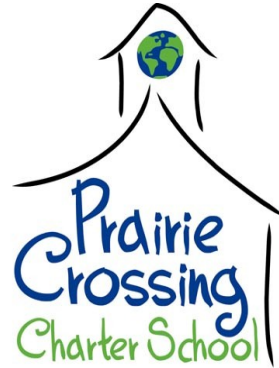


Prairie Crossing Charter School

Curriculum Overview

Kindergarten



Subject Areas

- Math
- Language Arts
- Social Studies
- Science
- Environmental Education
- Service Learning
- Physical Education
- Spanish
- Art
- Music
- Technology

1531 Jones Point Road
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The Kindergarten day includes time for large group activities, small group activities, and individual self-directed activities that provide the children with truly integrated experiences both in the classroom and in outdoor learning.

The skills listed in each subject area provide a framework for student expectations. We recognize that children learn in different ways and at different paces. Differentiated instruction is provided on the basis of your child's interests within the subject, their readiness for learning and their learning style.

The following learner objectives are aligned with the Illinois State Learning Standards.

Math

Number Sense and Computation

- Count, identify, represent, name and order numbers 1-100
- Compare sets and identify sets of equal to, more than, or less than the other
- Solve simple mathematical problems using manipulatives or concrete objects
- Identify and incorporate ordinal numbers in daily activities

Measurement, Time and Money

- Demonstrate a beginning understanding of measurement using non-standard units and measurement words such as longer than, shorter than, holds more than holds the same amount, etc.
- Order, compare and describe objects by size, length, capacity, and weight
- Construct and follow a daily schedule

Algebraic Thinking

- Recognize, describe, translate, duplicate, create, and extend patterns in various formats
- Sort objects into groups and tell the rule or rationale for the groups

Geometry

- Recognize geometric shapes and structures in the environment
- Identify and name basic shapes
- Describe some attributes of two and three dimensional shapes
- Show understanding of and use direction, location, and position words such as inside/outside, behind/in front of

Data and Probability

- Gather and analyze data about themselves or their environment
- Represent data using concrete objects, pictures, and graphs
- Compare numerical information derived from tables and graphs
- Compare information and make predictions from graphs made by the class

Language Arts

Reading Development

- Demonstrate concepts about print: left to right, return sweep, front and back, and understand printed material carries a message
- Demonstrate phonological awareness: rhymes and alliterations
- Demonstrate phonemic awareness: segmenting and blending syllables and phonemes and substituting sounds
- Demonstrate alphabet knowledge: recognizes letters and their most common sounds
- Read one syllable and high frequency words
- Make predictions based on cover, title and pictures and connect text to prior experiences and knowledge
- Recall main characters and events in stories
- Comprehend and respond to fiction and non-fiction

Writing

- Write upper and lowercase letters using the correct formation
- Write words based on how they sound, using initial consonants and some ending sounds
- Begin to write simple sentences using developmental spelling
- Represent stories through pictures, dictation, written words, and play
- Hold a pencil correctly
- Write all numbers to 100 correctly
- Use punctuation at the end of a sentence
- Capitalize words at the beginning of a sentence
- Use spaces between words
- Write their first and last name correctly using upper and lowercase letters
- Use beginning and end sounds for unknown words

Listening and Speaking

- Listen attentively to stories read aloud
- Follow 2-3 step directions accurately
- Retell information from a story in the correct sequence
- Develop an awareness of speaking strategies: taking turns, asking questions
- Relate what is heard in books or classroom discussions to personal experiences
- Use expanded language and vocabulary for a variety of purposes

Social Studies

Geography

- Express beginning geographic thinking (e.g., maps or models)
- Locate objects and places in the community
- Recites first and last name, address and phone number(s)

Government

- Participate in voting as a way of making choices
- Demonstrate acceptance of a majority rule
- Contribute and work cooperatively in small and large groups

Citizenship

- Identify the American Flag and demonstrate appropriate protocol while reciting the “Pledge of Allegiance”
- Recognize and demonstrate reasons for rules/laws in class, at home and in the community
- Show beginning understanding of what it means to be a leader

History

- Identify famous people such as local and national heroes and their contributions to society
- Show some awareness of time and how the past influences people’s lives
- Become aware of local and national holidays

Economics

- Identify community workers and the services they provide
- Describe some people’s jobs and what is required to perform them

Science

Inquiry

- Ask questions
- Use senses to explore and observe materials *
- See information through observations, exploration, and investigations *
- Collect, describe, compare and record information *

Design Technology

- Use simple tools and equipment to enhance observation and gather data*
- Become familiar with the use of devices incorporating technology
- Form explanations and communicate scientific information

Interconnections of the life, physical and earth/space sciences

- Observe, categorize, and describe characteristics, basic needs, and life cycles (plants and animals) *
- Describe and compare basic needs of living things *
- Begin to observe and describe simple seasonal and weather changes by using common weather-related vocabulary (e.g., rainy, snowy, sunny, and windy) *
- Understand the purpose of the 4 R's, reduce, reuse, recycle and recover *
- Identify, describe, and compare properties of objects (e.g., size, shape, and color) *

*Part of the Environmental Education connection

Service Learning

“Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Learn and Serve America)

Academic Integrity

- Projects integrated into the overall academic program
- Activities meet the needs of all

- Reflects on their experiences and engages in discussions around their service
- Learns to become effective citizens

Service Learning Projects

- Collect non-perishable items for non-profit organizations
- Pick up litter for Earth Day
- Transplant Prairie Seeds
- Transplant plants at Farm

- learners
- Teachers are facilitators
 - Knowledge and skills are applied and demonstrated through projects
 - Motivation and relevance achieved through the service projects

- Scholastic Reading Programs for underprivileged children
- Nesting Bags, helping wildlife
- Preparation of PADS meals

Civic/services Skills

- Recognizes potential impact on society (local and global) and will gain a sense of empowerment

Physical Education

- Performs various locomotor skills (hop, skip, jump) (19)
- Performs various non-locomotor skills (twist, stretch, sway) (19)
- Performs various manipulative skills (throw, catch, kick) (19)
- Travels, changing speeds and directions, in response to a variety of rhythms (19)
- Plays safely by following the rules and taking care of P.E. equipment (19)
- Performs rhythmical movements in dance, aerobics and jump rope skills (19)
- Participates in exercises and games to improve muscular strength, endurance flexibility and cardio respiratory fitness (19)
- Recognizes that physical activity is good for personal well-being (22)
- Recognizes importance of healthy habits (22, 23)
- Develops personal and social skills in cooperative activities (21)
- Demonstrates an understanding of proper sportsmanship (21)

Spanish

Communication

- Responds appropriately to simple commands
- Demonstrate understanding of basic conversational questions/answers
- Asks simple questions with prompts
- Responds to basic conversational questions
- Imitates pronunciation, intonation and inflection
- Recognizes the written form of spoken words
- Copy and writes words
- Demonstrates knowledge of vocabulary introduced during thematic units

Culture

- Uses common forms of courtesy
- Demonstrates knowledge of language appropriate to the time of day and relationship (adult, peer)
- Identify one or more art forms from Spanish-speaking countries

Language connections to academic disciplines

- Recognize the currency of Spanish-speaking countries
- Use Spanish vocabulary to identify simple science terms relating to weather and nature
- Use Spanish vocabulary while participating in games, activities
- Identify different geometric shapes
- Identify common professions and occupations

Art

The art program uses an approach to learning involving the environment and our place in the natural and human community. Themes covered in other subject areas will be reinforced visually as a component of art lessons. A study of how artists and the arts contribute to societies, past and present, is integrated into these approaches. The students will develop skills and strategies for enhancing creativity, imaginations, and self-expression.

- Recognize various types of lines in artwork (e.g., thick/thin, long/short,
- Identify the three primary colors (red, yellow, blue)
- Understand that all surfaces possess texture
- Recognize various media (e.g., crayons, paint, clay)
- Experiment with different media and techniques to produce works of art
- Understand how art contributes to society by capturing various situations in pictures and by making useful items

- straight/curved)
- Discover and identify simple shapes in artwork (circle, square, triangle)

Music

- Experience musical interpretation through singing and movement
- Gain a respect and awareness of many different cultures through music
- Sing patriotic, folk, popular, and multi-cultural songs, as well as songs of the seasons and celebrations
- Perform in casual settings and on stage
- Understand instrument families, and build simple musical instruments from recycled materials
- Identify differences in elements and expressive qualities (e.g. fast vs. slow; loud vs. soft; high vs. low; singing vs. speaking voice; long vs. short; steady beat vs. rhythm; feeling meter)
- Become familiar with selective classical music (e.g. Carnival of the Animals, Peter and the Wolf, The Nutcracker)

Environmental Education

At PCCS we have identified seven environmental themes which should recur throughout a student's education. Each of these themes is supported through integration into the current units of study.

- **Energy:** Food, farm, where food comes from, and energy use
- **Cycling of Materials:** Soil, air and water cycles, natural resources
- **Interrelationships:** Local habitats, and communities, life cycles, caring for living things
- **Change:** Seasons, basic phenology, weather
- **Sense of Place:** Relationship with the earth, respect for its workings, class tree
- **Lifestyle/Sustainability:** service learning, natural resources, farm/gardening
- **Skills/Technology:** clipboards, farm tools, measurement, scientific observations and inquiry, graphing

Farm-Based Education

PCCS curriculum concepts are addressed through farm-based education at the Prairie Crossing Learning Farm.

- Soil management- care of soil in field and greenhouse
- Agriculture- caring for plants, planting, thinning, harvesting, organic planting methods
- Land use- basic mapping skills
- Agricultural economics- egg collecting, washing and packaging for organic farm