

Kindergarten Curriculum Overview

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PRAIRIE CROSSING
CHARTER SCHOOL



CREATING NATURAL LEADERS

Science & Social Studies

Our goal is to teach using planned units of study that adhere to our environmental and constructivist beliefs while adhering to the Illinois Learning Standards. In science, students are provided the opportunity to use the scientific method of questioning, experimentation and drawing conclusions is provided. The social studies curriculum is designed to develop a child's awareness of their place and relationship to the natural world around him/her. Children explore their sense of self and how they relate to people and places in their life.

Essential Question	Science	Social Studies
<p>What is our community and the changes that place in it?</p>	<p>Science Process: Observations</p> <p>Units of Study: <i>Animals and Food</i> Migrating, hibernating, active, habitats <i>Weather</i> Types, intro to temp, clouds <i>Matter</i> Forms <i>Life Cycles of Animals</i> <i>Life Cycle of Plants</i></p> <p>Phenology Class Tree, focus on senses , seasons</p>	<p>Units of Study: <i>Interactions with Others</i> <i>Consequences of Actions</i> <i>All About Me</i> <i>Community</i> – school, home, town, natural community at PCCS</p>

Math

Our goal is to teach the common core standards using planned units of study that adhere to our environmental and constructivist beliefs. We use the [Pearson Investigations Series](#) in conjunction with supplementary materials to accomplish these goals.

Our math curriculum supports all students in developing mathematical ideas and then expanding them. Rather than teaching and students learning, the teachers collaborate with their students to develop a strong conceptual math foundation and skills based on that foundation. Teachers do this by guiding their students through the discovery of math concepts via the Socratic Method of directed questioning to enable students to construct their own knowledge about the concept at hand. This style of learning causes our students to have deeper understanding and longer retention of math concepts. For instance, a teacher has their students draw a line on the board and writes 0 at one end and 1 at the other. The students are then asked to point to the middle and the teacher asks, "What's in there?" The teacher proceeds to guide these kids through specific questions or comments leading them to the discovery of fractions, ordering fractions, and adding fractions. The teacher does not directly tell them about fractions, introduce terminology of fractions, or give them algorithms to solve problems presented in a text until they have gone through this discovery period. This process can be time consuming, however meaningful to the understanding of the mathematical concept.

Kindergarten Units of Study aligned with Common Core Standards

Classroom Routines and Materials

Measurement and the Number System

Addition, Subtraction, and the Number System

Patterns and Functions

Data Analysis

Measurement and the Number System 2

2-D and 3-D Geometry

Language Arts

Reading, writing, listening, and speaking are fundamental to all learning and are integrated throughout the curriculum. The ELA Common Core Standards are integrated into planned units of study that adhere to our environmental and constructivist beliefs. Reading and Writing Workshop are used to expose students to the world of books to help them develop valuable reading, critical thinking and inquiry skills. Students are encouraged and challenged through a variety of reading activities within the classroom, in large and small groups. These varied activities involve literature with integrated themes that are studied in conjunction with other core curriculum (science, social studies and math). The kindergarten language arts curriculum entails a variety of programs, materials and activities to help build a strong foundation in literacy.

Kindergarten Expectations

Foundational Skills

Demonstrate understanding of the organization and basic features of print.

Follow words from left to right, top to bottom.

Follow words from 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 uppercase letters of the alphabet.

Recognize and name all lowercase letters of the alphabet.

Fiction	Non-Fiction	Writing
<ul style="list-style-type: none"> • With prompting and support, ask questions about key details in a text • With prompting and support, answer questions about key details in a text. • Identify characters in a story. • With prompting and support, identify settings in a story. • Name the author and define the role in telling the story. • Name the illustrator and define the role in telling the story. • Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> • With prompting and support, ask questions about key details in a text. • With prompting and support, answer questions about key details in a text • Identify the main topic of a text. • With prompting and support, retell key details of a text. • With prompting and support, answer questions about unknown words in a text. • Identify the front cover of a book. • Identify the back cover of a book. • Identify the title page of a book. • Name the author of a text and define the role of presenting ideas or information in a text. • Name the illustrator of a text and define the role of presenting 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 basic similarities in two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • With prompting and support, identify basic 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. 	<ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose <u>opinion</u> 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 (e.g., My favorite book is...). • Use a combination of drawing, dictating, and writing to compose <u>informative/explanatory</u> 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 <u>narrate</u> 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. • Participate in shared <u>research</u> and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Specials

Art

The art program uses an approach to learning involving the environment and our place in the natural and human community. Themes covered in other subject areas will be reinforced visually as a component of art lessons. A study of how artists and the arts contribute to societies, past and present, is integrated into these approaches. The students will develop skills and strategies for enhancing creativity, imaginations, and self-expression. Skills focused on at this grade level:

- Recognize various types of lines in artwork (e.g., thick/thin, long/short, straight/curved)
- Discover and identify simple shapes in artwork (circle, square, triangle)
- Identify the three primary colors (red, yellow, blue)
- Understand that all surfaces possess texture
- Recognize various media (e.g., crayons, paint, clay)
- Experiment with different media and techniques to produce works of art
- Understand how art contributes to society by capturing various situations in pictures and by making useful items

Music

Students will be introduced to the building blocks of music. We will explore the vocal range, identify the different voices we have, move our bodies with beat, differentiate loud/soft, high/low, and fast/slow, and

begin to work with musical notation in its simplest form. Students will have an opportunity to showcase their understanding of these concepts through a musical performance. Skills focused on at this grade level:

- Sing on pitch individually and in a group
- Differentiate between singing, speaking, whispering, and shouting voice
- Identify and perform steady and not steady beat
- Identify long and short sounds through reading visual icons
- Use body motions to show loud/soft, high/low, and fast/slow

Physical Education

Skills focused on at this grade level:

- Performs various loco-motor skills (hop, skip, jump)
- Performs various non loco-motor skills (twist, stretch, sway)
- Performs various manipulative skills (throw, catch, kick)
- Travels, changing speeds and directions, in response to a variety of rhythms
- Plays safely by following the rules and taking care of P.E. equipment
- Performs rhythmical movements in dance, aerobics and jump rope skills
- Participates in exercises and games to improve muscular strength, endurance flexibility and cardio respiratory fitness
- Recognizes that physical activity is good for personal well-being
- Recognizes importance of healthy habits
- Develops personal and social skills in cooperative activities
- Demonstrates an understanding of proper sportsmanship

Spanish

Communication

- Responds appropriately to simple commands (Stand, sit, turn, etc.)
- Demonstrate understanding of basic conversational questions/answers
- Asks simple questions with prompts
- Responds to basic conversational questions
- Imitates pronunciation, intonation and inflection
- Copy and writes words
- Demonstrates knowledge of vocabulary introduced during thematic units

Culture

- Uses common forms of courtesy
- Demonstrates knowledge of language appropriate to the time of day and relationship (adult, peer)

Language connections to academic disciplines

- Use Spanish vocabulary while participating in games, activities
- Identify different geometric shapes
- Identify common nouns within the classroom environment
- Understands basic terminology (counting 0-20, body parts, clothing, food, animals, etc.)