & legs
<i>Demonstrates age appropriate fine motor control & skills</i>	Uses proper pencil grip with support; prints legibly when takes time; uses scissors and stapler
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to tell where body is in space and in relation to others • How to be in control and safe with body • Mastering new skills takes time and patience 	Key Skills: <ul style="list-style-type: none"> • Noticing and functioning within surroundings • Coordinating limbs and muscles • Taking time and making effort to be careful
Self-care Skills	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate self and belongings care skills</i>	Zips and buttons; puts on appropriate gear for weather and puts belongings away with support
<i>Demonstrates age appropriate room care skills</i>	Puts materials away when prompted; attempts to clean up spills; helps with clean up jobs when prompted
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to take care of clothing and belongings • What to do when something needs to be cleaned up or put away 	Key Skills: <ul style="list-style-type: none"> • Strategizing and problem solving • Taking responsibility for own needs • Sharing responsibility for community needs
Activity, Focus and Attention Span	
All-School Standards:	Benchmarks for Kindergarten:
<i>Adjusts volume and channels energy appropriately during a variety of activities</i>	Understands need for "indoor voice"; does not run indoors; curbs physical activity in group activities and lessons for limited time spans with support
<i>Demonstrates age appropriate attention span during a variety of activities</i>	Sits in meetings for 20 minutes; can focus for 15 minutes with a book, 25 minutes on writing task
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Why it is important to control body, activity and volume • What control and focusing look like and sound like 	Key Skills: <ul style="list-style-type: none"> • Controlling voice and volume • Controlling body • Controlling focus

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Emotional and Social Development

Emotional Resilience and Well-being	
All-School Standards:	Benchmarks for Kindergarten:
<i>Is generally content and has a positive attitude and outlook</i>	(No changing descriptors)
<i>Is self confident</i>	Sees self as able; tries new things with encouragement
<i>Expresses a range of feelings and handles feelings appropriately</i>	Expresses feelings with face, actions or words; does not stay upset for long; seeks consolation; bounces back with support
<i>Demonstrates appropriate independence and initiative</i>	Enters room independently; makes choices; manages minor upsets and conflicts with support
<i>Self advocates appropriately</i>	Asks for help; uses assertive and respectful voice and expresses needs with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to be positive • How to be independent • How to ask for help • How to handle feelings and bounce back from disappointment 	Key Skills: <ul style="list-style-type: none"> • Focusing on the positive • Being confident and independent • Standing up for self • Taking risks
Social Skills	
All-School Standards:	Benchmarks for Kindergarten:
<i>Connects appropriately with a range of peers</i>	Knows classmates' names; greets peers; asks to play; works and plays easily with most peers
<i>Is empathetic and respects others' feelings and ideas</i>	Is able to project after mishaps how others might feel; makes apologies with support
<i>Recognizes and responds appropriately to social cues</i>	Recognizes some peer norms re: body boundaries, expressions, humor, etc. and responds appropriately with support
<i>Adjusts behavior to suit different groups and situations</i>	Is polite to adults; plays appropriately with most peers independently and with all peers with support
<i>Demonstrates age appropriate understanding of and ability to navigate peer pressure</i>	Names opportunities to go along with others vs. make independent choices with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Peers' names • How to read and respond to peers' social cues • How to play and work with most peers • When it's best to make independent choices 	Key Skills: <ul style="list-style-type: none"> • Recognizing and responding to peers' social cues • Liking others and being likeable • Being respectful • Working and playing constructively with peers • Giving and taking in relationships • Making strong choices
Group Participation	
All-School Standards:	Benchmarks for Kindergarten:
<i>Contributes to development of supportive climate in groups</i>	Offers to help peers in need and is supportive and complimentary when prompted
<i>Leads and follows among peers</i>	Attracts peers and leads constructive play activities; is not "bossy"; listens to others' plans or ideas; is able to go along with others' leadership with support
<i>Participates in group work and decision making</i>	Responds to call for teamwork and takes part in simple group work and decision making with support
<i>Demonstrates age appropriate understanding of rights, privileges, choice, and responsibility</i>	Makes choices and is responsible for them; understands relationship between some privileges and responsibilities (e.g. boundaries)
<i>Knows when to take care of self vs. trying to take care of the group</i>	Avoids tattling with support

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to be supportive of peers • How to give and take in play with peers • How to work as a team in small groups of peers • The meaning of choice, privilege and responsibility • When it's appropriate to "tell" on someone 	Key Skills: <ul style="list-style-type: none"> • Being helpful and supportive • Leading and following along • Sharing work and responsibilities • Problem solving • Going along with group decisions and expectations
Self-Discipline and Conflict Resolution Skills	
All-School Standards:	Benchmarks for Kindergarten:
<i>Respects community values</i>	Refers to class Mission Statement or group credo; tries to behave appropriately; helps others when asked; is respectful
<i>Meets expectations and accepts limits</i>	Wants to please; understands boundaries and expectations; responds to requests and directives with support
<i>Responds to feedback</i>	Listens to minimal feedback; attempts suggestions with support
<i>Accepts responsibility for actions</i>	Understands consequences of choices; is interested in rectifying problems
<i>Resolves conflicts age appropriately</i>	Does not hurt others; is able to name what went wrong and better choices could have made; accepts solutions
<i>Reflects on and learns from choices and mistakes</i>	Reflects on effects of choices with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • What rules, expectations and boundaries are for and why it is important to adhere to them • That own actions are choices • How to listen to feedback and reflect on choices 	Key Skills: <ul style="list-style-type: none"> • Caring about others • Stopping and thinking • Using words • Hearing & responding to feedback • Making strong choices • Reflecting on and learning from experiences

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Learning Disposition and Development

Self Knowledge and Personal Interests	
All-School Standards:	Benchmarks for Kindergarten:
<i>Pursues personal interests at school</i>	(No changing descriptors)
<i>Reflects on and has age appropriate understanding of own learning strengths and style</i>	Thinks about and names preferences, strengths and challenges
Curriculum Content:	
Key Knowledge:	Key Skills:
<ul style="list-style-type: none"> • Something he/she is able to do easily, something hard 	<ul style="list-style-type: none"> • Following own interests and ideas • Noticing own strengths and challenges
Learning Attitudes and Dispositions	
All-School Standards:	Benchmarks for Kindergarten:
<i>Is motivated and self directed</i>	Is interested in learning and willing to persist at it; self-starts comfortable activities; has ideas about how to proceed with tasks
<i>Engages and invests in own and assigned projects and activities</i>	Has ideas; executes ideas with support; is willing to revise ideas or try different strategies with support
<i>Takes risks</i>	Tries new activities with support; risks guesses in group activities and independent work
<i>Asks for and accepts help and suggestions</i>	Asks for help with problems and work; hears and responds to suggestions with support
<i>Shows persistence in response to difficulty</i>	Sticks with difficult activities with support; expresses frustration verbally
Curriculum Content:	
Key Knowledge:	Key Skills:
<ul style="list-style-type: none"> • That he/she has a say in own learning • How to think of and pursue ideas • How to ask for help • How to try again when something is difficult 	<ul style="list-style-type: none"> • Making plans • Strategizing and problem solving • Risk taking • Persevering • Getting help
Learning Behaviors and Abilities	
All-School Standards:	Benchmarks for Kindergarten:
<i>Works well independently</i>	Maintains focus and works productively alone for short periods
<i>Works well collaboratively</i>	Works well with partners; enjoys and successfully manages self in group activities with support
<i>Listens actively and responds age appropriately 1-to-1 and in groups</i>	Adopts active listening posture when prompted; responds on or near topic; speaks up with teachers and peers
<i>Follows directions</i>	Follows simple oral two-step directions; repeats directions and asks questions with minimal support
<i>Makes smooth transitions</i>	Stops preferred activities within a few minutes of being asked; makes transitions with support
<i>Demonstrates flexibility</i>	Recovers from upset by changes in routine; adjusts to different expectations with support
<i>Handles distractions</i>	When distracted can be redirected with signal or prompting
Curriculum Content:	
Key Knowledge:	Key Skills:
<ul style="list-style-type: none"> • How to focus on individual work • The importance of paying attention and following directions • What active listening looks and sounds like • What smooth transitions look like • Strategies for avoiding distractions 	<ul style="list-style-type: none"> • Focusing • Listening • Following directions • Going with the flow

Thinking Skills	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate critical thinking and problem solving skills</i>	Can state problems with support; tries own and others' solutions to solve problems; learns from experience
<i>Analyzes, synthesizes and evaluates information age appropriately</i>	Analyzes, sorts and classifies concrete objects with 2 or 3 attributes; notices simple patterns and relationships
<i>Makes age appropriate inferences, hypotheses, conclusions and decisions</i>	Makes predictions in reading and concrete situations; speculates about cause and effect with support; makes simple choices based on understanding of some potential results
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to state a question or problem in own words • How to make a prediction based on known information • The basic concept of action/reaction, cause and effect 	Key Skills: <ul style="list-style-type: none"> • Listening and observing • Making inferences & predictions • Experimenting • Drawing conclusions
Study Skills	
All-School Standards:	Benchmarks for Kindergarten:
<i>Maintains materials and saved work age appropriately neatly and well organized</i>	Uses back-and-forth folder with support; finds needed materials and puts work in correct place with support
<i>Manages work spaces for classroom work</i>	Finds work spaces with ample room and access to materials with support; manages work and materials in allotted space with minimal support
<i>Manages time for classroom work</i>	Understands what is being asked with minimal support; completes tasks in or near allotted time with support
<i>Manages time for home work</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to find out what is being asked and what is needed • What kind of work space will support getting it done • What to do when finished 	Key Skills: <ul style="list-style-type: none"> • Organization skills • Time management skills
Information Literacy	
All-School Standards:	Benchmarks for Kindergarten:
<i>Pursues appropriate information for task or assignment</i>	Names at least one idea of interest or appropriate for topic; dictates list of known facts; formulates simple questions
<i>Uses a variety of age appropriate media and resources to locate information</i>	Looks in books and periodicals and asks adults for relevant or interesting information
<i>Understands, integrates, and synthesizes new information</i>	Understands simple information from books read or heard; restates a newly learned fact or idea in own words orally
<i>Evaluates age appropriate information for appropriateness, perspective and bias</i>	Recognizes answers to simple questions from text read or heard; notices when information is/is not relevant or on topic with support
<i>Takes notes</i>	NA
<i>Uses a variety of age appropriate tools to organize information</i>	Links simple facts to questions asked; puts simple information in logical sequence with support
<i>Uses a variety of age appropriate tools to present information</i>	Writes or retells simple factual statements; draws or selects pictures to illustrate ideas or facts; makes simple charts and graphs with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to frame information that is being sought as a question • How to find simple information from pictures or text heard • How to convey simple information orally, through dictation and drawing 	Key Skills: <ul style="list-style-type: none"> • Developing ideas • Formulating questions • Finding answers to questions • Assimilating new information • Illustrating information

Kindergarten Curriculum Language Arts Development

Receptive and Expressive Language	
All-School Standards:	Benchmarks for Kindergarten:
<i>Listens and contributes appropriately to conversations and discussions</i>	Listens to peers and adults; is attentive with support; is engaged and participates or interjects on topic with minimal support
<i>Asks and responds appropriately to questions</i>	Asks questions or interjects when confused; responds to literal questions; predicts possible outcomes with support
<i>Speaks clearly and confidently</i>	Takes part in group discussions, celebrations and assemblies with minimal support
<i>Speaks with age appropriate vocabulary, grammar and voice</i>	Speaks fairly fluently with appropriate tone and volume, intelligible diction, expressive vocabulary, verb and pronoun agreement with minimal support
<i>Shares and tells stories with main ideas and logical sequence</i>	Dictates to describe a picture; shares and tells stories; stories have main ideas, beginnings and ends
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to attend and engage appropriately in conversations and discussions • How to tell a story with main idea, beginning and end • Basic grammar (oral) 	Key Skills: <ul style="list-style-type: none"> • Speaking fluently and confidently • Using appropriate grammar and logical sequence • Active listening and responding appropriately
Reading Interest and Engagement	
All-School Standards:	Benchmarks for Kindergarten:
<i>Maintains appropriate focus and engagement during reading activities</i>	Focuses on books and reading activities; looks at books or reads with partner or alone for 15 minutes
<i>Enjoys stories and responds appropriately to text</i>	Enjoys reading and read alouds; engages actively with text; responds to simple literal and opinion questions in drawing, writing and discussion
<i>Sees self as a reader</i>	Is building identity as a reader; reads alone; reads with others, taking turns and helping them read
<i>Chooses appropriate text for self</i>	Recognizes when text is too difficult or not interesting and is willing to put it aside with support
<i>Reads from or listens to a variety of genres</i>	Explores a variety of particular genres and subjects; branches out with support; reads assigned fiction, non-fiction, poetry and songs
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • How to engage with appropriate text • Reading requires focus and effort • Reading requires appropriate selection • Text can be sorted into fiction and non-fiction 	Key Skills: <ul style="list-style-type: none"> • Enjoying and engaging with text • Choosing just right texts • Beginning to sort text into genres (fiction, non-fiction)
Decoding	
All-School Standards:	Benchmarks for Kindergarten:
<i>Understands and interprets organization of text and pictures in print and media</i>	Follows text left to right and top to bottom of page; reads books front to back; locates toolbar on computer screen
<i>Derives meaning from a variety of pictures, symbols and graphs</i>	Recognizes all upper case and most lower case letters, simple icons; understands these symbols represent sounds, words or concepts; reads simple charts and graphs
<i>Uses age appropriate decoding strategies when reading aloud and silently</i>	Knows most letter sounds; sounds out beginning and ending consonants, some medial vowels of words with support; uses picture and context clues, predictable rhyme and refrains to guess at unfamiliar words; memorizes simple stories or text

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Text is read left to right, top to bottom • Alphabet and numerals • Consonant and vowel sounds 	Key Skills: <ul style="list-style-type: none"> • Decoding primer words and texts • Using picture and context clues to make meaning • Memorizing simple refrains and texts
Sight Reading and Fluency	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate sight word vocabulary</i>	Recognizes names of friends, basic sight words such as 'and' & 'the'; reads some labels and signs
<i>Reads with age appropriate fluency and expression when reading aloud and silently</i>	Reads books with simple rhyming, repetition or familiar words; recognizes end sentence punctuation (. ? !); reads aloud with support; reads chorally
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Common simple sight words and classmates' names 	Key Skills: <ul style="list-style-type: none"> • Memorizing and recognizing simple sight words • Reading or reciting familiar text by word or sentence
Reading Comprehension	
All-School Standards:	Benchmarks for Kindergarten:
<i>Reads for meaning and self corrects when it does not make sense</i>	Notices when words don't make sense; goes back and makes second attempts or seeks help
<i>Demonstrates age appropriate understanding of meaning of words heard or read aloud and silently</i>	Understands most vocabulary in picture and primer books read, picture and Level 1-2 books heard; infers simple word meaning from context
<i>Demonstrates age appropriate comprehension of passages heard or read aloud and silently</i>	Understands and retells simple plots; makes predictions and inferences in picture and primer books read, Level 1-2 books heard
<i>Demonstrates age appropriate understanding of story elements and literary techniques</i>	Identifies main ideas, resolutions or morals; recognizes and can imitate simple rhymes and rhythms
<i>Reads age appropriate text for information and extracts facts and understanding</i>	Notices, understands and absorbs literal information from text and pictures in primer books and reference materials
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Level 1-2 spoken vocabulary 	Key Skills: <ul style="list-style-type: none"> • Reading for meaning and information • Listening • Retelling main ideas • Making predictions and inferences
Writing Interest and Engagement	
All-School Standards:	Benchmarks for Kindergarten:
<i>Maintains focus and engagement during writing activities</i>	Focuses on writing activities; is engaged alone for 10 minutes
<i>Sees self as a writer</i>	Is building identity as a writer; takes ownership of drawing and writing
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People write throughout their lives and for many different reasons • Writing is something everyone can learn to do • Learning to write requires effort 	Key Skills: <ul style="list-style-type: none"> • Focusing on writing work • Caring about writing work
Creative and Expository Writing	
All-School Standards:	Benchmarks for Kindergarten:
<i>Draws for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writes for pleasure and to communicate and express self</i>	(No changing descriptors)
<i>Writing is age appropriately clear and complex</i>	Makes intent of writing apparent to reader; stories have beginning and end
<i>Writing is age appropriately thoughtful and original</i>	Has original ideas; shows imagination in writing and drawing
<i>Incorporates age appropriate story elements and literary techniques in writing</i>	Chooses some words for sound (e.g. rhyme) or effect (e.g. humor)
<i>Writes in age appropriate genres</i>	Dictates or writes simple fictional stories, factual

	narratives, free verse poetry, messages; contributes to group lists, charts and books; writes to label work or record information in other subjects
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Writing is important and has purpose • Level 1-2 spoken vocabulary • Primer written vocabulary and spelling 	Key Skills: <ul style="list-style-type: none"> • Communicating ideas through words and/or drawing • Having and executing ideas • Telling simple stories • Making drawing and writing clear enough to be understood by self • Re-reading own writing
Encoding and Spelling	
All-School Standards:	Benchmarks for Kindergarten:
<i>Uses a variety of symbols to represent sounds, words and ideas</i>	Understands that symbols represent sounds, quantities, things or ideas; uses letters, simple icons in signs, lists, charts and calendars; knows alphabet
<i>Demonstrates age appropriate spelling mastery</i>	Understands letter-sound correspondence; knows most letter sounds; approximates spelling of simple words with beginning and ending consonants, some medial vowels; knows there is correct spelling; knows correct spelling of a few simple words
<i>Uses appropriate tools for finding correct spelling of words needed</i>	Uses temporary spelling; is interested, asks peers and adults for correct spelling when appropriate
<i>Masters new spelling words using a variety of skills and techniques</i>	Remembers simple sight words by shape with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Letter-sound correspondence • Consonant and short vowel sounds • Standard spelling of simple or frequently used sight words and familiar names 	Key Skills: <ul style="list-style-type: none"> • Sounding out words for temporary spelling • Reading back own spelling • Memorizing spelling of simple frequently used or familiar words • Reading back own spelling
Handwriting and Typing	
All-School Standards:	Benchmarks for Kindergarten:
<i>Written work is age appropriately neat and organized on the page during writing activities</i>	Writes left to right and top to bottom; writes on line with support; leaves space between words and leaves space for pictures with support
<i>Demonstrates age appropriate handwriting skills</i>	Uses preferred hand and developing pencil grip; prints all upper case and some lower case letters legibly during handwriting practice
<i>Demonstrates age appropriate keyboarding skills</i>	Is familiar with and comfortable using keyboard; "hunts and pecks" with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Letters and numerals have consistent shapes • Printed upper-case letter and numeral formation • Printed upper- and lower-case letter recognition • The keyboard is not laid out alphabetically 	Key Skills: <ul style="list-style-type: none"> • Using efficient and comfortable grip in letter formation • Forming print upper-case letters easily and clearly • Locating known letters on the keyboard
Grammar, punctuation and paragraphing	
All-School Standards:	Benchmarks for Kindergarten:
<i>Writes with age appropriate grammar and sentence structure</i>	Writes in complete thoughts or simple sentences that convey messages
<i>Writes with age appropriate punctuation and capitalization</i>	Writes with spaces or dots between words; capitalizes names; ends sentences with periods with minimal support
<i>Writes with age appropriate paragraphing</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Words are individual units • Sentences are complete thoughts 	Key Skills: <ul style="list-style-type: none"> • Putting spaces between words • Writing in complete thoughts • Using periods

Editing and publishing

Editing and publishing	
All-School Standards:	Benchmarks for Kindergarten:
<i>Perseveres in writing process</i>	Writes without assistance; writes more than one thought in a sitting; accepts minimal feedback from adults
<i>Revises writing (adds, changes or deletes words) for content and expression</i>	Rereads writing and makes simple revisions with support; makes final copies by hand
<i>Edits writing for mechanics</i>	Inserts space between words and end sentence punctuation with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none">• Beginning writing mechanics	Key Skills: <ul style="list-style-type: none">• Persevering in writing process• Making simple revisions to writing• Copying writing neatly

Kindergarten Curriculum Mathematics Development

Mathematics Interest and Engagement	
All-School Standards:	Benchmarks for Kindergarten:
<i>Sees self as a mathematician</i>	(No changing descriptors)
<i>Maintains focus and engagement during math activities</i>	(No changing descriptors)
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Math is more than finding the answers to arithmetic problems • It is important to engage in math thinking to construct understanding • Everyone can do math 	Key Skills: <ul style="list-style-type: none"> • Focusing on mathematics work • Caring about mathematics work • Seeing self as capable
Reasoning and Problem Solving	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of role of mathematics in the world</i>	Understands that mathematics is used to solve problems in everyday situations
<i>Demonstrates age appropriate skills in mathematical reasoning and problem solving</i>	Determines approach and strategies to use in a variety of simple problems and situations with support; models problems and explains reasoning with drawings and objects
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • We do math all the time • Math problem-solving can be done in concrete terms • There can be many different ways to solve problems 	Key Skills: <ul style="list-style-type: none"> • Determining approach and strategy to solve problem • Trying one or more strategy • Explaining reasoning
Number Sense	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate number sense and understanding of numeration</i>	Understands conservation of numbers and 1-1 correspondence; represents quantities with numerals and numbers with concrete materials and drawings; compares sets of up to 10 objects as more than, less than or equal to; counts by ones to 30 and by tens to 100; writes 1 – 10
<i>Demonstrates age appropriate understanding of and facility with number patterns</i>	Understands simple number patterns, e.g. odd/even, counting by 2's or 5's
<i>Demonstrates age appropriate understanding of and skills in estimation</i>	Uses estimation strategies to determine quantities of up to 30 objects
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Numerals represent numbers • 1-1 correspondence • Terms and meaning of more & less than, equal to • Numbers 1-30 • Odd and even 	Key Skills: <ul style="list-style-type: none"> • Counting by 1's, 2's, 5's and 10's • Writing small numbers • Working with simple number patterns • Estimating and comparing small numbers
Operations and Computation	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of and skills in addition and subtraction</i>	Answers questions of how many?; uses concrete objects to add and subtract two numbers each less than 10; understands and uses terms add, combine, subtract, take away, all together and remaining
<i>Demonstrates age appropriate understanding of and skills in multiplication and division</i>	NA
<i>Demonstrates age appropriate knowledge and fluency with number facts</i>	Recalls doubles up to 10, other addition facts up to 5 with support
<i>Demonstrates age appropriate understanding of and skills in computation with fractions & decimals</i>	NA

Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • 1-1 correspondence • Terms and meaning of addition and subtraction operations 	Key Skills: <ul style="list-style-type: none"> • Combining and separating numbers and quantities of objects • Recalling simple addition facts
Algebra	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of number and operation properties</i>	NA
<i>Demonstrates age appropriate understanding of and facility with algebraic functions</i>	NA
Curriculum Content:	
Key Knowledge: NA	Key Skills: NA
Geometry and Measurement	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of spatial relationships</i>	Builds block towers; arranges objects in simple patterns; describes spatial relationships and the relative orientation of objects in space (e.g. above/below, inside/outside, near/far)
<i>Demonstrates age appropriate understanding of and facility with concrete and symbolic patterns</i>	Identifies, describes, creates and extends simple patterns with shapes, sizes or colors
<i>Demonstrates age appropriate understanding of and skills in geometry</i>	Identifies, describes and draws common 2-D shapes (circle, triangle, square, rectangle); identifies simple 3-D shapes; is familiar with basic attributes of shapes
<i>Demonstrates age appropriate understanding of and skills in measurement</i>	Understands that objects have comparable properties such as length, weight and capacity; measures objects' length, weight and capacity using direct comparison (longer, heavier, more) and non-standard units; understands concept of time; names days of week
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Names and attributes of simple 2-D shapes • Objects have measurable and comparable weight, length, height and capacity • Days of the week 	Key Skills: <ul style="list-style-type: none"> • Manipulating objects in space and in relation to each other • Identifying and drawing common 2-D shapes • Working with simple physical and geometric patterns • Measuring with direct comparison and non-standard units
Data Collection and Analysis	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of and skills in sorting and classifying</i>	Identifies, sorts and classifies objects by 1 or 2 attributes; identifies objects that do not belong
<i>Demonstrates age appropriate understanding of and skills in data collection and analysis</i>	Poses information questions; collects data; records results with objects, numbers, symbols, pictures and picture graphs
<i>Demonstrates age appropriate understanding of statistics</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • 1-1 correspondence • Use of numbers and symbols to record quantities 	Key Skills: <ul style="list-style-type: none"> • Sorting and classifying objects by 1 or 2 attributes • Recording simple data with numbers or symbols

Kindergarten Curriculum

Social Studies Development

Individuality and Community	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of factors that contribute to identity</i>	Understands that he/she has individual preferences, interests and strengths that may be different than others'
<i>Demonstrates age appropriate understanding of how groups affect perspective and behavior</i>	Understands that he/she has family, rules and traditions that may be different than others'
<i>Demonstrates age appropriate understanding of self in relation to community</i>	Understands that he/she is a member of a classroom community and that it is different than his/her family
<i>Demonstrates age appropriate understanding of potential tensions between individual and community</i>	Understands that his/her and others' wants may not be met in some situations for the good of the group
<i>Demonstrates age appropriate understanding of potential tension between personal wants and global concerns</i>	Understands that personal wants for materials and resources affect what is available to all
<i>Demonstrates age appropriate understanding of and responsibility for addressing community and environmental needs through service</i>	Understands that he/she can help other people and the environment through service; shows desire to help with concrete issues brought up in school; engages in group service experiences with support; reflects on experiences with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People are individuals, with both unique and shared qualities and experiences • Being in school is being a member of a community • There is not always enough stuff to go around • There are many ways to help others and the environment 	Key Skills: <ul style="list-style-type: none"> • Observing and reflecting • Sharing and taking turns • Engaging in group activities • Engaging in group service activities
Culture	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of the concept of culture</i>	NA
<i>Demonstrates age appropriate understanding of how culture, including one's own, is expressed or manifested</i>	Is familiar with different cultures and own having different stories, traditions and celebrations
<i>Demonstrates age appropriate understanding of how culture can influence people's actions and perceptions</i>	Understands that people have same and different backgrounds and may do some things the same way or differently
<i>Demonstrates age appropriate understanding of how language and culture may/may not lead to global understanding</i>	NA
<i>Demonstrates age appropriate intercultural competencies within school community and broader community</i>	Is polite and open to people from diverse backgrounds at school and within community partnerships; reflects on intercultural experiences with support
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • People tell stories and have traditions that may be similar or different • People may do certain things similarly or differently 	Key Skills: <ul style="list-style-type: none"> • Observing and reflecting • Being polite to new people and open to new experiences
People, Places and Environments	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate map skills</i>	Understands physical features are represented symbolically on maps and globes; makes simple maps to represent real or imaginary places
<i>Demonstrates age appropriate understanding of global and U.S. geography</i>	Is familiar with continents and seas and with some extreme physical environments and climates (e.g. rain forest, arctic)
<i>Demonstrates age appropriate understanding of relationship between human civilization and the environment</i>	Understands that people's food and shelter come from environmental resources, that these may be different in different parts of the world

<i>Demonstrates age appropriate understanding of how science and technology can change people's lives</i>	Understands that inventions can change the way people do things
<i>Demonstrates age appropriate understanding of how science and technology can change the environment</i>	Understands that some resources (e.g. water, trees) come from the environment
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Major land masses and bodies of water • Extreme environments and climates • Sources of some foods and basic resources 	Key Skills: <ul style="list-style-type: none"> • Reading and making simple physical maps
Time, Continuity and Change	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of local and U.S. history</i>	Understands that families have pasts and stories that describe their different backgrounds and experiences
<i>Demonstrates age appropriate understanding that people may view or describe the world and events differently</i>	Is familiar with folksongs, folktales and myths as retellings that may change over time
<i>Demonstrates age appropriate understanding of passage of time, change and cause and effect</i>	Understands idea of past (yesterday, last week) and future (tomorrow); understands that events affect each other (e.g. plans change because of rain)
<i>Uses a variety of age appropriate tools for finding and conveying historical information</i>	Listens and responds to family stories; learns from pictures and books
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Family stories are different, but they are all history • Folk songs, tales and myths are retellings • Time is a continuum including past and future 	Key Skills: <ul style="list-style-type: none"> • Listening and responding to stories • Reflecting on stories
Civics and Governance	
All-School Standards:	Benchmarks for Kindergarten:
<i>Practices age appropriate civic discussion and democratic processes</i>	Participates in writing Mission Statement, setting group rules, solving problems
<i>Demonstrates age appropriate understanding that formal and informal actors influence public policy</i>	NA
<i>Demonstrates age appropriate understanding of actions citizens can take to influence policy</i>	NA
<i>Demonstrates age appropriate understanding of purpose and kinds of governments</i>	Understands that there are rule makers and enforcers for the good of the group
<i>Demonstrates age appropriate understanding of ideals and representative principles of U.S. government</i>	NA
<i>Demonstrates age appropriate understanding of structure and functions of branches of U.S. government</i>	NA
<i>Demonstrates age appropriate understanding that governments may/may not meet the needs of citizens</i>	NA
<i>Demonstrates age appropriate understanding that governments may/may not conflict with each other</i>	NA
Curriculum Content:	
Key Knowledge: <ul style="list-style-type: none"> • Rules, expectations and responsibilities help us work together and keep us safe • Sometimes people can be their own rule makers and enforcers, and sometimes others have to do that for them 	Key Skills: <ul style="list-style-type: none"> • Participating in and contributing to group discussions and problem solving
Economics	
All-School Standards:	Benchmarks for Kindergarten:
<i>Demonstrates age appropriate understanding of the role of money in everyday life</i>	NA
<i>Demonstrates age appropriate understanding of purpose and kinds of economic systems</i>	NA
<i>Demonstrates age appropriate understanding of how scarcity and choice govern U.S. economic decisions</i>	NA
Curriculum Content:	
Key Knowledge: NA	Key Skills: NA