



STAFFORD COUNTY PUBLIC SCHOOLS

Curriculum Overview Kindergarten

Course Description:

The Kindergarten student will be immersed in a literature-rich environment to develop oral language skills, basic phonetic principles and an appreciation for literature. Math instruction will emphasize problem solving, communicating, reasoning, making connections and using representations. In science, emphasis is placed on using the senses to gather information. Development of the concepts of past and present in history and social studies will provide the kindergarten student with opportunities to use words that describe people, places, events, economic choices, and time relationships. Students will develop skills and concepts in art and music with exposure to art history and world cultures. In health education the emphasis will be on personal health habits, safety, and social skills. Physical education will develop fundamental movement skills such as body awareness, spatial awareness, and locomotive and ball skills.

Essential Knowledge and Skills/Processes:

READING/ENGLISH:

- Demonstrate growth in the use of oral language
- Build and use listening and speaking vocabularies
- Express ideas and needs in complete sentences
- Participate in group and partner discussions
- Hear, say, and manipulate phonemes (sounds)
- Develop an awareness of beginning, middle, ending sounds and blend sounds together within words
- Understand how print is organized and read (Reading left to right, top to bottom, match voice with print, etc.)
- Develop an understanding of basic phonetic principles – letters represent sounds, identify beginning consonants, identify rhyming words
- Understand that print has meaning
- Read fifteen meaningful sight words
- Demonstrate comprehension of fiction and nonfiction by answering questions and retelling a sequence of events or ideas
- Identify text features specific to the topic (titles, headings, and pictures)
- Print uppercase and lowercase letters of the alphabet independently
- Print first and last name correctly
- Write to communicate ideas (left to right, top to bottom)
- Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events
- Use available technology for reading and writing

MATHEMATICS:

- Count, compare and describe two sets (more, fewer, the same) containing up to 10 objects
- Tell how many, write numeral, select corresponding number for 15 or fewer concrete objects
- Count forward to 100 and backward from 10
- Count by fives and tens to 100
- Identify one more/one less than a number
- Identify parts of a set/region that represent fractions for halves and fourths

- Model adding and subtracting whole numbers, using up to 10 concrete objects
- Recognize a penny, nickel, dime and quarter and determine the value of a set of pennies and/or nickels valued at 10¢ or less
- Identify instruments of measurement and their use (Ruler, scale, clock, calendar, thermometer)
- Compare two objects or events according to the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), and temperature (hotter, colder)
- Tell time to the hour (analog and digital clocks)
- Identify, describe and extend repeating patterns
- Identify, describe, trace, and compare plane geometric figures (circle, square, triangle, and rectangle)
- Describe location of one object relative to another (e.g., above, below, next to)
- Gather and display data in object/picture graphs, and tables, and answer related questions

SCIENCE:

- Conduct investigations in which basic properties of objects are identified by direct observation and sequences of events are predicted
- Investigate the human senses of taste, touch, smell, hearing, and sight using the appropriate descriptive terms and observing the associated sense organs
- Investigate magnets and the concepts of attraction, repulsion, metal, and nonmetal
- Describe physical objects in terms of color, shape, texture, size, weight, and speed
- Observe and describe properties of water such as states, flow, and concepts of floating and sinking
- Investigate basic needs and life processes of plants and animals including the concepts of change, life cycles, and need for air, water, and food
- Observe the relationships of light and shadow

- Investigate and note patterns as seen in weather changes and growth in plants and animals, and that changes may be fast or slow
- Investigate the concepts of reuse, recycling and conservation of water and energy

SOCIAL STUDIES:

- Understand that history relates to events and people of other times and places
- Study the people and events associated with major holidays
- Become familiar with maps and globes as representations of earth
- Use simple maps to tell directions and locate places.
- Identify community and map symbols
- Match job descriptions with the names of jobs
- Identify basic economic terms and concepts, including money, goods, wants, savings, and making choices
- Recognize the need for good citizenship and ways they can be good citizens
- Identify traditionally patriotic symbols and learn traditionally patriotic activities

Physical Education/ Health Objectives:

- Demonstrate proper hand washing and oral hygiene
- Recognize the importance of balancing exercise, rest, and healthy food
- Review the countywide rules regarding weapons and fighting in schools
- Identify the physical signs of anger and develop strategies for expressing emotions appropriately
- Develop a beginning awareness of cultural differences
- Understand the school safety rules and identify home and community safety procedures
- Define types of feelings and identify appropriate and inappropriate ways of expressing those feelings
- Describe basic information about drugs, medicines, and poisons
- Describe where germs are found, how they are spread, and how to prevent the spread of harmful germs

Resources:

Resources concerning the Standards of Learning for Virginia Public Schools and more can be found at the Virginia Department of Education website: <http://www.doe.virginia.gov> Helpful resources at this site include subject and grade level Standards of Learning, Curriculum Frameworks, and Scope and Sequence documents.

Additional resources are listed below:

Reading

- <http://www.readaloudva.org/>
- <http://www.ed.gov/parents/read/resources/readingtips>
- <http://www.nifl.gov/partnershipforreading/>

Math

- The Mathematics Leadership Team is made up of a Math Lead Teacher or a Math Specialist from each school, the Elementary Mathematics Coordinator, and the Mathematics Supervisor.

- Perform effective and efficient movement skills
- Be assessed on the movement skills of: body awareness and control, spatial awareness, walking, running, and the side roll
- Demonstrate respect for others and good sportsmanship
- Recognize the importance of sharing as part of interfacing with others
- Identify and describe the variety of emotions experienced in daily living

Fine Arts Objectives:

- Learn to fold
- Manipulate scissors, cut 2-D shapes
- Glue appropriately
- Construct 3-D forms
- Experience painting
- Practice safety procedures
- Follow directions
- Recognize spatial relationships
- Identify 2-D shapes
- Recognize lines, colors, and textures
- Express personal experiences
- Begin global awareness through use of maps and globes

Music:

- Demonstrate the steady beat by clapping, moving and playing
- Echo, read and play rhythms from written notation
- Participate in singing activities with and without accompaniment
- Learn simple choreography to songs
- Identify, high and low, loud and soft, fast and slow, long and short sounds, and singing vs. speaking voice
- Distinguish between a march and a lullaby
- Identify patterns in music
- Identify classroom instruments by sight and sound