

Kindergarten Curriculum Guide

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 will 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 should continually improve and renew our academic program so that all children reach their fullest potential.

Teaching at Swasey should be tied to specific learning goals based on New Hampshire Curriculum Frameworks, SAU 16 curriculum guidelines, and other learning goals deemed relevant by the Swasey School community.

In addition to basic knowledge and academic skills, we should 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 should 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 should maintain and strengthen this environment while challenging students to reach high standards. The school should provide learning materials and instructional strategies that are research based, current, and strongly tied to learning objectives. To meet learning objectives as children progress through Swasey School, the administrative and instructional teams should work together

to build consistent strategies and programs across grades.

We believe in accountability through assessments of student performance that are efficient, relevant, and appropriate. The most powerful use of assessment is to improve curriculum and instruction so that all children reach high standards.

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.

Swasey School has traditionally enjoyed the strong support of the community at large. We should 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. All activities are aimed at creating a classroom in which children are exposed to a wide variety of literature in a variety of ways. Concepts introduced will include the following:

Concepts About Print

- Seeing likenesses and differences in letters and word forms.
- Recognizing how sounds are represented in print.
- Recognizing and identifying the front cover, back cover, and title page of a book.
- Following words from left to right and top to bottom of a printed page.
- Explaining that printed materials provide information.
- Recognizing that sentences in print are made up of separate words.
- Distinguishing letters from words.
- Recognizing and naming all capital and lower case letters.

Phonemic Awareness

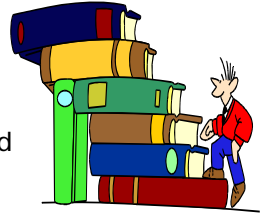
- Noticing auditory likenesses and differences in sounds such as rhyming, beginnings, and endings of words.
- Recognizing consonant letter sounds.
- Identifying and matching similar beginnings and endings of words.
- Identifying rhyming words.
- Supplying a rhyming word when given a model.
- Blending syllables to make words.
- Counting the number of syllables in a word.
- Recognizing simple one syllable and high frequency sight words.
- Recognizing one's own name.

Vocabulary and Concept Development

- Identifying and sorting common words from basic categories.
- Describing common objects and events in both general and specific language.

Comprehension and Analysis

- Using pictures and context to make predictions about story content.
- Connecting information and events in texts to life experiences.
- Retelling familiar stories.
- Asking and answering questions about essential elements of a text.



Narrative Analysis

- Distinguishing between fact and fiction.
- Identifying different genres including everyday print materials such as storybooks, poems, newspapers, signs, and labels.
- Identifying character settings and key events.

Writing Strategies

- Using letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- Beginning to write using consonant-vowel-consonant words.
- Writing using a left-to-right, top-to-bottom progression.
- Engaging in writing or writing-like activities using transitional and/or conventional spelling.

Penmanship

- Using 'Handwriting Without Tears' handwriting approach.
- Writing capital and lowercase letters and developing an awareness of form and spatial alignment.
- Holding a writing tool correctly.

Listening and Speaking Strategies

- Listening to and responding to oral communications.
- Speaking in clear and coherent sentences.
- Displaying interest in books.
- Understanding and following one- and two-step oral directions.
- Sharing experiences orally with a group.
- Recognizing main ideas.
- Understanding cause and effect in making predictions about text.
- Using prior knowledge to make predictions about text.
- Reciting short poems, rhymes, and songs.
- Relating experiences or stories in a logical sequence.
- Retelling familiar stories in logical order.

Mathematics

During kindergarten, children will be introduced to mathematics through a manipulative based program, Everyday Math, that incorporates mathematics into every day situations. Concepts introduced will include the following:

Number Sense, Numeration

- Count, recognize, represent, name, and order a group of objects.
- Form groups.
- Recognize numerals and numbers.
- Associate numbers and numerals with groups of objects.
- Write numbers.
- Count forward.
- Count backward.
- Introduction to reading addition sentences and performing simple operations.
- Estimate with reasonable accuracy.



Geometry and Spatial Sense

- Identify, describe, and classify common geometric objects.
- Compare and sort items.
- Know positional terms (above, below, inside...).
- Use order terminology (before, after, first...).

Patterns and Relationships

- Identify and extend a simple pattern.
- Demonstrate comparisons using manipulatives (more, less, same...).

Data, Probability, and Statistics

- Help create a graph.
- Read information on a graph.

Measurement

- Compare objects to self.
- Measure using own body.
- Compare length, weight, and capacity of objects.
- Use a calendar to identify days of the week, months of the year, holidays, and student's birthday.
- Recognize coins by name - penny, nickel, dime, quarter.

Science and Health

Kindergarten students will explore the following areas in the science curriculum:

Health

- Identifying and demonstrating practices to keep the body clean and neat.
- Discussing making good decisions to prevent illness.
- Discussing universal precautions, the proper disposal of tissues, and the need not to touch blood.
- Naming the functions and care routines of the five senses.
- Identifying and grouping students by different external features of humans, such as size, shape, color of hair, and eye color.

- Discussing eating nutritiously (healthy vs. unhealthy).
- Discussing safe food handling techniques and hand washing.
- Discussing the need for privacy.

Biology – Plants and Animals

Observation of:

- Plants and animals:
 - Habitats.
 - Physical similarities and differences.
 - Local wildlife.
- Naming plants and animals whose appearance changes in different seasons and describing the differences.
- Identifying real, or representations (pictures, drawings) of, living things found near their homes and asking questions concerning their attributes and needs for survival.

Earth and Space (Meteorology, Weather)

- Introduction to planets.
- Understanding that there are four seasons.
- Observing and recording weather changes.

Physics and Chemistry – Matter

- Gaining insight and facility in measuring by building tall and wide with blocks.
- Exploring stability using heights and balance.
- Exploring dimension and perspective by building over, under, bridging, etc.
- Constructing a variety of different objects from a few types of small parts (paper clips, toothpicks, coffee stirrers, Legos...).
- Observing and describing the various directions in which objects can move.
- Sorting a collection of materials.

- Describing objects and events using all of the senses – touch (texture, hot/cold), taste (sour, sweet, salty, bitter), sound (pitch, loudness, tone), sight (float/sink), and smell (smoky, fragrant, spicy, moldy).

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. The kindergarten program will include:

- Developing a sense of self and family
- Developing an awareness of his/her role within the home, the school and within the community
- Developing an awareness of diversity
- Developing awareness of home and school rules
- Learning 911 and their home phone numbers.
- Developing an awareness of geographic tools and terms
- Developing an awareness of holidays and celebrations
- Developing an awareness of services provided by community workers
- Discussing friends, strangers, and appropriate people in whom to confide (parents, teacher, counselor, and police).

Technology

The use of technology as an educational resource should be an integral component of all curricula. We desire to use technology as an information acquisition, processing and productivity tool. Kindergarten students will:

- Be able to demonstrate the proper care and handling of the computer: monitor, disk drive, mouse, keyboard, and printer.
- Identify the parts of a computer.
- Navigate through grade and skill appropriate content software.