

Mission and Philosophies of Swasey Central School

The mission of Swasey Central School is to prepare children for future learning and life experiences. Specifically, Swasey will provide children with knowledge, develop and support their capacity to learn, and strengthen the social and emotional skills they need to succeed as middle school students and as members of their families, neighborhoods, and the world community. To achieve its mission, Swasey Central School operates under the following philosophies:

Academic Growth and Continuous Improvement

We believe in high academic standards for all children. We continually improve and renew our academic program so that all children reach their fullest potential.

Teaching at Swasey is tied to specific learning goals based on the New Hampshire College and Career Ready Standards, SAU 16 curriculum guidelines, and other learning goals deemed relevant by the Swasey school community.

In addition to basic knowledge and academic skills, we develop the skills (such as critical and analytical thinking) that empower children to pursue learning beyond the classroom. Teachers must understand each child's unique academic strengths and needs. The school will provide the resources and structure (such as small class size) to support that understanding.

Children learn best in a nurturing environment; a strength of Swasey Central School. We maintain and strengthen this environment while challenging students to reach high standards. The school provides learning materials and instructional strategies that are research based, current, and tied to learning objectives. To meet

learning objectives as children progress through Swasey School, the administration and staff work together to build consistent strategies and programs across grade levels.

Social and Emotional Growth

In the Swasey School learning community, each member is responsible for the success of others. Students, parents, teachers, and administrators should respect each other and themselves, live by the school's rules, work cooperatively, use self knowledge for change, challenge themselves, and appreciate the ideas and experiences of others.

Community and Parent Involvement

With the goal of building strong partnerships, Swasey Central School's responsibilities to parents include inviting them to participate in decision-making; clearly explaining what is to be learned and how children are progressing; and assisting parents as they support their children's learning at home.

Parents' responsibilities to the school include making sure children come to school ready to learn and actively supporting children's learning in all parts of their lives. The school encourages parents to participate in other ways where possible, such as attending school events, participating in decision-making, and volunteering. Communication between parents and the school staff is key to student success.

Swasey School has traditionally enjoyed the strong support of the community at large. We continue to build that relationship by asking for community opinion, answering questions, and encouraging the community to learn about the school's mission and goals. We recognize that the school is part of a larger community with many diverse needs.

Language Arts

The core of the language arts program in kindergarten is the integration of all the elements of language – listening, speaking, reading, and writing. During the course of the year, your child will learn to:

Concepts of Print

- Recognize that sounds are represented in print
- Follow words from left to right and top to bottom of a printed page
- Recognize that spoken words are represented in written language by specific sequence of letters
- Recognize that sentences are words separated by spaces in print
- Recognize and name all capital and lower case letters

Phonemic Awareness and Word Recognition

- Identify auditory likenesses and differences such as rhymes, and beginning and ending sounds of words
- Develop letter-sound correspondence
- Count, pronounce, blend, and segment syllables to make words
- Read high frequency sight words
- Recognize the long and short vowel sounds in words
- Apply letter sound knowledge to blend sounds and read words.

Language

- Describe common objects and events in both general and specific language
- Understand frequently occurring nouns and verbs.
- Determine unknown and multiple-meaning words
- Use words and phrases learned through conversations and texts
- Use regular plural nouns and regular formed verb tenses.
- Understand and use question words.

Comprehension

- Use pictures, prior knowledge, and context to make predictions about story content
- Connect information and events in texts to life experiences
- Retell familiar stories
- Ask and answer questions about key details in a text
- Identify the main idea and key details of informational text
- Distinguish between fact and fiction
- Identify different genres including everyday print materials, such as storybooks, poems, newspapers, signs, and labels
- Identify character, setting, and key events
- Name the author and illustrator of a story and understand the role of each
- Compare and contrast characters experiences in stories as well as texts on the same topic



Writing

- Use a combination of drawing, dictating, and writing to compose opinion, informational, and narrative pieces
- Explore digital tools to produce and publish writing
- Communicate thoughts and ideas with pictures and in writing
- Use a left-to-right, top-to-bottom progression when writing
- Use letter-sound knowledge to approximate spelling
- Participate in shared research

Penmanship

Instruction based on Handwriting Without Tears

- Hold a writing tool correctly
- Write capital and lowercase letters and develop an awareness of form and spatial alignment

Listening and Speaking

- Speak clearly to express thoughts, feelings, and ideas
- Ask and answer questions in order to seek help, get information, and/or clarify something that is not understood
- Understand and follow oral directions
- Share experiences using clear and coherent sentences
- Participate in conversations by offering on-topic comments and questions

Mathematics

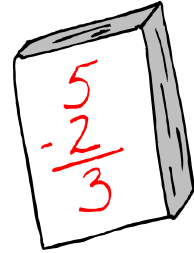
During kindergarten, children will be introduced to mathematic concepts and skills through hands-on learning experiences using a variety of standards-based and best practice resources. Students will learn to:

Counting and Cardinality

- Count forward from any given number within the known sequence (not always having to begin with 1)
- Count to 100 by ones and tens
- Write numbers from 0 to 20 and represent a number of objects with a written number 0-20
- Count to tell the number of objects, pairing each object with one number name and each number name with only one object
- Count to answer “how many?” questions with as many as 20 things arranged in a line, rectangle, or a circle, or as many as 10 things in a scattered configuration
- Compare two numbers between 1-10 and identify whether the objects in one group is greater than, less than, or equal to the number of objects in another group

Operations and Algebraic Thinking

- Represent addition and subtraction with objects, fingers, mental images, and drawings
- Solve addition and subtraction word problems within 10
- Decompose numbers less than or equal to 10 into pairs in more than one way
- For any given number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings
- Fluently add and subtract within 5
- Work with numbers 11-19 to gain foundation for place value (19 is a set of 10 plus 9 more)



Geometry

- Describe objects using names of shapes, and describe the relative positions of those objects using terms such as above, below, beside, in front of, behind, and next to
- Correctly name and describe shapes regardless of their orientation and size
- Identify shapes as two-dimensional or three-dimensional

Measurement and Data

- Describe and compare measureable attributes of objects such as length and weight
- Classify objects into given categories
- Compare sorted groups using words such as most, least, alike, and different

Science

Hands-on materials and a variety of children's literature are used to promote discovery and experimentation in the categories of life science, earth science, physical science, and engineering design.

Life Science:

- Observe patterns of what plants and animals need to do to survive.

Earth Science

- Observe local weather conditions and use them to describe patterns.
- Understand the relationship between the needs of plants and animals and the places they live.

Physical Science

- Pushes and pulls on objects
- Use tools build a structure to reduce sunlight on a specific area

Engineering Design

- Ask questions, make observations, gather information to solve a simple problem.
- Develop a sketch or model to solve a problem.
- Analyze data and compare results.

Social Studies

Kindergarten students bring varied experiences as a foundation for their future intellectual growth. Such growth will include learning about the physical, social, and emotional dimensions of oneself and others.

Furthermore, these students will learn about their school and community. Students will:

- Develop an awareness of his/her role within the home, the school, and within the community
- Develop an awareness of diversity.
- Develop awareness of home and school rules
- Develop an awareness of services provided by community workers
- Develop an awareness that people earn money to satisfy basic needs

- Develop an awareness of maps, globes, and other geographical tools and terms

Technology

The use of technology should be an integral component of all curricula. Kindergarten students will:

- Demonstrate the proper care and handling of devices.
- Log on to apps and websites with user name and password in order to access grade level resources.

Physical Education, Art, Music, and Library

Kindergarten students participate in weekly classes with Specialists.

Students are learning introductory skills to provide them with the foundation for learning in the upcoming years.

