



Curriculum Summary

Kindergarten

2020 - 2021

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Kindergarten Philosophy

Introduction

In the framework of kindergarten, the child has the freedom to feel, to think, to experiment, to create, to take on responsibilities and to acquire techniques for getting along with other children. This happens within the context of play.

Play is the way children develop themselves and communicate with others (Bettlehiem, 1967). During play a child practices concrete processes, which are eventually internalized as abstract thought. Children discover how things work and solve problems. Through play children stimulate and develop their senses, build strength and control over their bodies, develop creativity, and increase their concentration. Since play is about active participation, it reinforces social skills, encourages acceptance of responsibilities, sharing, and turn taking. Young children construct knowledge through interaction with people and the environment (Ginsburg & Opper, 1969; Kamii, 1985, 1989)

“Children need years of play with real objects and events...Learning takes place as young children touch, manipulate, and experiment with things and interact with people”
(Bredekamp, 1987, p. 4).

In the classroom, play within the guidelines of safety, health, and the rights of others, is essential to the child’s growth and development. Individual needs are satisfied while provision is made for gradual group growth. Play activities consume much of the child’s time. This play-world stimulates all phases of the child’s growth—physical, social, emotional and intellectual.

By allowing curriculum to grow out of the needs and ideas of kindergarteners, we demonstrate to the children that they create valuable thought and that they are an important part of the classroom community. Learning is most effective when it can happen within natural interests and when it offers the challenge of genuine problems.

Please note that due to our Curriculum Review cycle, some of the curriculum will be included in the Understanding by Design format (including Essential Questions, Understandings, Knows, and Dos for each curricular unit). Subject areas that have not yet gone through a recent curriculum review will be summarized in the same way they have been in past curriculum summaries.

LANGUAGE ARTS

LITERACY INSTRUCTIONAL FRAMEWORK (Grades K – 8)

COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (Grades K – 8):

READING	WRITING
<p style="text-align: center;">READ ALOUD</p> <p>The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students’ knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p>Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p style="text-align: center;">SHARED READING</p> <p>Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

BEST PRACTICES IN A BALANCED LITERACY PROGRAM K – 8 (CONTINUED):

READING	WRITING
<p style="text-align: center;">RESEARCH</p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;">RESEARCH</p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;">GUIDED READING / FOCUSED INSTRUCTION</p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	
<p style="text-align: center;">INDEPENDENT READING</p> <p>Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.</p>	<p style="text-align: center;">DAILY WRITING OPPORTUNITIES</p> <p>Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.</p>

BEST PRACTICES IN A BALANCED LITERACY PROGRAM K - 8 (CONTINUED):

FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

ORAL LANGUAGE: LISTENING AND SPEAKING

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker’s perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

LEARNING OUTCOMES

In **grades K–8**, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.

In **grades K–8**, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

KINDERGARTEN WRITING

Informational Writing

Transfer

Students will be able to independently use their learning to share information and explanations about topics.

Essential Questions

- Why do we share information?
- How can we share our information?

Understandings- Students will Understand that...

- People can share information.
- There are many ways to share information.

Key Knowledge- Students will Know...

- Information can be shared in a variety of ways.

Essential Skills- Students will be skilled at...

- Sharing information using drawing, dictating, and writing.
- Naming a topic and supplying information about it.

Opinion Writing

Transfer

Students will be able to use their learning to share opinions about topics or books.

Essential Questions

- What is an opinion?
- How can I share my opinion?
- What can we learn from sharing opinions with each other?

Understandings- Students will Understand that...

- People have different perspectives and can share them.

Key Knowledge- Students will Know...

- An opinion can be shared through a variety of ways.

Essential Skills- Students will be Skilled at...

- Expressing opinions regarding a topic or a book through a combination of drawing, dictating, and writing.

Narrative Writing

Transfer

Students will be able to independently use their learning to share an event or an experience from their lives with an audience.

Essential Questions

- What are personal stories?
- What makes a story interesting?
- Why do I need to tell my story in order?

Understandings -Students will Understand that...

- Personal stories can be shared.
- Stories have a sequence of events.
- Stories can include reactions.

Key Knowledge- Students will Know...

- Stories follow a sequence.

Essential Skills- Students will be skilled at...

- Drawing, dictating, and writing to retell an event and share how they felt about it.

KINDERGARTEN READING

Building an Independent Reading Life

Transfer

Students will view themselves as readers.

Essential Questions

- What habits can help me become a reader?
- How does talking about books help me become a reader?

Understandings- Students will Understand that...

- They are all readers.
- Readers develop habits.
- Readers grow when they engage with others around books/text.
- The more you read, the more you learn.

Key Knowledge- Students will Know...

- Engaging with a book daily is essential.
- Talking about books helps readers to hear others.

Essential Skills- Students will be skilled at...

- Talking about books with a partner or group.
- Holding a book and turning pages left to right.
- Knowing where the story starts.
- Responding to reading.

Literature

Transfer

Students will listen to or read literature.

Essential Questions

- What is the purpose of print?
- What types of materials can readers read?
- How do the pictures and words work together to tell the story?
- How do readers engage with and respond to a story?

Understandings- Students will Understand that...

- Print communicates ideas and informs readers.
- There are different types of stories (genres).
- Pictures help readers understand a story.
- Readers listen, look at pictures and words, ask questions, and make connections to the story.

Key Knowledge- Students will Know...

- Print has meaning.
- Pictures add meaning to a story.
- Terms:
 - Print
- Readers interact with text.

Essential Skills- Students will be Skilled at...

- Listening to a story in a group setting.

- Sharing thoughts, ideas, and connections about stories.

Informational

Transfer

Students will listen to and/or read informational texts to learn about the world.

Essential Questions

- Why do people read informational texts?
- What parts of the text give information?
- How do pictures add meaning to informational text?
- How do readers understand and respond to a text?

Understandings- Students will Understand that...

- Informational texts provide true, factual information.
- Informational texts can teach readers more about themselves, others, and the world around them.
- Readers can learn information from different parts of a book (title, illustrations, photographs).
- Readers listen, look at pictures and words, ask questions, and make connections to the text.

Key Knowledge- Students will Know...

- The author(s) is/are the person who writes the text.
- The illustrator(s) is/are the person who produces the pictures in a text.
- Text features convey information (Illustrations, captions, title, photographs).
- A fact is something that is true or real.

Essential Skills- *With prompting and support, students will begin to...*

- Use informational text features to understand the text.
- Identify facts vs. opinions.
- Attend to the text features as well as the words in the body of the text.

LISTENING

- Begin to learn to use active listening as a thinking/communication process
- Follow oral directions as developmentally appropriate
- Experience a posture for listening

SPEAKING

- Begin to monitor and adjust volume and tone of voice for various activities
- Respond to modeling of speaking in complete sentences
- Begin to use structure of language correctly
- Express a simple oral message
- Engage and respond in conversation with peers and adults
- Stay on topic with guidance when speaking to others
- Begin to retell a story, literary or personal, and recall the sequence of events
- Begin to ask questions about topics they wonder about

- Begin to differentiate between questions and comments
- Participate in class discussions
- Respond to questions posed by peers or adults
- Begin to develop a level of comfort when speaking in front of a group
- Expand vocabulary

VIEWING

- Understand that visuals can serve a variety of purposes
- Begin to recognize, interpret, and respond to visuals
- Begin to recognize and interprets social cues

VISUALLY REPRESENTING

- Express feelings through body language and facial expressions
- Dramatize a story with guidance through role-playing
- Use pictures to represent ideas and expresses feelings
- Use various mediums to document and represent information (e.g., drawing, painting, sculpting)
- Begin to use a variety of graphic organizers to record information and promote comprehension
- Creates and uses visuals to enhance prewriting

WORD STUDY

Learning how to read is an ongoing and complex process that takes place over time and varies for each child. Teaching a child how to read requires explicit and systematic phonics instruction. Skills build upon each other as a child moves through a natural progression within his or her own development. As skills are introduced, children are able to repeatedly practice through games, independent work, and integrated units of study. Eventually, children will be able to integrate these decoding skills along with other important literacy components such as fluency, vocabulary, and comprehension.

Phonemic awareness activities in which children manipulate and identify sounds and words auditorily and orally is an important precursor to explicit phonics instruction. Much of this phonemic awareness work occurs in kindergarten and transitions into first grade (examples include rhyming games, omission and substitution games, and listening activities).

GRAMMAR AND MECHANICS

As educators, we know that students' development as writers is a complex process that is not necessarily linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

Skills Introduced in Kindergarten:

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a challenging curriculum of high quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

AN ENGAGING MATH ENVIRONMENT:

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

HIGH QUALITY INSTRUCTION:

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of

expertise, and an appreciation of the connectedness of math concepts to the real world

- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

HIGH QUALITY CURRICULUM:

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

HIGH QUALITY ASSESSMENT:

- Encompasses a wide range of assessment techniques
- Is an ongoing process
- Provides feedback to inform student and teacher, resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual understanding, and application

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

In **grades K-8**, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

KINDERGARTEN CRITICAL AREAS

- Representing and comparing whole numbers, initially with sets of objects.
- Describing shapes and space.

KINDERGARTEN OVERVIEW

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.

Geometry

- Identify and describe shapes.
- Analyze, compare, and compose shapes.

SCIENCE

Mission

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

Beliefs

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve over time.
- Students will learn in a rigorous environment that requires perseverance.
- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.
- Students will have equitable access to science learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children's motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

Our kindergarten setting provides a variety of meaningful opportunities that promote spontaneity and a sense of wonder and curiosity. Some of these natural and learned experiences are accomplished through units of study that are integrated throughout our curriculum areas (science, social studies, math, and the arts). This developmentally appropriate setting encourages a scientific disposition for children's continued learning about themselves in relation to their environment.

KINDERGARTEN EARTH/SPACE SCIENCE

Big Ideas: My Weather and Climate

Students begin to develop an understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather.

Essential Questions

- What regulates weather?
- How does weather change over time?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Local weather has patterns and variations. *Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.*
- Weather forecasts help us prepare for, and respond to, severe weather. *Events have causes that generate*

observable patterns.

Key Knowledge- Students will Know...

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time.
- People record weather patterns over time.
- In a region, some kinds of severe weather are more likely than other.
- Forecasts allow communities to prepare for severe weather.
- Sunlight warms Earth's surface
- Key Terms
 - weather
 - sun, clouds, wind
 - snow, rain
 - temperature
 - weather forecast
 - weather patterns

Essential Skills - With prompting and support, students will begin to...

- Ask questions and define problems.
- Plan and carry out investigations
- Analyze and interpret data.
- Construct explanations and design solutions.

KINDERGARTEN LIFE SCIENCE

Big Ideas: Animals, Plants and their Environment

Students develop an understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

Essential Questions

- How do organisms live and grow?
- How do living organisms get what they need from the environment?
- How can living organisms change their environment?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - Students will Understand that...

- Plants and animals (including humans) have needs to ensure survival. *Systems in the natural and designed world have parts that work together.*
- There is a relationship between what a plant or animal needs and where it lives. *Patterns can be observed, used to describe phenomena, and used as evidence.*

Key Knowledge - Students will Know...

- Living things need water, air, and resources from the land, and they live in places that have the things they need.
- Plants and animals can change their local environment.

- Humans can make choices that reduce their impact on the land, water, air, and other living things.
- Humans use natural resources for everything they do.
- Key Terms
 - plants
 - animals
 - monarchs
 - birds of Winnetka
 - organisms
 - basic needs of organisms

Essential Skills- With prompting and support, students will begin to...

- Analyze and interpret data.
- Engage in argument from evidence.
- Develop and use models.
- Obtain, evaluate, and communicate information

KINDERGARTEN PHYSICAL SCIENCE

Big Ideas: Forces and Interactions

Students apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

Essential Questions

- In what ways can objects move?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - Students will Understand that...

- Different strengths or directions of pushes and pulls have an effect on the motion of an object. *Cause and Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes.*

Key Knowledge - Students will Know...

- Pushes and Pulls have different strengths and directions.
- Pushes and Pulls can change the speed or direction of motion.
- Key Terms
 - push
 - pull

- force
- motion (move)
- collision (collide)
- speed
- direction

Essential Skills - With prompting and support, students will begin to...

- Plan and carry out investigations.

SOCIAL STUDIES

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

Key Beliefs

The Committee established key beliefs that serve as drivers for the curriculum development process. The key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

Illinois Social Studies Standards

The vision put forth by the new standards is to *produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.* The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
 - Economic Decision Making
 - Exchange and Markets
 - The National and Global Economy
- History
 - Change, Continuity, and Context
 - Perspectives
 - Historical Sources and Evidence
 - Causation and Argumentation

UNIT ONE: WHO AM I?

Essential Question

- Who I am?

Supporting Questions

- What makes me unique?
- What feelings do I have?
- What are my likes and dislikes?

Transfer Goal

Students will be able to independently use their learning to recognize and appreciate the unique identities of individuals.

Understandings - Students will understand...

- I have feelings.
- Everyone has feelings.
- Feelings and preferences (likes and dislikes) change.
- My feelings can affect my behavior.
- People can be identified by their physical appearance.
- People can have similarities and differences in their physical traits, feelings, and preferences.

Key Knowledge- Students will know...

- Feelings vocabulary (e.g. happy, sad, mad, excited).
- Behaviors and physical characteristics associated with an emotion.
- Social norms to express their preferences.
- Social norms for listening to the preferences of others.
- Names of body parts (e.g. head, legs, feet, arms, nose, mouth).
- Hair, eye, and skin color are physical traits.

Essential Skills- Students will be skilled at...

- Communicating their feelings clearly with teachers and peers.
- Sharing their likes and dislikes.
- Listening to others about their likes and dislikes.
- Identifying their body parts.
- Describing their own hair, eye, and skin color.

UNIT TWO: WHO AM I IN MY FAMILY?

Essential Question

- What is my role within my family?

Supporting Questions

- How do I help in my family?
- How does my family help me?
- How does my family help each other?
- Why do families have rules and/or common agreements?

Transfer Goal

Students will be able to independently use their learning to recognize that there are different kinds of families and different roles within those families.

Understandings- Students will understand...

- Family members help each other.
- Even though they are young, they can help their family.
- There are various roles, rules and responsibilities at home.
- Family members have different roles depending on age, ability, resources, and experience.
- Rules, common agreements, and social norms help families work together.

Key Knowledge- Students will know...

- Family vocabulary (ex: father, grandmother, aunt, cousin, etc...).
- The members of their family.
- The types of roles and responsibilities in a family structure.
- The rules and social norms of their family.

Essential Skills- Students will be skilled at...

- Communicating in pictures and/or words the roles and responsibilities they and their family members fulfill within their family structure.
- Sharing examples of how family members help one another.
- Recognizing variances in family configuration.

UNIT THREE: WHO AM I IN MY CLASS?

Essential Question

- What is my role within my classroom?

Supporting Questions

- Who are my classroom members?
- How do I help take care of my classroom?
- How do I help my classroom members?
- How do my classroom members help me?

Transfer Goal

Students will be able to independently use their learning to be a contributing member of a classroom community.

Understandings- Students will understand...

- Members of a class have different roles.
- Members of a class help each other.
- Members of a class have common agreements.
- Fulfilling my responsibilities helps other members of the classroom community.

Key Knowledge- Students will know...

- Members of a class have different roles.
- Members of a class help each other.
- Members of a class have common agreements.
- Fulfilling my responsibilities helps other members of the classroom community.

Essential Skills- Students will be skilled at...

- Recognizing and initiating support when peers need help.
- Using appropriate social norms when problem solving.
- Participating in classroom routines.
- Fulfilling classroom responsibilities.
- Reflecting upon and making connections between their roles and responsibilities to the greater good of the classroom.

FINE ARTS

LEARNING OUTCOMES

In **grades K-8**, the fine arts curriculum will provide learning experiences so that students:

- Understand the elements and qualities of a work of art and how they interact while developing skills as an audience.
- Experience a variety of processes and tools to create in arts media.
- Use appropriate critical skills to evaluate elements in works of art and use appropriate skills, tools, and materials to present ideas and feelings in performance.
- Demonstrate awareness of the differences in artistic styles of different periods of history and the connections between history and culture.

KINDERGARTEN EXPERIENCES

ART

Art is an essential part of a child's education. The Winnetka Public School Art education program's mission is to provide students with a nurturing environment essential to becoming lifelong creative and critical thinkers. Art studio time develops the whole child creatively, intellectually, socially and emotionally. Through studying past and present artists and practices, students learn to create, observe, discuss, interpret and analyze works at hand.

CONTENT

Our visual arts curriculum strives to develop art content that is appropriate to each grade level and reflects the child's individual interests. It must also reinforce that being taught by the classroom teacher.

Title: 2D/Drawing

Level: Kindergarten

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History & Society</i></p>	<p>How do line, shape, pattern, and mood communicate expression through memory, imagination, and observation?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Line variety and direction. K2: Geometric vs. organic shapes. K3: Simple patterns. K4: Expressive/mood qualities. K5: Collage techniques. K6: Art historical references.</p>	<p>U1: Expression is demonstrated through line quality (i.e. thin/thick, straight/curved, contour/expressive). U2: Mood can be expressed through line quality.</p>	<p>D1: Identify and produce differences in line quality. D2: Identify and produce shapes (organic vs. geometric). D3: Identify & produce simple patterns. D4: Recognize direction in an artwork (vertical/horizontal). D5: Identify mood and emotion in artwork. D6: Draw compositions from both observation and imagination.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

Title: 3D**Level: Kindergarten****Art**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection,</i> <i>Intention</i> <i>Art History & Society</i>	How does one create a simple 3D form using clay? How does one create texture in clay?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Simple clay techniques can build a simple form. K2: Simple clay techniques can create texture. K3: How to apply glaze.	U1: Clay can be used to a build simple form. U2: Tools are used to create texture in clay. U3: Glaze applies a color and gloss finish to the clay form.	D1: Build simple forms using clay. D2: Use tools to create texture. D3: Apply glaze to the clay form.	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

MUSIC

Students will acquire a lifelong interest in and appreciation of music through active exploration, engagement, and reflection.

Title: Composing/Creating Level: Grade K General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Creating and Sharing Fundamental Skills Listening and Observing</i></p>	<p>How do we create new music? What is this process called? What are some decisions we have to make when composing music?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Classroom instruments can be used to create small compositions. K2: Most compositions have a beginning and an end. K3: Composition can happen alone, in groups, or with the entire class.</p>	<p>U1: Composition is a creative process that provides the opportunity for students to work together, listen to one another, and to reflect on their work. U2: Composition can be used to tell a story musically, or to bring a story to life.</p>	<p>D1: Use classroom instruments to create simple and short rhythmic accompaniments. D2: Work alone or in small groups to create short compositions that have a beginning and an end.</p>	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Listening**Level: Grade K****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Listening and Observing</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i></p>	<p>What makes instruments sound different from each other? Does all music sound the same? Why?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Each instrument has its own unique sound. K2: "Longer is lower" – big instruments sound lower than small instruments. K3: Music has recognizable differences. K4: Sounds can be made by scraping, tapping, and/or shaking instruments.</p>	<p>U1: The materials that instruments are made of produce special sounds. U2: Music sounds in many different ways. U3: Sounds are produced by vibrations.</p>	<p>D1: Listen to instruments that are shaken, scraped, or tapped. D2: Listen to instruments that are made of wood, metal, and skins. D3: Identify classroom percussion instruments without visual cues. D4: Feel the vibrations produced by various instruments. D5: Move in a way that is reflective of the music.</p>	

National Standard 6: Listening to, analyzing, and describing music

Title: Playing**Level: Grade K****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	How do we use instruments to make music? Why do some instruments sound different than others?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Proper technique for holding and playing simple classroom percussion instruments. K2: Instruments can be used to accompany singing or played alone. K3: Instruments can be used to play a steady beat or rhythmic patterns.	U1: Instruments have a musical quality different than singing. U2: Instruments can be used to express musical ideas.	D1: Play instruments keeping a steady beat. D2: Play instruments as an accompaniment to their singing. D3: Use instruments to echo rhythm patterns and to create their own patterns.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Reading

Level: Grade K

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
Fundamental Skills <i>Creating and Sharing</i>	How can we save our musical ideas for future use? What does musical sound look like if it were drawn?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: Icons/symbols are used to represent musical sound. K2: Different icons represent different sounds.	U1: Sounds in music can be written down and saved for future use.	D1: Sing songs following simple icons or a musical chart. D2: Read and perform iconic rhythm patterns using body percussion or classroom instruments.

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

Title: Singing

Level: Grade K

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How is singing unique from speaking? How does song relate to our lives at home and in the classroom? How is singing expressive?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: The difference between singing and speaking voice. K2: General components of good singing (i.e. posture) K3: Songs relate to experiences they encounter in their lives and classroom. K4: They can use their voice to create high and low pitches.	U1: Singing is an expressive art form that is related to, yet unique from, speaking. U2: Singing requires a readiness of body and posture to occur. U3: Singing draws inspiration from and may inspire life/classroom experiences. U4: Singing comprises a variety of pitches that are both low and high.	D1: Recognize the difference between their singing and speaking voice. D2: Reflect the mood of a song in their voices. D3: Show proper posture when singing while standing or sitting. D4: Sing songs that relate to their lives and classroom studies. D5: Sing and play unison games and songs that require their singing voices.

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

Social-emotional learning nurtures children’s capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning — as emotional well-being is essential to healthy, productive engagement in society.

Belief Statements

Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

Empathy

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

Self-Management and Awareness

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

Relationships

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

Resiliency

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

RESOURCE CENTER

The Resource Center strives to provide information online and through print resources to staff and students. Classes visit the Resource Center beginning in kindergarten through fourth grade once a week for an hour. Students are taught throughout the year how to navigate the library and select fiction and nonfiction books using our App *Researcher*. All students enjoy being read to, and the library staff is always sharing the latest books and series each month. The Resource Center also participates in the Illinois State Monarch and Bluestem book awards each year.

In addition to offering a rich library environment, students are introduced and taught a variety of technology skills using various devices. Students learn new Apps, software programs and educational online references to supplement all curricular areas. Keyboarding is introduced in first and second grades, and more intensive keyboarding lessons are taught to third and fourth graders three times a year.

The MakerSpace provides S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) hands-on activities throughout the year. The MakerSpace fosters creativity, imagination, tinkering, exploration

