

## Kindergarten -- Mathematics

### Enduring Understandings

- Manipulatives can be used to develop one-to-one counting strategies.
- Everyday objects have a variety of attributes, each of which can be sorted and classified in many ways.
- The way that data is collected, organized and displayed influences interpretation.
- Geometry and spatial sense offer ways to interpret and reflect on our physical environment.
- Time is an essential skill needed to navigate everyday situations, such as scheduling.

### Areas of Focus

- Compute whole numbers to 5 fluently.
- Develop strategies for counting sets by 1s.
- Explore ways to compose and decompose numbers as they view, create, and re-create arrangements for the numbers to 19 with manipulatives.
- Count and represent quantities to 20.
- Develop strategies for finding the total when a small amount is added or taken away.
- Sort and classify various manipulatives by their attributes.
- Answer survey questions
- Carry out a data investigation
- Name, describe, make and combine 2 and 3-D shapes.
- Identify the time of day as day or night; morning afternoon or evening.
- Tell time to the hour on an analog and digital clock.
- Identify the activity or event that takes more time or less time.

## Kindergarten -- Science

### Enduring Understandings

- Every object in the environment can be classified as living or non-living.
- Living things require air, food, water and a place to live.
- Animals come in a variety of shapes and sizes.
- We can observe, experience and measure weather.

### Areas of Focus

- Question, Hypothesize, Conduct Experiment, Observe and Collect Data, Analyze Data, Draw and Share Conclusions
- Compare, contrast, analyze & sort characteristics of living and non-living things.
- Characteristics of living things
- Butterflies
- Seasons
- Weather
- Sink or Float?

## Kindergarten -- Language Arts

Enduring Understandings	Areas of Focus
<ul style="list-style-type: none"> <li>• As a basis of learning and communication, reading, writing, speaking and listening are life skills that are built throughout grades K – 12.</li> <li>• We can comprehend and evaluate texts across a range of disciplines.</li> <li>• We build upon others’ ideas, articulate our own, and confirm our ideas have been understood.</li> <li>• We use standard English and a wide-ranging vocabulary to communicate orally and in writing.</li> <li>• We adapt our communication in relation to audience, task, purpose, and discipline.</li> <li>• We set and adjust purpose for reading, writing, speaking, listening, and language as warranted by the task.</li> <li>• We appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning.</li> <li>• We know that different disciplines call for different types of evidence.</li> <li>• We are engaged and open-minded – but discerning – readers and listeners.</li> <li>• We cite specific evidence when offering an oral or written interpretation of a text.</li> <li>• We use relevant evidence when supporting our own points in writing and speaking, making our reasoning clear to the reader or listener, and constructively evaluate others’ use of evidence.</li> <li>• We use technology thoughtfully to enhance our reading, writing, speaking, listening, and language use.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning to read and write written language:               <ul style="list-style-type: none"> <li>○ Creation of new words through rhyming and adding or substituting sounds in simple one-syllable words</li> <li>○ Associate letter sounds of consonants with spelling of words</li> <li>○ Recognize and write high frequency words such as do, does, is, are, he, she, me, my, to, of, you</li> <li>○ Associate the long and short sounds with common spellings of the five major vowels</li> <li>○ Distinguish between similarly spelled words by identifying the sounds of the letters that differ</li> </ul> </li> <li>• Orientation to reading literature</li> <li>• Orientation to reading informational text</li> <li>• Telling and retelling stories and answering and asking questions about stories</li> <li>• Telling and retelling main ideas from informational text and identifying supporting details</li> <li>• Writing original stories and narratives of events through a combination of drawing, dictation, and writing</li> <li>• Foundations:               <ul style="list-style-type: none"> <li>○ Letter formation associated with sounds</li> <li>○ Write manuscript letters in lower-case and upper-case</li> <li>○ Print knowledge and concepts of print</li> <li>○ Identify separate words in an oral sentence, segment words into syllables</li> <li>○ Segment syllables into sounds – up to three sounds</li> <li>○ Phoneme substitution, deletion, addition, and manipulation</li> <li>○ Segment phonemes in words</li> <li>○ Blend phonemes into words</li> <li>○ Alphabetical order</li> <li>○ Know a – z letter / sound relationships</li> <li>○ Read and spell approximately 200 consonant-vowel-consonant words</li> <li>○ Read targeted high-frequency words</li> <li>○ Punctuation (period and question mark)</li> <li>○ Identify upper-case letter use for beginning of sentences and names of people</li> <li>○ Retell short narratives</li> <li>○ Echo-read a passage with correct phrasing and expression</li> </ul> </li> </ul>

## **Kindergarten -- Social Studies**

### **Enduring Understandings**

- Citizenship begins with becoming a contributing member of the classroom community.
- Everyone is part of a larger neighborhood and community.
- Individuals and families have unique characteristics.
- There are many different cultures within the classroom and community

## Kindergarten -- Health & Physical Education

### Enduring Understandings

- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.
- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- Tolerance, appreciation and understanding of individual differences are necessary in order to establish relationships.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Medicines must be used correctly in order to be safe and have the maximum benefit. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity
- Teamwork consists of effective communication and other interactions between members