



Curriculum Framework Kindergarten

Avondale School District

Auburn Hills, Michigan

English Language Arts: Kindergarten



In Kindergarten, children combine drawing, dictating and writing to share stories, write to tell about topics, and create opinion pieces that show their likes and dislikes. Students use words and phrases that they learn from conversations, reading and being read to, and from books they read. For more information please see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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	<ol style="list-style-type: none"> 4. (Begins in Grade 3) 5. With guidance and support from adults, respond to questions and suggestions and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in Grade 4)
Range of Writing	<ol style="list-style-type: none"> 10. (Begins in Grade 3)
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 2. 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. 3. Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. (Begins in Grade 2).
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



Reading: Kindergarten

In Kindergarten, children are being prepared for the beginning stages of reading. They connect letters to letter sounds, and learn how letters combine to make words. Through read aloud and opportunities to practice reading, they gain meaning from text, identify parts of a story, and listen to the sound of reading. **For more information, please see:** www.corestandards.org

Foundational Skills	
Print Concepts	Demonstrate understanding of the organization and basic features of print.
Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read emergent-reader texts with purpose and understanding.
Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
<ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems, nonfiction.) 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. With prompting and support, 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	
<ol style="list-style-type: none"> 7. 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). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



Mathematics: Kindergarten

In Kindergarten, students focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects: (2) describing shapes and space. More learning time in Kindergarten is devoted to number than other topics. For more information, please see: www.corestandards.org

Mathematical Practices <ol style="list-style-type: none"> 1. Making sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics. Use appropriate tools strategically 5. Attend to precision 6. Look for and make use of structure 7. Look for and express regularity in repeated reasoning 	Counting and Cardinality <ul style="list-style-type: none"> • Know number names and the count sequence • Count to tell the number of objects • Compare numbers 	Measurement and Data <ul style="list-style-type: none"> • Describe and compare measurable attributes • Classify objects and count the number of objects in categories Geometry <ul style="list-style-type: none"> • Identify and describe shapes • Analyze, compare, create, and compose shapes
	Operations and Algebraic Thinking <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from 	
	Number and Operations in Base Ten <ul style="list-style-type: none"> • Work with numbers 11-19 to gain foundations for place value 	



Science – Kindergarten

The kindergarten science curriculum is designed to lay a foundation for the study of science by introducing the basic scientific processes: observing, comparing, classifying, measuring, and communicating. Children learn how to compare and classify living and non-living things and identify the basic needs of living things. They also identify the earth materials necessary for plants to grow (air, water, and soil). Children observe and demonstrate pushes and pulls and observe how they can change speed and/or direction. They are also introduced to the concept of objects position, e.g., describing the motion of an object from a different observer’s view and an object’s position in relation to other objects (e.g., above, below, in front of, behind, on).



Social Studies – Kindergarten Focus - Myself and Others

Our kindergarten social studies curriculum is designed to help students gain an increased awareness of themselves and the world around them. Using the framework of “Myself and Others,” students learn about the social studies disciplines of history, geography, civics and government, and economics. Using events from their own lives they begin to explore and learn the basic historical concept of time and to distinguish past, present, and future. They develop the geographic concept of space by learning positional words and recognizing that maps and globes represent places in the world. To lay the foundation for the study of civics and government, students identify the flag as an important symbol of the United States. They also act as classroom citizens by following appropriate rules for individual and group activities and decision making. An awareness of economics is developed as students connect familiar economic wants to how those wants are met. Throughout the year students are introduced to simple core values of democracy as they learn to respond appropriately to classroom issues and individual responses.



Music Education

It is the purpose of the Avondale Elementary Music Program to develop each child's musical understanding, sensitivity, and self-expression through song, movement, guided listening, and composition. The Avondale Elementary Music Program will provide a nurturing and mentally stimulating environment for young children to learn the musical fundamentals of rhythm, melody, harmony, timbre, form, and expression. The understanding of these fundamentals is structured to provide each child with the necessary tools to refine and more fully enhance musical experiences in subsequent grades. We will employ a variety of educational techniques to achieve musical understanding. The Avondale Elementary Music Program goals and curriculum are aligned with the newly revised State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education (MDE, 2011) and also support the National Standards in Music Education (MENC, 1994).

WHAT WILL STUDENTS EXPERIENCE WHILE IN MUSIC CLASS?

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

CREATE

Standard 2: Apply skills and knowledge to create in the arts.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate the arts.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

OVERARCHING QUESTIONS FOR OUR STUDENTS TO CONSIDER:

Musical Dimensions

What ways did you experience melody, harmony, and rhythm?

Musical Design

In what ways did you experience the elements of musical design including articulation, dynamics, form, meter, mood, tempo, texture, timbre, genre and style?

Musical Perspectives

In what ways did you gain understanding of musical styles, genres, and roles from social, historical, and cultural perspectives?

PHYSICAL EDUCATION

What will your child learn?

At the elementary level we expect all students to have a basic understanding and a functional ability in all of the following:

Physical Fitness (Presidential Challenge, Fitness Jog, and daily PE warm-up)

- Aerobic Fitness
(jogging)
- Muscular Strength and Endurance
(ABC push-ups, rope climbers, etc.)
- Flexibility
(stretching)

Motor Skill Development

- Locomotors
(jump, run, skip, side-step, gallop, hop, walk)
- Object control
(catching, dribbling)
- Non-locomotors and Body Control
(batting, striking, kicking)
- Lifelong physical activities
(basketball, jogging and power walking, softball, tennis, soccer)

Activity Related Knowledge

- Body awareness, force, time, space, and direction
- Explain and apply the steps in learning motor skills
- Describe the effects of activity vs. inactivity

Personal and Social Skill

- Personal activities that contribute to life-long health and well being

How do we know they learn?

Most of our evaluation is through observation; watching students perform the skill in “drill” type activities, and watching students interact with each other and practice the skills and concepts taught in lead-up activities.

If they do not learn?

We hope our students will have a basic understanding of physical education concepts. However, that is not always the case. When we see a lack of development or understanding we may do the following:

*With classroom teacher cooperation, we will try to pull students out for small group work, perhaps pair that student with a student who is advanced and capable of helping, and make parents aware and give them suggestions such as P.E. homework time, or programs in or outside of school; i.e. camps, recreation sports, dance, and other out-of-school programs.





HEALTH EDUCATION – K-8 Health Education Standards can be found at www.michigan.gov/mde.



Art Education

The Avondale Elementary Visual Art Department goals, curriculum, and report cards are aligned with the State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education, adopted by the Michigan Department of Education in 2011. Our elementary art program is discipline-based, structured through four areas of study: **Art Production, Art History, Art Criticism, and Aesthetics**, commonly known as **D.B.A.E.**

Art production is the creation of artwork. It is through this process that children acquire higher level thinking skills such as interpretation, evaluation, and synthesis. There is no single solution: therefore, students are able to express their own unique vision.

The study of **Art History** enables students to gain an understanding and appreciation of people of various cultures and time periods throughout history. Children learn how art plays a vital role in developing and defining culture.

Art Criticism is the ability to understand and respond to a work of art through discussion, collaboration, and written activities. As students learn how to describe and evaluate art they develop the visual literacy that is crucial to living and working in the 21st Century.

Aesthetics is the branch of philosophy that focuses on the nature and necessity of art. This area helps children to understand their personal perceptions of art and develops skills to discuss art.

Each year concepts are revisited within units of study. In Kindergarten, students are introduced to basic art materials and techniques. They explore various media, view and discuss artwork, learn about other cultures, and get a sampling of art history. These concepts are repeated using a variety of media, techniques, discussions, and activities throughout the elementary years.

The goal for the Avondale Elementary Visual Arts program is to provide a smooth transition for students studying art in their middle school years. To achieve this goal, we hope that by Fifth Grade, students have mastered several art techniques, are able to use art vocabulary to communicate ideas, describe personal artwork, and recognize art of various cultures and historical periods.