Waterbury Public School *presents...* Kindergarten Curriculum Competencies

Universal Standards
1. Listens for a specific purpose; follows directions
2. Demonstrates sequential order: first, next, last, beginning, middle, end
3. Uses organizational aids and graphic organizers such as lists, charts, diagrams, maps, time lines, illustrations to better understand text
4. Identifies/spells common words in basic categories; and grade appropriate vocabulary
5. Uses technical vocabulary of a subject
6. Selects and uses relevant information and prior knowledge to predict, draw inferences, draw conclusions, verify predictions, summarize
7. Answers literal and inferential questions about grade-appropriate texts
8. Identifies and recalls main idea, characters, setting, events, problem/solution, relationships between characters, plot
9. Uses strategies: purpose setting, predicting, confirming, self correcting, compare/contrast, summarizing
10. Distinguishes between reality/fantasy/fiction and non-fiction/opinion/fact and theory
11. Reads nonfiction materials for answers to specific questions/purposes
12. Utilizes study skills: outlining, use of reference materials, internet searching
13. Cites evidence from texts to support conclusions
14. Selects books for enjoyment/information
15. Interprets text by making connections to self, other text, world
16. Develops a critical stance by generating questions (independent, interpretive, evaluative)
17. Demonstrates speaking skills using standard English appropriate to audience, purpose, task
18. Utilizes proper grammar; capitalization, punctuation, usage
19. Expresses and defends own opinions and questions the opinions of others and respects their answers
20. Participates in small group, whole class, discussions
21. Produces a variety of compositions (stories, letters, reports, etc.)
22. Writes legibly
23. Demonstrates an awareness of values, customs, ethics, eras, and beliefs in a written, oral, viewed, or performed work
24. Demonstrates appropriate behavior and safety skills in school environment
25. Recognizes and demonstrates wide range of tools for extracting and recording information
26. Shows awareness and respect for oneself and others
27. Experiences a variety of genre

Reading & Language Arts
1. Recognizes Concepts About Print
2. Participates in storytelling, retelling, rhyme, song, and visualizing
3. Uses oral language to develop sentence structure and to communicate
4. Phonemic awareness, sound matching, sound blending
5. Phonological Awareness
6. Hears/recognizes/produces rhyming words

7. Recognizes and names all upper case and lower case letters of the alphabet
8. Applies basic letter sound correspondence (single letter sound)
9. Recognizes/reads high frequency words in isolation and in text
10. Identifies main idea, character, setting
11. Uses graphophonic, semantic and syntactic cues to unlock pronunciation and determine meaning
12. Read/write own names (first/last) legibly
13. Writes/retells/dictates a simple story using "scribble" and "temporary" spelling
14. Answers literal and inferential questions about grade appropriate books read aloud by teacher
15. Retells/summarizes simple story read by the teacher or viewed on video
16. Distinguish between fact/fiction/non-fiction
17. Reads simple (grade appropriate) sentences.

Mathematics
1. NUMBER SENSE: Use numbers to locate, order, label, measure and make comparisons; Identify numerals 1 -10, connect to sets, and order sets from least to greatest; Identify ordinal positions first through fifth, and last; Act out story problems for amounts of 10 or less; Count to 100; Count by 2's and 10's
2. OPERATIONS: Identify numbers as one more or less
3. MONEY: Recognize and name pennies and dimes
4. FRACTIONS: Both parts of a set and parts of a whole object; Recognize halves and wholes; Recognize equal shares and unequal shares
5. Object Classification by attributes of size, shape, color, texture, orientation, and use
6. PATTERNS: Copy and extend simple patterns of sounds, colors, shapes, textures, and numbers; Describe simple pattern rules; Make comparisons and describe changes of a simple pattern
7. GEOMETRY: Sort and order shapes and solids by size and shape; Construct shapes from various materials i.e. sand, string, beads…; Identify: Square, Rectangle, Triangle, Circle, Cube, Cylinder, Sphere, and Prism
8. POSITIONAL LANGUAGE: use words like under, over, inside, top, next, near…
9. CALENDARS AND SCHEDULES: Describe time periods and sequence events; Locate a date on the calendar
10. MEASUREMENT NON-STANDARD UNITS: Describe the length, area, capacity, or weight ; Measure the length, area, and capacity of objects; Compare lengths, areas, and weights of objects
11. STATISTICS: Record and organize data using tallies and tables; Construct real graphs and picture graphs; Describe data using terms more, less and same
12. PROBABILITY: Describe the likelihood of events such as rain, snow…; Use spinners and number cubes

Science
1. Demonstrate an interest in science content & process

2. Demonstrate understanding & application of concepts
3. Apply scientific process including: observing, recording, sorting, classifying, measuring, predicting, collecting & interpreting data
Topics:
1. Body Awareness & Senses
2. Weather
3. Familiar Animals: Pets & Farm Animals
4. Plants: Flowers

Social Studies
1. Develop basic understanding of location, direction, movement and chronology
2. Recognize physical & human characteristics of home and school
3. Recognize the influence of the environment on lifestyles, and change over time
4. Demonstrate an awareness of self as a person, member of a family, and member of a group

Visual Art
1. Identify primary and secondary colors
2. Identify, use, and create basic geometric and organic shapes
3. Identify, use, and create a variety of line
4. Develop spatial relationship skills
5. Identify and create a pattern
6. See, feel, and create texture
7. Create a self-portrait
8. Identify different types of buildings in neighborhood

Music
1. Listens to and enjoys rhymes and songs
2. Sings songs in a group setting
3. Plays with musical instruments
4. Moves to music (steady beat, creative movement)

Health
1. Develop healthful personal habits
2. Recognize that all people have emotions and to learn to cope with these various feelings
3. Develop responsible decisions concerning medicines, poisons, tobacco and drugs
4. Develop an understanding of the physical, social and emotional changes that occur during the life cycle
5. Recognize the importance of families
6. Understand that foods are the main source of nutrients for growth and maintaining a healthy body

Physical Education
1. Follow basic school rules to encourage greater cooperation, teamwork and sportsmanship
2. Demonstrates non-locomotor movements
3. Walk, run, jump and hop in defined space without bumping into others

4. Travel forward, backwards and sideways without falling
5. Demonstrate exercises in cardiovascular endurance, muscular strength and flexibility
6. Throw, bounce, catch, roll and kick manipulative objects
7. Demonstrate various movements to music
8. Demonstrate various stunts including puppy dog walk, egg roll and duck walk

Technology Education
1. Identifies the monitor, keyboard, mouse and CPU
2. Uses the mouse and directional keys
3. Starts and quits a program
4. Uses the computer with appropriate software application
5. Applies computer safety & rules

Library Media
1. Develop an awareness of print, non-print and electronic resources available through their school library media center
2. Demonstrate the knowledge of various areas of library media center
3. Identify a variety of media formats
4. Understand that there is a special type of terminology for library and technology resources
5. Identify key words for searching for information with assistance and perform simple keyword searches
6. Identify, locate and use appropriate print, non-print and/or electronic resources available through their school library media center with assistance
7. Alphabetize by second letter to find information in resources
8. Demonstrate the ability to locate information from various areas of the library media center, such as fiction, nonfiction, and reference
9. Use the on-line catalog or card catalog with assistance to locate resources
10. Use basic print, non-print, almanacs, encyclopedias, various dictionaries and electronic sources (e.g., atlas, almanac, encyclopedia, dictionary)
11. Observe the legal and ethical limitations for using and copying print, non-print, or electronic information sources
12. Restate the scope and ground rules of a task (such as time line, length, audience and presentation mode) with prompting
13. Understand Internet vocabulary and basic access to Internet information
14. Describe principles of library organization (e.g., Dewey Decimal System, database protocols)
15. Search, find, sort, and evaluate database information from computers, CD-ROM
16. Identify various media formats as communication vehicles

Library Media

The Waterbury Library Media Program is designed to impart the skills and competencies necessary for students to become independent learners. The program also promotes the enjoyment of reading, viewing and listening at all grade levels, and an awareness of advanced electronic resources available today.

Family & Consumer Science

The Family & Consumer Science curriculum is exploratory in nature and is designed to motivate students to express themselves in writing, orally and through practical experience and to manage their human and material resources. They will gain decision making and problem solving competencies which will help them to set career goals and to develop the personal and social skills to be a contributing member of their family, their school and society

School to Career - Grades 6-8 Focus-Career Exploration

Students must be prepared not only to meet society's changing needs, but more importantly, their own. In order to prepare them to face the challenges of their individual futures, whether they involve higher education or entrance into the work force, the Waterbury School to Career program offers all students the opportunities for career exploration through guidance, classroom and career based activities. Such experiences will help students to become more employable, to make wise career decisions and ultimately, to become productive members of society

BILINGUAL/TESOL/LTSS EDUCATION

The Bilingual Education Program follows the same curriculum as the mainstream education program in all grades, paying attention to the language and academic needs of English Language Learners (ELLs). Instruction in content areas (Mathematics, Science and Social Studies) for bilingual students uses both English and eligible student's native language for clarification of the subject matter being taught pursuant to section 10-17e of the Connecticut General Statutes (CGS).
Teaching English as a Second Language Program is for students to learn to speak, read, and write in English for the purposes of social interaction and academic achievement. Teachers provide strategies for students to acquire proficiency in English as a second language, promoting and enhancing students' basic interpersonal communication skills (BICS) and the cognitive academic language proficiency (CALP). Teachers incorporate in their classroom instruction, content area vocabulary during their reading and writing activities but the main focus must be literacy development, integrating the State of Connecticut ESL Frameworks.
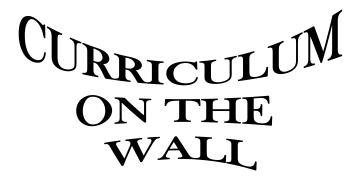**Language Transition Support Services** are to be provided to students who have completed 30 months in the bilingual education program and have not met the state English mastery standards. The teacher will be assisting the students by giving them support in content areas, using ESL methodologies and Sheltered Content Instruction. When using Sheltered Content Area Instruction, students are taught academic subjects (e.g. Mathematics, Social Studies, and Science) in English with modifications that facilitate comprehension. The teacher modifies the English used during instruction and presentation methods (e.g. use of manipulatives, pictures, demonstrations, etc.) to make content comprehensible for the students. The ultimate goal is accessibility for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency (Echevarria, Vogt, & Short, 2000) pursuant to section 10-17e of the CGS.

Philosophy Statement

- Waterbury believes that the most important mission of the Waterbury Public Schools is to empower all students to acquire the knowledge, skill and attitudes necessary to function in our highly technological society
- Waterbury also believes that our students must be prepared to meet the challenges of the 21st century by preparing all students to be literate and successful citizens.
- Waterbury further believes that we must strive to create a positive and safe climate in our schools as well as positive attitudes in our students so that our children can live out their dreams
- Lastly Waterbury believes that in order to educate a child it involves the entire "community". Therefore the home, school and community must form a partnership in educating all students.

Developed by the Office of
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Waterbury Public Schools

presents...

CURRICULUM ON THE WALL

Competencies by Grade Level

The grade level competencies listed in this brochure represent the course of study and provide a general focus for the instructional program in your child's grade. The purpose of this is to provide parents with an overview of the competencies that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these competencies by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these competencies. If you have questions about the program, please contact your child's teacher or principal.

Reading & Language Arts

The integrated Language Arts Curriculum of the Waterbury Public Schools creates the opportunity for students' development in the five communicative skills of reading, writing, listening, speaking and viewing. The vision of the language arts program is to develop individuals who will become life long readers and learners, in order to meet the demands and challenges of the 21st century.

Mathematics

Waterbury's Mathematics Program is based on the belief that the most important goal of mathematics instruction is the development of our students' ability to solve problems. The skills of critical and original thinking and inductive and deductive reasoning are the central components of our instruction in mathematics.

Science

The Science curriculum engages students in the application of scientific processes through study of selected topics of life, physical and earth science. Inquiry-based learning, critical thinking and an integrated approach to instruction are emphasized.

Social Studies

The Social Studies curriculum provides teachers with a tool to assist students with learning experiences, through multiple instructional techniques/strategies. This knowledge will enable the students to relate to society and to their environment in a rapidly changing world. Social Studies will prepare students to lead constructive, contributing and rewarding lives as citizens in a diverse democratic society. This interdisciplinary preparation involves a study of the past and the present in order to better plan for the future.

Visual Art

The visual arts curriculum is designed to provide all students with uninterrupted, sequential courses of study while experiencing the enjoyment of artistic expression, the skill of craftsmanship, the accurate assessment of self-directed learning and an appreciation of others.

Music

Music is a natural form of expression in the development of children. Every child has the opportunity to develop their potentiality for musical expression through exploration, experimentation, exposure and enrichment.

Health

The Health Program is designed to give students the opportunity to know the facts, develop skills and social values in order to make the best decision possible on issues that affect their health, safety and future lives.

Physical Education

The Physical Education program provides a balance of enjoyable activities which reflect and challenge the needs of students physically, intellectually, emotionally and socially. Through movement, physical education helps every child develop life-time skills, positive self-image, problem solving techniques and an appreciation for cultural diversity. It also enhances communication skills, goal setting and positive attitudes, which result in a healthful lifestyle.

Technology Education

Technology has been defined as a body of knowledge and a systematic application of resources to produce outcomes in response to human needs and wants.