

KINDERGARTEN LEARNING AND WORKING NOW AND LONG AGO

In kindergarten, children first begin to understand that school is a place for learning and working. Many will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. Children also learn that the choices they make have consequences for themselves and others. This is knowledge that is necessary for good civic behavior in the classroom and in the larger society. Children also discover how other people have learned and worked together by hearing stories of times past.

Learning to Work Together

Children make their way as learners, workers, and classroom participants in the kindergarten classroom. They must learn to share the attention of the teacher with others and learn to consider the rights of others in the use and care of classroom materials. Such understandings will be deepened and enriched if teachers use classroom problems that inevitably arise as opportunities for problem solving, for example, sharing resources or space with others, or in planning ahead and bringing one's activity to a conclusion to be on time for the next activity. Children need help in analyzing problems such as these: considering why the problem arose; considering other alternatives they might have tried in coping with the problem; developing awareness of how alternative behaviors might bring different results in the ways that others in the group respond to them; and learning to appreciate behaviors and values that are consistent with the democratic ethic. Children must have opportunities to discuss these more desirable behaviors, try them out, and examine how they lead to more harmonious and socially satisfying relationships with others. To further support these understandings, teachers should introduce stories, fairytales, and nursery rhymes that incorporate conflict and raise character issues that are both interesting and understandable for young children. In discussing these stories, children should identify the behavior of characters in the story, observe the effect of this behavior on others, examine why characters behaved as they did, and consider whether other choices could have changed the results. These discussions are intended to help them acquire those values of deliberation and individual responsibility that are consistent with the democratic ethic.

Exploring, Creating and Communicating

Children should have opportunities to build their self-worth by exploring, creating, solving problems, communicating, and assuming individual and group responsibilities in their immediate world the classroom - as well as extending these opportunities to the larger world of school and in the neighborhood. Neighborhood topography, streets, transportation systems, structures and human activities should be explored. Large building blocks, wood, tools and miniature vehicles as well as imaginative and improvisational objects including workers' clothing and hats, assist children in constructing real and imagined neighborhood landscapes and structures. Picture files, stories, and books should be used to deepen children's information about the places they are creating and the work that is carried on. Children should understand the importance of literacy as a means of acquiring valuable information and knowledge.

Reaching Out to Times Past

In Kindergarten, children take their first vicarious steps into times past. Well-selected stories can help children develop a beginning sense of historical empathy. They should consider how it might have been to live in other times and places and how their lives would have been different. They should observe different ways people lived in earlier days, for example, getting water from a well, growing their food, making their clothing, and having fun in ways that are different from those of today. They can compare themselves with children in a variety of stories. They should recognize that national and state symbols such as the national and state flags, the bald eagle, and the Statue of Liberty were used by people in the past as well as in the present.

*NOTE: Throughout this document, learning targets are identified as knowledge (“K”), reasoning (“R”), skill (“S”), product (“P”) or dispositional (“D”). **Bold** items are essential learning targets.*

Kindergarten: Learning Targets

Citizenship - Standard 1: Students understand that being a good citizen involves acting in certain ways.

Competency 1.1: Recognize the need for rules.

1. **I can follow the school rules and I can tell what will happen when I break them. (S)**
2. I can identify problems and I can find solutions. (K)
3. I can pick up after myself and others to keep the school and classroom neat (S)

Competency 1.2: Develop skills to participate in class discussions.

1. I can listen to other people’s words. (S)
2. I can raise my hand and wait my turn to talk. (S)

Competency 1.3: Become aware of the voting process.

1. I can participate in a classroom vote. (S)

Competency 1.4: Learn examples of honesty, courage, determination, individual responsibility, and patriotism in America and world history from stories and folklore.

1. I can listen to stories about characters making choices. (S)
2. I can show what I learned about the characters’ choices in different ways. This means I can role-play, draw a picture, write/tell a story. (P)
3. I can be honest with others and myself. (D)
4. I can take a risk and really try even when the job is hard. (D)

Competency 1.5: Discuss characters in stories from times past and understand the consequences of the characters’ actions.

1. I can tell why things happen to characters in stories. (K)

Competency 1.6: Identify current events.

1. **I can tell about current events. (K)**
2. **I can tell where I can learn about current events (for example: newspaper, radio, television). (K)**

Citizenship - Standard 2: Students recognize national and state symbols such as the national and state flags, the bald eagle, and the Statue of Liberty.

Competency 2.1: Become aware of symbols relating to our country including coins and the dollar bill.

1. I can identify the important American symbols on common coins and a dollar bill. (K)
2. **I can recognize that the flag is a symbol of America. (K)**

Competency 2.2: Recite the Pledge of Allegiance and sing patriotic American songs.

1. **I can say the Pledge of Allegiance. (S)**
2. I can sing patriotic songs. (S)

Citizenship - Standard 3: Students match simple descriptions of work people perform in our community to the name of their job title.

Competency 3.1: Understand the roles of school personnel.

1. **I can identify workers at school such as the principal, teachers, secretary, and custodian. (K)**
2. I can tell, draw, or write about what school workers do. (S)

Competency 3.2: Understand the roles of community workers.

1. **I can identify workers in my community such as a firefighter, police officer, mail carrier. (K)**
2. I can tell, draw, or write about workers in my community. (S)

Competency 3.3: Become aware of family members' occupations and places of work.

1. **I can ask questions about my family's job(s) and where family members work. (S)**
2. I can share with my classmates what I know about my family members' jobs. (S)

History/Culture – Standard 4: Students recognize the calendar.

Competency 4.1: Use a calendar to sequence events.

1. **I can name the days of the week. (K)**
2. **I can name the months of the year. (K)**
3. **I can name the seasons. (K)**
4. **I can look at a calendar and find yesterday, today, and tomorrow. (S)**

History/Culture - Standard 5: Students understand that history relates to events, people, and places of other times.

Competency 5.1: Become aware of the people and events honored in commemorative holidays including Labor Day, Indian Heritage Day, Veterans' Day, Thanksgiving, Martin Luther King Jr. Day, Washington and Lincoln's Birthdays, Memorial Day, and Fourth of July.

1. **I can listen to and retell stories about different holidays and the people connected with them. (S)**
2. **I can use these stories to tell how people lived differently than we do today. (K)**

Geography - Standard 6: Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Competency 6.1: Determine the relative locations of objects using the terms near/far and left/right.

1. **I can tell when something is near or far away. (K)**
2. **I can tell when something is to the left or right of me. (K)**

Competency 6.2: Distinguish between land and water on maps and globes and become aware of locations such as Montana and the United States.

1. **I can find land on a map or globe. (S)**
2. **I can find water on a map or globe. (S)**
3. **I can find the United States on a map or globe. (S)**
4. **I can find Montana on a map of the United States (S).**

Competency 6.3: Identify traffic symbols.

1. **I can identify traffic symbols around my school; this means stop signs, traffic lights, and cross walks. (K)**

Competency 6.4: Demonstrate familiarity with my school.

1. **I can find different places in my school. (S)**
2. **I can draw a map of my playground and the neighborhood around my school. (P)**

