

# HEIGHTS SCHOOL

*Roslyn Public Schools*



*Kindergarten Curriculum*  
2017 - 2018



Kindergarten is a time for children to explore the world around them and to develop a love of learning that we hope will last a lifetime.

In our developmentally appropriate Kindergarten, each child is viewed as a unique person with an individual pattern and timing of growth and development. Different levels of ability, development, and learning styles are expected, accepted, and used to design meaningful activities. Our Kindergarten teachers spend the majority of the time working with small groups of children in order to accommodate different learning strengths. Similar content and skills are taught in different ways. Children come to school with varied and special learning needs that are embraced and nurtured by a fine teaching staff.

The real work of education is to extend children's knowledge base and their capacities to think critically and make new connections. In a strong Kindergarten program, children typically do not study subjects one at a time in isolation. Rather, the curriculum is integrated across subjects and areas of development. This experiential format exists at Heights in every Kindergarten classroom. Teachers provide generous amounts of time and a variety of stimulating activities for children to develop language, writing, spelling, and reading abilities. Math, science, social studies, health, music, and physical education are all integrated through meaningful activities. The weekly involvements of each class in the library and computer lab only serve to enhance our program.

The five and six year old children at Heights are very busy! Almost everything interests them! They learn by exploring, handling things, struggling with problems that intrigue them, trying things that don't work and then trying again. They learn by interacting with the adults and children who share their thirst for knowledge and enthusiasm for learning.

We welcome you as a vital member of our instructional team!

Regina Colardi  
Principal

Michelle Hazen  
Assistant Principal

# KINDERGARTEN CURRICULUM OUTLINE



## **Reading / Language Arts**

The Kindergarten Reading/Language Arts curriculum is directly aligned and supports the New York State Common Core Standards through the application of Teachers College Reading and Writing Workshop. The Common Core Standards for English/Language Arts can be accessed through the following website:

[www.engage-ny.gov](http://www.engage-ny.gov)

## **Teachers College Reading and Writing Project**

It is the district's goal to provide students with the framework of the reading and writing process through Journeys in conjunction with the Teachers College Reading and Writing Project. To support our initiative, we have employed expert literacy and writing consultants to mentor our teachers and students in this role. A literacy block has been provided daily in all classrooms. Some of the units of study for Kindergarten reading are as follows:

- Helping Hands
- Imagine it!
- Nature's Wonders
- The World to Explore
- As We Grow
- Do Your Best

## **Writing**

Kindergartners come to school full of stories and information. Some will come from homes in which parents invite their sons and daughters to add to the shopping list or to write stories about their dolls and teddy bears. It is their first introduction to the world of written language. They quickly learn that little marks on the page tell stories, give orders and can change the world. Those little marks become a source of joy and laughter, friendship and power.

The writing goals for Kindergarten are aligned with the Common Core Standards and are implemented through the Columbia Teachers College Reading and Writing Project. The units of study are as follows:

- Launching the Writing Workshop
- Looking Closely: Observing, Labeling and Listing Like Scientists
- Writing For Readers
- How-to Books: Writing to Teach Others
- Persuasive Writing of all Kinds: Using Words to Make a Change
- All-About Books
- Crafting Stories Using All We Know about Narrative Writing

## **Library**

Children visit the library once a week and receive instruction from a Certified School Librarian. Library time begins with a story after which children may choose a book to borrow.

Every book in the Heights School Library is selected with care to suit the special needs of our children. We encourage parents to read aloud at home in order to help their children in developing a love of literature – a pleasure which will stay with them and help them throughout their school careers.

## **Mathematics, Science and Technology**

The Mathematics Program in Roslyn aligns and supports the New York State Common Core Standards through the application of the Go Math! Program. The Common Core Standards for mathematics can be accessed through the following web address:

[www.corestandards.org/the-standards/mathematics](http://www.corestandards.org/the-standards/mathematics)



## **Mathematics**

Through the Go Math! Program, students will participate in hands-on activities and read word problems to solve. The units of study in the curriculum are as follows:

- Represent, Count, and Write Numbers 0-5
- Compare Numbers to 5
- Represent, Count, and Write Numbers 6-9
- Represent and Compare Numbers to 10
- Addition
- Subtraction
- Represent, Count, and Write 11–19
- Represent, Count and Write 20 and beyond

- Identify and Describe Two-Dimensional Shapes
- Identity and Describe Three-Dimensional Shapes
- Measurement
- Classify and Sort Data
- Problem Solving Using Various Strategies



## **Social Studies**

In Kindergarten, students study “Self and Others.” The course is organized into five units of study – Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

- Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.
- Children, families, and communities exhibit cultural similarities and differences.
- Symbols and traditions help develop a shared culture and identity within the United States.
- Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.
- Rules affect children and adults, and people make and change rules for many reasons.
- Maps and globes are representations of earth’s surface that are used to locate and better understand places and regions.
- People and communities are affected by and adapt to their physical environment.
- The past, present and future describe points in time and help us examine and understand events.
- People have economic needs and wants. Goods and services can satisfy people’s wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.

## **Science**

Throughout the Kindergarten Science Program, the children will begin to understand and apply scientific concepts, principals, and theories pertaining to the physical world and living things as provided by the New York State Science Learning Standards.

In exploring the physical world, Kindergarten children are training to:

- Use information they receive through the five senses: sight, sound, touch, taste and smell.
- Use the scientific method to observe, identify, classify, predict, infer, hypothesize, analyze, gather and record scientific data and draw conclusions.
- Use scientific instruments such as microscopes, magnifying glasses, thermometers and scales for exploration and discovery.

Themes related to plant and animal life, seasons, weather and the body are covered. Field trips expand upon in-class opportunities.



## **Technology**

The integration of computers into a school curriculum serves to enrich learning for all. At Heights School, children learn about computers and with computers. Each classroom is equipped with Dell computers, color printers and a variety of exciting software. Multimedia projects are undertaken through the use of such specialized equipment as the Smartboard, Rover and document cameras.

Our Kindergarten computer curriculum is enhanced by instruction offered to children in the Heights Computer Lab. Students attend the Computer Lab once a week to receive instruction from the Heights Computer Specialist whose cooperative planning with classroom teachers guarantees the ongoing development of children's computer skills.



## **Health and Physical Education**

The Kindergarten Programs in Health and Physical Education are aligned with, and support, the NYS Standards for Health, Physical Education and Home:

- Standard 1: Personal Health and Fitness
- Standard 2: A Safe and Healthy Environment



## **Health Education**

During the Kindergarten year, children will be exposed to ongoing health and safety instruction. State and local curriculum guides for personal safety, health, handicap awareness, alcohol, tobacco and drug education as well as fire, bus, traffic and railroad safety are integrated into our general curricula presentations.

Children are helped to:

- Recognize and deal with their own emotions and responses as well as to understand and cope with the feelings of others
- Take pride and ownership of one's body
- Identify hazards to one's health and safety
- Hone self-help and problem solving skills

Our basic strategy is to provide children with the information and skills that will reduce their vulnerability to harm and increase their sense of independence and self-confidence.

## **Character Education**

Social and emotional skills are important to healthy child development. Through Second Step, a violence prevention curriculum, students engage in activities that increase their social competence and reduce the risk of aggressive behavior. Developing skills such as empathy, emotional management, and social problem-solving contribute to the success of each student and serve to build self-esteem and confidence.



## **Physical Education**



Kindergarten children attend physical education classes 2 times weekly under the direction of a Certified Physical Education Teacher. Our Physical Education program stresses not only the need for exercise and maintaining a healthy body, but also the importance of teamwork and non-competitive activities.

## **Music**

The Music Program for Kindergarten aligns with, and supports, the Common Core Standards.

- Standard 1: Creating, Performing and Participating in the Arts
- Standard 2: Knowing and Using Arts materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Contributions of the Arts



Kindergarten children have music for 30 minutes, twice a week under the direction of a specialist in music education. All children experience music by singing, moving, playing, listening, creating and reading music with special attention to beat and rhythmic patterns.

# **ROSLYN PUBLIC SCHOOLS**

## **Heights School**

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