

North Shore Schools

Elementary Curriculum Guide

2020-2021

Kindergarten

North Shore Schools

Our Mission

Our mission is to nurture and enrich our students' natural delight in learning and in the powers of mind and body. Each child's awakening into confident young adulthood requires guided engagement with vital ideas and events of the past to realize fresh possibilities and discoveries for the future.

We aspire to foster in our students those qualities of character consonant with the ideals of a democratic society. We are committed to reaching beyond routine expectations in a learning environment that encourages inquiry and builds its daily practice upon respect for oneself and others.

Shared Valued Outcomes

We strive to support the growth of all North Shore Students as...

- **COLLABORATORS** - individuals who work with others towards a common goal.
- **COMMUNICATORS** - individuals who articulate thoughts, feelings, information and ideas using oral, written, and non-verbal communication skills in a variety of forms and contexts.
- **THINKERS** - individuals who activate their mind for a variety of purposes.
- **PROBLEM SOLVERS** - individuals who find solutions in conventional and/or innovative ways.
- **INNOVATORS** - individuals who are driven to conceive what doesn't exist and bring new ideas to fruition.
- **COMMITTED INDIVIDUALS** - individuals who exhibit dispositions and 'habits of mind' that lead to growth in self and concern for others.

Administrators

Glen Head School

Dr. Peter Rufa, Principal

Glenwood Landing School

Bridget Finder, Principal

Sea Cliff School

Jeanette Wojcik, Principal

Academic Directors

Ana Aguiar-Mady	World Languages and ENL
Elliot Kaye	Technology
Chris Marino	Special Education
Don Lang	Athletics, Health, Physical Education, and Recreation
Dalia Rodriguez	Fine and Performing Arts
Devra Small	Elementary Humanities
Dr. Carol Ann Smyth	Elementary STEM

Content Areas

- ❖ English Language Arts
- ❖ Social Studies
- ❖ Mathematics
- ❖ Science
- ❖ STEAM
- ❖ General Music
- ❖ Visual Arts
- ❖ Health and Physical Education
- ❖ FLES (Foreign Language in the Elementary School)
- ❖ Library

English Language Arts

The goal of the K-5 Literacy Program is to help students develop into independent readers, writers, and thinkers.

The workshop model for reading and writing is designed to foster this independence. Please see the “Parent Guide to the Reading and Workshop Model” for a detailed description.*

Children learn through whole-class, small group, and individual instruction. Teachers get to know their students’ abilities and needs and monitor their progress through ongoing formal and informal assessments, ensuring that teachers have the information necessary to create lessons that meet the unique needs of each learner, drawing on a range of research-based practices.

A scope and sequence of literacy skills in reading, writing, and word study guide students’ growth through the elementary grades. Kindergarten students explore emergent story books and story language, while developing reading habits. They learn decoding/ word-solving strategies (“superpowers”). They learn to recognize common words on sight. They learn to understand characters and their feelings. They read fiction and nonfiction. They work on storytelling, drawing, labeling, writing sentences, and writing stories across pages. They write opinions, narratives, and nonfiction “how to” and “all about” books.

Teachers College supports the reading and writing workshop activities, and “Foundations” materials help develop phonics knowledge and skills.

****distributed at Back-to-School Night and/or available on the website under “Educational Programs- Elementary School- Humanities”***

Social Studies

Self and Others

The social studies program at the kindergarten level focuses on helping students develop awareness of themselves as growing individuals. Social interaction skills are integral to the kindergarten program. Emphasis is placed on using content that is relevant and personally meaningful.

Children begin to learn about their role as citizens by accepting rights and responsibilities in the classroom and by learning about rules and laws. In addition, students engage in authentically applying the concepts of change, interdependence, location, perspective, problem solving, and scarcity, to their own lives.

Students develop literacy and social studies skills simultaneously as they read, listen, speak, and write about social studies content.

Key Themes and Concepts

- Family and other families
- Location of home, school, neighborhood, and community on maps and globes
- Basic human needs and wants
- Citizenship: rules, roles, and rights

Mathematics

The mathematics curriculum is based upon the Common Core Learning Standards (CCLS). There are 8 Mathematical Practices that set an expectation of understanding of mathematics and are the same for grades K-12.

In Kindergarten, instruction focuses on two critical areas:

- Representing, relating, and operating on whole numbers
- Describing shapes and space

Our math program in Kindergarten, *Developing Roots*, is based upon Singapore Math and emphasizes the development of proficiency with problem solving while fostering conceptual understanding and fundamental skills.

Science

Units of study are aligned with the Next Generation Science Standards.

The standards-based units of study are organized to provide students with stimulating experiences in the life, earth, and physical sciences while developing their critical thinking and problem-solving skills. The inquiry-based lessons allow students to learn scientific concepts and skills and to acquire scientific attitudes and habits of mind.

Kindergarten students explore concepts associated with the following:

- Weather
- Plants, Animals, and the Environment
- Scientific Inquiry: Forces

STEAM

In STEAM, students engage in learning experiences which draw upon the connections among and real-world applications of science, technology, engineering, and mathematics.

Through their STEAM learning, students:

- learn fundamental concepts, knowledge, and processes underpinning the core disciplines of science, engineering, technology, and mathematics;
- construct and apply understanding of interdisciplinary connections across the STEAM disciplines and all learning;
- develop as thinkers, problem solvers, innovators, communicators, collaborators, and individuals committed to themselves and others; and
- understand and appreciate the role of STEAM in everyday life and STEAM-related careers.

Students participate in a STEAM session every other cycle.

General Music

The Elementary General Music curriculum is based on the New York State Art Standards and guided by the approaches of Orff, Kodaly, and Music Learning Theory by Edwin Gordon.

The curriculum spirals from Kindergarten through 5th grade to allow students to learn and apply the elements of music to a deeper level of understanding at each grade level.

Elements include rhythm, melody, form, harmony, expression and timbre.

Children explore musical concepts by:

- ❖ Playing classroom instruments
- ❖ Singing (socially distanced with masks)
- ❖ Movement
- ❖ Reading basic music notation.

General music classes, taught by a music specialist, are held 1 time in a 6-day cycle.

Visual Arts

The Art curriculum is based on the New York State Art Standards and focuses on the elements of art, the historic and cultural contexts of art, and enduring ideas that make connections across content areas.

Students use the elements of art to express their ideas, solve design problems, think creatively, and work collaboratively.

Students learn to make art from a variety of media, critique their work and the work of others, and to see the world using observation and reflection.

Art classes meet 1 time in a 6-day cycle.

Health and Physical Education

During health class, students learn about health-enhancing choices.

The units, developmentally appropriate for each grade level, include:

- Personal and Family Health
- Safety and Injury Prevention
- Nutrition and Physical Activity
- Tobacco and Alcohol Prevention

Students enjoy physical activity in safe and positive physical education classes. They are provided with information and develop skills to be physically fit throughout their lives. Daily recess is a laboratory where students practice physical education skills. Physical fitness is vital to each student's unique educational journey, and we encourage every student to be active in and out of school.

FLES

Students in grades K-2 study Mandarin Chinese. The focus of world language instruction in the elementary grades is content-related and integrated into the grade level curriculum. Students discover language learning through the three modes of communication: interpersonal, interpretive and presentational. They also begin to develop a sense of global awareness by exploring the cultural differences and similarities between themselves and children in Mandarin Chinese speaking countries. The curriculum is based upon the ACTFL National World-Readiness Standards for Learning Languages.

Library

During scheduled library classes and through units aligned with classroom curriculum, students learn to navigate traditional and non-traditional library skills.

An appreciation of all media is fostered by demonstration and hands-on experiences. Lessons build from kindergarten through fifth grade to ensure that all students have knowledge of and respect for all media.

In Kindergarten, students learn:

- Literature appreciation and selection
- Library organization and material location
- Introduction to internet use and safety