

Curriculum Quick-View: Kindergarten

Grade
K

A Coherent Curriculum Emphasizing Teaching for Student Understanding

The Hilliard City School District curriculum is developed with the belief that the focus of all teaching and learning is on the student. To empower our students to be informed problem solvers, critical thinkers and communicators in the context of a changing, global society, we believe it is crucial to provide our students with quality learning experiences through a rich curriculum.

We accomplish our mission by:

- Aligning our curriculum in all content areas with National and State Academic Content Standards;
- Setting and enforcing high measurable standards of performance;
- Providing instruction that is based upon researched best practice that supports the social, emotional and cognitive development of children in grades K-5;
- Providing quality learning experiences that focus on knowledge, skills and the application of knowledge to new situations and problems.



Several ideas create the foundation for guiding all of our teaching and learning activities:

Constructivist Theory of Learning

It is our belief that students *construct* or produce knowledge or meaning, rather than merely reproducing the knowledge of others. They do so by learning content and skills while:

- Interpreting
- Evaluating
- Analyzing
- Synthesizing
- Organizing

Constructivist teaching is focused on posing problems relevant to learners, structuring learning around “big ideas” and concepts, valuing the student’s point of view and assessing student learning in the context of teaching.

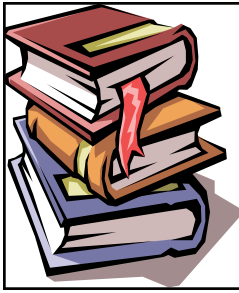
Backward Design Model for Teaching for Understanding and Inquiry-Based Learning

Backward Design is a curriculum framework in which teaching and learning take place around enduring understanding and essential questions in each content area. Teachers ask three questions of themselves as they design instructional units:

- What should students be able to know and/or do?
- How will students demonstrate their understanding of new knowledge?
- What experiences will students engage in to achieve the desired results?

Rather than simply “covering” content, students are supported in the “uncoverage” of knowledge through sustained inquiry that involves exploring old questions, asking new questions and problem solving using a variety of information sources and media.

WHAT YOUR CHILD WILL BE TAUGHT IN KINDERGARTEN



This guide provides parents with an overview of the concepts and skills that students will be taught in Literacy, Mathematics, Science, Social Studies, and Wellness during the coming school year. Our Elementary Program provides students with a variety of opportunities to learn and grow in a developmentally appropriate learning environment. Our teachers use instructional strategies to excite, motivate, and challenge all students. Throughout the elementary grades, students learn to identify various sources of information and how to gather, organize, and use it. They work with technology tools across subject areas. They write often and for various purposes. Students are assessed through a variety of methods to determine each student's instructional needs, as well as his/her understanding of concepts and skills. Your child's progress report will reflect his or her learning. **All information printed below is abbreviated for information purposes and appears in no particular sequence or order.**

LITERACY

The development of literacy (reading, writing, and oral communication) is facilitated through the Literacy Collaborative Framework which centers on the following eight elements of reading and writing:

| | |
|----------------------------|----------------------------|
| <i>Read Aloud</i> | <i>Shared Writing</i> |
| <i>Shared Reading</i> | <i>Interactive Writing</i> |
| <i>Guided Reading</i> | <i>Writer's Workshop</i> |
| <i>Independent Reading</i> | <i>Independent Writing</i> |

The curriculum is aligned to the Common Core State Standards, supported through abundant, high-quality children's literature.

In addition to developing age-appropriate reading and writing skills, students in kindergarten will develop a love for reading and writing while exploring a variety of literary styles and writing strategies.

Reading Strand, the learner will:

- 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 characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Actively engage in group reading activities with purpose and understanding.

Reading: Information Text, the learner will:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.

- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Actively engage in group reading activities with purpose and understanding.

Reading: Foundational Skills, the learner will:

- Demonstrate understanding of the organization and basic features of print.
 - 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 lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

In writing, the learner will:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

MATHEMATICS

Literacy, continued

- 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.
- With guidance and support from adults, respond to questions and suggestions from 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.
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening, the learner will:

- 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.
- 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.

Language, the learner will:

- 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.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

The kindergarten math curriculum is provided through the *Everyday Mathematics* series published by the University of Chicago.

It is critical for students to develop a common understanding of how math concepts relate to their world. Mathematics is more than facts and computation. In kindergarten, students build a “hands-on” and “concrete” sense of number, value, and mathematical thinking.

In Mathematics, the learner will:

- Count to 100 by ones and tens in play situations or while reading number books.
- Find how many objects in groups of 20 or less objects.
- Read and write numerals for 0 through 20, compare two written numerals between 1 and 10.
- Use objects or draw a picture to show ways to represent simple problem situations such as combining small groups of objects, comparing the number of items in two groups (greater than, less than, or equal to).
- Tell how many are in a set of up to 5 objects quickly by just looking and not counting the objects one by one.
- Count forward from any given number instead of having to begin at one.
- Touch, move and count objects one at a time.
- Know that the last number name said when counting a group of object tells the number of objects counted.
- Represent and solve addition and subtraction problems with objects, fingers, mental images, sounds, acting out situations and drawings.
- Understand addition as *putting together* and *adding to* and understand subtraction as *taking apart* and *taking from*.
- Fluently add and subtract within five.
- Use objects or drawings to show the different combinations that equal ten, such as $5 + 5 = 10$, $9 + 1 = 10$, etc.
- Describe attributes of objects such as length or width and use words to compare objects such as *longer*, *shorter*, *more* and *less*.
- Identify, count and sort objects by shape, size and other characteristics.
- Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind* and *next to*.
- Draw pictures and use objects to represent mathematical situations.
- Identify shapes in the environment as two-dimensional (flat) or three-dimensional (solid).
- Model shapes in the world by building shapes from items such as sticks, clay balls, and blocks and by drawing shapes.
- Make larger shapes from smaller shapes, such as combining two triangles to make a rectangle.
- Put together and take apart numbers 11-19 using ten and some more (example: $19 = 10$ and 9 more).

SCIENCE

Theme: Observations of the Environment

Students will develop the skills for systematic discovery to understand the science of the natural world around them in greater depth by using scientific inquiry. Students in order to conduct scientific inquiry will develop the skills of observing, describing, identifying, inquiring, examining, reflecting, utilizing, organizing, evaluating, interpreting, reviewing, developing, predicting, and communicating.

Earth and Space Science Strand, the learner will understand that:

- Weather changes are long-term and short-term.
- The moon, sun and stars are visible at different times of the day or night.
- Water can be observed as lakes, ponds, rivers, streams, the ocean, rain-fall, hail, sleet or snow.

Physical Science Strand, the learner will understand that:

- Objects and materials can be sorted and described by their properties.
- Some objects and materials can be made to vibrate to produce sound.

Life Science Strand, the learner will understand that:

- Living things are different from nonliving things.
- Living things have physical traits and behaviors, which influence their survival.

SOCIAL STUDIES

Theme: A Child's Place in Time and Space

The Kindergarten year is the time for children to begin to form concepts about the world beyond their own classrooms and communities. Culture, heritage and democratic principles are explored, building upon the foundation of the classroom experience. Children deepen their learning about themselves and begin to form an understanding of roles, responsibility for actions and decision making in the context of the group setting.

History Strand, the learner will:

- Use chronological vocabulary correctly to distinguish broad categories of time such as long ago, yesterday, today and tomorrow.
- Communicate personal history (e.g., birth, toddler and preschool) through stories, pictures.
- Discuss art, customs, traditions, family celebrations and language that reflect cultural heritage.
- Recognize the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.

Geography Strand, the learner will:

- Describe the relative location of a familiar place using appropriate terms such as up/down, over/under, here/there, front/back, behind/in front of.
- Create models and maps of real places such as the classroom, the school, the playground, the library media center, his/her home.
- Identify natural resources such as water, trees, soil and sunlight that are used in his/her every day life.
- Identify ways that individuals in the family, school and community are unique and ways that they are the same.

Government Strand, the learner will:

- Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.
- Explain the purpose for rules at home and in the school and community.

Economics Strand, the learner will:

- Explain how a decision about an individual want can impact others.
- Identify goods and services.

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WELLNESS

Wellness curriculum provides students with the knowledge, skills, and understandings that lead to lifelong positive attitudes and behaviors related to healthy living.

In Wellness, the learner will:

- Accept personal responsibility for lifelong wellness.
- Respect and promote the wellness of others.
- Understand the process of growth and development.
- Select and use wellness-related information, products and services.

TESTING AND ASSESSMENT IN KINDERGARTEN

Kindergarten students participate in the KRA-L, or Kindergarten Readiness Assessment—Literacy, at the very beginning of the kindergarten year. The KRA-L is a State of Ohio mandated assessment that complements our district-developed and administered assessments. Results are used to inform the instructional planning for each individual student as well as the class as a whole.

During the year, teachers administer frequent, ongoing assessments in literacy that chronicle each child’s development of emerging literacy skills (letter knowledge, letter/sound relationships, writing and letter/word formation, pre-reading and reading skills, etc.).