

Kindergarten Curriculum Information

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ART

I. Overview/Course Description

Kindergarten children are in the early stages of developing an understanding of the elements and principles of art. Their work with primary colors, self-portraits, spatial awareness, lines and shapes, the color wheel, symmetry, and still life will introduce the students to the excitement and joy of becoming artists. Along the way, students will develop an appreciation for art and be exposed to a variety of media during the course of the kindergarten year.

II. Course Outline/Primary Units of Study

- A. Primary Colors
- B. Portraits
- C. Prints using stamping
- D. Overlapping for spatial awareness
- E. Introduction to lines
- F. Color wheel, primarily secondary colors
- G. Symmetry
- H. Still Life, particularly nature drawings
- I. Depth

III. Materials, Resources, Books, Textbooks

- A. Trade Books
- B. Teacher created materials
- C. Teacher modeling
- D. A selection of various art supplies

IV. Objectives/Skills

- A. Exposure to art vocabulary
- B. Introduction to art skills and concepts
- C. Opportunity to use art supplies in different ways

V. Assessments

- A. Teacher observation
- B. Final product for understanding of concept
- C. Student participation

LANGUAGE ARTS

I. Overview/Course Description

Introducing the young child to literacy in a variety of methods that will lay the foundation for a lifelong love of reading and writing is a major component of the kindergarten program. This is accomplished with the use of a balanced reading program that includes strong phonics instruction, independent reading, shared reading, and teacher read-alouds. Writing experiences are emphasized through journal writing and language-experience stories.

II. Course Outline/Primary Units of Study

- A. Reading
 - 1. Explicit instruction
 - 2. Reading practice
 - 3. Guided reading

- B. Writing
 - 1. Fiction and Non-fiction
 - 2. Journal
 - 3. Sentence structure
- C. Handwriting: First and last name
- D. Spelling
- E. Letter Recognition
 - 1. Sound recognition (beginning, medial, ending)
 - 2. Long and short vowels
 - 3. Rhymes
 - 4. Onset and rime
- F. Phonological Awareness
- G. Oral language skills
- H. Multisensory letter introduction and review
- I. Phonemes and graphemes
 - 1. Digraphs
 - 2. Blends
 - 3. Syllables
- J. Syllable types, division types
- K. Decoding concepts
- L. Sight words
 - 1. Identification
 - 2. Use in writing
 - 3. Identify in reading
- M. Word families
- N. Compound Words
- O. Alphabetical order
- P. Word manipulation
 - 1. Prefix and suffix
 - 2. Plurals
- Q. Folk Tales/Traditional tales

III. Materials, Resources, Books, Text Books

- A. Teacher Created Resources
- B. Everyday Spelling Manual, student works
- C. Trade Books
- D. Neuhaus Reading Readiness Teacher Manual
- E. Neuhaus Reading Concepts Teacher Manual
- F. Resources and teacher created activity pages.
- G. Lakeshore journal
- H. D'Nealian Handwriting workbook
- I. A to Z readers and materials
- J. Electronic Board
- K. Ipads
- L. Debbie Diller station materials.

IV. Objectives/Skills

- A. Distinguish and identify letters and sounds
- B. Recognition of letters
- C. Can recognize and use blends
- D. Can use decoding skills introduced
- E. Knows and can manipulate rhyme

- F. Distinguish and identify beginning and ending sounds
- G. Sequentially retell a story
- H. Ask appropriate questions
- I. Developing tracking skills
- J. Correctly forms upper and lower case letters
- K. Understands punctuation
- L. Uses appropriate pencil grasp
- M. Understands and can manipulate alphabetical order
- N. Identify word parts including compound words, prefix, suffix and plurals
- O. Knows sight words introduced

V. Assessments

- A. Teacher observations and conversations
- B. Journal and story writing and projects
- C. Handwriting workbook and pages
- D. Activity pages

MATHEMATICS

I. Overview/Course Description

Students are introduced to math through a multiple-exposure program. The math program is designed to be useful, enjoyable, varied, and meaningful so that a strong mathematical foundation is formed. Concepts introduced include counting, numeration, measurement, geometry, patterns, data collection, calendar skills, graphing, and calculator use. Math concepts are enriched by hands-on games and activities to continuously reinforce skills that are taught and learned.

II. Course Outline/Primary Units of Study

- A. Sort & Classify
- B. Calendar Skills
 - 1. Seasons
 - 2. Days
 - 3. Months
- C. Positions and Patterns
 - 1. Order
 - 2. Shapes
- D. Numbers
 - 1. Skip count
 - 2. Counting
 - 3. Writing
 - 4. Compare sets
 - 5. Counting 0–100 and beyond
 - 6. Greater/less than
 - 7. Place value
 - 8. Ten frames
- E. Graphing
 - 1. Bar graphs
 - 2. Tally marks
 - 3. Column/row
- F. Money
 - 1. Identify
 - 2. Value

- 3. Count and use
- G. Measurement
 - 1. Length and Size
 - 2. Capacity
 - 3. Weight
 - 4. Tools of measurement
 - 5. Estimation
 - 6. Comparison
- H. Geometry
 - 1. 3D Shapes
 - 2. Symmetry
 - 3. Basic Fractions
- I. Time and Temperature
 - 1. Calendar Skills
 - 2. Clock: Analog and digital
- J. Addition
 - 1. Quick recall
 - 2. Understand tangible 1 to 1 correspondence
 - 3. Understand number bonds
 - 4. Math talks (Singapore math skills)
- K. Subtraction
 - 1. Quick recall
 - 2. Understand tangible/1 to 1 correspondence
 - 3. Understand number bonds
 - 4. Math talks (Singapore math skills)

III. Materials, Resources, Books, Textbooks

- A. *Singapore Math* talk/teacher text
- B. Manipulatives and hands on materials
- C. Trade books
- D. Teacher created materials
- E. *Singapore Math* teacher text

IV. Objectives/Skills

- A. Understands Matching
- B. Understand and able to count.
- C. Able to compare and identify, sort and classify.
- D. Use math manipulatives and materials for concepts introduced.
- E. Understand 1 to 1 correspondence.
- F. Able to discern which math strategy to use when problem solving.
- G. Knows addition and subtraction facts
- H. Skip counts by 2s, 5s, and 10s
- I. Writes numbers up to 100 and beyond
- J. Identifies place value to 100
- K. Identifies odd and even numbers
- L. Understands and writes symbols for greater than, less than, and equal to
- M. Understands basic concept of word problems
- N. Recognizes, identifies value and basic coin counting.
- O. Makes reasonable number estimates
- P. Measures by inch
- Q. Applies calendar skills
- R. Basic clock skills

- S. Estimates temperature, length, weight, and capacity
- T. Identifies and compares geometric shapes
- U. Interprets data on a graph

V. Assessments

- A. Observation
- B. Informal questioning and conversations
- C. Formative Assessment using activity pages
- D. Projects and activities and investigations

MUSIC

I. Overview/Course Description

Kindergarteners begin to develop musical skills such as recognizing musical contrasts, keeping the beat, expressing music through movement creatively, developing vocal technique, building a repertoire of common folk songs, as well as songs from other cultures appropriate to their age, and learning how to play a variety of percussion instruments.

II. Course Outline/Primary Units of Study

The following units of study are built upon in each music lesson. Children gradually experience and then can intuitively feel the expression and elements of music such as tempo, dynamics, steady beat, and pitch. Through their experience children also learn how to develop a proper singing voice.

- A. Pitch Exploration: Sliding sounds help children engage the vocal muscles used to sing in head voice. These are the preferred muscles to use when singing at this age. These exercises help children to exercise and train these vocal muscles.
- B. Echo Songs, Call-and-Response Songs: In these exercises, children learn how to sing a short phrase as a group, and then as a soloist. Echo Songs invite the children to repeat the same tune and words, while Call-and-Response Songs require children to have pre-learned their part.
- C. Simple Songs: Simple songs have two purposes- to present American folk songs and various new repertoire to students, and to encourage independent singing of these songs from children.
- D. Arioso: Just as children develop a repertoire of words and are able to create original sentences to express themselves based on those words, children should be encouraged to make up original tunes and songs. These activities invite children to create their own tunes in their singing voice.
- E. Song Tales: Song Tales are stories put to music. These songs are excellent examples of music literature and are sung *for* the children. Not only do they help develop listening skills, but they can provide an opportunity for children to hear the expressiveness music should include.
- F. Movement Exploration: Through these whole-body movement activities, children develop body coordination as well as expressive sensitivity. These activities are carefully coordinated with recorded classical music that complements the expressive quality of the movement.
- G. Movement for Form and Expression: These activities help children experience expressive qualities in music through movement. At the same time, they also enable children to experience musical form through organized movement. Classical music examples, songs, and rhymes are used.
- H. Movement with the Beat: Having an intuition for the beat in music is central to all later rhythmic development. Children first listen and imitate a beat, and then can intuitively set a beat for the class to sing along with.

- I. Performances: Kindergartners have three performance opportunities during the school year. For the month prior to each performance, students learn to rehearse responsibly. Vocal technique and performance posture are also developed during this time.
 1. Veterans Day (November)
 2. Grandparents Day (April)
 3. Kindergarten Celebration (May)

III. Materials, Resources, Books, Textbooks

- A. *First Steps in Music*, John M. Feierabend
- B. *The Book of Echo Songs*, John M. Feierabend
- C. *Pitch Exploration*, John M. Feierabend
- D. *The Book of Songs & Rhymes with Beat Motions*, John M. Feierabend
- E. *Beginning Circle Games*, John M. Feierabend
- F. *Move It!*, John M. Feierabend

IV. Objectives/Skills

- A. Demonstrates participation and responsibility for performances
- B. Demonstrates listening and retention skills for topics taught
- C. Demonstrates age-appropriate vocal technique
- D. Maintains a steady beat when playing or singing
- E. Aurally identifies high and low pitch
- F. Uses music as a tool for creative expression

V. Assessments

- A. Teacher observation
- B. Class participation
- C. Performance participation

PHYSICAL EDUCATION

I. Overview/Course Description

Physical education strengthens a kindergartners' growth and development in five central areas: socialization, movement skills, manipulative skills, low-organizational games, and specific sport skills. This class is a structured learning environment that enhances a child's abilities to cooperate with and respect others. Students learn the variety of movement experiences in an atmosphere that makes them feel successful.

II. Course Outline/Primary Units of Study

- A. Physical Movement
- B. Gross Motor Development
- C. Low Organizational Games

III. Materials, Resources, Books, Textbooks

- A. *Busy Kids Movement Book*
- B. *Shape America*
- C. *Active Games Book*

IV. Objectives/Skills

- A. Developing skills in walk, run, and gallop
- B. Demonstrates body, space awareness
- C. Is beginning the skipping skill
- D. Demonstrates jumping on 2 feet

- E. Throwing with accuracy
- F. Is developing tracking skills

V. Assessments

- A. Teacher observation
- B. Performance tasks
- C. Rubrics

SCIENCE

I. Overview/Course Description

The kindergarten science curriculum provides students with the foundations for observing, communicating, measuring, comparing, describing, classifying, predicting, collecting, and interpreting data. It is designed to foster curiosity, inventiveness, persistence, and enthusiasm. Children learn by doing and reflecting upon this active learning. Materials from a variety of programs are utilized to explore life, earth, technology, human, and physical sciences.

II. Course Outline/Primary Units of Study

- A. Nature of science: Inquiry
- B. Objects
 - 1. Water Cycle
 - 2. Measurement
 - 3. Shapes
 - 4. Attributes
- C. Energy & Motion
 - 1. Push/Pull
 - 2. Cause/ Effect
 - 3. Magnets
 - 4. Bodies: 5 senses, health
- D. Earth Materials
 - 1. Soil
 - 2. Rocks
 - 3. Earth
 - 4. Water
 - 5. Trees: leaves, seeds
 - 6. Environment, Care of the Earth: Recycle
- E. Earth and Sky
 - 1. Clouds
 - 2. Natural disasters
 - 3. Day/night
 - 4. Weather/seasons
 - 5. Earth
- F. Living & Nonliving Things: Pond Life
 - 1. Frog Life Cycle
 - 2. Plant Types
 - 3. Creatures around a pond
- G. Plants & Animals
 - 1. Sort and classify
 - 2. Plants
 - 3. Insects
 - 4. Spring
 - 5. Ecosystems

6. Oceans
7. Apples

III. Materials, Resources, Books, Textbooks

- A. Sensory table
- B. Collected and found objects
- C. Living creatures for observation & inquiry
- D. *Interactive Science Texas* Text and Workbooks
- E. Trade books
- F. Teacher created resources
- G. Materials: magnifying glasses, scales, rulers, etc.

IV. Objectives/Skills

- A. Expected to conduct investigations
- B. Will be able to develop ability to question & seek answers
- C. Will use critical thinking in scientific problem solving
- D. Will use tools and materials to investigate natural world
- E. Will know objects have properties and patterns
- F. Understands energy, force and motion are related to everyday life
- G. Understands that the natural world includes earth materials
- H. Understands recognizable patterns in natural world & among objects in the sky
- I. Knows that plants and animals have basic needs & depends on the living and nonliving things around them for survival
- J. Understands that organisms resemble parents and have structures & processes that help them survive within their environments

V. Assessments

- A. Teacher observation
- B. Informal questions & conversations
- C. Formative Assessment (using activity pages)
- D. Projects, activities, investigations

SOCIAL STUDIES

I. Overview/Course Description

The social studies program promotes increased awareness of self, family and the school community. Recognizing that community begins in the classroom, children actively learn the meaning of respect, honesty, cooperation, responsibility, and empathy. The students learn mapping skills through identifying landmarks found around the world. Through hands-on lessons, the students also learn about the difference between city, state, and the world beyond.

II. Course Outline/Primary Units of Study

- A. All About Me
 1. Allen Core Values
 2. Family
 3. Friends
 4. Problem solving skills
- B. Community
 1. Allen Academy/School
 2. City
 3. Neighborhood/Home
- C. Texas

1. State Symbols
2. Map Skills
- D. Continents
 1. North America, particularly the United States
 2. Symbols
- E. Christmas around the world
 1. Cultural Studies
 2. Maps
- F. Cinderella stories
 1. Cultural awareness
 2. Cross-curricular with language arts
 3. Map skills
- G. Presidents
 1. Cross-curricular with math/coins
 2. Facts and familiarity
- H. Social studies unit related to LEAP Week topic
- I. Mapping skills
 1. Grid
 2. Compass directions
- J. Landmarks: Introduction to common landmarks around the world

III. Materials, Resources, Books, Textbooks

- A. Trade books
- B. Teacher-created resources
- C. Manipulatives
- D. Maps
- E. Art supplies

IV. Objectives/Skills

- A. Exposure to world
- B. Exposure and familiarity with maps: Cardinal directions
- C. Exposure to basic US History
- D. Ability to name the seven continents
- E. Knowledge of basic Texas information

V. Assessments

- A. Teacher observations
- B. Questions for understanding
- C. Projects and activities, including products created

SPANISH

I. Overview/Course Description

The Spanish curriculum for kindergarten is largely based on oral development as students are introduced to the sounds of Spanish through carefully selected vocabulary giving students opportunities for successful communication in the target language. The program introduces an awareness of cultural similarities and differences of the Spanish-speaking world. Students develop and expand this awareness through songs, dialogues, role playing, skits, puppets, and games. The structure of the Spanish program creates a safe and fun environment for students to learn.

II. Course Outline/Primary Units of Study

- A. Program largely aural/oral by design
- B. Introduction to letter sounds
- C. Awareness of cultural similarities and differences
- D. Introduction to writing Spanish words and phrases
- E. Songs, brief dialogues, role playing, skits, puppets and games

III. Materials, Resources, Books, Textbooks

- A. Resource book, *Teach Them Spanish!*
- B. Recordings of native Spanish speakers
- C. Basic Spanish and bilingual books
- D. Cultural videos with basic Spanish dialogue

IV. Objectives/Skills

- A. Oral comprehension of Spanish vocabulary
- B. Speaks and responds in Spanish using 2-3 words
- C. Developing writing Spanish words and phrases
- D. Identification of Hispanic cultures
- E. Identification and comparison of cultural information

V. Assessments

- A. Listening and speaking exercises to demonstrate oral comprehension
- B. Identification of vocabulary through writing activities
- C. Conversations in which students identify and compare cultures
- D. Activities such as skits, songs, and games to demonstrate understanding of vocabulary