

Kindergarten Curriculum Overview

New Ulm Public Schools - Independent School District 88



*A leader in
education through
engaging and
innovative
programs and
support structures*

"Learning for fun, learning for growth, learning for life."

The Washington Learning Center is home to the learners of all ages. ECFE, preschool, kindergarten, and community education fills our building along with external programs such as Head Start and from Greater Minnesota Family Services, the SEED (Social Emotional Enrichment & Development) program. We look to offer inclusive preschool and kindergarten programs that are not only based on national and state academic standards but play-based learning and outdoor environmental experiences. The children will experience a new P.L.A.Y. (Purposeful play that enhances Language development and Academic skills for all Young learners) room. The P.L.A.Y. room will be a creative, engaging, and flexible space designed to develop children's love of learning, self-esteem, and self-worth, cooperation, build curiosity, learn about the world around them, and problem solve. In the P.L.A.Y. room, the children will engage in a variety of forms of play, including large and small motor, mastery, rules-based, construction, make-believe, symbolic, language, arts, sensory, rough and tumble, and risk-taking. The outdoor learning environment will provide all Early Childhood (EC), Early Childhood Special Education (ECSE), kindergarten, Early Childhood Family Education (ECFE), and Head Start programs with a unique, innovative educational experience. An outdoor learning environment is an extension of the indoor classroom that provides unique opportunities for learning and enrichment for children of all ages. The outdoor learning environment offers a balance of areas for physical activity and less active play/learning.

ENGLISH/ LANGUAGE ARTS

By the conclusion of the Kindergarten school year, students will be able to:

- Recognize, name and print all upper and lower case letters of the alphabet
- Recognize and produce rhyming words to recognize vowels and read common high-frequency words such as the, of, to, you, she, he, my, etc.
- Read emergent reader texts
- Ask and answer questions about key details in a text Identify the front cover, back cover and title page of a book
- Understand and use question words (who, what, where, when, why and how)
- Capitalize the first letter of a sentence
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
- Follow agreed-upon rules for discussions such as listening to others and taking turns speaking.

SCIENCE

Essential learner outcomes for kindergarten students include:

- Raising questions about the natural world
- Observe weather changes
- Understand that there are living and nonliving things
- Understand that there is variation among individuals of one kind within a population
- Understand that people have five senses that can be used to learn about the environment



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SOCIAL STUDIES

Kindergarten students are introduced to the four areas of social studies, which include citizenship and government, economics, geography and history. Kindergarten students will be to grasp the following concepts by the end of the school year:

- Basic civic skills such as listening, participating in class discussions, taking turns, sharing, cooperating, and Positive Behavior Intervention Strategies (PBIS)
- Describe symbols, songs, and traditions that relate to our nation and state
- Describe rules for our school community including incentives for following rules and consequences for breaking rules
- Learn about developing landforms
- Learn differences between needs and wants and distinguish how goods and services can satisfy a specific need or want
- Use a variety of words to reference time in the past, present, and future identifying beginning, middle, and end of historical stories

MATHEMATICS

Kindergarten students will begin to understand Mathematics by completing lessons involving:

- Reading, writing, and represent whole numbers from 0 to at least 31. Representation may include numerals, pictures, real objects, and picture graphs, spoken words and manipulative such as connecting cubes
- Count with and without objects, forward and backward to at least 20
- Find a number that is one more or one less
- Use basic shapes and words to compare objects according to length, size, weight, and positions (example: use words such as lighter, longer, between and next to).
 - Identify and create simple patterns
 - Recognize two and three-sided shapes.



HEALTH

During Kindergarten, students will develop:

- Understanding of all aspects of health: mental, social, physical, and healthy behaviors that can impact personal health. Examples: hand washing and covering your mouth
- Understand how the influence of family, peers, culture, and media affect healthy habits
- Identification of trusted adults and professionals who can assist in promoting healthy habits
- Health goals and ways to attain the goals
- Ways to respond to unwanted, threatening or dangerous situations
- Ways to tell a trusted adult if threatened or harmed

PHYSICAL EDUCATION

This curriculum encourages students to attempt new activities, interact with others, and respond safely and appropriately. Students will enhance motor skills, learning concepts, participation, and physically fit skills as well as personal and social skills.

MEDIA & TECHNOLOGY

Upon completion of the Technology curriculum, Kindergarten students will be able to:

- Understand the school policies and how to care for and respect technological equipment.
- Use the mouse and keyboard and use basic navigation operations
- Be introduced to the basic keyboard letters, numbers and functions
- Protect themselves for the harmful acts of others by recognizing threats to their privacy and property (i.e., adult supervision, internet, email, viruses, chat rooms, cyberbullying, etc.)



COUNSELING

In the younger grade levels, counseling is comprised of School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. By the end of Kindergarten, students will have had lessons in Academic Support (communication, time management, and teamwork), Career Development (Career awareness, goal setting, and managing conflict and resolution) and Personal/Social (encourage PBIS (Positive Behavior Intervention Support) and provide individual counseling).

MUSIC

Creating, performing, responding and connecting are all standards for the K-12 Music Curriculum. In Kindergarten Music students will be able to:

- Generate musical ideas for various purposes and contexts
- Select varied musical works to present based on interest, knowledge, technical skill and context
- Choose appropriate music for a specific purpose or context
- Synthesize and relate knowledge and personal experience to make music

ART

Students in this grade level will be able to use their creativity by experimenting with forms, structures, materials, concepts, media, and art-making approaches. They will develop their skills through practice and constructive critique by presenting their works of Visual and Media Art.

