



Pre Kindergarten Mathematics

1st Trimester

Number Sense

STUDENTS UNDERSTAND THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES.

- Rote count to ten.
- Use math vocabulary descriptions as they relate to compare two sets (e.g., big/little).

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Unable to rote count.	Rote count to 5.	Rote count to 10 consistently.	Rote counts beyond 10.
Does not use descriptor words.	Inconsistently uses 2 descriptor words in relation to comparing sets.	Use 2 descriptor words in relation to comparing sets (big, little).	Uses more than 2 words in relation to comparing sets.

Algebra and Functions

STUDENTS SORT AND CLASSIFY.

- Group similar objects together (e.g., car/blocks/dolls).

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Unable to group similar objects together.	Inconsistently groups similar objects together.	Consistently groups similar objects together (e.g. Clean up time).	Groups similar objects together into existing groups.

Measurement and Geometry

STUDENTS WILL IDENTIFY COMMON OBJECTS IN THEIR ENVIRONMENT, DESCRIBE GEOMETRIC FEATURES, AND UNDERSTAND THAT OBJECTS HAVE PROPERTIES.

- Identify two geometric shapes (e.g., circle, triangle).
- Use comparative words related to speed (e.g., fast/slow).

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Unable to identify 2 geometric shapes.	Student will inconsistently identify 2 geometric shapes.	Student will identify 2 geometric shapes.	Student will identify 3 or more geometric shapes.
Student does not use words related to speed.	Student inconsistently used words related to speed.	Student consistently uses words related to speed (e.g. fast/slow).	Student is able to demonstrate concepts related to speed.

Statistics, Data Analysis and Probability

STUDENTS COLLECT INFORMATION ABOUT OBJECTS/EVENTS IN THEIR ENVIRONMENT.

- Recognize repetition in their environment patterns, songs, graphs, etc..

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Student does not recognize repetition in their environment.	Student inconsistently recognizes repetition in their environment.	Student will consistently recognize repetition in their environment (patterns, songs, graphs, etc).	Student will recreate repetition (patterns, etc.).

2nd Trimester

Number Sense

STUDENTS UNDERSTAND THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES.

- Rote count to fifteen.
- Use math vocabulary descriptions to compare two sets (e.g., big/little, more/less, same).
- Count, represent, name, and order objects to five.

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Rote count to 5.	Rote count to 10.	Rote count to 15.	Rote counts beyond 15.
Inconsistently uses 2 descriptor words in relation to comparing sets.	Consistently uses 2 descriptor words, in relation to comparing sets (big, little).	Consistently uses 5 descriptor words in relation to comparing sets (big, little, more/less, same).	Uses more than 5 descriptor words in relation to comparing sets.
Unable to count, represent, name and order objects.	Inconsistently count, represent, name and order objects to 3.	Count, represent, name, order objects to 5.	Count, represent, name, order more than 5 objects.

Algebra and Functions

STUDENTS SORT AND CLASSIFY.

- Group and sort objects by one property (size, shape, color) into existing groups.

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Inconsistently groups similar objects together.	Consistently groups similar objects together.	Groups similar objects together into existing groups.	Groups objects together by one attribute independently.

Measurement and Geometry

STUDENTS WILL IDENTIFY COMMON OBJECTS IN THEIR ENVIRONMENT, DESCRIBE GEOMETRIC FEATURES, AND UNDERSTAND THAT OBJECTS HAVE PROPERTIES.

- Identify four geometric shapes (e.g., circle, triangle, square, rectangle).
- Use comparative words related to volume (e.g., empty/full).

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Student will inconsistently identify 2 geometric shapes.	Student will identify 2 geometric shapes.	Student will identify 4 geometric shapes.	Student will identify more than 4 geometric shapes.
Student does not use words related to volume.	Student inconsistently uses words related to volume.	Student consistently used words related to volume (e.g. Empty/full).	Student is able to demonstrate concepts related to volume.

Statistics, Data Analysis and Probability

STUDENTS COLLECT INFORMATION ABOUT OBJECTS/EVENTS IN THEIR ENVIRONMENT.

- Notices and recreates simple patterns with objects.
- Graph using visual aides and/or realia.

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Unable to recognize or recreates simple patterns with objects.	Student inconsistently notices and recreates simple patterns with objects.	Student notices and recreates simple patterns, with objects (ABAB).	Student notices and recreates more complex patterns (ABCABC).
Unable to graph using visual aides/realia.	Student will inconsistently graph using visual aides/realia.	Student will consistently graph using visual aides/realia.	Student will be able to add data to an existing graph.

3rd Trimester

Number Sense

STUDENTS UNDERSTAND THE RELATIONSHIP BETWEEN NUMBERS AND QUANTITIES.

- Rote count to twenty.
- Use math vocabulary descriptions to compare two sets (e.g., big/little, more/less, same, many/few)
- Count, represent, name, and order objects to ten.

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Rote count to 10.	Rote count to 15.	Rote count to 20.	Rote counts beyond 20.
Consistently uses less than 5 descriptor words in relation to comparing sets.	Consistently uses 5 descriptor words in relation to comparing sets.	Consistently uses 7 descriptor words in relation to comparing sets.	Uses more than 7 words in relation to comparing sets.
Inconsistently counts, represents, names, objects to 5.	Count, represent, name, order objects to 5.	Count, represent, name, order objects to 10.	Count, represent, name, order beyond 10 objects..

Algebra and Functions

STUDENTS SORT AND CLASSIFY.

- Independently sort and classify by one attribute.

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Consistently groups similar objects together.	Groups similar objects together into existing groups.	Independently sorts and classifies by one attribute.	Independently sorts and classifies by more than one attribute.

Measurement and Geometry

STUDENTS WILL IDENTIFY COMMON OBJECTS IN THEIR ENVIRONMENT, DESCRIBE GEOMETRIC FEATURES, AND UNDERSTAND THAT OBJECTS HAVE PROPERTIES.

- Identify and name four or more geometric shapes.
- Order objects from smallest to largest.
- Use comparative vocabulary related to length (e.g., short/long).

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Student will identify 2 geometric shapes.	Student will identify 4 geometric shapes.	Student will identify and name 4-5 geometric shapes.	Student will identify 6 or more geometric shapes.
Student does not use words related to length.	Student inconsistently used words related to length.	Student consistently uses words related to length (e.g. short/long).	Student is able to demonstrate concepts related to length.
Student inconsistently orders objects from smallest to largest.	With modeling, student will order objects from smallest to largest.	Student will independently order objects from smallest to largest.	N/A

Statistics, Data Analysis and Probability

STUDENTS COLLECT INFORMATION ABOUT OBJECTS/EVENTS IN THEIR ENVIRONMENT.

- Extend an existing pattern.
- Add data to an existing graph.

Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Student will not extend an existing pattern.	Student will inconsistently extend an existing pattern.	Student will consistently extend an existing pattern.	Student will extend and explain an existing pattern.
Unable to add to an existing graph.	Student will inaccurately add to an existing graph.	Student will accurately add to an existing graph.	Student will create a simple graph.

Visalia Unified School District Technology Standards, K-12

1. General technology knowledge & skills

- 1.1 Hardware care
- 1.2 OS literacy
- 1.3 File management (file navigation, folder/sub folder organization, save/open/delete/rename commands)
- 1.4 Keyboarding (6th grade/15 wpm, 8th grade/20 wpm)
- 1.5 Peripheral use (printer, digital camera/camcorder, scanner)

2. Writing, publishing & presentation with technology tools

- 2.1 Word processor (i.e.; Word, Student Writing Center, Story Book Weaver)
 - ◆ screen awareness (pull down menus, scroll bars, window menu, view menu)
 - ◆ editing tools (cut, copy, paste, find/replace)
 - ◆ formatting tools (font, alignment, page/paragraph setup)
- 2.2 Publishing & presentation (i.e.; Word, Publisher, Print Shop, KidPix, PowerPoint, FrontPage, Hyperstudio, Web Studio)
 - ◆ Audience clarification
 - ◆ Data organization
 - ◆ Screen awareness, program mechanics
 - ◆ Drawing tools
 - ◆ Graphic manipulation, graphic types
 - ◆ Design rules

3. Data analysis & problem solving with technology tools

- 3.1 Spreadsheet (i.e.; Excel, Cruncher)
 - ◆ Screen awareness, program mechanics
 - ◆ Page layout / data format
 - ◆ Data types (text, number, formulas)
 - ◆ Graph/chart format & interpretation
 - ◆ Data manipulation & presentation
- 3.2 Database (i.e.; Access)
 - ◆ Screen awareness, program mechanics
 - ◆ Page & report design
 - ◆ Data entry
 - ◆ Data manipulation & presentation
- 3.3 Concept mapping (i.e.; Inspiration)
 - ◆ Screen awareness, program mechanics
 - ◆ Idea organization
 - ◆ Idea presentation
- 3.4 Simulations (i.e.; Tom Snyder productions, Web quest)
 - ◆ Screen awareness, program mechanics

4. Information literacy, research & online communication with technology tools

- 4.1 Online search tools
 - ◆ Edited (print) vs. non-edited (online)
 - ◆ Athena book search
 - ◆ Search strategies
 - ◆ Site validation
 - ◆ Citation
- 4.2 Online communication tools
 - ◆ Email
 - ◆ Listserve
 - ◆ Discussion board

5. Responsible & ethical uses of technology

- 5.1 Copyright
- 5.2 Email etiquette & respectful communication
- 5.3 Password protection
- 5.4 Web use
 - ◆ Protection of personal information
 - ◆ Responsible Web viewing

Prior to the completion of 3rd grade, students will:

STANDARD	SUGGESTED APPLICATION
<p>1. General technology knowledge & skills</p> <p>1.1 Practice care and responsible use with all equipment.</p> <p>1.1 Communicate about technology using developmentally appropriate terms. List may include: computer, monitor, keyboard, mouse, memory, menu, window</p> <p>1.2 Use mouse & keyboard to control main functions of operating system.</p> <ul style="list-style-type: none"> ◆ Proper login & shutdown ◆ Launch & close programs (double click or program menu) ◆ Use commands from pull down menus ◆ Working with capitals, symbols, delete, backspace, escape, spacebar and general text. <p>1.3 Save and open a file to a directed location.</p> <p>1.4 Develop a habit of typing from home row.</p> <p>1.5 Print a copy of their work.</p> <p>1.5 Use a digital camera to communicate an idea</p> <p>1.5 Use a paint program to illustrate a story.</p>	<p>Workstation</p> <p>Poster by computer stations</p> <p>Windows 95/98/2000</p> <p>Windows 95/98/2000</p> <p>Printer, Camera</p> <p>KidPix</p>
<p>2. Writing, publishing & presentation with technology tools</p> <p>2.1 Use a word processor to write a story.</p> <p>2.2 Mix text and graphics to illustrate a piece of writing.</p>	<p>Word, KidPix, Writing & Publishing Center, Story Book Weaver, KidWorks</p>
<p>3. Data analysis & problem solving with technology tools</p> <p>3.1 Understand the parts of a graph.</p>	<p>Excel, Cruncher</p>
<p>4. Information literacy, research & online communication with technology tools</p> <p>4.1 Gather information from a designated Web site (text or graphic information).</p> <p>4.2 With teacher assistance communicate with a teacher, family member, author, field expert, or other student via email.</p>	<p>IE 4+, Internet access</p>
<p>5. Responsible & ethical uses of technology</p> <p>5.1 Demonstrate positive social and ethical behavior when using technology.</p>	<p>NA</p>

Base Program K-6

SUBJECT AREA	DAILY MINIMUM ALLOCATION OF MINUTES	GUIDE CONTENT STANDARDS CA FRAMEWORKS	MATERIALS	ASSESSMENT
Reading/ Language Arts Spelling	K ; 2 hours 1-3; 2.5 hours 4-6; 2 hours	Standards/ CA Frameworks	Houghton Mifflin (English & Spanish) <i>Supplemental</i> Scholastic Solaris/ELL Transitions/ELL Leveled Books Harcourt Brace	2-6 Northwest/NWEA/VALT: Fall and Spring 2-6 STAR K - 6 Writing: Three times a year K-3 DRA English/Spanish
ELD	Integrated into curriculum. Kindergarten – 30-45 minutes. Continue to increase ELD minutes as EL's make progress in English acquisition.	ELD Standards	Houghton Mifflin (English & Spanish) <i>Supplemental</i> Addison Wesley Hampton Brown Scott Foresman	SOLOM CELDT BSM/Primary Language LAS
MATH	K-6; 1 hour	Standards/ CA Frameworks	Scott Foresman <i>Supplemental</i> Mathland Saxon Developing Number Concepts, Books 1, 2 & 3 Investigations	2-6 Northwest/NWEA/VALT: Fall and Spring STAR SABE2
Social Studies	Integrated into Curriculum	Standards	Harcourt Brace	Teacher/Publisher Developed
Health	4-6; 50 minutes per week	CA Frameworks	Materials based on Health Topics	Teacher/Publisher Developed
Science	Integrated into Curriculum (physical, life, earth)	Standards	Site-based	Teacher/Publisher Developed
Physical Education	1-6; 100 minutes	CA Frameworks	Equipment	Physical Fitness: Grades 4 - 6
Music	4-6; 100 minutes per week	CA Frameworks	Silver Burdett & Ginn Strictly Strings (Orchestra) Standard of Excellence (Band)	Teacher/Publisher Developed
Art	1-6 Integrated into Curriculum	CA Frameworks	Holt Study Prints	Teacher/Publisher Developed