

The Public Schools of Brookline

KINDERGARTEN CURRICULUM OVERVIEW

Dear Parents and Guardians,

High achievement for all has been a core value in the Public Schools of Brookline for nearly two decades. There are many variables that contribute to a student's academic achievement, one of the most important being a strong connection between the home and school. When families support their children's learning at home, express interest in their studies and hold high expectations for achievement, a partnership between home and school is created. We hope that this curriculum overview will be a useful tool for you as you support and encourage your child's academic success.

Curriculum Coordinators created this overview to highlight the concepts, skills and knowledge central to each subject area in every grade level. This document is not intended to represent the entire curriculum for this grade; rather it provides you with the key elements taught to all children across the Brookline schools in this grade. If you are interested in learning more about the curriculum, as outlined in our Learning Expectations, visit the Public Schools of Brookline website (www.brookline.k12.ma.us) and look under Curriculum Areas in the Teaching and Learning section.

Each year brings new learning challenges and a world of possibilities. Your involvement and knowledge of your child's school experience will help to nurture learning well beyond the four walls of the classroom. As your child begins a new year in the Public Schools of Brookline, please know that we welcome your involvement and value your support.

Respectfully,

Jennifer Fischer-Mueller, Ed.D.
Deputy Superintendent for Teaching and Learning

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The Public Schools of Brookline

KINDERGARTEN CURRICULUM OVERVIEW

EDUCATIONAL TECHNOLOGY AND LIBRARIES

EDUCATIONAL TECHNOLOGY

Students will:

Basic Operations and Concepts

- Develop the ability to use hardware and software appropriately.

Communication

- Develop the ability to use the computer as a writing tool by word processing and illustrating words, thoughts, and sentences.

Productivity

- Use a variety of technology resources for problem solving, communication and illustration of thoughts, ideas, and stories.

Collaboration

- Develop the ability to work cooperatively with peers when using technology.

Social, Ethical, and Human Issues

- Develop the ability to demonstrate responsible use of technology, respect for others' work, and an awareness of safety issues.

LIBRARY

Students will:

- Become enthusiastic readers of literature and users of information resources.
- Recognize libraries as centers where students can get books to read, media to view, and answers to questions.

ENGLISH LANGUAGE ARTS

Students will:

Speaking and Listening

- Develop communication skills and oral vocabulary through actively speaking with and listening to others in groups.

Emergent Literacy

- Develop knowledge of concepts about print and sounds/patterns in oral language.

Word Study

- Learn letter/sound relationships and develop basic sight vocabulary for environmental print.

Vocabulary

- Develop a listening, speaking, and reading vocabulary through texts and classroom experiences.

Comprehension

- Use specific comprehension strategies while listening to or reading a text by making connections, making predictions, and retelling stories.

Writing

- Begin to use the writing process to compose pieces that communicate ideas in response to reading and to communicate personal experiences.

Motivation

- Enjoy listening to or reading a variety of texts (genres) and responding in writing to the texts and the world around them.

The Public Schools of Brookline
KINDERGARTEN CURRICULUM OVERVIEW

ENGLISH LANGUAGE ARTS

continued

Core Books:

Brown Bear, Brown Bear
Chicka Chicka Boom Boom
The Mitten

MATHEMATICS

Students will:

- Count, read, write and order whole numbers 0-20.
- Use one-to-one correspondence to match quantities up to 10 with numerals and words.
- Model and solve addition (sums to 10) problems pictorially and concretely.
- Name, describe, sort and draw simple two-dimensional shapes.
- Describe attributes of two-dimensional shapes (e.g., number of corners, number of sides).
- Identify attributes of length, capacity, weight, area, time and temperature.
- Measure, compare and order the length and weight of several objects using a non-standard unit (e.g. cubes, popsicle sticks).
- Sort and classify objects by attributes: color, size, shape, and number.
- Identify, describe, repeat, extend and create simple patterns.
- Count by 5s and 10s up to at least 50.
- Collect, sort, organize, and describe data using concrete objects, pictures, and numbers.
- Construct, interpret, and draw conclusions from displays of data using concrete objects.

PERFORMING ARTS

Students will:

Perform Music

- Sing beginning level songs and develop their ability to match basic melodic contours.
- Show dynamic control and approximate rhythm and be able to follow visual cues of a conductor.
- Play beginning level music on classroom instruments, applying beginning level technique to play simple rhythms and melodies.

Create Music

- Compose and improvise music by making up short pieces that show understanding of beginning level music concepts.

Listen and Respond to Music

- Listen to music and respond in movement to the expressive and formal qualities of music they hear.
- Be able to apply beginning level music vocabulary and words of their own to describe songs they sing.

Critically Think About Music

- Make simple judgments about their performance, interpretations, and compositions.

The Public Schools of Brookline

KINDERGARTEN CURRICULUM OVERVIEW

PHYSICAL EDUCATION

Students will:

Skill Acquisition and Development

- Demonstrate a variety of body management skills: balance, coordination, laterality, directionality, spatial judgments, identification of body parts, postural efficiency.
- Demonstrate fundamental skills: locomotor skills (run, hop, skip, gallop, slide) and non-locomotor skills (e.g. bend, twist, reach, raise, lower, turn, curl, stretch, bridge).
- Throw an object at a target (underhand and overhand).
- Catch a bounced ball with two hands.
- Kick a stationary ball using a smooth, continuous running step.
- Identify body parts on command and balance on various body parts.

Physical Fitness

- Be aware of increased rapid heart rate during activity and change in breathing patterns.
- Participate regularly in moderate or vigorous physical activity.

Social and Personal Development

- Apply rules for participating and accept consequences of rule infractions.
- Work cooperatively in a group setting (e.g. take turns).
- Respond appropriately to teacher directions.
- Handle equipment safely and responsibly at all times.
- Interact positively with all students, regardless of personal differences (e.g. gender, ability, race).
- Identify feelings that result from participation in physical activities.
- Try new movement activities.

SCIENCE/HEALTH

Students will:

Nature of Science

- Explore the natural world using their senses and scientific tools.
- Record their observations in science notebooks and share this information with others.

Living and Nonliving

- Explore how our world is made up of living and nonliving things.
- Begin to compare living and nonliving things.

Characteristics of Objects

- Discover that objects are made of different materials and can be sorted in many ways.
- Observe how materials can be changed by water, bending, freezing, mixing, etc.

Wellness

- Explore values and become sensitive to the needs of others.
- Model good personal health practices.
- Practice and identify way to stay safe and develop problem solving skills if confronted by unsafe situations.

The Public Schools of Brookline

KINDERGARTEN CURRICULUM OVERVIEW

SOCIAL STUDIES

Students will:

Civics

- Develop an understanding of working cooperatively within the classroom community and the family unit.

Economics

- Explore basic needs and wants and how family members work to contribute to the family unit.

History

- Hear or read non-fiction literature about now and “long ago.”

Geography

- Observe natural surroundings and develop an awareness of earth’s features.

Skill Acquisition

- Begin to make maps of classroom and neighborhood and engage in historical dramatic play.

Social Development

- Learn about integrity, diligence, and concern for others through concrete experiences, literature, and historical references, developing an awareness of the feelings, needs and perspectives of others.
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VISUAL ARTS

Students will:

Develop Understandings:

- Art as an essential part of daily life.
- The artist’s use of art to tell stories in many different ways.
- The varied and specialized tools and materials that artists use to create art.
- The ways that artists develop their ability to create clear images by nurturing strong Habits of Mind.

Demonstrate Skills

- Use pencils, markers and crayons to make marks that create an image from observation, memory, and imagination.
- Connect multiple objects to create 3D constructions.

Engage in Habits of Mind

- Observe, plan, implement, and reflect during the making of art.
- Retrace steps.
- Notice shapes and lines, colors and space.
- Discuss choices, discoveries, new learning.
- Notice what was hard/easy.
- Determine what you need to remember.

The Public Schools of Brookline

KINDERGARTEN CURRICULUM OVERVIEW

WORLD LANGUAGE

The 2010-2011 school year marks the second full year of Elementary World Language instruction for all Brookline students in grades K-6. The district wide program began in January 2009, with the exception of the Driscoll School which has had a vibrant Mandarin program for 10 years.

Program goals

The K-6 Elementary World Language Program is based on current pedagogical research about effective approaches to language acquisition. It meets the rigorous expectations of the Massachusetts Foreign Languages Curriculum Framework as well as the nationally established standards for foreign language education. The three overall goals are:

- To acquire proficiency in speaking, listening, reading and writing the target language;
- To reinforce learning of the general curriculum content through the study of a world language; and
- To acquire an understanding of and appreciation for other cultures.

Program model

Brookline's K-6 Elementary World Language is Content-Enriched FLES (Foreign Language in the Elementary School), which provides a sequential language learning experience that aims to develop language proficiency appropriate to each grade level. Content-Enriched FLES programs are those in which language lessons include concepts from other subject areas (social studies, science, and math) to reinforce the subject area knowledge and present material in meaningful contexts.

The schedule for world language instruction, by grade, is:

Grades K-2: 3 sessions x 20 minutes = 60 minutes/week

Grades 3-6: 3 sessions x 30 minutes = 90 minutes/week

The Brookline Elementary World Language Learning Expectations are based upon the 5 C's of the National Standards for Foreign Languages: Communication, Cultures, Comparisons, Connections and Communities. Material is introduced in thematic units of School and Community, Family, and Climate, and lessons are often carried out through the use of songs, games, books, and other interactive activities.

For more information about the program in your child's grade, please contact your child's Elementary World Language Teacher.