

# Kindergarten Curriculum Information

Revised: August 2017

## 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, primary and secondary colors
- G. Symmetry
- H. Still Life, particularly nature drawings
- I. Depth, near and far

### 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
  1. Lines:
    - a. Straight: horizontal, vertical, diagonal
    - b. Curved
    - c. Angled
  2. Shapes and forms
  3. Colors: Primary and Secondary
  4. Portrait, Still Life, Landscape
- 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, guided 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 & punctuation
- C. Handwriting: Proper formation and use in writing
- 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
- R. Model and guide expressive and receptive language

## **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. *Handwriting Without Tears* Workbook, Grade K
- I. A to Z readers and materials
- J. Leveled readers

- K. Electronic Board
- L. Ipads
- M. Debbie Diller station materials.

#### **IV. Objectives/Skills**

- A. Distinguishes and identifies letters and sounds
- B. Recognizes letters
- C. Recognizes and uses blends
- D. Uses decoding skills introduced
- E. Knows and manipulates rhyme
- F. Distinguishes and identifies beginning and ending sounds
- G. Sequentially retells a story
- H. Asks 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 manipulates alphabetical order
- N. Identifies word parts including compound words, prefix, suffix and plurals
- O. Knows sight words introduced

#### **V. Assessments**

- A. DRA Reading evaluation materials
- B. Teacher observations and conversations
- C. Journal and story writing and projects
- D. Handwriting workbook and pages
- E. Activity pages
- F. AR/Star electronic evaluations

### **MATHEMATICS**

#### **I. Overview/Course Description**

Students are introduced to math through a multiple-exposure program but relies heavily on instruction from *Singapore Math* resources. 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
  9. Concept of even and odd
- 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

### IV. Objectives/Skills

- A. Understands matching
- B. Understands and able to count
- C. Compares and identifies, sorts and classifies
- D. Uses math manipulatives and materials for concepts introduced
- E. Understands 1 to 1 correspondence

- F. Discerns 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. Uses 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. Teacher observation
- B. Informal questioning and conversations
- C. Formative assessment using activity pages
- D. Projects, 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. *Ariosos*: 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*: Kindergarteners 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

### **IV. Objectives/Skills**

- A. Interacts respectfully with others
- B. Displays appropriate listening habits
- C. Uses materials responsibly
- D. Follows classroom procedures
- E. Imitates vocal glissandi using a singing voice
- F. Echo-sings simple melodic patterns with and without words using a singing voice
- G. Remembers and sings an entire simple song using a singing voice
- H. Spontaneously creates an original tune using more than two tones
- I. Maintains a steady beat when playing or moving
- J. Performs prescribed movements with appropriate expression to a song, rhyme, or piece of classical music
- K. Uses movement to creatively and appropriately express various styles of classical music

### **V. Assessments**

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

## **PHYSICAL EDUCATION**

### **I. Overview/Course Description**

Physical education strengthens a kindergarteners' 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. Develops skills in walk, run, and gallop
- B. Demonstrates body, space awareness
- C. Beginning the skipping skill
- D. Demonstrates jumping on 2 feet
- E. Throws with accuracy
- F. Develops tracking skills

## **V. Assessments**

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

## **SCIENCE**

### **I. Overview/Course Description**

The kindergarten science curriculum, *Interactive Science, Texas Edition*, 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

### **IV. Objectives/Skills**

- A. Conducts investigations
- B. Develops ability to question & seek answers
- C. Uses critical thinking in scientific problem solving
- D. Uses tools and materials to investigate the natural world
- E. Knows 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/State/Country
  - 3. Neighborhood/Home
- C. Texas
  - 1. State Symbols
  - 2. Locations
- D. Continents
  - 1. North America, particularly the United States
  - 2. Names, locations
- 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. Mapping skills
  - 1. Grid
  - 2. Compass directions
- I. 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 thus providing 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
- E. Spanish vocabulary games

### **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

## **TECHNOLOGY**

### **I. Overview/Course Description**

Our goal with kindergarten students is to foster an early proficiency in the use of laptop computers, iPads, and related software. Technology is used primarily in this grade through stations and activity centers in the classroom.

### **II. Course Outline/Primary Units of Study**

- A. Foundational Skills - basic computer and iPad operations
- B. Computer, iPad use in centers/stations to enhance the academic work of language arts,

math, science, and social studies

### **III. Materials, Resources, Books, Textbooks**

- A. HP laptops, chromebooks, iPads

### **IV. Objectives/Skills**

Foundational skills

- A. Identify and understand components of a computer
- B. Basic mouse and keyboard skills
- C. Basic iPad skills
- D. Parts of the keyboard
- E. Saving files
- F. Finding and opening applications
- G. Opening web browsers
- H. Entering a web address
- I. Using back/forward buttons and links to navigate in a browser

### **V. Assessments**

- A. Teacher observation
- B. Student participation
- C. Student-created projects and digital artifacts