

# KINDERGARTEN CURRICULUM OVERVIEW

## NORTHFIELD PUBLIC SCHOOLS

### 2018-2019

This overview highlights the key skills in each subject area that will be taught at this grade level and reflects the efforts of teachers to provide curriculum that supports the mastery of state curriculum standards.

#### READING LITERATURE/INFORMATIONAL TEXT

##### Key Ideas and Details:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, identify characters, settings, and major events in a story.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

##### Craft and Structure:

- Ask and answer questions about unknown words in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Recognize common types of texts.
- Identify the front cover, back cover, and title page of a book.
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

##### Integration of Knowledge and Ideas:

- With prompting and support, describe the relationship between illustrations and the story in which they appear.
- With prompting and support, describe the relationship between illustrations and the text in which they appear
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic.

##### Range of Reading and Level of Text Complexity:

- Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

#### READING FOUNDATIONAL SKILLS

##### Print Concepts:

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper- and lower-case letters of the alphabet.

##### Phonological Awareness:

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial, vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

##### Phonics and Word Recognition:

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

##### Fluency:

- Read emergent-reader texts with purpose and understanding.

#### LANGUAGE

##### Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

#### WRITING

##### Text Types and Purposes:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

##### Writing Process – Production and Distribution of Writing:

- With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

##### Research to Build and Present Knowledge:

- Participate in shared research and writing projects.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### SPEAKING, VIEWING, LISTENING AND MEDIA LITERACY

##### Comprehension and Collaboration:

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

##### Presentation of Knowledge and Ideas:

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.

##### Media Literacy:

- Distinguish among different types of print, digital, and multimodal media.
- With prompting and support, create an individual or shared multimedia work for a specific purpose.

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**MATHEMATICS**

**Number and Operation:**

- Understand the relationship between quantities and whole numbers up to 31.
- Use objects and pictures to represent situations involving combining and separating.

**Algebra:**

- Recognize, create, complete and extend patterns.

**Geometry and Measurement:**

- Recognize and sort basic two- and three-dimensional shapes; use them to model real-world objects.
- Compare and order objects according to location and measurable attributes.
- Tell time to the hour.
- Introduce and practice the name and value of a penny, nickel, dime, and quarter.

**Data Analysis:**

- Make simple bar graphs and share observations.
- Represent data about classmates or their surroundings by using objects/pictures.

**SCIENCE**

- Earth and Space Science: Weather and Seasons
- Physical Science: Five Senses and Matter
- Life Science: Living and Nonliving

*(Nature of Science and Engineering standards/ benchmarks are embedded into the units listed above.)*

**HEALTH**

- Emotional, intellectual, and social health
- Family life, growth, and development
- Drug use prevention
- Nutrition
- Disease prevention and control
- Personal health
- Injury prevention

**SOCIAL STUDIES**

- Government/Citizenship
- Historical Thinking
- Maps
- Economic Reasoning

**ART**

- Identify the elements of visual art, including color, line, shape, texture, and space.
- Identify the characteristics of visual artworks from a variety of cultures including the contributions of Minnesota American Indian tribes and communities.
- Identify the tools, materials, and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.
- Create original two- and three-dimensional artworks to express ideas, experiences, or stories.
- Revise artworks based on the feedback of others.
- Share and describe personal artwork.
- Reflect on a presentation based on the feedback of others.
- Compare and contrast the characteristics of a variety of works of visual art.

**MUSIC**

- Demonstrate knowledge of the foundations in music.
- Demonstrate knowledge and use of the technical skills of music integrating technology when applicable.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence music including the contributions of the Minnesota Indian tribes and communities.
- Create/make a variety of contexts in music using the artistic foundations.
- Perform/present in a variety of contexts in music using the artistic foundations.
- Respond to and critique a variety of creations or performances using the artistic foundations.

**PHYSICAL EDUCATION**

- Demonstrates age appropriate competency in a variety of movement and motor skills.
- Introduction to concepts and principles related to movement and performance.
- Introduction on how to maintain a health-enhancing level of physical activity and fitness.
- Introduction to responsible personal and social behavior that reflects self and others.
- Developing a value for physical activity for health enjoyment, challenge, self-expression and social interaction.

**MEDIA/TECHNOLOGY**

- Media Center Orientation
- Literature Appreciation
- Research
- Technology Skills

**SOCIAL EMOTIONAL LEARNING**

- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving