
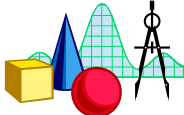






KINDERGARTEN CURRICULUM

TOPIC	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
LITERACY Philosophy			
Reading	<i>How does literacy help me understand my world?</i>		
<ul style="list-style-type: none"> • Settings Defined • Minimum Expectations <p>Glossary of Literacy Settings</p>  <p>Pat, the proficient reader</p>	Shared Reading,- 5 times a week Read Aloud/Think Aloud- 1 time per week Teacher KLP (Kindergarten Literacy Project)Read-Aloud or rereading – 4 times per week SSAP (Systematic Study of the Alphabetic Principle) – 5 times per week Student KLP Independent- 4 times per week Student Self Selected Reading – 2 times per week	Shared Reading,- 3 times a week Read Aloud/Think Aloud- 2 times per week Teacher KLP Read-Aloud or rereading – 3 times per week SSAP – as needed Student KLP Independent- 4 times per week Student Self Selected Reading – 2 times per week	Shared Reading,- 5 times a week Read Aloud/Think Aloud- 4 times per week Teacher KLP Read-Aloud or rereading – 1 time per week SSAP – as needed Student KLP Independent- 4 times per week Student Self Selected Reading – 2 times per week
Strategies	<i>Connect Known to New</i>	<i>Ask Questions</i>	<i>Infer Meaning Use Fix Up Strategies</i>
K-2 Parent Pamphlets Writing - -Writing Workshop	Connect Known to New	Ask Questions	Infer Meaning
	<i>How does writing help me communicate my understanding of the world?</i>		
	<p>There are three essential components in a writing workshop: a mini lesson, independent writing time, and time for a structured response. The teacher provides formal writing instruction through focus lessons that emphasize quality, content and form. The writing process emphasizes pre-writing, drafting, feedback/questioning, revising, editing and publishing/sharing.</p> <p>The time students spend on “assigned writing-prompts” is balanced with time students</p>		

	spend on “self-selected” writing. The ultimate goal of writing workshop is to develop lifelong writers with effective communication skills.		
<u>6 Traits of Writing</u>	Ideas Voice	Ideas Voice	Ideas Voice
Speaking & Listening	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Face and make eye contact with sender • Refrain from speaking while listening • Restate the message • Ask relevant questions • Respond appropriately to verbal and non verbal messages • Follow multi step oral instructions • Face the audience • Select and adjust appropriate speaking volume • Use appropriate vocal projection for the setting • Use and maintain a respectful tone of voice • Show and maintain respect towards other views and ways of speaking • Distinguish between formal and informal situations • Adjust body movements according to the situation 		
Literature	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Identify story elements • Distinguish between what is real (non-fiction) and what is make believe (fiction). • Use their experiences to make connections with literature. 		
Accessing & Acquiring Information	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Generate questions pertinent to topic with teacher guidance. • Ask for assistance in locating a book about a specific topic. 		
Handwriting	Introduce <i>D'Nealian Manuscript</i> letter formation		
MATH <u>Philosophy</u>			
Focus Areas	<i>Number and Operation Geometry</i>	<i>Algebra</i>	<i>Geometry</i>
			
Problem Solving	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Represent a problem and its solution by: 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Use concrete models to solve problems; 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Solve geometric problems using

	using concrete models; drawing a picture; acting it out; making a graph or chart	create, describe, analyze and make generalization about patterns arising in a variety of contexts <ul style="list-style-type: none"> • Complete a simple visual pattern by finding the missing element; extend simple visual patterns • Investigate strategies of data 	strategies of act it out <ul style="list-style-type: none"> • Use concrete models • Use number models such as number line and unifix cube trains to investigate number relationships • Use geometric models to investigate measurement
Objectives Assessed	N/A	N/A	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Identify and name numerals 0 - 20 • Complete a simple visual pattern by finding the missing element • Rote count to 100
SCIENCE <i>Philosophy</i>		<u>K-5 Overview</u>	
Inquiry 	Life Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Physical Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Earth Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You
Content/Hands-On Learning	Seeds and Weeds Color, Light and Shadow Water and Ice		
<u>THINKING ACROSS THE CURRICULUM</u>			
<u>HEALTH</u>			

Focus	Introduction to personal feelings		
SOCIAL SCIENCE Philosophy			
Umbrella Questions – Big Ideas	<i>How are people connected to each other and the world around them?</i>	<i>How are people connected to each other and the world around them?</i>	<i>How are people connected to each other and the world around them?</i>
Themes	Connections	Connections	Connections
Case Studies	My Self	Native Americans: Then and Now	Urban Mexico: Here and There
Inquiry 	Relationships How do I connect with others? Place How do I connect with my environment? Heritage/Communication How do I connect to my family's past? Choices What choices do I make?	Relationships How am I alike and different from others? Physical Environment, Needs and Wants How does physical environment affect lifestyle? Heritage/Communication How are storytelling and the arts used to communicate culture and heritage? Choices What choices do people make?	Relationships How am I alike and different from others? Physical Environment, Needs and Wants How does physical environment affect lifestyle? Heritage/Communication How are storytelling and the arts used to communicate culture and heritage? Choices What choices do people make?
Civic Virtues	Common Good	Common Good Diversity Truth Individual Rights	Patriotism
ACADEMICALLY TALENTED			

SOCIAL EMOTIONAL GOALS	
TEXTBOOKS	