



Shamong Township School District Indian Mills Elementary School Kindergarten Curriculum Outline

The Shamong Township School District Curriculum is aligned to the appropriate NJ CCCS and Common Core Standards.

Language Arts

Writing

Overview: The Write Steps program is used in kindergarten to help children become confident writers. This Common Core Writing Program focuses on getting ready to write by focusing on a variety of genres including narratives, informative writing, opinion pieces, poetry, and research writing.

Reading

Overview: Literacy is taught using a variety of different approaches in kindergarten.

- Language Concepts
- Print Concepts
- Phonemic Awareness
- Letters and Sounds
- Desire to Read and Write
- Response to Literature
- Guided Reading
- Literacy Centers

Program: **Wilson-Fundations**

Wilson Fundations addresses skills such as print knowledge, alphabet awareness, phonological and phonemic awareness, as well as decoding, encoding, proper letter formation and vocabulary. The program is multisensory and focuses on hand-on learning with active participation by students, including the use of manipulatives, student notebooks, word, sound and syllable cards and owl puppets.

Fundations targets several different fundamental areas of reading:

- *Phonemic awareness:*
- *Drilling*
- *Fluency*
- *Vocabulary*
- *Spelling*
- *Comprehension strategies*
- *Emphasizing lower case letters*

Computers

Math

Text: Math in Focus

Topics:

- Numbers and Operations: compare numbers and number sets to 20
- Money: identify and relate coin values
- Whole Number Computation: exploring addition and subtraction
- Describe, Copy and Extend Patterns
- Geometry: dimensional shapes
- Measurement: length, distance, weight/mass, capacity/volume
- Data Analysis: classifying and sorting; understanding similarities and differences;
- Problem Solving: reasoning and proof, bar graphs and tally charts
- Recognizing connections in math ideas

Social Studies

Text: Harcourt

Topics:

- It is important that people live together peacefully.
- People need rules to get along.
- People need to show responsibility to get along.
- People have different beliefs, customs, and rules.
- People in the group need to follow the rules the group has established to get along and stay safe.
- Americans are proud of their country.
- Americans know how to say the pledge of allegiance.
- The flag, bald eagle, and Statue of Liberty are symbols of the United States.
- Name the leaders of school, town, our country, and identify the names of those leaders.
- Understand voting as a method of group decision making.
- Identify Ben Franklin as a patriot and American hero.
- Recognize America's basic freedoms.
- Everyone works in different ways and for different rewards.
- Goods and resources are supplied by many people and in many ways.

Topics:

- Log on and off the computer.
- Demonstrate an understanding of the different parts of the computer and the letter and command keys of the keyboard.
- Take a digital picture.
- Make changes to a digital image using drawing software.
- Describe how to use the camera.
- Insert a CD into a computer and launch an activity from it. Eject the CD.
- Locate and launch interactive activities from various locations on the computer.
- Identify Internet Explorer as a web browser. Launch IE and launch a website from the school webpage.

Music

Topics:

- The voice can be used in various ways including whispering, talking, singing and calling.
- Singing requires proper vocal tone production.
- Music has a pulse/steady beat.
- The pulse/steady beat can be demonstrated through movement and sound.
- The pulse/steady beat may be expressed through locomotor and nonlocomotor movement.
- Culture reflects unique musical style, instruments and traditions.
- Music can be louder or softer.
- Rhythm is created through a combination of long and short sounds.
- Classroom instruments may be identified and grouped by timbre.
- Tempos may be faster or slower.
- Musical forms have specific names.
- Symbols can be used to notate rhythm (quarter notes and eighth notes).
- Pulse/steady beat may be accented or unaccented.
- Beats are grouped into duple and triple meters.

Spanish

Topics:

- Colors: Hold up colored items and / or pictures of colored items when asked. Match printed word of colors to pictures of colored items.
- Food: Read authentic menus and categorize foods by food group, likes and dislikes, healthy

- Active Citizens make informed and reasoned economic decisions and accept responsibility for the consequences of their actions and or inactions.
- The land, water, and region that we live in affect our climate, weather, and availability of resources and impact how we live.
- Time is measured in days, months, and years.
- Time is identified as past, present, and future.
- People, Places, and things change over time.

Science

Text: Houghton Mifflin

Topics:

Matter

- Solids liquids, gases
- Properties of matter

Energy

- Sun - produces shadows, daytime and nighttime
- Batteries

Organisms

- Living and nonliving things
- Ecosystems
- Basic needs
- Life cycles
- Plants – soil

Weather

- Seasons
- Day and night

Library

Topics:

- Knows location of classroom and library,
- Selects books for checkout.
- Listens to stories.
- Responds to teacher-led discussion.
- Identifies main parts of a book: cover, spine, title page, illustration.
- Understands difference between fiction and non-fiction.
- Identify graphic images of both fictional and non-fictional topics in many mediums, such as: cartoon pictures, realistic-looking fictional situations
- State key details of an informational text.
- Respond with purpose and understanding to informational text in group reading activities.
- Follow words in print left to right.
- Locate holiday books using the Dewey Decimal Classification system.
- Identify holidays by month.

and unhealthy. Hold up plastic food items and / or pictures of food items when asked. Match printed word of food items to pictures of food.

- Numbers: Hold up a number of items when asked. Count a variety of items. Match printed word of numbers to pictures of numbers.
- Animals: Hold up stuffed animals and / or pictures of animals when asked. Match printed word of animals to pictures of animals.

Art

Topics:

- Identify the primary, secondary, and analogous colors on the color wheel
- Analyze mood, with color, in various mediums
- Create a color wheel and a still life that reinforce the primary and secondary colors
- Present, discuss, and identify an artist/artists that represents the use of the color wheel
- Identify and create a form (drawing, painting....) with an emphasis on lines, shapes, and color.
- Identify, discuss, and critique works of art with an emphasis on lines, shapes, and color
- Present and discuss portraits
- Create a portrait using lines, shapes, and color
- Identify and create a two- dimensional piece that shows depth using multi media.
- Understand how to recreate movement with a human figure
- Understand how to use simple lines, shapes, and colors to recreate a form that demonstrates movement on a two- dimensional surface
- Identify, discuss and critique a specific artist and their work as it relates to movement

Physical Education/Health

Topics:

- Large Group Activities
- Lead-ups to Games- Kickball, Crab Soccer
- Skills: Kick, Rolling, Throwing, Catching, Tag Games, Jumping Activities
- Dance
- Gross Motor Movements/Locomotor
- Manipulatives/Nonlocomotor
- Health for 4 weeks:
 - Healthy Habits- Safety with:
 - Strangers
 - Medicine
 - Personal Health
 - Safety at Home and School

Kindergarten