



# CURRICULUM STANDARDS BY LEVEL

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## KINDERGARTEN LEVEL

Discovery Charter School - Teachers, Students, Families, and Community in a Learning Partnership

Family Guide To Total Learning Objectives: Creating Knowledge Through Questions, Projects, Experiences and Problem Solving

## WELCOME TO LITERACY

*“Open up the treasure chest  
To see what you will find  
Answers for your questions  
And a fortune for your mind”*

## METHODOLOGY

All instruction at the Discovery Charter School focuses on total learning. We feature a blended teaching method that engages students in acquiring knowledge and skills through an extended inquiry and experience based process. Learning is structured around authentic questions, carefully designed projects and targeted learning experiences. Teachers, students and families are fully involved in planning and implementing learning experiences and projects. Our instruction blends the processes of thinking, developing skills and gaining knowledge allowing students to “understand”, “know” and “do”. We support students in learning and practicing skills in problem solving, communication, and self-management. We integrate curriculum areas, thematic instruction, and community issues. Assessment of performance is on content and skills using criteria similar to those in the work world, thus encouraging accountability, goal setting, and improved performance. We focus on meeting the needs of learners with varying skill levels and learning styles and we target individual interests to engage and motivate bored or indifferent students. We highlight the Learning Team Concept focusing on the synergistic power of teachers, students and families working together. We develop Individualized Learning Plans closely aligned with curriculum guidelines, benchmarks, and standards.

## COLLECTING INFORMATION

- \_\_\_\_\_ understands that each human brain is a powerful learning tool
- \_\_\_\_\_ forms simple questions and shares previously gained information
- \_\_\_\_\_ responds to questions posed by family, teachers, peers and other adults
- \_\_\_\_\_ identifies areas of interest and curiosity
- \_\_\_\_\_ organizes, records, and shares information using objects, pictures, demonstrations, technology and verbal responses
- \_\_\_\_\_ uses questions to guide the information collection
- \_\_\_\_\_ values personal knowledge skills in light of rapid growth of information base due to technology
- \_\_\_\_\_ understands that their brain is constantly growing and collecting information from all activities and experiences
- \_\_\_\_\_ understands that there are many ways to learn and that different people learn in different ways

**SOLVING PROBLEMS**

- \_\_\_\_\_ applies previous experience and knowledge to problem solving experiences
- \_\_\_\_\_ explains and verifies results of problem solving experiences
- \_\_\_\_\_ continues to apply a variety of strategies when the first strategy proves to be unproductive
- \_\_\_\_\_ develops confidence in the use of technology to assist in solving problems
- \_\_\_\_\_ reviews problem solutions and uses questions to identify new problems and experiences

## **ENGLISH - LANGUAGE ARTS - READING**

As Kindergarten students begin the complex process of learning to read and write they open the great “Treasure Chest of Learning” and unwrap the wonderful “Gift Of Literacy”. With this gift they make the connection of the printed word with reading and writing thus opening the door for the exciting world of learning and knowledge.

### **WORD ANALYSIS**

- \_\_\_\_\_ demonstrate awareness of spoken words through concept of words, syllable recognition, word beginning sounds and rhymes
- \_\_\_\_\_ demonstrate word sound awareness through matching, isolating, blending, segmenting, deleting, and substituting individual sounds in spoken words
- \_\_\_\_\_ recognize and name upper and lower case letters of the alphabet
- \_\_\_\_\_ identify and use letter-sound relationships to read simple words in text (e.g. dog, cat, run)
- \_\_\_\_\_ use pictures, symbols, and environmental print to build and comprehend vocabulary
- \_\_\_\_\_ read high frequency words to build fluency and construct meaning

### **READING STRATEGIES**

- \_\_\_\_\_ use concept of print (e.g. top/bottom, left/right, story sense), and concept of word
- \_\_\_\_\_ recognize that print conveys a message
- \_\_\_\_\_ predict what a story will be about
- \_\_\_\_\_ retell beginning, middle, and end of familiar stories
- \_\_\_\_\_ restate the main idea of a story or text
- \_\_\_\_\_ identify author, illustrator, cover, and title

### **LITERARY TEXT**

- \_\_\_\_\_ listen to and identify setting and sequence of events in a story
- \_\_\_\_\_ listen to and identify the main idea of a story
- \_\_\_\_\_ listen to stories from different cultures and time periods
- \_\_\_\_\_ respond to who, what, where, when, and why questions

### **EXPOSITORY TEXT**

- \_\_\_\_\_ gain information from text using titles, illustrations, graphs, and charts
- \_\_\_\_\_ listen to, read, and discuss texts from different cultures and time periods
- \_\_\_\_\_ listen to and describe sequential order
- \_\_\_\_\_ listen to and use information to answer specific questions
- \_\_\_\_\_ listen to and use pictures and written directions to complete a task
- \_\_\_\_\_ distinguish between statements and questions

## **MATHEMATICS**

### **COMMUNICATING WITH NUMBERS**

- \_\_\_\_\_ uses games, stories, questions and experiences in daily interactions with numbers
- \_\_\_\_\_ uses questions to solve mathematical problems (discussion, questioning, research, collecting information)
- \_\_\_\_\_ uses mathematical symbols and notation to communicate and explain problems
- \_\_\_\_\_ uses technological devices, physical materials, models, pictures, and writing to represent and communicate mathematical ideas

### **THINKING WITH MATHEMATICS**

- \_\_\_\_\_ develops the ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct learning in all content areas
- \_\_\_\_\_ uses models, objects, and technology to explain mathematical interactions
- \_\_\_\_\_ explains thinking and experiences used to solve a mathematical problem
- \_\_\_\_\_ explains the results of interactions and experiences with numbers

### **CONNECTING MATHEMATICAL IDEAS**

- \_\_\_\_\_ uses prior experiences and information to ask new questions and solve new problems
- \_\_\_\_\_ identifies, explains, and uses mathematics in everyday life
- \_\_\_\_\_ applies experiences with numbers to ask questions to solve problems and ongoing experiences, such as rhythm in music and motion in science, and collection of information with technology
- \_\_\_\_\_ uses experiences with numbers to understand the relationship of mathematics to all life experiences

### **MATHEMATICAL SKILLS CHECKLIST**

- \_\_\_\_\_ recognizes, reads, and writes numbers from 0 - 10
- \_\_\_\_\_ identifies positions in order, first to third
- \_\_\_\_\_ matches the number of objects in a set to the correct numeral 0 - 10
- \_\_\_\_\_ recognizes relationships of more than, less than, and equal to
- \_\_\_\_\_ counts to 20 by demonstrating one-to-one correspondence using objects
- \_\_\_\_\_ uses concrete objects to model simple addition and subtraction
- \_\_\_\_\_ identifies attributes used to sort objects
- \_\_\_\_\_ identifies and creates sets of objects with unequal amounts, describing them as greater than or less than
- \_\_\_\_\_ compares, orders, and describes objects by size
- \_\_\_\_\_ identifies and sorts pennies, nickels and dimes
- \_\_\_\_\_ recites in order the days of the week
- \_\_\_\_\_ identifies two-dimensional shapes (circles, triangles, rectangles including squares) regardless of location
- \_\_\_\_\_ demonstrates an understanding of relative position words, including before/after, far/near, and over/under, to place objects

\_\_\_\_\_ identifies two-dimensional figures (windows are shaped like rectangles) as they appear in the world around them

\_\_\_\_\_ identifies three-dimensional figures in the environment world around them

## SCIENCE

Kindergarten students use previous experiences and questions to observe and explore the world around them. They understand that they are always collecting information, and they interact as learners in all experiences. They collect and share information about all life around them. They keep records, over time, of weather patterns and seasonal changes. They are introduced to the concepts of measurement and recording. Animals, plants, and the world around them become exciting and constant opportunities to collect information.

### NATURE OF THE SURROUNDING WORLD

- \_\_\_\_\_ records observations and experiences using pictures, words, or numbers, and technology
- \_\_\_\_\_ uses tools (magnifying lens, funnel, eye dropper, camera, and sound recorder) to gather information
- \_\_\_\_\_ observes patterns in nature (leaves, feathers, night, day, weather conditions)
- \_\_\_\_\_ asks questions about their observations and experiences with the world around them
- \_\_\_\_\_ shares information, observations, ideas, experiences and questions with others
- \_\_\_\_\_ recognizes that science involves people of all ages and backgrounds

### PHYSICAL SCIENCE

- \_\_\_\_\_ describes observable materials and properties of objects (size, shape, color)
- \_\_\_\_\_ compares objects/products made of different materials

### EARTH AND SUN

- \_\_\_\_\_ recognizes that the sun is a source of heat and light
- \_\_\_\_\_ observes, describes, and records seasonal changes

### LIFE SCIENCE

- \_\_\_\_\_ identifies observable characteristics and behaviors of animals
- \_\_\_\_\_ sorts animals by observable characteristics
- \_\_\_\_\_ observes and explains that animals have offspring that are the same kind of animal
- \_\_\_\_\_ uses five senses to investigate the natural world
- \_\_\_\_\_ recognizes and explains that animals live in different places
- \_\_\_\_\_ asks questions and plans experiences to provide new information about animals

## **SOCIAL STUDIES**

Kindergarten students use prior knowledge, experiences, and questions to learn about the blend of people in the world. They share and observe values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Photographs, technology, videos, and books provide information and lead to new questions. Students observe the purpose of rules and respect to provide safety and communication in families, schools, and social gatherings. They observe how social rules become laws in larger social groups such as countries.

### **HISTORY**

- \_\_\_\_\_ discusses, observes and experiences the importance of working together to complete tasks
- \_\_\_\_\_ listens to stories and asks questions of family members, local residents, and prominent figures to highlight the human experience
- \_\_\_\_\_ listens to stories of people and families around the world
- \_\_\_\_\_ identifies and observes problems that occur when people live and work together
- \_\_\_\_\_ observes and recognizes differences between home and school
- \_\_\_\_\_ describes the importance of working together to complete tasks and plans, experiences, and group interactions
- \_\_\_\_\_ observes, records and identifies the occupations of people in their school
- \_\_\_\_\_ defines, discusses, observes and practices respect for others at home, in the classroom, at school, and in the community
- \_\_\_\_\_ shares events that are important to the students and their families

### **GEOGRAPHY**

- \_\_\_\_\_ summarizes and shares prior knowledge of the earth
- \_\_\_\_\_ uses prior knowledge to develop new questions about the earth
- \_\_\_\_\_ observes that a globe is a representation of earth and uses vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond
- \_\_\_\_\_ uses observation and experiences to explain areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk
- \_\_\_\_\_ describes self as a unique individual with characteristics similar to others
- \_\_\_\_\_ recalls from memory the street on which they live
- \_\_\_\_\_ identifies the geographic setting of a picture or story
- \_\_\_\_\_ explains that people move from one location to another
- \_\_\_\_\_ recognizes weather changes with the seasons and how people adapt to those changes
- \_\_\_\_\_ generates ongoing questions to guide the collection of new knowledge about their relationship to the earth around them

### **ECONOMICS**

- \_\_\_\_\_ discusses, defines and gives examples of resources
- \_\_\_\_\_ observes differences in quantities of resources ( many, few, limited and limitless)
- \_\_\_\_\_ observes and identifies jobs in the community

- \_\_\_\_\_ observes and identifies United States currency
- \_\_\_\_\_ experiences decisions involving classroom resources
- \_\_\_\_\_ discusses and develops solutions to resource problems

**CIVICS**

- \_\_\_\_\_ observes, identifies and follows classroom and school rules that guide behavior and resolve conflicts
- \_\_\_\_\_ identifies an individual's rights within the classroom
- \_\_\_\_\_ recognizes individual choices
- \_\_\_\_\_ recognizes the Pledge of Allegiance
- \_\_\_\_\_ names a traditional United States patriotic activity, holiday, or symbol