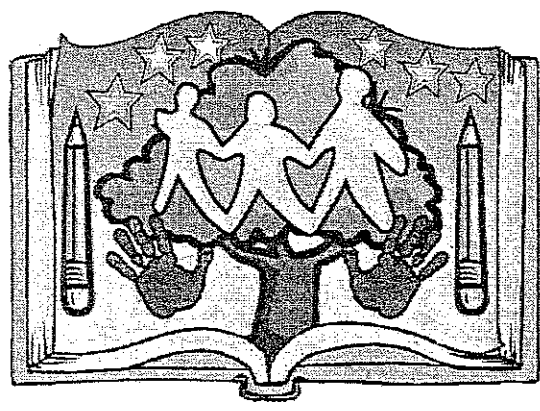


# Rockport Public Schools KINDERGARTEN Curriculum Overview

The Rockport Elementary School curriculum supports the learning standards set forth in the Massachusetts Curriculum Frameworks. This brochure was developed to provide you with a brief description and overview of each of the subjects your child will study during the current school year.



It is hoped that this overview, as well as continued communication with your child's teacher, will keep you informed about what your child is learning and how he/she is progressing throughout the school year.

## L A N G U A G E   A R T S

The Rockport Elementary School Language Arts Curriculum addresses the areas of language (speaking and listening), reading (decoding, comprehension, and literature), and writing (writing process, conventions & grammar, literature response, and in Grades 2-5 narrative & expository writing) through a balanced literacy program.

Speaking and listening are the foundations of verbal communication. These language skills are developed through participation in one-to-one conferences, group meetings, and individual presentations.

Throughout the grades, students are actively engaged in reading a variety of imaginative, expository, and informational texts of increasing complexity, thus helping them to gain an understanding of the elements and structure of different genres. The five critical components essential to reading success (phonological awareness, phonics, fluency, vocabulary, and comprehension) are woven throughout the reading curriculum. Students participate in shared, guided, and independent reading activities, as well as experience interactive read alouds.

Students learn ways to become versatile writers and to effectively communicate their ideas to a variety of audiences. Writing instruction is likewise provided through shared, guided, and independent writing experiences.

Included in this Kindergarten overview are *selected* components from each language arts area.

- Orally ask and answer questions about what is read.
- Restate significant facts from non-fiction in his or her own words.
- Begin to differentiate between fact and fiction.
- Retell stories using beginning, middle, and end.
- Begin to identify setting and characters.

### LITERATURE

#### Students will:

- Listen to, experience, or read works representing various genres, themes, authors, and illustrators.
- Demonstrate early reading behaviors.
- Begin to develop personal appreciation for different types of genre, authors and illustrators.

## W R I T I N G

### WRITING PROCESS

#### Students will:

- Write about self-selected topics known and cared about.
- Use drawings and words to express ideas.
- Use developmental spelling to write words.
- Publish selected pieces.
- Respond positively and appropriately to another student's or teacher's sharing of writing.

### CONVENTIONS & GRAMMAR

#### Students will:

- Use drawings and developmental spelling to express ideas.
- Use correct spelling for some words that are commonly displayed in the classroom.
- Write using legible formation of upper and lower case manuscript letters with appropriate spacing between words and sentences.
- Develop an awareness of the use of capitalization.
- Use periods.

### LITERATURE RESPONSE

#### Students will:

- Give opinions that are evaluative and reflective.

## L A N G U A G E

#### Students will:

- Follow agreed-upon rules for discussion.
- Ask questions for understanding and respond to questions.
- Give and follow simple two-step directions.
- Speak orally about personal experiences or interests and retell stories in sequence.
- Identify and sort common words into various classifications (e.g. color, shape).
- Use language to express spatial and temporal relationships (e.g. up, down).

## R E A D I N G

### DECODING

#### Students will:

- Identify names and sounds of upper and lower case letters.
- Demonstrate an understanding of concepts of print.
- Demonstrate knowledge of phonological awareness.
- Begin to develop a sight vocabulary.

### COMPREHENSION

#### Students will:

- Begin to use strategies of making connections between text, personal experiences and prior knowledge, and make predictions about story content using illustrations.

## M A T H E M A T I C S

The Kindergarten mathematics program is based on the Investigations in Number, Data, and Space curriculum with supplemental activities from Developing Number Concepts by Kathy Richardson. Skills and concepts from each of the five mathematical strands are addressed.

- Sort and classify objects by color, shape, size, number, position, texture, and other properties.
- Identify, reproduce, describe, extend, and create color, rhythmic, shape, number, and letter repeating patterns with simple attributes.
- Begin an awareness of patterns in nature and the environment.
- Count by fives and tens at least up to 50.

### NUMBER SENSE AND OPERATIONS

#### COMPUTATION

##### Students will:

- Practice, share, and become fluent with multiple strategies for computation and problem solving.
- Count backwards from all numbers to 10.
- Order numbers to 20.
- Identify U.S. coins by name.
- Master doubles combinations to 5+5.

#### UNDERSTANDING

##### Students will:

- Match quantities up to at least 10 with numerals and words.
- Identify positions of objects in sequences up to fifth.
- Compare sets of up to at least 10 concrete objects using appropriate language.
- Understand the concepts of whole and half.
- Use pennies to count, relate 5 pennies to a nickel and 10 pennies to a dime.

#### PROBLEM SOLVING

##### Students will:

- Use objects and drawings to model and solve related addition and subtraction problems to ten.
- Estimate the number of objects in a group to 10 and verify results.

### PATTERNS, RELATIONS, AND ALGEBRA

##### Students will:

- Identify the attributes of objects as a foundation for sorting and classifying.

## S C I E N C E

The science curriculum at each grade level is divided into four major content strands that include Earth and Space Science, Life Science, Physical Science and Technology/Engineering. Within each strand there are more specific Learning Standards that enable teachers to plan, present and assess specific instruction within the four strands in conjunction with the Frameworks. Questions are key to all learning. Investigation and experimentation build essential scientific skills such as observing, measuring, replicating experiments, using equipment, and collecting and reporting data. Scientific inquiry and experimentation are integrated into the science curriculum, not taught as stand alone skills. Areas of study include weather, periodic phenomena, properties of objects and characteristics of living things.

### EARTH AND SPACE SCIENCE

##### Students will:

- Describe the weather changes from day to day and over the seasons.
- Identify some events around us that have repeating patterns, including the seasons of the year, day and night.

## S O C I A L S T U D I E S

At the Kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols. The purpose of the Kindergarten curriculum is to begin the development of the students' civic identity.

##### Students will:

- Be introduced to maps and globes.

### G E O M E T R Y

##### Students will:

- Name, describe, sort, and draw simple two-dimensional shapes.
- Describe attributes of two-dimensional shapes.
- Name and compare three-dimensional shapes.
- Identify positions of objects in space, and use appropriate language (e.g., beside, inside, outside, next to, close to, above, below, apart, between, on, under, right, left, top, bottom) to describe and compare their relative positions.

### M E A S U R E M E N T

##### Students will:

- Recognize and compare the attributes of length, volume/capacity, weight, area, and time using appropriate language (e.g. longer, taller, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount).
- Make and use estimates of measurements from everyday experiences.
- Use nonstandard units to measure length, area, weight, and capacity.
- Relate a sequence of events using vocabulary associated with the parts of the day, seasons, and calendar.
- Identify the time to the hour, both analog and digital.

### D A T A A N A L Y S I S, S T A T I S T I C S A N D P R O B A B I L I T Y

##### Students will:

- Collect, sort, organize, and draw conclusions about data using concrete objects.
- Construct, analyze, and describe real and pictorial graphs from student organized data.
- Informally experience situations involving probability during classroom activities.

### L I F E S C I E N C E

##### Students will:

- Describe ways in which many plants and animals closely resemble their parents in observed appearance.
- Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.
- Recognize changes in appearance that animals and plants go through as the seasons change.

### P H Y S I C A L S C I E N C E, T E C H N O L O G Y / E N G I N E E R I N G

##### Students will:

- Sort objects by observable properties such as size, shape, color, weight, and texture.
- Predict possible uses of a simple tool or object by looking at its shape.

- Learn about national holidays and why we celebrate them.
- Be introduced to U.S. historical figures and events.
- Learn various significant American symbols.
- Be introduced to family and community members who promote the welfare and safety of both children and adults.
- Be introduced to various jobs that people hold.
- Become familiar with national symbols.

## MUSIC

First Steps in Music, taught in Kindergarten and Grade One, is a series developed by John Feierabend who is a leader in early music education. This series preserves our American Heritage by using American folk songs, games, and dances gathered and compiled by John. Classical music is also included. Using this literature, First Steps in Music, gives young children experience in pitch exploration, call and response and echo songs, movement exploration, nonbeat motions using finger plays, actions and circle games, beat motions using games and movement to recordings, singing simple songs and hearing song tales. Emphasis is on matching beat and pitch. This method addresses the National Standards and Massachusetts Frameworks for music.

### Students will:

- Learn about instruments, composers, and listening skills through units such as "Carnival of the Animals".
- Learn songs from Woody Guthrie (e.g. "This Land is Your Land") many simple folksongs and nursery rhymes.
- Learn folk games and dances to develop group participation and cooperation, moving to the beat, and remembering the sequence of directions.
- Become familiar with rhythm instruments to reinforce what is learned.

## ART

The Arts are an essential part of the human experience. Arts Education enables students to look at, hear, and feel their environment in a non rigid manner. Through the study and creation of art, appreciation of artists, and the study of art history, students develop the tools necessary to communicate their understanding of the world. The Rockport Elementary School Visual Arts Curriculum seeks to address the Massachusetts Visual Arts Curriculum Frameworks using a variety of approaches.

### Students will:

- **Become visually aware of detail in the natural and constructed environments** by exploring the relationships between objects, their functions, and their environments.
- **Understand the elements of visual art** by understanding that line, color, texture, shape, and form, comprise the basic language of visual art.
- **Develop concepts which will in later years, lead to an understanding of order in the visual environment** by identifying formal patterns in the natural and constructed environment, and in art works.

- **Begin to develop skills which will help students, in later years, depict people and objects accurately** by understanding size comparisons.
- **Begin to understand where ideas for visual expressions come from** by beginning to understand that art works express unique ideas.
- **Organize ideas into visual art expressions, using the processes and materials of visual art** by beginning to understand that art works are created for a variety of reasons, and that there are many kinds of art.
- **Become aware of the presence of the visual art in our homes, town and surrounding communities** by beginning to understand that art plays a role in the daily life of their community.
- **Become familiar with visual art and artists** by exploring the contributions of visual artists, past and present.

For an expanded version of the Rockport Elementary School Art Curriculum please visit our web site at: <http://www.rockport.k12.ma.us/res/>

## PHYSICAL EDUCATION

Physical education addresses the cognitive, physical, social, and emotional domains of the child. Through a variety of movement activities and assessments students learn and apply spatial awareness concepts, team-building skills, problem-solving skills, imagery, and guided discovery. Movement activities encompass developmentally appropriate manipulative, locomotor, and non-locomotor skills as individuals and in teams, as well as application of movement concepts such as direction, balance, range, force absorption, and body control to extend versatility and improve physical performance. Students will perform rhythm routines including dancing to demonstrate fundamental movement skills.

Through the study of fitness students will be able to identify physical and psychological changes that result from participation in a variety of physical activities. Students will explain the benefits of physical fitness to good health and increased active lifestyle, and identify the major behaviors that contribute to wellness. Through the study of personal and social competency students will be able to demonstrate responsible personal and social conduct used in physical activity settings. Students are encouraged to develop positive attitudes toward the pursuit of lifelong fitness.

### The Kindergarten Physical Education Curriculum incorporates four main areas:

**Movement and Exploration (35%):** locomotor, non-locomotor, axial, manipulative exploration of small equipment; movement fundamentals utilizing qualities of movement, body control, spatial and body awareness (kinesthesia); creative movement; imagery and guided discovery.

**Rhythms (25%):** movement to beats and patterns; folk, aerobic and modern dance; creative movement or dance; expression to sounds; improvisation to music; imagery.

**Games (20%):** specific skills; low organized lead-up games; individual, dual, and team sports (soccer, basketball, track and field, softball, floor hockey, and volleyball).

**Gymnastics (20%):** large apparatus; stunts and tumbling; balance and partner activities; developmental exercises.

## HEALTH

Students in Grades K-5 are taught THE GREAT BODY SHOP curriculum. This curriculum is comprehensive and progressive, enabling students to expand their health knowledge from the foundation that was acquired in the previous grade. Parents will receive monthly bulletins to preview the health topics and information to be covered that month. At the end of each unit of four lessons, students will bring home their colorful and informative student editions for family discussion. Occasionally students will have homework to do with parents regarding that unit's health topic. Although it is not mandatory for students to return the homework assignments, it reinforces students' learning to review at home what is learned at

school. Ongoing communication between children and parents regarding health will help prepare children for a lifetime of wellness.

### The following units are presented during the Kindergarten year:

#### SEPTEMBER: INJURY PREVENTION & PERSONAL SAFETY

**Topics:** Pedestrian, auto, playground, fire, bicycle, & water safety; safe vs. unsafe play; personal safety; community safety rules & helpers.

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## H E A L T H (CONTINUED)

### OCTOBER: FUNCTIONS OF THE BODY

**Topics:** Identification of the five senses; sensory input for learning; functions & care routines for the five senses; respect for self & others; responsibility.

### NOVEMBER: NUTRITION

**Topics:** How food gives energy; healthful vs. unhealthful food choices; variety of foods for nutrition; healthful breakfasts; safe food handling.

### DECEMBER: COMMUNITY HEALTH & SAFETY

**Topics:** The family team; family similarities & differences; changes in families; learning responsibility; defining community; identifying community helpers; safety routines to avoid violence & danger.

### JANUARY: ILLNESS PREVENTION

**Topics:** Learning how germs spread; proper hygiene; well vs. sick; empathy for those who are sick.

### FEBRUARY: HUMAN GROWTH & DEVELOPMENT

**Topics:** Visits to the doctor & dentist; doctors' & dentists' tools; informing parents when feeling sick; hygiene habits; health care professionals; empathy.

### MARCH: REVIEW OF SAFETY & HYGIENE

**Topics:** Learning about animal & pet safety; reviewing bicycle safety; reviewing illness prevention & proper hygiene.

### APRIL: SELF WORTH, MENTAL & EMOTIONAL HEALTH

**Topics:** My body is special; active listening; privacy; respecting self & others; being unique; healthy habits; identifying feelings & ways to help others.

### MAY: ENVIRONMENTAL HEALTH

**Topics:** Clean community vs. pollution; reviewing dental & medical hygiene; health care professionals; safety rules for medicines; good citizenship.

### JUNE: PHYSICAL FITNESS

## T E C H N O L O G Y

The curriculum for the Rockport Elementary School Technology Program at each grade level develops students' basic technology skills and knowledge using tools to enhance learning. Students also gain an understanding of the issues of ethics and safety relating to the use of electronic media. They apply technology tools for communication, creativity, research, problem-solving, and decision-making to further enhance learning.

### BASIC TECHNOLOGY SKILLS AND KNOWLEDGE

#### Students will:

- Use proper keyboarding techniques.
- Understand the basic function of the components of a computer.
- Develop proficiency in the basic use of computers and application tools.
- Understand and use appropriate terminology.

### ISSUES OF ETHICS AND SAFETY RELATING TO THE USE OF ELECTRONIC MEDIA

#### Students will:

- Demonstrate responsible use of technology.
- Recognize ownership and authorship of software and student and/or teacher products.

### TECHNOLOGY TOOLS FOR COMMUNICATION, CREATIVITY, RESEARCH, PROBLEM-SOLVING, AND DECISION-MAKING

#### Students will:

- Use technology to organize data, interpret information and draw conclusions.
- Use grade appropriate multimedia reference sources.
- Use a variety of multimedia reference sources with assistance.
- Explore bookmarked web sites.
- Draw conclusions using information gathered from electronic resources.
- Use grade appropriate curriculum related software.
- Demonstrate ability to locate, evaluate, and collect information from a variety of sources, to process data, and report results.
- Use a combination of technology tools to produce creative works.
- Use technology for problem-solving and to develop strategies for answering questions and making informed decisions.

A detailed chart of K-5 Technology Learning Goals and Expectations can be viewed at <http://teacherweb.com/MA/RockportElementarySchool/ElementaryTechnologyLab/photo1.stm>

It is also possible to link to the above site from our school website at: <http://www.rockport.k12.ma.us/res/>

## L I B R A R Y

The curriculum for the Rockport Elementary School Library Media Program at each grade level addresses Information Literacy Skills and Literature Appreciation. In addition to the Massachusetts Curriculum Frameworks, it supports the Information Literacy Standards for Student Learning developed by the Massachusetts School Library Media Association.

### INFORMATION LITERACY SKILLS

#### Students will:

- Select Easy fiction books independently.
- Select age-appropriate nonfiction books as a source of information.
- Recognize that library materials have a specific arrangement.
- Follow circulation procedures.

### LITERATURE APPRECIATION

#### Students will:

- Develop appreciation of language through participatory story.
- Develop an awareness of various types of literature.
- Develop knowledge of significant authors, titles, and storybook characters.

For more detailed information on the library curriculum, please visit the Library Curriculum page on the Rockport Elementary School Library website at <http://www.teacherweb.com/MA/RockportElementarySchool/phussey/>