

# **Katonah-Lewisboro School District**

## **Curriculum Guide**

### **Kindergarten**

**2018– 2019**



# KINDERGARTEN CURRICULUM OVERVIEW

The district curriculum is based on the current New York State Learning Standards.

## **English Language Arts and Literacy: K-5**

The Katonah Lewisboro School District is committed to using a balanced literacy approach which includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking.

Students engage in a comprehensive literacy program which includes the following components of effective instruction.

Reading Instruction	Writing Instruction
Reading Workshop <ul style="list-style-type: none"> <li>- Mini-lesson (explicit instruction includes modeling and demonstration)</li> <li>- Independent reading</li> <li>- Small group instruction (guided reading and strategy lessons)</li> <li>- Share</li> </ul> Read Aloud Shared Reading Word Study – phonics, spelling, and vocabulary	Writing Workshop <ul style="list-style-type: none"> <li>- Mini-lesson (explicit instruction includes modeling and demonstration)</li> <li>- Independent writing</li> <li>- Conferring</li> <li>- Small group instruction</li> <li>- Share</li> </ul> Shared and Interactive Writing Mechanics, spelling, grammar, and punctuation

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills, fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

**Speaking and listening** are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

### **Kindergarten:**

The goal is to foster a lifelong love of reading and writing. Students begin to establish their identities as readers and writers while they build foundational skills. Children will develop concepts of print, phonemic awareness, phonics, and the knowledge necessary to use story language to support their reading. In writing, students will label, draw, and write books and stories about themselves and what they are passionate about.

A multi-sensory program called *Fundations* is used in the primary grades to provide explicit instruction to build foundational language skills. The lessons are sequenced for skill development in the areas of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, vocabulary and handwriting. Students continue building high-frequency word banks. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students.

### ***A sample of what your child will be working on in kindergarten includes:***

- Engaging in a writing unit of study: ***Launching the Writing Workshop: This is the first writing unit of study and students learn how to independently record ideas, including words and drawings, using the writing process.***
- Engaging in a writing unit of study: ***How-To Books: Writing to Teach Others:*** Students write informational how-to texts on a procedure familiar to them.
- Engaging in a writing unit of study: ***Persuasive Writing of All Kinds: Using Words to Make a Change:*** Students craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.
- Using basic text features to read
- Use “super power” strategies that help them search for meaning, use picture clues, work on fluency, and communicate meaning.
- Retelling, asking and answering questions and talking about the key details of text read aloud
- Stating an opinion or preference about a topic or book in writing (e.g., “My favorite book is...”)
- Taking part in classroom conversations and following rules for discussion (e.g., learning to listen to others and taking turns when speaking)

## **MATHEMATICS**

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVisionmath2.0 as the instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on Common Core Clusters, develops understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In Kindergarten, students will learn number names and count in sequence. Students will be able to count the number of objects. As they progress they will understand addition as putting together and adding to and understand subtraction as taking apart and taking from. Students will analyze, compare, create, and compose shapes. The major Common Core Domains in Kindergarten are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

**The Common Core Learning Standards focus on the Mathematical Practices listed below:**

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**
- **Use appropriate tools strategically**
- **Attend to precision**
- **Look for and make use of structure**
- **Look for and express regularity in repeated reasoning**

## **SCIENCE**

The Science and Technology Concepts Program (STC) was adopted in the summer of 2012. STC was developed by scientists and experienced educators working with the National Science Resources Center (NSRC). The NSRC was established by the National Academies and the Smithsonian Institution. The STC program is aligned with National and State Standards for Science instruction.

The STC program is inquiry based. Questions are asked of students, and some questions are crafted by students as they explore and learn. Students independently and cooperatively work to conduct investigations, make predictions, record data, reflect on and share findings, and apply the skills and knowledge they gain to new knowledge.

The STC program has age appropriate concepts and skills embedded in each unit. Meaningful connections are made with other disciplines, and from unit to unit and grade to grade. Units include identified resources for informational texts that are aligned with the ELA Common Core Curriculum. These informational texts, in which reading selections are relevant to the topic

itself, will further help students make connections to concepts. A clear scope and sequence ensures that as students proceed through the program, they will be well grounded in the different areas of study: life science, earth science, and physical science.

***Topics include:***

1. Exploring My Weather

Students use their senses and observations to make predictions about weather conditions, determine its effects on the Earth and living things, use tools of meteorologists to explore temperature, precipitation, wind, and clouds, and record data to describe weather patterns and make connections to the environment.

2. Exploring Forces & Motion

Students investigate how forces, or pushes and pulls, are needed to move objects. Students use models to observe objects in motion and the relationship among forces, speed, strength, and direction.

3. Animals, Plants, and Their Environment

Students use observations to describe what plants and animals need to survive. Students discover that living things can alter their environment to meet their basic needs. Students will also explore sustainable practices that reduce the impact of humans on the environment.

**SOCIAL STUDIES**

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the district’s program, Social Studies provides coordinated, systematic study that draws upon all of the other disciplines as well as anchored in the New York State Common Core Standards for Literacy and Writing and the New York State Learning Standards for Social Studies. The primary purpose of the Social Studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**The five learning standards, adopted by New York State provide the overall foundation for the Social Studies Curriculum. Each unit of study is derived from and/or aligned to these standards.**

**Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

### **Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

### **Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

The social studies program at the kindergarten level, supported by *Kindergarten Places*, Silver Burdett Ginn, focuses on helping students develop awareness of self as a growing individual. The child’s unique qualities as well as similarities to others are stressed. There is an emphasis on fostering a positive self-image in each child as well as an appreciation for the differences of others. Social interaction skills are integral to the kindergarten program. Children also begin to learn about their role as citizens by accepting rights and responsibilities and by learning about rules in the classroom. This program is supported by our regional BOCES curriculum.

### **HEALTH**

The health program, *The Great Body Shop*, is designed to promote behaviors that foster better health. Though students study similar topics at each grade, they are presented with varying levels of knowledge. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health.

#### ***Topics include:***

- How to Stay Safe
- The Five Senses
- Adventure in Food
- The Family Team
- My Body is Special
- Going to the Doctor and Dentist
- No Drugs, No Way!

- Getting Sick
- Keeping Clean and Healthy
- Every Day Play

## **TECHNOLOGY**

Technology is seen as a tool to enhance student learning and is integrated throughout the curriculum.

### ***Students:***

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively

### ***By the end of kindergarten, students:***

- Locate and use letters, numbers, and the space bar on a keyboard
- Log on and log off of the KLS D computer network
- Use a mouse to navigate
- Select programs from an icon menu
- Identify and use electronic drawing tools to combine graphics and text

## **LIBRARY MEDIA**

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

### **The Information Problem-Solving Process**

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

### **Literature Appreciation**

Students acquire an appreciation of a wide range of literature in a variety of formats.

## **Technology**

Students develop the ability to use the tools necessary to access and communicate information.

### ***Students:***

- Select books for interest and information
- Use read-aloud books to find word, image, and story patterns
- Identify the cover, title and author of a book
- Care for books properly
- Respond to literature in a variety of ways
- Use appropriate technology to locate and collect information from a variety of sources
- Use age appropriate multi-media

## **ART**

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the New York State Learning Standards for Visual Arts.

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to color and value theory and three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture.

Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

## **MUSIC**

Kindergarten students will be introduced to the rudiments of music. Students will be taught a variety of ways to find their singing voices, develop a sense of personal space, and improve motor skills through movement and song. A year-long emphasis is placed on students' ability to internalize and produce a steady beat. Units will include high/low sounds, fast/slow tempos, loud/soft dynamics, as well as listening and creating. Students will learn to differentiate between beat and rhythm. Kindergarten will participate in concerts throughout the year.



## **PHYSICAL EDUCATION**

The objective of the kindergarten program is to introduce each child to an environment of movement, basic locomotor skills, and spatial awareness. The sharing of time, space, and equipment in a safe learning environment in order to develop a self-confident and able participant is the center of the experiences.

*The K-5 curriculum encourages the development of the following in students:*

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety
- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others