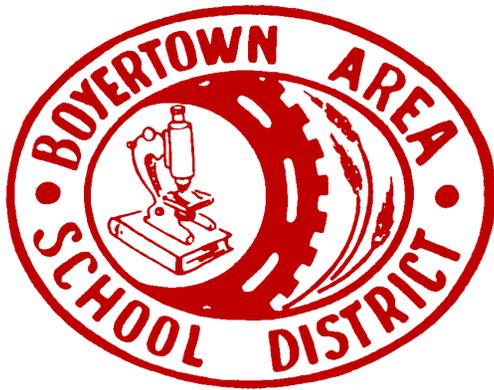


Boyertown Area School District

Kindergarten Curriculum 2013-2014



Boyertown Area School District Academic Standards

These standards statements, accompanied with specific benchmarks, define what students must know and be able to do.

ARTS & HUMANITIES

1. Production, Performance and Exhibition of Dance, Music, Theatre & Visual Arts
2. Historical & Cultural Contexts
3. Critical Response
4. Aesthetic Response

BUSINESS EDUCATION

1. Accounting
2. Business Law
3. Career Development
4. Entrepreneurship
5. Information Technology
6. International Business
7. Management

CIVICS & GOVERNMENT

1. Principles & Documents of Government
2. Rights & Responsibilities of Citizenship
3. How Government Works
4. How International Relationships Function

ECONOMICS

1. Scarcity and Choice
2. Markets & Economic Systems
3. Functions of Government
4. Economic Interdependence
5. Income, Profit and Wealth

ENVIRONMENT & ECOLOGY

1. Ecology
2. Watersheds and Wetlands
3. Natural Resources
4. Agriculture & Society
5. Humans and the Environment

WORLD LANGUAGE

1. Communication
2. Culture
3. Community

FAMILY & CONSUMER SCIENCES

1. Financial & Resource Management
2. Balancing Family, Work, & Community Responsibility
3. Food Science & Nutrition
4. Child Development

GEOGRAPHY

1. Basic Geographic Literacy
2. The Physical Characteristics of Places & Regions
3. The Human Characteristics of Places & Regions
4. The Interactions Between People & Places

HEALTH, SAFETY & PHYSICAL EDUCATION

1. Concepts of Health
2. Healthful Living
3. Safety and Injury Prevention
4. Physical Activity
5. Concepts, Principles & Strategies of Movement

HISTORY

1. Historical Analysis & Skills Development
2. Pennsylvania History
3. United States History
4. World History

READING, WRITING, SPEAKING & LISTENING

1. Reading Independently
2. Reading, Analyzing, and Interpreting Text
3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction
4. Types of Writing
5. Quality of Writing
6. Speaking and Listening
7. Characteristics and Functions of the English Language

READING, WRITING, SPEAKING & LISTENING (cont'd)

8. Research
9. Information, Communication and Technology Literacy

MATHEMATICS

1. Numbers, Number Systems & Number Relationships
2. Computation & Estimation
3. Measurement & Estimation
4. Mathematical Reasoning & Connections
5. Mathematical Problem Solving & Communication
6. Statistics & Data Analysis
7. Probability & Predictions
8. Algebra & Functions
9. Geometry
10. Trigonometry
11. Concepts of Calculus

SCIENCE & TECHNOLOGY

1. Biological Sciences
2. Physical Sciences: Chemistry and Physics
3. Earth and Space Sciences
4. Technology and Engineering Education

CAREER EDUCATION & WORK

1. Career Awareness and Preparation
2. Career Acquisition (Getting a Job)
3. Career Retention and Advancement
4. Entrepreneurship

INTRODUCTION

This booklet has been prepared by the staff and administration of the elementary schools of the Boyertown Area School District. It is one part of our effort to communicate to you the goals and objectives of the elementary instructional program.

Keeping you informed about the purpose and goals of the academic program fosters a coordinated effort between home and school to provide the very best education possible for your child. In order to clearly identify what students should know and be able to do in each quarter, we have created learning targets in the form of "I CAN" statements. These "I CAN" statements are used in the classroom during instruction to ensure that students understand what they are learning.

We have also created "I CAN" brochures for each quarter. These brochures are also available on our district website.

We hope that you will review the "I CAN" learning targets for each of the programs in which your child will be instructed this year. Please take a few minutes to discuss them with your child.

We encourage you to contact your child's teacher, principal or the curriculum office if you have any questions about the content of the academic programs. Your continued cooperation helps us to form a successful home and school partnership.

We welcome your comments after you have had a chance to review this document. Please let us know if it is helpful and/or how we might make it more useful in future years.

As a result of the required state legislated 2014-2015 transition to the Common Core Standards, America's schools are working to provide higher quality instruction than ever before. It is our goal to prepare students for the higher demands of college and careers today and in the future. During the 2013-2014 school year, the district elementary schools will begin to transition into a more Common Core aligned curricula.



In order to help children become independent readers and writers, the kindergarten reading and writing program follows a comprehensive, balanced literacy model. In balanced literacy classrooms, teachers incorporate reading, writing, speaking and listening into the instructional program. Teachers read aloud to students. Students participate in shared reading together with other members of their class. They work in small, guided reading groups to read at their instructional level and receive explicit instruction on the skills of phonics, vocabulary, fluency and comprehension. Students also spend time reading real literature independently.

As a foundation for their reading and writing instruction, students learn letter formation through the Foundations handwriting program. Information on how letters are taught is available on our district website as well as in the "Learning to Read and Write in the Primary Classroom" booklet.

READING

In the Boyertown Area School District, we use a variety of materials to deliver a balanced literacy program through the implementation of reading workshop, guided reading and independent reading. Teachers utilize a variety of fiction and nonfiction books, written at different levels, to provide students with instruction at their appropriate level.

Some of the key kindergarten reading skills and strategies are as follows:

Reading

- Developing letter-sound relationships and blending sounds to decode words
- Practicing fluency in a variety of ways
- Recognizing basic high frequency words
- Developing strategies like using picture clues to read words
- Learning comprehension strategies such as making predictions or previewing books prior to reading them
- Identifying characters and setting in a story
- Retelling stories with a beginning, middle and ending

What can you expect for the first quarter?

Children will work on a variety of decoding skills throughout the first quarter. These skills include:

- Developing book and print knowledge
- Developing sentence and word awareness
- Discriminating between words and sounds
- Discriminating between identifying and producing rhyming words
- Segmenting and blending sounds to form words
- Developing knowledge of letters and their sounds
- Decoding simple words

Children will also experience rich literature through read alouds and shared reading with their teacher. During the first quarter, they will discuss the characters and the setting of the books they read. Teachers will introduce students to the following reading comprehension strategies:

- Using Prior Knowledge and Experiences
- Prediction
- Making Connections

MATHEMATICS

The kindergarten mathematics curriculum focuses on helping students to learn basic facts and skills while at the same time, developing a conceptual understanding of mathematics through a variety of problem solving activities. Teachers primarily use materials from the math program entitled *Investigations in Number, Data and Space* by Scott Foresman.

The mathematics program helps students to learn basic foundational skills. The major kindergarten topics include:

- Sorting, classifying and graphing patterns
- Comparing and ordering quantities and numbers
- Understanding numbers 1-30
- Basic measuring concepts
- Time and money
- Geometry concepts
- Readiness with addition and subtraction
- Counting to 100

In *Investigations in Number, Data and Space*, students explore central topics in depth through a series of investigations, gradually encountering and using many important mathematical ideas. In addition to using paper and pencil, students are actively engaged in working with materials and their peers to solve larger mathematical problems. Students play games and work on story problems in *Investigations*. They may also build something such as pattern block designs or make collections and sort objects. Students explore topics such as creating patterns, understanding numbers, exploring data, geometry and counting.

SOCIAL STUDIES

The kindergarten social studies curriculum primarily focuses on giving students the opportunity to explore their relationship to the world around them. This occurs through the integration of the social studies standards, which allows students to examine different cultures, history, geography, civics, government and economics. In kindergarten, social studies is integrated with reading and writing as students explore the following two themes: *We Are All Special* and *Holidays*. Through a variety of explorations and activities, students will engage in the following:

- Listening to historical stories about famous people such as George Washington or Christopher Columbus
- Identifying and locating different places and regions
- Learning the *Pledge of Allegiance* and its significance
- Identifying the flag as a symbol of good citizenship
- Understanding the importance of rules
- Understanding what constitutes good citizenship within a kindergarten classroom and a school
- Describing holiday customs in different parts of the world

A variety of supplementary literature and internet resources are used to integrate reading and writing skills with social studies content.



SCIENCE



Students will study a variety of concepts and processes in physical science, life science, earth and space science and science and technology throughout their elementary years. Beginning in kindergarten, the science curriculum provides students with learning experiences that allow them to build an understanding of science processes. These processes are integrated and embedded into the math curriculum. Through their math explorations, students will begin to develop skills such as observing, measuring and graphing.

The science content that students study in kindergarten will be integrated with their reading and writing curriculum. Students will study different science topics through reading and writing. This often leads to various hands-on, science-related experiences such as planting seeds or a field trip to the district's planetarium. Examples of the science content that students may study include plants, animals, astronomy and weather.

New for 2012-13

We recognize the importance of teaching students technology skills and applications to succeed as a learner in the 21st century. We will be integrating technology-based activities and projects into different areas of the curriculum with a web-based tool called TechSteps. TechSteps is a technology literacy curriculum and assessment tool that easily and effectively infuses technology skills into instruction, promoting core subject area outcomes while also teaching skills for 21st Century success. This approach allows teachers to teach and assess technology literacy in an integrated and systematic manner through the use of engaging and fun projects.

WRITING

As students are developing basic reading skills, they are also using their knowledge of letters and sounds to write. Students write often, using a process called “Kid Writing,” which embeds the teaching of phonics into the process of spelling and writing. Students also use the writing process to begin developing research skills.

In our kindergarten writing workshop, students will learn these key writing skills and strategies:

- Printing own name and other important words
- Writing using pictures, letters and beginning spelling patterns
- Writing about one idea and beginning to organize thoughts
- Starting to form basic sentences
- Using basic capitalization, punctuation and appropriate spacing
- Understanding how to use different graphics in a text such as signs or graphs

What can you expect for the first quarter?

Children will work on a variety of writing skills throughout the first quarter. These skills include:

- The concept of a letter and a word
- Writing uppercase and lowercase letters
- Writing from top to bottom and left to right directionality
- Using uppercase letters at the beginning of a sentence and with special words
- Using ending punctuation

As a foundation for writing instruction, students learn letter formation through the Foundations handwriting program. Information on how letters are taught is available on our district website as well as in the “Learning to Read and Write in the Primary Classroom” booklet.

What about spelling?

Spelling is developmental. This means that young writers go through different stages until they get to correct, conventional spelling. In order to help students progress from one stage to the next, we address spelling in two ways in kindergarten: inventive spelling and word making/breaking. For more information on the teaching of writing in the classroom, see the “Learning to Read and Write in the Primary Classroom” booklet.

LIBRARY

The library curriculum is based on the American Library Association's Information Literacy Standards for Student Learning. The goal is for students to be able to locate and use information responsibly and to become life-long readers.

In the primary grades students will be able to:

- Recognize what they are interested in and want to locate information about a variety of topics
- Recognize that different books provide different types of information
- Understand the difference between fiction and nonfiction books
- Begin to develop strategies to locate information in a variety of books:
 - Nonfiction
 - Dictionary
 - Thesaurus
 - Encyclopedia
- Locate specific parts of a book:
 - Author
 - Illustrator
 - Call number
 - Copyright date
 - Title page
 - Table of Contents
 - Glossary
 - Index
- Recognize that library books are arranged in a specific order
- Locate books in both the fiction and nonfiction sections of the library
- Begin to use the library catalog to locate books
- Follow library circulation procedures
- Demonstrate responsible care of library books
- Select a variety of books based on interest
- Enjoy a wide variety of reading material



MUSIC

The kindergarten music curriculum will present the following concepts:

Duration/Rhythm

- Echo short rhythmic patterns by rote

Pitch

- Matching pitches with the teacher or other model

Dance: Space

- Recognize personal space

Singing

- Distinguish between singing and speaking voice
- Echo-sing melodic patterns

Playing an Instrument

- Use striking instruments
- Use shaking instruments

Instrument Care

- Handle rhythm instruments properly



INTRODUCING... YOUR CHILD'S FIRST REPORT CARD!

What is a standards-based report card?

A standards-based reporting system is designed to inform parents/guardians about their children's progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district. These standards serve as the basis for the Boyertown Area School District's model of curriculum, instruction, and assessment. As such, the report card lists the state standard as well as a description of what specific skills or content students should know and demonstrate by the end of that specific grade level.

How does the standards-based grading system work?

Each report card has an area that defines the skills area and special subjects indicators.

4 Exceeds the Standard	3 Meets the Standard	2 Approaches the Standard	1 Below the Standard
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The following is an explanation of each category:

4=Student's independent achievement meets and goes beyond grade level expectations. Achievement that earns a "4" is exemplary.

3=Student's independent achievement consistently meets grade level expectations. Achievement that earns a "3" is proficient.

2=Student's independent achievement shows inconsistent application of skills but is progressing towards meeting grade level expectations.

1=Student's achievement needs continual support on grade-level expectations.

How will I know if my child is “on target” with what he/she should know and be able to do?

A “3” shows that a student has demonstrated competency on a specific skill up to the point it was taught. In a standards-based grading system, a three is where we want students to be. A “3” indicates that a student is achieving at the appropriate level of expectations for that grade at the time of this reporting period.

For each skill on the report card, there is a designated quarterly benchmark that we want each child to attain as they progress toward the end-of-the year skill. Below is an example from the kindergarten report card:

EXAMPLE:

Report card descriptor: *Counts to 100 by 1s and 10s*

In order to get a “3” for the first marking period, students must be able to count to 20 by ones.

In order to get a “3” for the second marking period, students must be able to count to 50 by ones with less than three errors.

In order to get a “3” for the third marking period, students must be able to count to 100 by ones with less than three errors.

In order to get a “3” for the fourth marking period, students must be able to count to 100 by ones with less than three errors and count to 100 by 10s.

I CAN Statements

In order to understand what learning targets are being measured for each report card descriptor, we have created “I CAN” statements to help students and parents know what needs to be learned each quarter. Please see the “I CAN” brochure located on our district website to identify these targets.

ELEMENTARY GUIDANCE

Our school district believes that guidance and counseling should be available for all students. Students are encouraged to seek out counselors to discuss academic problems, peer difficulties and other concerns. Teachers and parents may also suggest that a counselor speak with a student about a specific issue. In addition, counselors work with small groups of children in a setting where they may address common concerns.

The guidance program is developmental in nature and encompasses academic, personal/social, and career awareness domains. A proactive approach is emphasized whereby counselors visit classrooms to conduct lessons on topics such as study skills, working cooperatively and developing decision-making, problem-solving and conflict-resolution skills.

At the sixth grade level, counselors work in conjunction with students, parents and the junior high school in facilitating the transition to seventh grade.



For more information on district curriculum initiatives, please refer to Parent Resources under the Parents/Community link on Boyertown Area School District website – www.boyertownasd.org - or contact:

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