

BELOW ARE ALIGNMENTS OF ILLINOIS STATE STANDARDS AND MONTESSORI CURRICULUM				
Illinois State Goals	Illinois State Learning Standards	Learning Activity	Montessori Materials	Aim of Materials
Science	Science	Science		
SG1: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.	LSA: Know and apply the concepts, principals and processes of scientific inquiry. a. Uses senses to explore and observe materials and natural phenomena. b. Collect, describe and record information.	Discriminate characteristics (e.g. long, short; heavy, light; thin, thick; with introduction to -er and -est)	Sink and Float Magnetic/Non-magnetic Hard/Soft Solid/Liquid/Gas Rough/Smooth Boards Red Rods Pink Tower Brown Prisms Sandpaper Letters Knobbed Cylinders Knobless Cylinders Constructive Triangles Geometric Solids Geometric Cabinet Color Box 3 Monomial Cube Binomial Cube Trinomial Cube Thermic Tablets Baric Tablets Pressure Cylinders Sound Boxes Montessori Bells Tone Bars	Strengthening of visual, tactile, audio, smell, and gustatory perceptions; verbal articulation; writing thoughts, ideas and observations; preparation for further scientific research;
	LSB: Know and apply the concepts, principles and processes of technological design. a. Use scientific tools such as thermometers, balance scales and magnifying glasses for investigation. b. Become familiar with the use of devices incorporating technology.	lessons in conservation; Introduction to using magnifying glass;	Activities in practical life; scale with weights;	Fine motor control; strengthening problem solving skills; conservation;
Science Continued...	Science Continued...			
SG12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.	LSA: Know and apply concepts that explain how living things function, adapt and change. a. Investigate and categorize living things in the environment. b. Show an awareness of changes that occur in themselves and their environment.	Introduction to animal kingdom (see list below)	care of self and environment activities (plant and animal care); prehistory timecircle; Living/Non-Living activities; seasons;	self-care; independence; environmental responsibility;
	LSB: Know and apply concepts that describe how living things interact with each other and with their environment. c. Describe and compare basic needs of living things.	Introduction to characteristics and needs of living and non-living things;	Living/Non-Living, plant/animal/mineral, vertebrate/Invertebrate Classification objects and pictures; Zoology and Botony 3-part cards, parts-of puzzles, matching, types and books Animal kingdom classification; Lifecycles of living animals and insects.	
	LSC: Know and apply concepts that describe properties of matter and energy and the interactions between them. C. Make comparisons among objects that have been observed.	Discriminate characteristics (e.g. long, short; heavy, light; thin, thick; with introduction to -er and -est)	Natural and Sensorial Materials for use of comparison making with visual, tactile, audio, smell and gustatory sense.	Strengthening of visual, tactile, audio, smell, and gustatory perceptions.
	LSD: Know and apply concepts that describe force and motion and the principles that explain them. D. Describe the effects of forces in nature (e.g. wind, gravity and magnetism).	Describing observations; Introduction of weather language; physical science experiemnts	Outdoor observations; weather activities; magnet activities; dropping objects of various weight; sink and float; water displacement	
	LSE: Know and apply the concepts that describe the features and processes of the Earth and its resources. a. Use common weather-related vocabulary (e.g. rainy, snowy, sunny, windy). b. Participate in recycling in the environment	Describing observations; Introduction of weather language; physical science experiemnts, weather calendar/chart, describe orally, record and illustrate weather charts	Weather and season activities; daily classroom recycling, composting, cloud identification, weather calendar, and sorting	

LSF: Know and apply concepts that explain the composition and structure of the universe and the Earth's place in it. -Identify basic concepts associated with night/day and season	Schedule of day; Introduction to the calendar; Days of the Week, Months of the Year; Day/Night; Seasons; planet order and characteristics; Telling time; Earth's orbit around the sun; Introduction to 4 directions-using a compass;	Day/Night Sequence Cards; Daily Schedule; Seasons categorization cards; Days of the Week; Months of the Year; Daily Calendar; Cosmic Address Nesting Blocks; Pre-History Timecircle; Clock with Moveable Hands; directions/compass work; Solar System activities (replicas, 3-part cards, definition books); birthday celebration ;	
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Science Continued...
SG13: Understand the relationships among science, technology and society in historical and contemporary contexts.

Science Continued..			
LSA: Know and apply the accepted practices of science. -Begin to understand basic safety practices.	Classroom Safety rules; using goggles and gloves; walking/cautious movement, hand washing	Classroom rules at circle; using goggles and gloves lesson with physical science experiments, practical life self help skills and completing all steps of the process	Encourage exploration safely.
LSB: Know and apply concepts that describe the interaction between science, technology and society. a. Express wonder and ask questions about their world. B. Begin to be aware of technology and how it affects their lives.	Experiences with diverse classmates, open share time and aesthetically appealing, real materials elicit wonder and curiosity in environment	circle time; freedom within environment-practical life, sensorial, language, math and culture	

Illinois State Learning Standards

Illinois State Learning Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
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Social Science
SG14: Understand political systems, with an emphasis on the United States.

Social Science			
LSA: Understand and explain basic principles of the United States government. -Recognize the reasons for rules.	Classroom Rules	Classroom Rules reiteration by adults and peers.	
LSC: Understand election processes and responsibilities of citizens. - Participate in voting as a way of making choices.	Introduction to voting.	Voting on classroom decisions (ex: pet names, outdoor play activities, number of helpers, etc.)	Independence and self-control;
LSD: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations. -Develop an awareness of roles of leaders in their environment.	Classroom Rules;		

SG15: Understand economic systems, with an emphasis on the United States.

LSA: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services. -Identify community workers and the services they provide.	People in the community	Job charts for care of environment; picture cards and books of community helpers	
LSD: Understand trade as an exchange of goods and services. -Begin to understand the use of trade to obtain goods and services.			

SG16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

LSA: Apply the skills of historical analysis and interpretation. -Recall information about the immediate past.	Sharing personal experiences; Daily schedule;	circle time share	
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SG17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

LSA: Locate, describe and explain places, regions and features on the Earth. -Locate objects and places in familiar environments. -Express beginning geographic thinking.	Identifying local places and faces; community helpers; parts of the farm; introduction to map-making (town, bedroom, continent); introduction of Earth's contents: land, air and water; introduction to continent flags	Neighborhood walks; community helpers identification cards; Farm; Town game; picture cards of local monuments; Land, Air, Water globe; The continent globe; hemisphere puzzle map; puzzle maps of 7 continents; puzzle map of United States; Land, Air and Water categorization activities (objects and pictures); land and water forms; direction work; parts of the flag; flag puzzles; flags of the world; flag making	Preparation for geographic concepts; learning the "shapes" of geographical locations; vocabulary enrichment;
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SG18: Understand social systems, with an emphasis on the United States	LSA: Compare characteristics of culture as effected in language, literature, the arts, traditions and institutions. -Recognize similarities and differences in people.	Learning characteristics of people and animals from around the world	All above including: people of the world, homes of the world,animals of the world; traditional dress	
	LSB: Understand the roles and interactions of individuals and groups in society. - Understand that each of us belongs to a family and recognize that families vary.		above including world traditions; cooking & food preparation; guest presenters	
No standard on animal or natural environment knowledge	No standard on animal or natural environment knowledge	Characteristics of shells; characteristics of rocks; characteristics of various leaf shapes; characteristics of animals from around the world(by continent, biome, etc. Research and study of animal kingdom; research and study of botony; research and study of dinosaurs; characteristics of animals;	Shell naming, sorting and matching; rock naming, sorting and picture/object matching; leaf naming, sorting, tracing, rubbing, collecting and picture/object matching; flower arranging, naming, sorting, dissecting, pressing, planting and matching; animals from 7 continents naming, sorting and picture/object matching; animal kingdom naming, sorting and picture/object matching; land/air/water animal naming, sorting, and picture/object matching; animals in environments sorting, naming, and picture/object matching; vertebrate/invertebrate sorting, naming and picture/object matching; insect naming, sorting, and picture/object matching; Naming parts of: tree; leaf; root; flower; insect (various); horse; bird; frog; turtle; fish; human body; variety of dinosaur activities; arachnid/insect sorting; Lifecycles of above mentioned categories;sandpaper animal tracks; animal skin sorting; bird and bird egg matching;	Fine motor control; sitting concentration; Vocabulary expansion and enrichment; preparation for further zoology, botony and geographical studies
No standards on experiences with physical science	No standards on experiences with physical science	Introduction concepts of: solids, liquids, gases (states of matter), Light, sound,Heat, chemical reactions, magnetism, electricity, and simple machines (gravity)	sink and float, magnetic/non-magnetic; naming, sorting and matching states of matter; liquid experiments; gas experimets; experiments with light; experiments with heat; experiemets with sound; experiments with chemical reactions; experiments with magnets; experiments with electricity; experiments with simple machines such as wheels, inccircled plane, levers, screws, and pulleys(mechanical energy and gravitational pull)	Explore properties of states of matter, light, heat, sound, chemical reactions, magnitism, electricity and mechanical energy; vocabulary enrichment; foundation for later exploration
College & Career Readiness Anchor Standards	Kindergarten CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Physical Development and Health	Physical Development and Health			
SG: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.	LSA: Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. A. Engage in active play using gross motor skills. b. Engage in active play using fine motor skills.			
	LSB: Analyze various movement concepts and applications. - Coordinate movements to perform complex tasks.			
	LSC: Demonstrate knowledge of rules, safety and strategies during physical activity. -Follow simple safety rules while participating in activities.			
SG20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	LSA: Know and apply the principles and components of health-related fitness. - Participate in developmental activities related to physical fitness.			
	LSB: Assess individual fitness levels. -Exhibit increased endurance.			
SG21: Develop team-building skills by working with others through physical activities.	LSA: Demonstrate individual responsibility during group physical activities. -Follow rules and procedures when participating in group physical activities.			

	LSB: Demonstrate cooperative skills during structured group physical activity. - Demonstrate ability to cooperate with others during group physical activities.			
SG22: Understand principles of health promotion and the prevention and treatment of illness and injury.	LSA: Explain the basic principles of health promotion, illness prevention and safety. - Participate in simple practices that promote healthy living and prevent illness.			
SG23: Understand human body systems and factors that influence growth and development.	LSA: Describe and explain the structure and functions of human body systems and how they interrelate. -Identify body parts and their functions. LSB: Explain the effects of health-related actions on the body systems. -Act independently in caring for personal hygiene needs.			
SG24: Promote and enhance health and well being through the use of effective communication and decision-making skills.	LSA: Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. A. Use appropriate communication skills when expressing needs, wants and feelings. B. Use socially acceptable ways to resolve conflict. LSC: Demonstrate skills essential to enhancing health and avoiding dangerous situations. -Participate in activities to learn to avoid dangerous situations.			
College & Career Readiness Anchor Standards	Kindergarten CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Fine Arts	Fine Arts	Fine Arts		
SG25: Know the language of the arts	LSA: Understand the sensory elements, organizational principles and expressive qualities of the arts. A. Dance: Investigate the elements of dance. B. Drama: Investigate the elements of drama. C. Music: Investigate the elements of music. D. Visual Arts: Investigate the elements of visual arts. LSB: Understand the similarities, distinctions and connections in and among the arts. -Describe or respond to their own creative work or the creative work of others.	Introduction to the elements of the arts: dance, drama, music, visual arts talking about art work of self and others	feelings cards; action command cards; circle time movement (skipping, hopping, galloping, walking, running, tip-toe, sliding, etc), song, storytelling; listening/singing/dancing to a variety of world music; yoga; Montessori Bell material; open sharing	Concentration, coordination, independence, order, small muscle control, creative thinking, problem solving; vocabulary enrichment, articulation and expansion; externalizing thoughts; large muscle control; auditory perception; visual discrimination; strength; cognitive development articulating ideas, thoughts, feelings and opinions
SG26: Through creating and performing, understand how activities of art are produced.	LSA: Understand processes, traditional tools and modern technologies used in the arts. A. Dance: Participate in dance activities. B. Drama: Participate in drama activities. C. Music: Participate in music activities. D. Visual Arts: Participate in the visual arts. LSB: Apply skills and knowledge necessary to create and perform in one or more of the arts. -use creative arts as an avenue for self-expression.	Introduction to the elements of the arts: dance, drama, music, visual arts in group setting Variety of "art" materials available throughout day; circle movement opportunity during day	feelings cards; action command cards; circle time movement (skipping, hopping, galloping, walking, running, tip-toe, sliding, etc), song, storytelling and games; listening/singing/dancing to a variety of world music; yoga; Montessori Bell material; Easel, watercoloring; crayoning; penciling; markering; cutting; gluing; collage; rubbing plates; tracing; shape punching; stringing; movement	Concentration, coordination, independence, order, small muscle control, creative thinking, problem solving; vocabulary enrichment and expansion; externalizing thoughts Concentration, coordination, independence, order, small muscle control, creative thinking, problem solving; vocabulary enrichment and expansion; externalizing thoughts
College & Career Readiness Anchor Standards	Kindergarten CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Foreign Languages	Foreign Languages			

<p>SG28: Use the target language to communicate within and beyond the classroom setting.</p>	<p>Maintain the native language for use in a variety of purposes.</p>			
<p>SG30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.</p>	<p>Use and maintain the native language in order to build upon and develop transferable language and literacy skills.</p>			