

## **Social Studies**

The Kindergarten social studies program emphasizes how people live and interact within the community. In kindergarten, students will become aware of the physical world around them, specifically their homes, neighborhood and the school environment. Simple maps and globes will be introduced.

By learning social skills and positive means of interacting with others, students come to understand themselves as individuals and contributing members of society. The role of family and the relationship between the family and the community are areas of study. They will also learn about their role as members of a community and appreciate the unique characteristics and talents of each person. Kindergartners will celebrate and appreciate holidays. They will also compare daily life in Trumbull with other content areas through technology and interdisciplinary activities.

The Kindergarten social studies program addresses the content standards identified in the Connecticut State Department of Education Framework for Social Studies. They will relate changes in seasons to their own growth and development of skills.

## **Library Media**

The media center, functioning as the information center of the school, will allow students to develop an appreciation of literature and technology as a lifelong endeavor. Student will:

- demonstrate the procedure for borrowing and returning materials.
- demonstrate proper care of media center materials.
- locate age-appropriate material in the media center according to individual interests and tastes.
- describe the role of an author and an illustrator.
- retell the story sequence.
- identify simple story elements such as characters and setting from a story.
- predict the outcome of a story.
- identify basic components of a computer: keyboard, monitor, and mouse.
- demonstrate the use of the mouse, space bar and enter key to perform basic computer functions.
- identify the computer keys.
- demonstrate the procedure for asking for assistance with hardware and software problems.

## **Art**

The fine arts program for kindergarten relies upon student participation and production. Students need to be actively involved in the lessons given. In the art program, students will:

- discuss important works of art;
- recognize and reproduce their environment in artwork;
- identify and work with shape, line and color to create patterns; and
- have tactile experiences in a variety of media.

## **Music**

In the music program students will:

- sing simple songs in groups;
- understand the use of the terms louder and softer in music;
- accompany songs on instruments;
- keep a beat through movement;
- identify and differentiate between, no beat and steady beat; and
- repeat phrase patterns.

## **Physical Education and Health**

Physical education stresses movement such as skipping, hopping, jumping and catching and throwing a ball. Simple cooperative games allow students to develop both skills and sportsmanship.

The health program introduces basic concepts of health practices. Students learn about healthy snacks, keeping their bodies clean and healthy with practices such as hand washing, and good hygiene when coughing or sneezing.

Students learn to use appropriate safety practices at home, in school, while walking and on the bus. Playground safety and fire drill procedures are emphasized.

# **Trumbull Public Schools Trumbull, Connecticut**



## **Curriculum Department Kindergarten Curriculum Overview**

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# Kindergarten Program

## Introduction

Kindergarten introduces children and parents to the public school experience. Setting the tone for all future learning, the kindergarten program encourages a positive self-image by providing age and developmentally appropriate learning experiences. Children enter kindergarten with different experiences and degrees of readiness. Using information from pre-kindergarten interviews, pre-school information and personal observation, the kindergarten teacher, in presenting the curriculum, selects and uses activities to meet individual differences and stages of developmental growth.

Kindergarten children learn by doing. They need to be actively involved in the learning process, using all their senses to collect and evaluate information, to manipulate objects, to compare and contrast what they observe and to make sense of the world around them. Kindergarten children enter school with eagerness and enthusiasm for learning, but their physical development may impact their ability to learn. Small muscles are still developing while the large muscles are more highly developed. Hearing and eye coordination may not be fully developed, making auditory and visual discrimination difficult.

Socially and emotionally, the kindergarten child is moving into a wider environment. The desire for independence blends with the need for structure and predictable routine. Attention span varies but kindergarten children generally want to please the adults in their lives.

Kindergarten activities that are age-appropriate and meet developmental needs help each child to succeed and to feel capable of learning. These activities result in social, emotional and academic growth.

## Language Arts

The program goals for our students in Language Arts are based upon the four standards from the Connecticut Language Arts Framework.

STANDARD 1: Reading and Responding  
STANDARD 2: Exploring and Responding to Literature  
STANDARD 3: Communicating with Others  
STANDARD 4: English Language Conventions

To accomplish these goals, the following exists in Trumbull:

## Reading and Responding

### *Concepts About Print*

- Identify the front and back covers and the title page of a book;
- Follow left to right progression of print;
- Distinguish between a letter and a word;
- Know that print is the spoken word in writing;
- Name upper and lower case letters.

### *Phonemic Awareness*

- Identify beginning and ending sounds in one syllable spoken;
- Identify words that rhyme and produce rhyming words;
- Begin to blend and segment sounds.

### *Comprehension Skills*

- Retell a story;
- Read simple text.

## Exploring and Responding to Literature

- Make reader/text connections (stories, songs, and poems).

## Communicating with Others

### *Listening and Speaking*

- Listen attentively and respond to oral communication;
- Speak in clear, coherent sentences;
- Retell an experience in a logical sequence.

## English Language Conventions

### *Writing*

- Write upper and lower case letters with correct form;
- Begin to use early phonetic knowledge to spell simple words (e.g., cat, hat);
- Write using words and brief sentences;
- Recognize that a sentence ends with a punctuation mark.

## Mathematics

The Kindergarten mathematics curriculum is rich with experiences involving number, patterns, geometry, measurement and data collection. Mathematical reasoning and communication skills take root as the foundation of mathematics is prepared. Students will experience a rigorous curriculum focusing on the four domains of mathematics listed below.

### Algebraic Reasoning

- Sort and classify objects using attributes.
- Identify a pattern and describe the rule using the physical attributes or position of objects in a sequence.

### Numerical and Proportional Reasoning

- Use numbers to count, order, locate, label and measure.
- Share equal parts on an object.
- Share a set of objects that is divided into groups with equal amounts.
- Count, adding one more to the previous number and group and count by ones and tens.

## Geometry and Measurement

- Identify and sort shapes and solids by physical characteristics.
- Use positional language to describe location, direction and position of objects.
- Use calendars and clocks to measure and record time.
- Estimate length, area, volume, weight and temperature using nonstandard units.
- Use non-standard units to estimate measures of length, area, temperature, weight and capacity.

## Data, Probability and Statistics

- Visualize information and make comparisons about information displayed in real and picture graphs.
- Extend different types of patterns and make predictions.
- Observe the frequency of real-world events and identify the likelihood of future events.

## Science

Science education provides all students across the Kindergarten through Grade 5 levels with opportunities to develop and practice skills in observation along with collecting, recording, and interpreting data. The students will learn to communicate results in journals through graphs, diagrams, drawings and/or writing. From Kindergarten to grade 5, students are engaged in activities that promote exploration. Exploration leads to investigation which allows students to develop questioning skills building upon a foundation for scientific thinking processes. The **National Science Education Standards Addendum on Inquiry** (National Academy Press, 2000) recommends a "5 E" approach to learning. The "5 E's" are Engage, Explore, Explain, Extend, and Evaluate.

Kindergarteners are avid scientists. They are curious and have very few preconceived ideas. Most of what kindergarten children do is science. When they observe, compare, contrast, sort and predict, they are doing the things that scientists do. Students explore daily weather conditions, the push and pull of magnets, and different kinds of living things that inhabit the Earth. Nature walks around the school environments help them to explore, observe, and record seasonal changes throughout the year.