

Social Studies

In each of the following areas, students will:

History

- Develop an awareness of time using a daily schedule and calendar.
- Construct a narrative or timeline of their personal histories.
- Describe ways people learn about the past.

Geography

- Be introduced to maps and globes.
- Identify important places in the immediate environment.
- Describe ways people use the environment to meet their needs and wants.

Civics and Government

- Identify our country's flag as an important symbol of the United States.
- Identify rules at school; describe the need for rules and the consequences of not having rules.
- Recognize individual responsibility.
- Develop an awareness of conflict and how to solve conflicts appropriately.

Economics

- Understand the difference between wants and needs.
- Learn about why people work and the different kinds of jobs people do.
- Be aware of types of goods and services.

Public Discourse/Decision Making/Citizen Involvement

- Identify classroom issues, compare viewpoints, and express a position on the issue.
- Participate in projects to help or inform others.

Play

Kindergarten schedules frequently integrate curricular areas throughout the school day, and play is an essential component of the kindergarten curriculum. The importance of play for emotional, social, physical/motor and language development is well documented. Teachers use play as an instructional vehicle including constructive play, dramatic play, games with rules, and group play.

Effort/Work Habits, Social and Physical Development

Students are expected to:

- Produce quality work.
- Follow directions.
- Complete work in a timely manner.
- Demonstrate responsibility for personal needs and belongings.
- Demonstrate self-control.
- Cooperate with others.
- Follow school and classroom rules.
- Express feelings appropriately.
- Respect others' feelings, differences and viewpoints.
- Recover from situational setbacks.
- Demonstrate large and small muscle control.

Elementary Level Standards for Music, Art and Physical Education

Music Standards

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen, analyze and describe music.
- Evaluate music and music performances.
- Understand relationships between the other arts and disciplines outside the arts.
- Understand music in relation to history and culture.

Art Standards

- **Performing:** All students will apply skills and knowledge to perform in the arts.
- **Creating:** All students will apply skills and knowledge to create in the arts.
- **Analyzing in Context:** All students will analyze, describe and evaluate works of art.
- **Arts in Context:** All students will understand, analyze and describe the arts in their historical, social and cultural contexts.
- **Connecting to other Arts, other Disciplines and Life:** All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Physical Education

Students will:

- Develop a positive self-image.
- Be able to function as responsible citizens.
- Develop skills in critical thinking and decision making.
- Develop physical skills.
- Develop personal fitness.
- Develop knowledge and understanding of basic mechanical principles.
- Develop knowledge and understanding of factors that may inhibit, enhance or modify participation.
- Develop good safety habits.
- Develop an understanding of the rules, concepts and strategies of games and contests.
- Be able to perform movement patterns.
- Develop interest and skill toward lifetime and leisure activities.

Library Media Curriculum Overview-Kindergarten

The purpose of the school library media program is to create a foundation of literacy for all students through teaching the skills to find and use information effectively and ethically, fostering a love of literature and creating a culture that values critical thinking skills.

Technology Skills

- Creating and Conveying Original Ideas through Technology Tools
- Digital Citizenship/Leadership
- Keyboard Awareness/Keyboarding Skills

Literacy Skills

- Authors in April (year-long author study and visit)
- Genre Studies
- Print and Digital Text Characteristics
- Strategies of Authors and Illustrators as Mentors to Students

Research Skills

- Print and Electronic Research Methods
- Citation of Sources
- Electronic Databases
- Choosing Online Web Resources

Library Skills

- Treatment of Resources, Ideas and Individuals
- Organization of an Academic Library
- Locating and Circulating Books/Online Resources for Recreational and Informational Needs

Suggestions For Parents - Kindergarten

- Establish an evening and morning routine that prepares your child for the school day and keeps him/her organized.
- Unpack your child's backpack daily and read notes. Make a note of due dates for anything that needs to be returned or brought to school.
- Establish a quiet reading or working space for your child to use regularly.
- Read to your child - fiction (including nursery rhymes) and non-fiction.
- Let your child try to read or tell you the story from memory using picture clues. Encourage child to use words such as, "first, next, then, last."
- Have your child write a letter to a friend or family member and mail it.
- Ask "who, what, why, where, or how" questions to raise curiosity and have discussions instead of telling all the information. Listen and respond thoughtfully to what your child says.
- Play games: cards, dice, dominoes, spinners, timers, counters and puzzles.
- Ask your child to explain to you how he/she knows or got the answer.
- Make cookies and have your child do the measuring or read the recipe.
- Find patterns in the world around your child such as in music, clothing, nature, floors, walls, and buildings. Take a pattern walk. If it's a sequential pattern, ask your child what would come next.
- Talk about how long or how short items are using different things for measuring (hands, feet, fingers and blocks).
- While riding in the car, count red cars on the road, blue cars, etc.
- Use location (in front of, behind, bottom) and comparison (longer, shorter, more than) words.
- Sort household objects such as food cans, toys and clothing.
- Have your child put things in the correct order such as numbers or days of the week.
- Help your child create artwork using scissors, glue, crayons, etc. and place on display.
- Become involved in the school (PTA/PTO, classroom volunteer, media center volunteer, etc.).

Assessments

Assessments are used as tools to monitor student progress and assist the teachers in knowing where to focus their instruction. They may or may not result in a formal grade. Types of assessments include:

- Observations
- Demonstrations
- Conferences
- Checklists
- District Assessments
- MLPP - Michigan Literacy Progress Profile
- iReady

Parent-Teacher Communication

Parent/school partnerships are essential to a child's education. We encourage parents to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals (note: report cards are viewable on Synergy)

November:	End of Trimester 1 Report Card Conference with Teacher
March:	End of Trimester 2 Report Card Optional Conference with Teacher
June:	End of Trimester 3 Report Card

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ROCHESTER
COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

KINDERGARTEN

Curriculum Expectations



Rochester Community Schools is committed to providing a quality education in a caring atmosphere for all students. Students will attain the necessary skills and knowledge to become lifelong learners and contribute to a diverse, interdependent and changing world. The elementary years provide a strong foundation for future learning and success. Our curriculum is steeped in rigor and sets expectations based upon the belief that all students will succeed. Our standards and instructional pedagogy are based on the Michigan Academic Standards and practices are continually updated as new research emerges.

We invite you to visit your school, confer with teachers/administrators and engage in a dialogue about your child’s learning. A close working relationship between the home and the school helps each child have a meaningful and productive educational experience. It is also a key component in making Rochester Community Schools an exceptional learning environment. We welcome your input and hope this brochure will help you become an informed participant in your child’s education. It is our goal for all of our students to take “Pride in Excellence.”

Sincerely,

Cory Heitsch
Executive Director for Elementary
Teaching and Learning

Notice of Nondiscrimination

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap including but not limited to Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible.

Rochester Community Schools has designated the following individual as Compliance Coordinator: Title IX, Section 504, Title II, Assistant Superintendent for Instruction, 501 W. University, Rochester, MI 48307, 248-726-3106.

Literacy Model

Elementary teachers in Rochester Community Schools deliver literacy instruction using a balanced literacy approach which research has shown is most effective. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels of the continuum in order to meet the needs of all their students. Most children remain at one stage for an extended period of time. It is not unusual for a child to be at a particular stage throughout a grade level.

Read Aloud

The teacher reads aloud to the whole class using a carefully selected text which may be fiction or nonfiction. Some read aloud sessions include student responses with partners turning to talk to each other about the text to aid in comprehension, and other sessions are for enjoyment and vocabulary development.

Shared Reading

A text is read together as a class. Texts are chosen based on literary value or a skill or strategy the teacher wants to target. It is often a text that would be too difficult for some students to read if they were asked to read it alone. Students read the text multiple times and are engaged in discussion about the text, skill or strategy. After practice, the teacher may ask the students to demonstrate their learning by completing a task related to the text.

Reading Workshop

A variety of literacy activities may occur during reading workshop. The teacher begins with a whole class mini-lesson focusing on a skill or strategy that will benefit all students. Next, the teacher may meet with guided reading groups or have conferences with individual students about their reading. During this time, students self-select and read books that are at their **independent** reading levels where they can read almost all the words accurately and fluently. Comprehension of the text is of the utmost importance.

Guided Reading

The teacher works with small groups of students who have similar reading needs. Books or articles that are at the students’ **instructional** level are used, and the teacher makes teaching points and supports the students as they read the text silently or aloud. The text may be above, below or at what is considered grade level. Students are able to learn and practice new skills or strategies that will help them grow as readers.

Writing Workshop

Using a format similar to reading workshop, students engage in a variety of writing activities. The teacher guides the process and provides instruction through mini-lessons and conferences. Students use notebooks to collect ideas and practice strategies as they work their way through the prewriting, drafting, revising, editing and publishing process. An important aspect of the workshop involves students sharing their writing with others and getting feedback.

Shared Writing

The teacher and students work together. At times, a “shared pen” technique is used that involves the children in the writing. It is an instructional approach with a focused outcome. In grades K-2 the outcome may be as simple as composing sentences, messages, or stories. In grades 3-5 the outcome might include writing dialogue, outlines or using previously-gathered information to generate a research paper.

Spelling, Phonics and Grammar

Instruction in these areas utilize a similar workshop format and are woven throughout all elements of the literacy model. Teachers help students to use spelling, phonics and grammar to support successful reading and writing. Students learn and interact with high-frequency words most commonly found in texts they will be reading and writing. Grammar is taught within the context of authentic, writing experiences.

English Language Arts

By the end of kindergarten, students are expected to at least be at the Emergent level on the continuum of skills and competencies. At the Emergent level, students will be able to:

Reading

- Show an understanding of proper book handling and concepts about print (front and back of book, title, author, text reads from left to right).
- Apply phonemic awareness through rhyming, blending, segmenting, and letter/sound recognition, substitute individual sounds in simple words.
- Identify all letters and their sounds.
- Recognize several well-known sight words.
- Become familiar with stories, nursery rhymes, poetry, songs and concept books.
- Tell about settings, events and characters in stories.
- Show interest in reading and becoming a reader.
- Read emergent level texts.

Writing

- Write opinions, personal narratives and informational pieces using pictures, words and sentences.
- Write a complete sentence.
- Begin to form letters correctly with prompting.
- Use beginning, middle and ending sounds to represent words.
- Show willingness to take risks in writing.

Speaking, Listening and Viewing

- Demonstrate appropriate listening behavior (wait turn, look at speaker and ask appropriate questions).
- Express ideas and experiences orally.

Science

Students will:

Process Skills

- Use the process skills of observing, questioning, and measuring.
- Communicate findings of observations.

Motion: Pushes and Pulls

- Compare the position of an object to other objects and describe the motion of an object.
- Observe how objects fall toward the earth.
- Demonstrate pushes and pulls and observe how shape, size and weight can affect motion.

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

- Use observations to describe patterns of what plants and animals (including humans) need to survive.
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Weather and Climate

- Make observations to determine the effect of sunlight on Earth’s surface.
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.
- Use and share observations of local weather conditions to describe patterns over time.
- Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

Mathematics

The concepts listed below are considered most relevant to kindergarten. Although it is understood that children develop at different rates, the goal is that students will be able to demonstrate competency in these areas:

Counting and Cardinality

- Count by 1s to 100 and count forward from any given number.
- Count by 10s to 100.
- Recognize numerals 0-30 in random order.
- Count to answer “how many?” questions when given a number from 1-20.
- Identify whether the number of objects in one group is greater than, less than or equal to another group of objects.
- Compare two written numbers between 1 and 10.

Operations and Algebraic Thinking

- Add and subtract problems up to 10 objects using objects, drawings, fingers, or equations.
- Decompose numbers less than or equal to 10 into pairs in more than one way (e.g. $5 = 2 + 3$ and $5 = 4 + 1$).
- For any number from 1-9, find the number that equals 10 when added to the given number and record the answer with a drawing or equation.
- Fluently add and subtract up to 5.

Numbers and Operations in Base Ten

- Compose and decompose numbers from 11-19 into a group of ten and the remaining ones (e.g. $18 = 10 + 8$).

Measurement and Data

- Compare length, weight, and height of a single object and compare two objects with a measurable attribute in common.
- Classify objects into given categories; count objects and sort categories.

Geometry

- Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.
- Correctly name and describe shapes (circle, square, rectangle, triangle, hexagon, cube, cone, cylinder, rhombus, and sphere) regardless of orientation or size.
- Identify shapes as two-dimensional (flat) or three-dimensional (solid); analyze and compare two and three dimensional shapes describing their similarities, differences, and other attributes.
- Model shapes in the world by building and drawing.
- Join simple shapes to form larger shapes.