Kehoe-France Northshore

Kindergarten Curriculum

English Language Arts

The language arts curriculum provides systematic, explicit skills instruction that includes phonemic awareness (sounds in spoken words), phonics and decoding skills. Literature and language-rich activities ensure that all students develop the skills to become fluent readers, writers, listeners, speakers and thinkers. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Strand (Written Language – Reading) - Phase 2: Learners show an understanding that language can be presented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Foundational Skills - Print Concepts:

- 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.

Foundational Skills - Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Foundational Skills - Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight.

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Foundational Skills – Fluency:

- Read emergent-reader texts with purpose and understanding.

Reading Literature:

- Ask and answer questions and make predictions about key details in a text.
- Retell familiar stories, including key details.
- 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).
- Name the author and illustrator of a story.
- With prompting and support, make connections between illustrations in the story and the text.
- With prompting and support, compare and contrast characters in stories.
- Engage in group reading activities with purpose and understanding.

Reading Informational Text:

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a 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.
- Describe the relationship between illustrations and the text in which they appear.
- Identify the author's purpose.
- Identify basic similarities and differences between two texts on the same topic.
- Engage in group reading activities.

IB Strand (Written Language – Writing) – Phase 1: Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Writing:

- Use a combination of drawing, dictating, and writing to compose:
    - Opinion pieces about stories/books
    - Informative/explanatory texts
    - Narrative texts about a single event or several loosely linked events
- Respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.
- Recall information from experiences or gather information from provided sources to answer a question.

IB Strand (Oral Language – Speaking and Listening) – Phase 2: Learners show an understanding that sounds are associated with objects, events, and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of languages and its uses.

Speaking and Listening:

- Participate in collaborative conversations.
    - Follow agreed-upon rules for discussions.
    - Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details.
- 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 provide additional detail.
- Add drawings or other visual displays to descriptions.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
    - Print many upper- and lowercase letters.
    - Use frequently occurring nouns and verbs.
    - Form regular plural nouns orally by adding /s/ or /es/.
    - Understand and use question words (who, what, where, when, why, how).
    - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
    - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - Capitalize the first word in a sentence and the pronoun I.
    - Recognize and name end punctuation.
    - Write a letter or letters for most consonant and short-vowel sounds.
    - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
    - Identify new meanings for familiar words and apply them accurately.
    - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
    - Sort common objects into categories.
    - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
    - Identify real-life connections between words and their use.
    - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

IB Strand (Visual Language – Viewing and Presenting) – Phase 1: Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Kehoe-France Northshore

Kindergarten Curriculum

Mathematics

By the end of kindergarten, students understand the small numbers, quantities and simple shapes in their everyday environment. They count, compare, describe, sort objects and develop a sense about properties and patterns. The following are some examples of skills and concepts developed in the areas of:

Mathematical Practices:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

IB Strand (Number) – Phase 1: Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Counting and Cardinality:

- Count to 100 by ones and by tens.
- Count by 2's and 5's.
- Count forward beginning from a given number within the known sequence (instead having to begin at 1).
- Write numbers from 0 to 20.
- Write numbers to 100.
- Represent a number of objects with a written numeral 0–20.
- Understand the relationship between numbers and quantities; connect counting to cardinality.
    - When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence.
    - Understand the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
    - Understand that each successive number name refers to a quantity that is one larger.

- Count to answer "How many?" questions.
    - Count objects up to 20, arranged in a line, a rectangular array, or a circle.
    - Count objects up to 10 in a scattered configuration.
    - When given a number from 1-30, count out that many objects.
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare numbers between 1 and 10.

Operations and Algebraic Thinking:

- Represent addition and subtraction with objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10
- Decompose numbers less than 10 or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation.
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- Fluently add and subtract within 5.

Number and Operations in Base Ten:

- Gain an understanding of place value.
    - Understand that the numbers 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
    - Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings).
    - Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8).

IB Strand (Measurement) – Phase 1: Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare, and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

IB Strand (Data Handling) – Phase 1: Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe, and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Measurement and Data:

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
- Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count.
- Identifies the days of the week and the months of the year.
- Telling time to the hour and half hour
- Create and interpret graphs and tables.
- Recognize pennies, nickels, dimes, and quarters and their values using the cent sign (¢).

IB Strand (Shape and Space) – Phase 1: Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions, and boundaries of their immediate environment.

Geometry:

- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
    - 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*.
    - Correctly name shapes regardless of their orientations or overall size.
    - Identify shapes as two-dimensional or three-dimensional.
- Analyze and compare two- and three- dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.
- Model shapes in the world by building shapes from components and drawing shapes.
- Compose simple shapes to form larger shapes.
- Fractions ½, ⅓, ¼, and whole

Kehoe-France Northshore

Kindergarten Curriculum

Science

In kindergarten, students learn that living things grow, change, are diverse, interdependent and interact with the changing environment. The earth and our universe are constantly changing; energy and matter interact causing change in our physical world. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Science Strands: Forces and Energy/Living Things/Earth and Space

Science and Engineering Practices:

- Asking questions and defining problems.
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Physical Science:

- **Forces and Motion**
  - Pushes and pulls can have different strengths and directions.
  - Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

Life Science:

- **From Molecules to Organisms: Structures and Process**
  - All animals need food in order to live and grow.
  - Animals obtain their food from plants or from other animals.
  - Plants need water and light to live and grow.

Earth Science:

- **Energy**
  - Sunlight warms the Earth's surface.

- **Earth's Systems**
  - Weather and Climate
    - Weather is the combination of sunlight, wind, snow, or rain, and temperature in a particular region at a particular time.
    - People measure these conditions to describe and record the weather and to notice patterns over time.
  - Natural Hazards
    - Some kinds of severe weather are more likely than others in a given region.
    - Weather scientists forecast severe weather so that the communities can prepare for and respond to these events
  - Biogeology
    - Plants and animals can change their environment.

- **Earth and Human Activity**
  - Living things need water, air, and resources from the land, and they live in places that have things they need.
  - Humans use natural resources for everything they do.
  - Things that people do to live comfortably can affect the world around them; but they can make choices that reduce their impacts on the land, water, air, and other living things.

Kehoe-France Northshore

Kindergarten Curriculum

Social Studies

In kindergarten, the students apply a sense of time in daily routines within their community. They distinguish between events, people, and symbols in the past and present. Students demonstrate an understanding of the connections between their physical and cultural environments through the use of globes, maps, and other visual representations. They understand how to participate and use effective citizenship skills at home, in school, and in the community and develop an understanding of economic concepts and develop decision-making skills. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Social Studies Strands: Human Systems and Economic Activities/Human and Natural Environments/Resources and the Environment/Continuity and Change Through Time/Social Organization and Culture

Chronological Thinking Skills:

- Order events that take place in a sequence (Such as: before, during, and after school activities; today, yesterday, and tomorrow; seasons).
- Describe the function of tools used for representing time (clock, calendar, timer, etc.).

Historical Thinking Skills:

- Compare and contrast children and families of today with those in the past (clothing, housing, objects, etc.).
- Identify symbols of local, state, and national importance (flags, landmarks, etc.).
- Identify local, state, and national celebrations, holidays, and events.
- Recall facts about people of the past and present.

Maps, Globes, and Environment:

- Relative locations of objects (near/far, over/under, left/right, up/down).
- Distinguish between land and water on maps and globes.
- Demonstrate geographic knowledge of places within the school and community.
- Illustrate basic landforms (mountains, oceans, etc.).
- Construct maps of familiar places.
- Describe how weather affects daily choices.
- Identify natural resources as being renewable/non-renewable or recyclable.

- Demonstrate spatial understanding that students are a part of (classroom, school, town/city, and state).

Government and Citizenship:

- Identify individuals in a position of authority within a family, school, or community and their responsibilities.
- Explain the importance of rules at home, class, and school.
- Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school.

Basic Economic Concepts:

- Identify wants and needs.
- Explore the concept of saving.
- Discuss the concept of scarcity within classroom situations.
- Explore concepts of goods/services.
- Describe jobs that people do to earn money.
- Explain how products get from a point of origin to consumers.
- Describe a voluntary exchange/trade.