

TSGold Standards	August	September	October	November	December	January	February	March	April	May
<p>Writing TS19: Demonstrates emergent writing skills a. Writes name b. Writes to convey ideas and information c. Writes using conventions</p>	<p>Mechanics: *ID lowercase letters *Fountas and Pinnell formation of letters and numbers *learn letter sounds (OG alphabet to z)</p>		<p>Introduced to 5 Sight words</p> <p>Genres: Personal narrative Craft: Journal writing Pictures convey meaning Write known letters Write beginning letter sounds</p> <p>Genre:poetry Name Poems - acrostics</p>	<p>First 10 sight words</p> <p>OG alphabet to wh and second letter sounds</p> <p>Genres:Personal Narrative Craft: Journal writing Label pictures Read back own writing</p>	<p>Capitalize I, Names, First word in sentence</p> <p>CVC words</p> <p>Use space between words Use of beginning and ending sounds</p>	<p>Genres:Personal Narratives Craft: Journal writing Practice ending punctuation Use high frequency words Write CVC words</p> <p>Genre: Poetry Winter poems - alliteration, descriptive words</p>	<p>Recognize and name ending punctuation</p> <p>All 20 DRA2 sight words</p> <p>Genres: Personal Narratives Craft: Journal writing Add details</p> <p>Begin publishing</p>	<p>Genres: Non-fiction, informational writing</p> <p>Craft: lists Directions</p>	<p>Genre: Poetry Spring poem- descriptive language, adjectives, similies</p> <p>Genre: Science journals</p>	
<p>Essential ?</p> <p>What is the essential function of writing and why is writing important? How are personal messages shared through writing?</p> <p>Assessments</p>	<ul style="list-style-type: none"> Why do people write? Why is learning letter sounds important? <p>Anecdotal accounts Journal entries</p>		<p>*What is the purpose of a journal?</p>		<p>*How do I turn my thoughts into complete sentences?</p>	<p>*How do we write a sentence?</p> <p>Writing Mechanics checklist Journal sample</p>	<p>*Why do we edit writing for details?</p>		<p>*What are the features of non-fiction text? *What is a poem?</p> <p>Writing Mechanics checklist Journal sample</p>	
<p>Listening/ speaking (Language)</p>	<p>TS8: Listens to and understands increasingly complex language</p> <p>-comprehends language -follows directions</p>		<p>TS 9:Uses language to express thoughts and needs</p> <p>-Use an expanding expressive vocabulary -speaks clearly -Uses conventional grammar -Tells about another time or place</p>		<p>TS 10:Uses appropriate conversational and other communication skills</p> <p>-Engages in conversation -Uses social rules of language</p>					
<p>Math</p> <p>TS13: Uses symbols and images to represent something not present a- Thinks symbolically</p>	<p>Patterns (TS23) Number formation 0-10</p> <p><u>Number Sense</u> Count to 20 Count back from 10 1 to 1 count to 10</p>		<p>Addition with manipulatives to 5 (TS20) Intro. to number lines to 20, know before/after (directionality) Introduction to bar and pie graphs</p>	<p>Number formation to 20 1 to 1 <=20 Count forward to 50 Count by 10's to 50 Count backwards from 20 Addition and subtraction within 5 with equations Math families/Math Mountains</p>	<p>Geometry (TS21) ID 2d and 3d shapes Story problems within 10 Add/subtract within 10 with manipulatives ID irregular dot patterns <6</p>	<p>Decompose numbers <=10 Count forward to 100 by 1's and 10's Count forward from any given number within 100 Formation of numbers to 20</p>	<p>Measurement (length, time, money)</p>	<p>Count backward from 25 Find the number that makes 10 (ex: I have 4, how many more make 10?) Represent addition and subtraction within 10 with manipulatives Compose and decompose teens using 10s plus some more 1s</p>		

<p>TS20: Uses number concepts and operations a. Counts b. Quantifies c. Connects numerals with their quantities d. Understands and uses place value and base ten e. Applies properties of mathematical operations and relationships f. Applies number combinations and mental number strategies in mathematical operations TS21: Explores and describes spatial relationships and shapes a. Understands spatial relationships b. Understands shapes TS22: Compares and measures a. Measures objects b. Measures time and money c. Represents and analyses data TS23: Demonstrates knowledge of patterns</p>	<p>More/Less to 10 Dot ID Reg. dice formations to 6 Sorting by 2 attributes</p>		<p>Tally marks Compare written numerals within 10 (<>=) Practice combinations to 5 Know "families" (Ex: 5+2=3 3+2=5 5-3=2 5-2=3 The family is 5,3,2)</p>							
<p>Essential ?</p> <p>Assessments</p>	<p>*How is math relevant to me? *How do we compare numbers?</p> <p>TS Gold # writing assessment Math screener</p>		<p>*What methods of addition work best for me? *How does graphing help us organize information?</p>	<p>*What are different and efficient ways to count? *How do numbers relate to each other?</p> <p>Observations</p>	<p>*How do we use geometry? *Why is geometry considered math? *How does geometry apply to everyday math?</p> <p>Math screener #writing assessment TS Gold</p>	<p>Observations</p>	<p>*Why is it important to have different units of measurement? *What is a unit of measurement?</p>	<p>*What methods of subtraction work best for me?</p> <p>#writing assessment Math screener (end of year assessment?) Common core checklist TS Gold</p>		
<p>Science (http://www.nextgen.science.org/sites/default/files/k%20combined%20DCI%20standards%206.13.13_0.pdf) TS13: Uses classification skills TS24: Uses scientific inquiry skills TS25: Demonstrates knowledge of the characteristics of living things</p>	<p><u>Study of Bees</u> Living things have characteristics and basic needs & organisms can be described and sorted by their physical characteristics.</p>	<p><u>Outdoor Education</u> Sorting and classifying objects from nature</p>	<p><u>Earth's Resources: Tree and Leaf Study</u> Earth's materials have properties and characteristics that affect how we use those materials. Describe how humans are dependent on the diversity of resources provided by Earth and Sun. <u>Eco Cycle:</u> Conservation, sort and classify</p>	<p>-----></p> <p>(Integrate with SS curriculum of Thanksgiving, English settlers and Native people)</p>	<p><u>States of Matter</u> May be moved to another month due to weather conditions (SNOW) <u>Eco cycle visit</u></p>	<p><u>Physical Science</u> 1.Objects can move in a variety of ways that can be described by speed and direction 2.Objects can be sorted by physical properties, which can be observed and measured.</p> <p>-----></p>	<p>-----></p>	<p><u>Earth/Moon Studies</u> Events such as night, day, the movement of objects in the sky, weather, and seasons have patterns. CDE Standard: 3. Earth Systems Science :The sun provides light and heat to the Earth</p>	<p><u>Study of 4 life cycles</u> (Examples: butterfly, moth, ladybug, praying mantis) Living things develop in predictable patterns: Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment.</p>	<p>-----></p>

	<p>form, texture, space, and design in his or her artwork or the work of others</p> <p>*communicates about his or her artwork, e.g., what it is made of, what he or she was thinking, and from where the idea comes.</p>									
<p>Music</p>	<p><u>Musical Concepts and Expression</u></p> <p>*shows awareness and appreciation of different kind of music</p> <p>*expresses thoughts, feelings, and energy through music</p> <p>*shows increasing awareness of various components of music: melody (tune), pitch (high and low sounds), rhythm (the beat), tempo (speed), dynamics (changes in volume), and timbre (sound quality distinguishing one instrument or voice from another).</p>	----->	----->	----->	----->	----->	----->	----->	----->	----->
<p>Dance</p>	<p><u>Dance and Movement Concepts:</u></p> <p>How and when the child:</p> <p>*communicates feelings and ideas through dance and movement</p> <p>*demonstrates spatial awareness (where the body moves): directions (up or down, forward or backward); levels (low, middle, high); and pathways (straight, curved, zigzag)</p> <p>* demonstrates effort awareness (how the body moves): speed (fast or slow); force (strong or light); and control (bound or free)</p> <p>*demonstrates relational awareness (relationships the body creates): with the physical self (body parts); with body shapes and size (big,small, straight); roles with other people (leading or following, mirroring, alternating); and in space (near or far, over or under, around or through).</p>	----->	----->	----->	----->	----->	----->	----->	----->	----->

Physical	Demonstrates Traveling Skills Moves to explore immediate environment, Experiments with different ways of moving, Moves purposefully from place to place with control, Coordinates increasingly complex movements in play and games, Uses a variety of traveling movements, varying speed, pathways, and direction, Coordinates multiple complex movements while traveling.	----->	----->	----->	----->	----->	----->	----->	----->	----->
Essential ? Assessments										
Social Emotional Learning TS1: Regulates own emotions and behaviors a- Manages feelings b- Follows limits and expectations, c- Takes care of own needs appropriately TS2: Establishes and sustains positive relationships a- Forms relationships with adults b- Responds to emotional cues c- Interacts with peers d- Makes friends TS3: Participates cooperatively and constructively in group situations a- Balances needs and rights of self and others b- Solves social problems Manages feelings (Is able to look at situations differently or delay gratification)	Practice decision making, giraffe talk Classroom jobs (rotate weekly throughout the year)	----->	----->	----->	----->	MLK study: Celebrate diversity	Fill buckets	-->	----->	----->
Essential ? Assessments Why do we need to get along with other people?										
Cognitive Learning										

<p>TS11: Demonstrates positive approaches to learning. a- Attends and engages b- Persists c- Solves problems d- Shows curiosity and motivation e- Flexibility and inventiveness in thinking</p> <p>TS12: Remembers and connects experiences a- Recognizes and recalls b- Makes connections</p> <p>TS14: Uses symbols and images to represent something not present b- engages in social-dramatic play</p>										
<p>Essential ? What kind of learner am I? Assessments</p>		TS Gold		TS Gold		TS Gold		TS Gold		TS Gold
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Field Experiences	Eco-Cycle Presentation	Children's Peace Garden: Bee Experience Eco-Cycle Processing Plant Field Trip Pond Trip		Eco-Cycle Presentation	Arvada Center Play TBD	YMCA: Ice Skating	YMCA: Ice Skating	CU Planetarium: Trip to the moon and other planets (or other program)	Orchestra Visit or Similar	Butterfly Pavilion: Bug Observation
<p>Essential ? Assessments Why is experiential education important? Why do we do these trips?</p>										
Student-direct ed focus	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	Independent work-time Class jobs Student choice	
<p>Essential ? Assessments How do I take responsibility for myself?</p>										
Service learning	School grounds clean-up twice/year each class	Eco-cycle classes to promote reusing,	Class jobs	Eco-cycle Presentation Class jobs	Green Team Make a Difference Exploration Class jobs	Class jobs	Class jobs	Class jobs	Class jobs	Class jobs

	Class jobs	recycling, and composting. Eco-cycle Factory Tour Class jobs								
Essential ? Assessments										
What is our role in the world? Why should we help others and the world?										

Note: This curriculum map will be updated as we make changes or adjustments