

AMERICAN INTERNATIONAL
SCHOOL OF LAGOS

Kindergarten Standards



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AISL ELEMENTARY KINDERGARTEN LITERACY ACADEMIC STANDARDS

KINDERGARTEN

Kindergarten students will be immersed in a literature –rich environment designed to help them develop oral language skills and an appreciation of literature. They will participate in activities that will help them build their vocabulary and knowledge about the reading and writing process. Through the study of subjects like science, history and other culture, they will learn new vocabulary.

They will listen and respond to literature in a variety of ways such as discussions, drama, movement and art projects. They will identify and print the letters of the alphabet, recognize basic phonetic elements, and begin to use these skills to read words and communicate in writing.

Standard 1

READING: Word Recognition, Fluency, Vocabulary Development

Students use their knowledge of letters, sounds, and word parts to decode unknown words. They also learn to use word parts, word relationships, and context to determine the meaning of new vocabulary.

The student will:

- K.1.1. Identify both uppercase and lowercase letters of the alphabet (and say their sounds)
- K.1.2 Identify and produce initial, middle and ending sounds in single syllable words
- K.1.3 Identify and produce short vowel sounds.
- K.1.4 Identify and produce rhyming words.
- K.1.5 Discuss word meanings to develop vocabulary.
- K.1.6 Use words to describe location, size, color, shape, actions, quantity, and feelings.
- K.1.7 Recognize some high frequency words.

Standard 2

READING: Understanding The Meaning Of What Is Read

Students read and understand grade-level appropriate material. At grade 1, Students read a variety of informational and literary texts.

The student will:

- K.2.1 Listen responsively to stories, poems, and nonfiction for pleasure and information.
- K.2.2 Use prior knowledge, pictures, and context to make predictions.
- K.2.3 Sequence events and tell the beginning, middle and end of a story.
- K.2.4 Demonstrate comprehension of stories through retelling the main idea, identifying characters, setting, and events.

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Standard 3

READING: Reads Different Materials For A Variety Of Purposes

The student will:

- K.3.1 Listen responsively to stories, poems, and nonfiction for pleasure and information.
- K.3.2 Demonstrate pre conventional reading skills such as
 - proper book handling
 - following text left to right and top to bottom
 - telling that the title is the name of the book
 - telling that the author writes the story
 - telling that the illustrator drew the pictures

Standard 4

WRITING: Students Writes Clearly And Effectively

Students discuss, list, and graphically organizes ideas. Students learn the stages of writing process (pre-write, draft, revise, edit, publish) and progress through these stages to publish a variety of texts.

The student will:

- K.4.1 Print uppercase and lowercase letters in D'Nealian script using proper paper position and posture.
- K.4.2 Write first and last name correctly.
- K.4.3 Copy simple words.
- K.4.4 Attempt to use phonetically spelled words and invented spelling to write words or stories.
- K.4.5 Attempt to write high frequency words
- K.4.6 Express ideas using available technology

Standard 5

WRITING: Applications Of Different Types Of Writing And Their Characteristics

Students learn to write descriptions, stories, personal narratives, friendly letters, poems, information and journal entries.

The student will:

- K.5.1 Dictate or record ideas, words, and reflections.
- K.5.2 Contribute to group short stories and big books.
- K.5.3 Follow one and two-step oral directions,

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Standard 6

WRITING: Applies Knowledge Of Grade Level Conventions

Students write using Standard English conventions appropriate to this grade level.

The student will:

- K.6.1 Attempt to use capitalization at the beginning of a sentence and punctuation at the end of a sentence.

Standard 7

LISTENING AND SPEAKING: Skills, Strategies, And Applications

The student will:

- K.7.1 Participate in speaking and creative drama to act out fairy tales and rhymes.
- K.7.2 Speak in correct sentences and increasingly use correct grammar such as subject-verb agreement and tense.
- K.7.3 Ask and answer relevant questions using a complete sentence.
- K.7.4 Recognize and demonstrate that rate, intonation give and change meaning.
- K.7.4 Listen for information and recognize and wait for the appropriate time to speak in a group.
- K.7.5 Create and tell a story.
- K.7.6 Make contributions in small and large group discussions and speak with confidence in front of the class.
- K.7.7 Identify words that name a person, place or things and recognize action words.
- K.7.8 Recognize the difference between a statement and a question.

AISL ELEMENTARY KINDERGARTEN MATH ACADEMIC STANDARDS

Standard 1: NUMBER & OPERATIONS		
KINDERGARTEN	GRADE 1	GRADE 2
<p>Competency Goal 1 The learner will read, write, model and compute with whole numbers.</p>	<p>Competency Goal 1 The learner will read, write, model and compute with whole numbers.</p>	<p>Competency Goal 1 The learner will read, write, model and compute with whole numbers.</p>
<p>K.1.01 Develop number sense</p> <ol style="list-style-type: none"> a. Connect the model, number word (orally), and number, using a variety of representations. b. Solve problems by counting objects in a set up to 100. c. Count, read and write numerals to 100. d. Compare numbers <u>up to 20</u> to solve problems. e. Identify a position in a sequence using ordinal numbers (1st-10th). f. Estimate quantities fewer than or equal to 20 using 10 as a benchmark. g. Recognize equivalence in sets and numbers <u>1-20</u>. h. Counts by 1's, 5s and 10s to 100; count on by 2's, 50s, and count back by 1's from 20 with number grids, number lines, and calculators i. Familiarize with place value for ones, tens, and hundreds. j. Use manipulatives to identify and model odd and even number <p>K.1.02 Understand fractions</p> <ol style="list-style-type: none"> a. Describe and model the relationships between the parts and whole. b. Share equally (divide) between 2, explain concepts of $\frac{1}{2}$ (fractions). 	<p>G1.1.01 Develop number sense</p> <ol style="list-style-type: none"> a. Connect the model, number word, and number using a variety of representations. b. Identify efficient strategies to count the number of objects in a set. c. Read and write numbers up to 999. d. Build understanding of place value (ones, tens, hundreds, thousands). e. Recognize equivalence in sets and numbers 1-99. f. Recognize numbers as odd or even. g. Count by 2s, 5s, 10's past 100 and back by 1's from any number less than 100. h. Estimate reasonableness of answers to basic fact problems (e.g., will $7+8$ be more or less than 10?). i. Estimate quantities fewer than or equal to 200. <p>G1.1.02 Understand fractions</p> <ol style="list-style-type: none"> a. Identify, model and compare halves, thirds, fourths and whole using appropriate materials or a drawing. 	<p>G2.1.01 Develop number sense</p> <ol style="list-style-type: none"> a. Write whole numbers in expanded form and model whole numbers using base – 10 blocks. b. Read, write, and identify place and total values of digits in whole numbers up to 10,000. c. Identify, read and write money values using cent and dollar sign and the decimal point. d. Count by 2's, 5's, 10's, 25's and 100's past 1,000 and back by 1's from any number less than 1,000. e. Round two digit numbers to the nearest, 10, 100. f. Make reasonable estimates for whole number addition and subtraction problems. g. Define, recognize and write odd and even numbers starting with zero. h. Understand multiplication as repeated sets for multiples of 0, 1, 5 and 10. i. Demonstrate equal sharing to model division. <p>G2.1.02 Understand fractions</p> <ol style="list-style-type: none"> a. Represent fractions (halves, thirds, fourths) concretely and symbolically. b. Compare fractions to make a whole using models c. Use manipulatives and drawings to model equivalent names of $\frac{1}{2}$.

AISL ELEMENTARY KINDERGARTEN MATH ACADEMIC STANDARDS

KINDERGARTEN	GRADE 1	GRADE 2
<p>K.I.03 Compute accurately</p> <p>a. Develop addition and subtraction facts up to 10 using manipulatives and recording the actions in symbolic form.</p>	<p>G1.1.03 Compute accurately</p> <p>a. Develop proficiently with $+/-0, +/-1$, doubles, and make 10 facts and related subtraction facts. Demonstrate proficiently with $+/-0, +/-1$ doubles, make 10 facts and related subtraction facts (Demonstrate proficiently with $+/-$ facts through 10+10) 100</p> <p>b. Read and write fact families.</p> <p>c. Solve problems involving the addition and subtraction of 1-digit whole numbers with 1-digit or 2-digit whole numbers.</p> <p>d. Add and subtract up to 3-digit numbers using money values</p>	<p>G2.1.03 Compute accurately</p> <p>a. Write fact families for addition and subtraction.</p> <p>b. Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies with models.</p>
<p>K.1.04 Create and solve problems</p> <p>a. Solve number problems and share solutions.</p> <p>b. Identify join and take-away situations.</p>	<p>G1.1.04 Create and solve problems</p> <p>a. Solve problems by comparing and ordering sets and numbers up to 1000.</p> <p>b. Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles and making tens and hundreds.</p> <p>c. Create, model, and solve number stories that use addition, subtraction, and fair shares (using groups of two or three) up to 100.</p> <p>d. Find missing numbers in addition and subtraction models in a problem solving situation.</p> <p>e. Use models to represent more, change-to-less, comparison and parts-and-total situation.</p>	<p>G2.1.04 Create and solve problems</p> <p>a. Solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.</p> <p>b. Create, model, and solve number problems that involve addition and subtraction.</p> <p>c. Use models to represent change, comparison, and parts-and-total situations.</p>
<p>K.I.03 Compute accurately</p> <p>a. Develop addition and subtraction facts up to 10</p>	<p>G1.1.03 Compute accurately</p> <p>a. Develop proficiently with $+/-0, +/-1$, doubles</p>	<p>G2.1.03 Compute accurately</p> <p>a. Write fact families for addition and</p>

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Standard 2: MEASUREMENT		
KINDERGARTEN	GRADE 1	GRADE 2
Competency Goal 2 The learner will use non-standard units of measure.	Competency Goal 2 The learner will use non-standard and standard (metric & customary) units of measurement.	Competency Goal 2 The learner will recognize and use standard units of metric and customary measurement.
<p>K.2.01 Understand, estimate, and measure using appropriate units.</p> <ul style="list-style-type: none"> a. Use non-standard tools and techniques to estimate and compare weight, height, width, length. b. Recognize concepts of time using mathematical language. c. Locate events in time by referring to calendars and reading clocks to the hour and half hour. d. Use mathematical language and informal methods to sequence, compare, order and measure the duration of events e. e Identify coins (American Money-penny, nickel, dime, and introduction to quarter; Nigerian Money-naira. f. Identify standard measuring tools (e.g., thermometer for reading temperature). <p>K.2.02 Solve problems involving measurement</p> <ul style="list-style-type: none"> a. Solve problems using time and money. 	<p>G1.2.01 Understand, estimate, and measure using appropriate units.</p> <ul style="list-style-type: none"> a. Estimate and measure objects using non-standard and standard units to determine size, weight, and capacity. b. Identify a thermometer as a tool for measuring temperature. c. Read temperatures on Fahrenheit and Celsius thermometers to the nearest 10 degrees d. Use a calendar to identify days, weeks, months, and dates. e. Tell time using an analog and digital clock to the hour, half-hour and quarter-hour. f. Count, show and write coin amounts in cents and dollar notation for American money (US penny, nickel, dime, quarter, dollar bill). g. Become increasingly familiar with Naira bills <p>G1.2.02 Solve problems involving measurement</p> <ul style="list-style-type: none"> a. Solve problems involving applications of time (clock and calendar);hour, ½ hour,1/4 hour, 5mins b. Use problem solving skills to identify amounts of money needed to purchase items. 	<p>G2.2.01 Understand, estimate, and measure using appropriate units.</p> <ul style="list-style-type: none"> a. Select the appropriate unit and tool to determine length, weight, and capacity. b. Measure using the standard units for : <ul style="list-style-type: none"> ▪ length (inch, feet, yard, miles, cm, meter, km) ▪ weight (ounces, pound, kilo) ▪ capacity (cups, pints, quarts, gallons, liters) c. Describe relationships between days in a week and hours in a day. d. Tell time at 5-minute interval s. e. Use and understand time vocabulary: o'clock, thirty, quarter, after, quarter to/till. f. Be able to identify naira bills g. Be able to identify US coins, bills and their values including penny, nickel, dime, quarter and half-dollar and bill denominations. h. Write money amounts using dollar and cents notations. <p>G2.2.02 Solve problems involving measurement</p> <ul style="list-style-type: none"> a. Solve time problems to include elapsed time. b. Make exchanges between coins and bills. c. Count units squares to find the area of rectangles.

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Standard 3: GEOMETRY		
KINDERGARTEN	GRADE 1	GRADE 2
Competency Goal 3 The learner will identify, describe draw, and build 2D and 3D Geometric figures and perform simple transformations.	Competency Goal 3 The learner will identify, describe draw, and build 2D and 3D Geometric figures and perform simple transformations.	Competency Goal 3 The learner will identify attributes of two and three dimensional figures and perform simple transformation.
<p>K.3.01 Understand and describe plane figures (2D)</p> <ul style="list-style-type: none"> a. Recognize, name and draw simple two dimensional shapes and describe their properties(circle, square, triangle, and rectangle). b. Model and use directional and positional vocabulary (under, over, on, below, above, next to, near, in front. 	<p>G1.3.01 Understand and describe plane figures (2D)</p> <ul style="list-style-type: none"> a. Identify, build, draw and name 2D geometric figures (e.g., circles, triangles, squares, rectangles, polygons, rhombus, trapezoids, and hexagons). b. Compare and contrast attributes of geometric figures. c. Combine 2D geometric figures to make new geometric figures using concrete models. d. Create a design using different pattern block shapes (2trapezoids to make 1 hexagon, and 3 triangles to make a trapezoid) in problem solving situations. 	<p>G2.3.01 Understand and describe plane figures (2D)</p> <ul style="list-style-type: none"> a. Recognize, name and compare the attributes of two geometric shapes using appropriate geometric vocabulary (e.g., circles, triangles, squares, rectangles, hexagons, trapezoids, and rhombuses). b. Identify and name line-segments and points. c. Identify parallel and non-parallel lines segments and points of intersecting lines and line segments. d. Combine simple figures to create a given shapes. e. Describe the change and non-change in attributes as two dimensional figures are cut and rearranged.
<p>K.3.02 Understand and describe solid figures (3D)</p> <ul style="list-style-type: none"> a. Describe three dimensional objects using mathematical language and recognize them in drawings and pictures (sphere and cube). 	<p>G1.3.02 Understand and describe solid figures (3D)</p> <ul style="list-style-type: none"> a. Identify and name 3D geometric figures (e.g., spheres, cylinders, cones, pyramids, cubes and prisms). 	<p>G2.3.02 Understand and describe solid figures (3D)</p> <ul style="list-style-type: none"> a. Recognize, name and compare the attributes of three dimensional shapes using appropriate geometric vocabulary (e.g., spheres, cylinders, rectangular prisms, pyramids, cones, and cubes.)
<p>K.3.03 Understand transformations and symmetry</p> <ul style="list-style-type: none"> a. Complete simple spatial visualization tasks and jigsaw puzzles. b. Identify shapes having line symmetry. 	<p>G1.3.03 Understand transformations and symmetry</p> <ul style="list-style-type: none"> a. Identify symmetrical figures. 	<p>G2.3.03 Understand transformations and symmetry</p> <ul style="list-style-type: none"> a. Identify lines of symmetry. b. Create symmetrical figures.

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Standard 4: DATA ANALYSIS & PROBABILITY		
KINDERGARTEN	GRADE 1	GRADE 2
Competency Goal 4 The learner will understand and use data and simple probability concepts.	Competency Goal 4 The learner will understand and use data and simple probability concepts.	Competency Goal 4 The learner will understand and use data and simple probability concepts.
<p>K.4.01 Use and interpret data</p> <ul style="list-style-type: none"> a. Collect and organize data using class-constructed tally charts, tables, pictures and bar graphs to solve problems. b. Display and describe data with concrete and pictorial graphs. c. Use graphs to answer simple questions. <p>K.4.02 Understand and apply basic concepts of probability</p> <ul style="list-style-type: none"> a. Describe events using certain, possible, impossible, and other basic probability terms. 	<p>G1.4.01 Use and interpret data</p> <ul style="list-style-type: none"> a. Collect, organize, describe, display and interpret data using concrete graphs, picture graphs, bar graphs, tally charts, and line plots. b. Find missing information in a graph using problem solving skills. c. Use graphs to answer simple questions and draw conclusions. d. Find the maximum and minimum of a data set. <p>G1.4.02 Understand and apply basic concepts of probability</p> <ul style="list-style-type: none"> a. Describe events as certain, impossible, more likely or likely or less likely to occur. 	<p>G2.4.01 Use and interpret data</p> <ul style="list-style-type: none"> a. Collect, organize, describe, and display data using pictographs, bar graphs, line graphs, tables, and tally charts. b. Use symbols that represent multiple units (2's, 5's, and 10's). c. Find the maximum and minimum, mode, and median of a data set. <p>G2.4.02 Understand and apply basic concepts of probability</p> <ul style="list-style-type: none"> a. Make predictions, conduct simple probability experiments and describe the results.

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Standard 5: ALGEBRA		
KINDERGARTEN	GRADE 1	GRADE 2
Competency Goal 5 The learner will demonstrate an understanding of patterns and mathematical relationships.	Competency Goal 5 The learner will demonstrate an understanding of patterns and mathematical relationships.	Competency Goal 5 The learner will demonstrate an understanding of patterns and mathematical relationships.
<p>K.5.01 Understand patterns and functions</p> <ul style="list-style-type: none"> a. Extend, describe, and create visual, rhythmic, and movement patterns. b. Solve problems by creating and extending patterns. c. Use rules, which lead to functions, to sort, make patterns, and play “What’s My Rule?” and other games. <p>K.5.02 Understands properties and order of operations</p> <p style="text-align: center;">N/A</p> <p>K.5.03 use algebraic expressions and solve number sentences</p> <ul style="list-style-type: none"> a. Read and write expressions and number sentences using the symbols +, -, and =. 	<p>G1.5.01 Understand patterns and functions</p> <ul style="list-style-type: none"> a. Sort and classify objects by multiple attributes such as shape, color and size. b. Identify, create and extend patterns forwards and backwards and describe the pattern. <p>G1.5.02 Understands properties and order of operations</p> <ul style="list-style-type: none"> a. Apply the commutative property of addition and the additive identity to basic addition fact problems <p>G1.5.03 use algebraic expressions and solve number sentences</p> <ul style="list-style-type: none"> a. Solve problems involving function machines, “What’s My Rule?” tables, and Frames-and-Arrows diagrams. b. Read, write, and explain expressions and number sentences using the symbols +, -, and = and the symbols > and <. c. Solve equations involving addition and subtraction. 	<p>G2.5.01 Understand patterns and functions</p> <ul style="list-style-type: none"> a. Identify, describe, translate, and extend numeric, visual, and concrete patterns by multiple attributes. b. Describe rules for patterns and use them to solve problems. c. Write rules for functions involving addition and subtraction and use those rules to solve problems. <p>G2.5.02 Understands properties and order of operations</p> <ul style="list-style-type: none"> a. Describe the commutative and associative properties of addition and apply them to mental arithmetic problems. <p>G2.5.03 use algebraic expressions and solve number sentences</p> <ul style="list-style-type: none"> a. Write addition and subtraction number sentences to model number stories. b. Read, write, and explain number sentences using the symbols: less than (<), greater than (>) and equal to (=). c. Use pictures, manipulatives or descriptive writing to depict quantitative relationships.

AISL ELEMENTARY KINDERGARTEN MATH ACADEMIC STANDARDS

Standard 6: PROBLEM SOLVING		
KINDERGARTEN	GRADE 1	GRADE 2
<p>Competency Goal 6 The learner will use a variety of strategies to solve problems within the five Competency Goals.</p>	<p>Competency Goal 6 The learner will use a variety of strategies to solve problems within the five Competency Goals.</p>	<p>Competency Goal 6 The learner will use a variety of strategies to solve problems within the five Competency Goals.</p>
<p>K.6.01 Apply the process of problem solving</p> <ul style="list-style-type: none"> a. Understands the problem b. Make guesses/estimate. c. Choose a strategy. d. Solve the problem. e. Check the problem. <p>K.6.02 Choose the appropriate tool to solve problems</p> <ul style="list-style-type: none"> a. Use tools to think systematically about a problem and communicate thinking. 	<p>G1.6.01 Apply the process of problem solving</p> <ul style="list-style-type: none"> a. Understands the problem b. Make guesses/estimate. c. Choose a strategy. d. Solve the problem. e. Check the problem. <p>G1.6.02 Choose the appropriate tool to solve problems</p> <ul style="list-style-type: none"> a. Use tools to think systematically about a problem and communicate thinking. b. Select a tool that is appropriate to the context of the problem, considering the advantages and disadvantages of the tool. c. Select increasingly more efficient tools as problem solving skills develop. 	<p>G2.6.01 Apply the process of problem solving</p> <ul style="list-style-type: none"> a. Understands the problem b. Make guesses/estimate. c. Choose a strategy. d. Solve the problem. e. Check the problem. <p>G2.6.02 Choose the appropriate tool to solve problems</p> <ul style="list-style-type: none"> a. Use tools to think systematically about a problem and communicate thinking. b. Select a tool that is appropriate to the context of the problem, considering the advantages and disadvantages of the tool. c. Select increasingly more efficient tools as problem solving skills develop.

AISL ELEMENTARY KINDERGARTEN SOCIAL STUDIES ACADEMIC STANDARDS

KINDERGARTEN

Kindergarten students will gain an initial understanding of relationships, the individual, the group, and the school community. Utilizing the ethnic and cultural heritage of the students at AIS, the students will develop an awareness of different cultures and countries. Presentations will expose students to traditions, holidays, and other celebrations, games, music and food. Geography, clothing, language, books, and writing systems of the countries will be studied. Students will be exposed to the time concepts of past and present. They will identify significant events and persons from the past and describe their contributions on our lives today.

Standard 1 CULTURE

The students will:

- K.1.1 Demonstrate an understanding and respect of other cultures by
 - identifying ways in which people are the same and different
 - identifying and comparing different family customs and traditions and their importance
- K.1.2 Identify holidays and traditions from other cultures.

Standard 2 CITIZENSHIP

The students will:

- K.2.1 Demonstrate skills to work together in small and large groups by
 - following classroom and school rules
 - taking turns and sharing
 - expressing ideas and feelings in a positive way
 - using a problem solving process

Standard 3 POLITICAL SYSTEMS

The student will:

- K.3.1 Identify symbols that are representative of a country.
- K.3.2 Explain voting as a way of group decision-making.
- K.3.3 Explain that adults in the United States vote to elect government officials.
- K.3.4 Explain that in the United States officials are elected to help make laws.
- K.3.5 Identify the President of the United States as its top elected official

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Standard 4 HISTORY

The student will:

- K.4.1 Distinguish the difference between past and present by
 - placing events in chronological order
 - describing events by using time related vocabulary such as before, after, first, etc.
- K.4.2 Identify some historical figures.

Standard 5 ECONOMICS

The students will:

- K.5.1 Explain and identify basic human needs such as food, clothing and shelter.
- K.5.2 Explain that money is used to buy goods and services that people need and want and that people have to make choices about what they purchase.
- K.5.3 Explain that different goods and services have varying costs.
- K.5.4 Explain why people have jobs.
- K.5.5 Explain that different countries have different currencies.

Standard 6 GEOGRAPHY

The students will:

- K.6.1 Identify, locate, and describe physical geography around the school and home.
- K.6.2 Recognize maps and graphs as pictorial representations.
- K.6.3 Locate Nigeria and the United States on a map and a globe.
- K.6.4 Describe the effects of weather and seasons on people in their daily life and work.
- K.6.5 Describe how natural resources affect their lives and contributions they can make to keep the world a safe and healthy place in which to live.
- K.6.6 Identify bodies of water and land forms

KINDERGARTEN LIFE SCIENCE CONCEPTS TO BE LEARNED

TREES MODULE

Investigation 1: Fall Trees	Investigation 2: Leaves	Investigation 3: Trees Through The Seasons
<ol style="list-style-type: none">1. Trees have identifiable structures.2. Trees are a resource.3. Trees are growing, living organisms.4. Trees have basic needs, including water, light, and nutrients from soil.5. Trees are identifiable by their shapes.	<ol style="list-style-type: none">1. Leaves have identifiable structures.2. Leaf shapes can be compared to geometric shapes.3. Leaves can be identified by their shapes.4. Leaves have many properties that can be compared.	<ol style="list-style-type: none">1. Trees have identifiable structures that serve different functions.2. Trees change through the seasons.3. Trees are resources. They provide people with wood and food.

National Standards Covered in this Module:

- Develop students' abilities to do and understand scientific inquiry.
- Develop students' beginning awareness of:
 - The characteristics of organisms
 - Life cycles of organisms
 - Organisms and their environment
 - Types of resources

KINDERGARTEN PHYSICAL SCIENCE CONCEPTS TO BE LEARNED

WOOD AND PAPER MODULE

Investigation 1: Getting to Know Wood	Investigation 2: Changing Wood	Investigation 3: Getting to Know Paper	Investigation 4: Changing Paper	Investigation 5: Constructions
<ol style="list-style-type: none"> 1. Wood is a resource that comes from different kinds of trees. 2. Some woods are processed and transformed by people. 3. Wood is used for many every day things. 4. Wood has many observable properties. 5. Wood floats in water. Some kinds of wood sink more easily than others. 6. Wood absorbs water. 	<ol style="list-style-type: none"> 1. Wood has many observable properties. 2. Sawdust and wood shavings are tiny pieces of wood. 3. Wood that is waterlogged sinks. 4. Some objects occur in nature. Others are made by people. 5. Sanding can change the shape of wood. 6. Sawdust can be recycled into usable wood. 7. Gluing (laminating) thin sheets of wood together produces much stronger wood. 	<ol style="list-style-type: none"> 1. Paper has many observable properties. 2. Some kinds of paper absorb water while others do not. 3. Many objects are made from paper. 4. The properties of different papers determine their use. 5. People make paper from wood. Wood is a resource that comes from trees. 	<ol style="list-style-type: none"> 1. New paper can be made from old paper. 2. Recycling extends the use of trees. 3. The properties of recycled paper can be compared to those of new paper. 4. Paper can be soaked in wheat paste to make it soft and moldable when wet, and stiff and strong when dry. 5. Objects can be made from paper. 	<ol style="list-style-type: none"> 1. Knowledge of the properties of wood and paper can be used to make useful or artistic constructions. 2. Paper containers we use every day began as flat pieces of paper. 3. Paper can be woven by using an under-over alternating pattern. 4. Wood can be held together with glue.

National Standards Covered in this Module:

- Develop students':
 - Abilities to do and understand scientific inquiry
 - Understanding of the properties of materials
 - Abilities to distinguish between natural objects and objects made by humans
 - Understanding of wise use of resources

KINDERGARTEN PHYSICAL SCIENCE CONCEPTS TO BE LEARNED

FABRIC MODULE

Investigation 1: Fabric All Around	Investigation 2: Fabric Interactions
<ol style="list-style-type: none">1. Fabrics have observable properties.2. Fabrics can be compared and sorted by their properties.3. Fabrics are made from different materials.4. Fabric is used for many things in our everyday lives.5. Many fabrics are made by weaving threads together.6. Sewing is a process that weaves thread through more than one piece of fabric to join them.7. Scientists communicate problems, designs, and solutions.	<ol style="list-style-type: none">1. Some fabrics absorb water and others repel it.2. Fabrics can be compared by their properties.3. Cleaning fabric with soap and a scrub brush is better than using water only.4. Fabric can be permanently dyed a wide of variety colors.5. Different properties of fabric make them useful for different purposes.6. Scientists communicate solutions to problems.

National Standards Covered in this Module:

- Develop students':
 - Abilities to do and understand scientific inquiry
 - Understanding of objects and materials
 - Abilities in technological design

AISL KINDERGARTEN NIGERIAN STUDIES ACADEMIC STANDARDS

STANDARD ONE: CULTURE

The student will:

- K.1.1 Identify Nigerian holidays and celebrations, specifically the significance of Independence and Democracy Day.
- K.1.2 Recognize the traditional foods, clothing and products of Nigeria.
- K.1.3 Create arts and crafts representative of Nigeria.
- K.1.4 Listen to and play traditional Nigerian musical instruments.
- K.1.5 Identify social greetings in Nigeria.
- K.1.6 Act out traditional Nigerian stories as they have been told.

STANDARD TWO: SOCIAL AND POLITICAL SYSTEMS

The student will:

- K.2.1 Identify the President of Nigeria as its top elected official.
- K.2.2 Explain that adults in Nigeria vote to elect government officials as celebrated on Democracy Day.
- K.2.3 Identify symbols of Nigeria such as the flag.

STANDARD THREE: HISTORY

The student will:

- K.3.1 Distinguish between past and present by placing key events in chronological order.

STANDARD FOUR: ECONOMICS

The student will:

- K.4.1 Identify and compare basic needs such as food and shelter found in Nigeria with student's own or selected country.
- K.4.2 Identify community workers in Nigeria.
- K.4.3 Identify the various denominations of Nigerian currency.

STANDARD FIVE: GEOGRAPHY

The student will:

- K.5.1 Locate Nigeria on a map and globe.
- K.5.2 Describe the major seasons and their effect on people living in Nigeria.

AISL ELEMENTARY KINDERGARTEN WORLD LANGUAGES ACADEMIC STANDARDS

KINDERGARTEN

Standard 1

ESSENTIAL LEARNING 1: Interpersonal Communication

The learner will engage in conversation and opinions orally and in writing in the target language and will:

- K.1.1 Interact with the teacher and others using greetings, farewells, and expressions of courtesy orally and/or in writing.
- K.1.2 Use basic words and short memorized phrases during interactions orally and/or in writing.
- K.1.3 Ask and answer simple questions orally
- K.1.4 Share likes and dislikes, feelings and emotions orally
- K.1.5 Exchange personal information orally with the teacher

Standard 2

ESSENTIAL LEARNING 2: Interpretive Communication

The learner will understand and interpret written and spoken language in a variety of topics in the target language and will:

- K.2.1 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
- K.2.2 Demonstrate understanding of statements about the immediate environment and needs
- K.2.3 Follow oral commands
- K.2.4 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
- K.2.5 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues

Standard 3

ESSENTIAL LEARNING 3: Presentational Communication

The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language and will:

- K.3.1 Name people, places and things using simple words and phrases
- K.3.2 Recite simple poetry and sing songs

AISL ELEMENTARY KINDERGARTEN WORLD LANGUAGES ACADEMIC STANDARDS

K.3.3 Give oral commands

Standard 4

ESSENTIAL LEARNING 4: Cultures

The learner will gain Knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own and will:

- K.4.1 Recognize and use learned every day greetings, gestures, and behaviors of the target cultures.
- K.4.2 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- K.4.3 Participate in activities and celebrations reflective of the customs and traditions of the target
- K.4.4 Demonstrate understanding of children's stories, poetry, folktales, of the target cultures
- K.4.5 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

Standard 5

ESSENTIAL LEARNING 5: Comparisons

The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others and will:

- K.5.1 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- K.5.2 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
- K.5.3 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

Standard 6

ESSENTIAL LEARNING 6: Connections

The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language and will:

- K.6.1 Demonstrate understanding and apply information and skills that are common to foreign language
- K.6.2 Recognize and apply learning strategies and processes from other disciplines.
- K.6.3 Develop learning strategies in the target language which can be used in other disciplines.

AISL ELEMENTARY KINDERGARTEN WORLD LANGUAGES ACADEMIC STANDARDS

Standard 7

ESSENTIAL LEARNING 7: Communities

The learner will use language and / or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and will:

- K.7.1 Perform and/or participate in a school or community celebration.
- K.7.2 Share knowledge of the target language and cultures with others.
- K.7.3 Greet people of other cultures in the target language using culturally appropriate behaviors.
- K.7.4 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- K.7.5 View and listen to various forms of media that utilize the target language and reflect the target cultures.

AISL Pre K and KINDERGARTEN PHYSICAL EDUCATION ACADEMIC STANDARDS

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.

Body Management

- 1.5 Create shapes by using nonlocomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of* by using the body and an object.

Locomotor Movement

- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Manipulative Skills

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.

Rhythmic Skills

- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- 1.17 Clap in time to a simple, rhythmic beat.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Body Management

- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.

Locomotor Movement

- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

Manipulative Skills

- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Hang from overhead bars for increasing periods of time.

3.4 Climb a ladder, jungle gym, or apparatus.

Flexibility

3.5 Stretch shoulders, legs, arms, and back without bouncing.

Body Composition

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Identify physical activities that are enjoyable and challenging.

4.2 Describe the role of water as an essential nutrient for the body.

4.3 Explain that nutritious food provides energy for physical activity.

Aerobic Capacity

4.4 Identify the location of the heart and explain that it is a muscle.

4.5 Explain that physical activity increases the heart rate.

4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance

4.7 Explain that strong muscles help the body to climb, hang, push, and pull.

4.8 Describe the role of muscles in moving the bones.

Flexibility

4.9 Identify the body part involved when stretching.

Body Composition

4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

STANDARD 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Identify the feelings that result from participation in physical activity.

5.2 Participate willingly in physical activities.

Social Interaction

5.3 Demonstrate the characteristics of sharing in a physical activity.

5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics

5.5 Participate as a leader and a follower during physical activities.