

## Primary Objectives

Grade: Kindergarten

Quarter: 1 and 2

School year: 2009-2010

Teacher: Mrs. Carolyn J. Brown

### The Benchmark Map is developed with the following premises:

1. All benchmarks for the grade level/course will be achieved in the school year.
2. Major understandings are the big generalizations for the topic/concept.
3. *Italicized benchmarks are taught and/or assessed in more than one quarter.*

## WHAT STUDENTS LEARN

1. Content Area: Language Arts

### Big Idea(s) Major Understanding(s): Students will....

- Show curiosity and desire to learn.
- Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.
- Apply knowledge of verbal and non-verbal language to communicate in various situations: interpersonal, group, and public, for a variety of purposes.
- Children will share ideas, negotiate, make decisions, decide on tasks and problem-solve together.

### Benchmarks:

- Recognize that spoken correspond to printed words, how letters and words are oriented on the page, and that words are read from left to right.
- Identify names of objects and events.
- Alphabet recognition (upper and lower-case) by sight and recall basic sound attributed to each letter.
- Recognize beginning and ending letter sounds of a given word.
- Beginning familiarization of Dolch sight words and phonetic words.
- Interprets pictures/stories verbally.
- *Use words to describe location, size, color, shape, and concepts (e.g. same, different, fast, and slow) in speaking situations.*
- *Use grade-appropriate vocabulary learned through stories and instruction.*
- Imitates and repeats simple rhyme.
- *Use drawing and letters to write responses to stories using illustrations and inventive spelling.*
- Continue to use coloring and drawing as prewriting strategy.
- Trace letters for familiarity with form.
- *Write upper and lower-case letters independently.*
- *Writing first and last name in correct formation (Uppercase first, lowercase thereafter).*
- Begin to describe familiar topics and convey thoughts, ideas, and basic information using pictures and letters (*using daily journal books*).
- Interprets pictures/stories verbally
- Identify names of objects and events.

- *Demonstrate an awareness of time concepts (e.g. yesterday, today, tomorrow).*
- *Identify the roles people play in society.*
- *Express ideas through simple activities (e.g. creative movement, choral speaking, show and tell, rhymes, poems, and songs).*
- Participates in large and small group time (Discussions).
- Ask and respond appropriately to basic questions.
- *Carries on a conversation with adults and peers.*
- Begin to initiate discussion related to topic, respond appropriately to topic, ask relevant questions, and elaborate appropriately to questions.
- Listen to stories being read.
- Identify characters and setting in a story read aloud.
- Follow simple oral directions, instructions, and explanations.

## 2. Content Area: Mathematics

### **Big Idea(s) Major Understanding(s): Students will....**

- Understand numbers, ways of representing numbers, and relationships among numbers.
- The differences between a number and a letter.
- Understanding various types of patterns.
- Understanding of grouping and tallying.
- Understanding of the plus, minus signs in mathematical problems.

### **Benchmarks:**

- Demonstrate one to one correspondence.
- Grouping manipulatives by color, shape, and size.
- Recognize and extend ABCABC patterns.
- Use positional words to describe and objects location (e.g. up, down, side above, under, in, and out).
- Introduction of adding , subtraction of mathematical problems.
- *Begin to realize time passage by order of events.*
- *Introduce time (clock, watch).*
- *Introduce face of a clock or watch – hour, half hour, and minute.*
- Make comparisons (e.g. more/less, larger/smaller, shorter/taller).
- Recognize numerals one through *fifty or more.*
- Trace/write numerals one through *thirty or more.*
- *Identify written numerals one through fifty or more.*
- *Identify groups of one through ten items.*
- Identify common geometric shapes (e.g. circle, square, rectangle, oval, diamond, and triangle).
- Use words to describe the characteristic of objects (e.g. colors, shapes).
- Basic board games (e.g. Candy land, Sorry, Trouble, and Dominos)
- Introduce value of money and recognize penny, nickel, dime, quarter, and dollar.

## 3. Content Area: Science:

### **Big idea(s) Major Understanding(s): Students will....**

- Making observations is the first step in the inquiry process.

- Grouping with common characteristics, predicting, experimenting, and drawing conclusions.
- Hands-on learning occurs about natural cycles, seasons, environments, and how things live and grow.
- Understands the structures and functions of living organisms and how organisms can be compared scientifically.
- Understands the awareness of seasonal changes.

#### **Benchmarks:**

- *Observe and make discoveries.*
- Demonstrate an interest in exploring the environment.
- *Find more than one solution to a problem.*
- Is aware of his/her senses (Hear, smell, taste, touch, see).
- *Assists in experiments in small and large groups.*
- *Demonstrate experiments by oneself.*
- Demonstrate skills in discriminating sounds.
- Demonstrate visual discriminating skills.
- Demonstrate differences in texture (Rough, smooth, soft, hard, bumpy).
- *Compare outcomes of experiments.*
- Identify differences between living and non-living things.

#### 4. Content Area: Social Studies

##### **Big idea(s) Major Understanding(s): Students will....**

- Children who are engaged and active are far more likely to exhibit positive behaviors and build stronger social skills.
- Students will learn to share ideas, negotiate, make decisions, decide on tasks and problem-solve together.
- Understand people now and then, here and now (learning, living, working together).
- Understand roles and responsibilities of American citizens.

#### **Benchmarks:**

- *Shows curiosity about the world around them.*
- *Develops growing awareness of the importance of people working together to make a community successful (e.g. fireman, doctors, nurses, policeman, librarians, etc).*
- Develops ability to identify personal characteristics including gender, name, age and family composition.
- Shows progress in developing friendships with peers.
- *Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.*
- *Begin to identify rules and recognize the learning of the consequences from complying or not complying.*
- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
- *Begins to express and understand concepts and language of Geography in the contexts of their classroom, home and community.*
- *Is aware of simple cultural differences, holidays and celebrations.*
- Learn of age appropriate local and national current events.

- Understand the importance of community service.
- Understand and follow the safety rules in school (Agreement System).

## 5. Content Area: Physical Health and Development

### **Big Idea(s) Major Understand(s): Students will....**

- Progresses in physical growth, strength, dexterity and control.
- Demonstrate successful movement forms at a basic level and some movement forms at a mastery level.
- Apply movement concepts and principals to the learning and development of motor skills.
- Practice health-enhancing behaviors and reduce health risks.

### **Benchmarks:**

- *Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.*
- *Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking and bouncing balls.*
- To be able to use gross motor skills with confidence.
- *Develop strength and coordination of small and large muscles.*
- To have increasing control and direction using small and large muscles.
- *Demonstrate increasing skill in hand-eye coordination in building with blocks, putting together puzzles, stringing beads, using scissors, balancing beams, catching balls and using hula hoops.*
- *Participates actively in games, out door play, and other forms of exercise that enhances physical fitness.*
- *Develop health awareness and skills.*
- Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands and toileting.
- Learn and follow basic safety rules.
- *Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances, and activities.*
- *Seek help in an emergency (phone 911, give name, address or phone number).*
- *Know procedures for fire safety (evacuate, get out of the area as quick as you can, stop/drop and roll, stay with the group).*

## 6. Content Area: Music

### **Big Idea(s) Major Understand(s): Students will....**

- Create and express themselves through a variety of music experiences.
- Begin to learn about music elements and techniques.
- Sing a variety of music alone and with others.
- Perform on instruments a variety of music alone and with others.
- Improvise patterns, melodies, variations, and accompaniments.
- Identify and demonstrate movement skills, the elements of movement (space, time, energy, force, a shape), and movement qualities.

## **Benchmarks:**

- *Participates freely in musical activities.*
- Enjoys singing games, dramatizing songs, making or listening to music.
- Expresses through movement what is felt and heard in various musical tempos and styles (sing softly, plays rhythm sticks quickly/slowly, clap hands to beat).
- Experiments with a variety of musical instruments and styles including those used in different cultures.
- *Participate in teacher guided creative movement and drama activities (acting out a story).*
- Use props (Scarves, drums, shakers) to create individual movement and dances.
- *Express feelings spontaneously through dance.*

## 7. Content Area: Art

### **Big Idea(s) Major Understand(s): Student will....**

- Create and express themselves through a variety of art experiences.
- Begin to learn about art elements and techniques.
- Understand and apply art materials, techniques, and processes in creating original art works based on ideas, experiences, stories, and opinions.
- Create, respond, and appreciate own art work as well as others.

## **Benchmarks:**

- Experiments with a variety of textures and objects.
- Is able to use self-expression in all art work presented.
- Explore and experience activities using a variety of materials (fabric, paper, paint, chalk, sand, feathers, etc).
- *Independently selects and engages in activities of his/her choice (coloring, collages, painting, modeling, crafts).*
- Experiments with a variety of techniques using brushes and other objects.
- Introduce a variety of craft activities with free choice to participate.
- *Use art materials to explore and express moods and feelings (paint a picture of a beloved pet or family member).*
- *Use art materials to explore and extend topics being studied in the classroom (draw something that was seen on the playground)*
- *Talk about art work (I made lots of lines in my painting. They are blue for the ocean).*

## 8. Content Area: Career and Technical Education

### **Big Idea(s)/Major Understanding(s): Students will....**

- Explore and understand educational and career options in order to develop and implement personal, educational, and career goals.

## **Benchmarks:**

- Explain that current learning relates to life outside the classroom.
- Identify various workers and their jobs in the community.

## **11. HOW STUDENTS LEARN**

- Class cooperative learning.
- Small group cooperative learning.
- Project-based learning.
- Hand-on learning.
- Class discussions.
- Individualized Instruction.
- Teacher directed learning.
- Books, charts, classroom materials, audio cassettes, and compact discs.

## **111. HOW STUDENTS ARE ASSESSED**

- Portfolios.
- Work quality.
- Class participation.
- Discussions and activities.
- Observations.
- Listening and following oral directions.
- Individual class assignments completion.

## **1V. TEXTS/MATERIALS USED**

- Macmillan hands on Science book and materials – Teacher guide.
- SRA/McGraw-Hill Kindergarten Real Science Book – Teacher's Edition.
- Dolch sight words.
- Orton and Gillingham sight words and letters.
- Wright Group McGrawhill Everyday Math – Teacher guided.
- Emilia Reggio approach to learning – book/C.D.
- A variety of teacher resources, activity books pertaining to math, science, literature etc.