

Full-day Kindergarten Program Curriculum Overview

The Full-day Kindergarten Curriculum Overview contains an outline of the kindergarten standards for all content areas. These standards guide the curriculum maps for each content area. Each curriculum map includes: the NYS Standards, Enduring Understandings and Essential Questions, Assessments, Learning Outcomes (Content and Skills), Vocabulary, Instructional Strategies, Resources, and Learning Experiences. All kindergarten teachers are required to follow the NYS Standards and district curriculum. Teachers use the district curriculum to plan lessons and provide instruction.



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English Language Arts

Kindergarten students develop foundational literacy skills through the use of a word study program, guided reading, reading workshop, writing workshop, and integrated content experiences. Language skill development and word study is a priority in kindergarten to ensure future reading and writing success. The kindergarten ELA standards are the core of the kindergarten curriculum. The units of study and learning outcomes for kindergarten ELA include:

Reading Standards for 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.

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - 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 (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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 sound 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 (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- Read emergent-reader texts with purpose and understanding.

Reading Standards for Literature

Key Ideas and Details

- 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.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- 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.
- With prompting and support, students will make cultural connections to text and self.

Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding

Reading Standards for Informational Text

Key Ideas and Details

- 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 a text.

Craft and Structure

- 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.

Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the text in which they appear.
- 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.

Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

Writing Standards

Text Types and Purposes

- Use a combination of drawing, dictating, and writing to compose opinion 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 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.

Production and Distribution of Writing

- 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.

Research to Build and Present Knowledge

- 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 Standards

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- 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.

Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

- 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/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *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 (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - 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 (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - 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.

Mathematics

Kindergarten students use numbers, including written numerals, to represent quantities and to solve quantitative problems. Students choose, combine, and apply effective strategies for answering quantitative questions. Students describe their physical world using geometric ideas such as shape and orientation and use vocabulary for shapes and their relative positions to each other. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. The units of study and learning outcomes for kindergarten Mathematics include:

Counting and Cardinality

Know number names and the count sequence

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - Understand that 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.
 - Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

- 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.¹
- Compare two numbers between 1 and 10 presented as written numerals.

Numbers and Operations Base 10

Work with numbers 11-19 to gain foundations for place value.

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Operations & Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- Decompose numbers less than 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 (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 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. - defined in the standards as “fast and accurate.”

Measurement & Data

Describe and compare measurable attributes.

- 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. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

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 (lying in a plane, “flat”) or three-dimensional (“solid”).

- Analyze, compare, create, and compose shapes.
- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Social Studies

Kindergarten students learn about “self and others” by exploring the similarities and differences between children, families, and communities. This includes learning the holidays, symbols, and traditions that unite us as Americans. In addition, students learn about respect for others, and rights and responsibilities of individuals. The units of study and learning outcomes for kindergarten Social Studies include:

Myself and Others

- identify characteristics of themselves that are similar to their classmates and characteristics that are different
- learn about and respect individual differences (diversity)
- correctly use words related to chronology and time when recounting events and experiences

Rules, Regulations and Responsibilities

- demonstrate awareness of good health and safety practices
- demonstrate ability to interact with peers and adults following the rules of the classroom
- describe the results of following rules and the consequences of not following rules.
- compare similarities and differences between home and school rules

Symbols of our Nation

- compare ways diverse cultural groups within the community and nation celebrate distinct holidays
- identify American symbols
- learn the Pledge of Allegiance

Geography

- identify the differences and similarities between a globe and a map
- locate familiar places or buildings in the community on a map
- state their address, including house number, street and city
- correctly use words and phrases to indicate location and direction

Economics

- distinguish between needs and wants
- identify examples of goods and services
- define scarcity and identify examples of scarcity
- explain why recycling and conservation are good choices

Science

Kindergarten students begin to develop an understanding of the natural and designed world through exploration and investigation in life and physical sciences. Students investigate answers to their own questions about the world by analyzing models, planning investigations, and gathering evidence that can support their explanations. The units of study and learning outcomes for kindergarten Science include:

Weather and Climate

- apply science and engineering practices to ask questions about the world around them, and develop methods for answering those questions
- develop methods and strategies for measuring and describing the natural world
- use and share observations of local weather conditions to describe patterns over time
- explain the purpose of weather forecasting to prepare for, and respond to, severe weather
- explain the effect of sunlight on Earth's surfaces
- investigate methods for reducing the warming effect of sunlight on an area
- communicate solutions that humans and other living things have developed to respond to severe weather events

Matter and Its Interactions

- compare and contrast properties of solids and liquids
- classify objects according to measured and observed properties
- predict whether objects will sink or float in water
- investigate methods for maximizing the amount of weight a floating object can hold before sinking
- construct explanations of the effectiveness of designed solutions to problems using evidence from observations and measurements

Animals, Plants and Their Environment

- use observations to ask questions and describe patterns of what plants and animals – including humans – need to survive
- describe the needs of living things, and ways that various living things meet those needs
- apply knowledge about the needs of living things in caring for plants and animals
- compare and contrast the life cycles of various plants and animals
- identify plants and animals commonly found in different habitats
- use and develop models to represent the relationship between the needs of plants and animals, the external structures they have, and the places they live

Health

Kindergarten students develop an understanding of health and wellness in order to acquire the skills necessary to set goals and make informed decisions about their health. The units of study and learning outcomes for kindergarten health include:

Respecting Myself and Others

- identify the attributes of healthy relationships
- describe the benefits of healthy relationships and the consequences of poor choices
- identify strategies to control anger and frustration
- identify trusted adults
- identify actions to take in situations that may be unhealthy

Physical Activity and Nutrition

- explain the importance of a healthy diet and physical activity
- sort foods into major food groups
- identify unhealthy foods and establish goals for eating healthy
- Identify strategies for staying physically active

My Immune System

- communicate ways to prevent spreading or catching germs
- demonstrate proper hand washing
- demonstrate effective methods to cover coughs and sneezes

Tobacco, Alcohol and Other Drugs

- identify trusted persons who will tell if a substance is safe to taste
- predict short and long term consequences of ingesting unknown substances
- Identify strategies for staying away from dangerous substances

Music

Kindergarten students learn music through movement, which is integrated into regular weekly instruction. The units of study and learning outcomes for kindergarten Music include:

Experiencing and Creating Music

- Explore and experience a variety of music and music concepts
- Generate musical ideas, including movements or motives
- Demonstrate and choose favorite musical ideas, including why they prefer some music selections over others
- Organize personal musical ideas using iconic notation and/or recording technology
- Apply personal, peer, & teacher feedback in refining personal musical ideas
- Apply suggestions for changing movement through guided improvisational experiences
- Demonstrate a final version of personal musical ideas to peers
- Improvise dance that has a beginning, middle and end
- Identify and apply different characteristics to movements

Connecting and Responding to Music

- Demonstrate and state personal interest in varied musical selections
- Explore and demonstrate awareness of music contrasts in a variety of music selected for performance
- Apply personal and expressive preferences in the evaluation of music
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Depict a dance movement by drawing a picture or using a symbol
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- Respond in movement to a variety of stimuli, including tempo contrasts
- Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space
- Recognize and name an emotion that is experienced when watching, improvising, or performing and relate it to a personal experience
- Describe or demonstrate the movements in a dance that was watched or performed.

Performing and Expressing Music

- Demonstrate awareness of expressive qualities that support the creators' expressive intent
- Apply personal, teacher, and peer feedback to refine performances
- Use strategies in rehearsal to improve the expressive qualities of music
- Perform music with expression, appropriately for the audience
- Demonstrate how a specific music concept is used in music
- Demonstrate awareness of expressive qualities that reflect performers' expressive intent
- Express an idea, feeling, or image, through improvised movement, alone or with a partner
- Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes

Art

Kindergarten students learn art through purposeful learning experiences that are integrated into regular weekly instruction. The units of study and learning outcomes for Kindergarten Art include:

Experiencing and Creating Art

- Engage in exploration and imaginative play with a variety of 2D and 3D materials
- Engage collaboratively in creative art-making in response to an artistic problem
- Through experimentation, build skills in various media and approaches to art-making
- Create art that represents natural and constructed environments
- Create art that tells a story about a life experience

Presenting and Expressing Art

- Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

Connecting and Responding to Art

- Identify safe and non-toxic art materials, tools and equipment
- Explain the process of making art while creating
- Explain the purpose of a portfolio or collection
- Select art objects for personal portfolio and display, explaining why they were chosen
- Explain what an art museum is and distinguish how an art museum is different from other buildings
- Identify uses of art within one's personal environment
- Describe what an image represents
- Interpret art by identifying subject matter and describing relevant details
- Identify the purpose of an artwork

Physical Education

Kindergarten students experience physical education by participating in a variety of movement experiences. Students develop fundamental skill patterns and begin to learn key movement concepts that help them perform in a variety of educational games, dances, and gymnastics. Students learn to use safe practices, and to cooperate with and respect others. Experiences in physical education help students develop a positive attitude for leading a healthy, active lifestyle. The units of study and learning outcomes for kindergarten Physical Education include:

- Actively participate in physical fitness exercises and activities.
- Perform basic locomotor skills such as walking, running, skipping, sliding, hopping, and galloping.
- Participate alone and with others, and looks forward to physical education lessons at school and at home.
- Demonstrate desirable social characteristics while participating in physical education activities.
- Show safety and performance skills in locomotor, balance, manipulative, and coordination activities.

Information and Communication Technology

Kindergarten students learn best practices for harnessing technology to achieve instructional goals throughout all content areas. They are introduced to information fluency skills that will enable them to connect new information with what they already know, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others. The fundamental operations and functionality of devices, online resources, and applications are introduced. Students also begin to learn how to be courteous and responsible digital citizens. The units of study and learning outcomes for kindergarten Information and Communication Technology include:

Information Fluency

- Create inquiry based questions (I wonder questions) that lead to meaningful research
- Search the library's online catalog of the physical materials in the library (author, title and subject) and can successfully locate the material within the library
- Work collaboratively online with other students
- Create projects that use text and various forms of graphics, audio, and video (with proper citations) to communicate ideas in creative and innovative ways

Technology Operations

- Use a word processing application to write, edit, print, share and save simple assignments
- Demonstrate correct keyboarding technique (including posture and home row)
- Use desktop icons, windows and menus to open applications and documents
- Use pointing device such as a mouse, touchpad or a touchscreen to manipulate shapes, icons, click on urls, radio buttons, check boxes; use scroll bar
- Organize and manage files and folders
- Remove and return devices to cart and plug in to charge

Digital Citizenship

- Explain responsible uses of technology and digital information
- Describe possible consequences of inappropriate computer use
- Identify cyberbullying and describe strategies to deal with such a situation