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Kindergarten Curriculum Overview

**BATAVIA
PUBLIC
SCHOOLS**
District 101

August 2009

Introduction

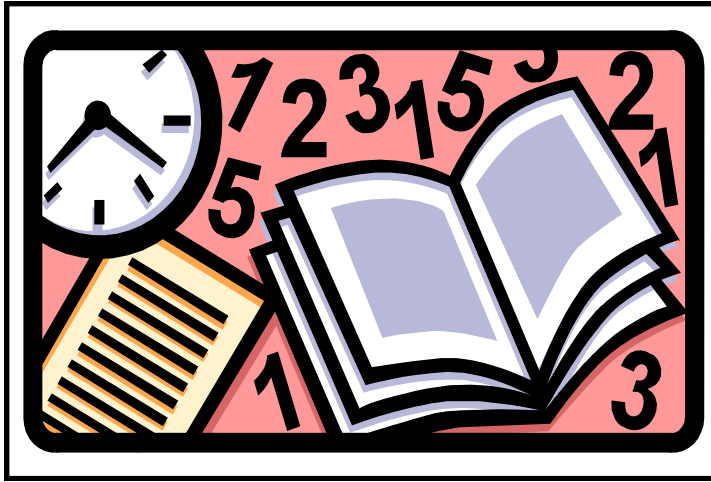
This document outlines the goals of our present kindergarten curriculum. The purpose of this communication is to give parents a brief overview of our K-5 program; it is not intended to be a “curriculum guide”, nor does it give details about how each program is actually implemented.

Teachers actively participate in the review and revision of curriculum. They work continuously to improve the programs we offer to students, utilizing educational research, experiences with students, and suggestions from parents. Teachers use many materials, programs, activities, and strategies to develop a program that provides rigorous, sound, and effective educational opportunities for all students.

The curriculum of Batavia Public Schools is guided by a mission statement that was developed by citizens and staff members.

Mission

*Educating students today
to meet the challenges
of tomorrow.*



Mathematics

In District 101, we believe that the goals set forth in the *Curriculum and Evaluation Standards for School Mathematics* by the National Council of Teachers of Mathematics reflect the type of mathematics instruction which prepare Batavia students for the 21st century. These goals include:

- learning to value mathematics;
- becoming confident in one's own ability;
- becoming a mathematical problem solver;
- learning to communicate mathematically;
- learning to reason mathematically.

The elementary mathematics program in District 101 is *Everyday Mathematics*, which was developed by the University of Chicago. Some of the key features of the Everyday Mathematics program include: problem solving for everyday situations, developing readiness through hands-on activities, sharing ideas through discussion, cooperative learning through partner and small-group activities, practice through games, ongoing review throughout the year, ongoing assessment, and home and school partnership.

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District 101 Kindergarten mathematics content emphasizes the following content strands, skills, and concepts:

Numeration

Correct number sequences through rote counting and counting objects; counting on from a number, counting backward, skip counting; experiences with objects of various sizes, shapes and arrangements; read and write numbers; use the term “digit”.

Operations

Using operations and relations in solving concrete problems from everyday life; make up and act out number stories; explore the inverse operations of addition and subtraction as “doing” and “undoing”; using relation vocabulary appropriately.

Patterns and Functions

Sorting and categorizing collections; exploring functions through “What’s My Rule?” games; counting by 1s, 2s, 5s, 10s, and so on.

Geometry

Tracing, drawing, constructing, and playing with simple shapes, analyze parts of shapes and relationships among sizes and shapes.

Measurement and Reference Frames

Introduce length, weight, volume or capacity, and elapsed time; use appropriate tools to measure and label various units; drawing, comparing and recording results; introduce money as a tool to explore place value, fractions, equivalence, decimal system; explore characteristics and value of bills and coins; develop understanding of time; keep track of time on calendars, clocks, number lines; develop a sense of and record sequential order and time.

Data and Chance

Collect, organize, and display data using concrete objects, tables, charts, and graphs; make counts and comparisons of data.

Kindergarten Overview



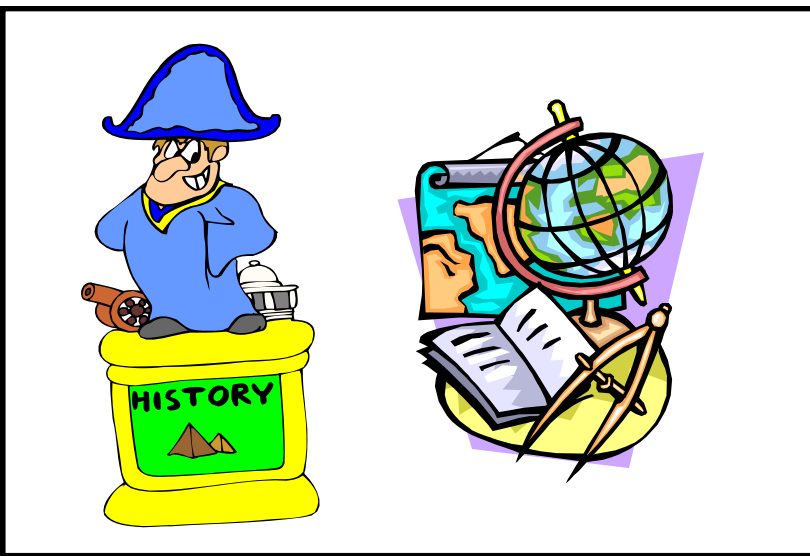
Science

In District 101, we believe that the goals set forth in the *National Science Education Standards* by the National Research Council reflect the type of science instruction which prepare Batavia students for the 21st century. These goals include:

- become familiar with the natural world;
- foster natural curiosity about the world;
- become scientifically literate and use appropriate science in decision-making;
- use scientific process skills such as observing, recording, and experimenting;
- assist learning through hands-on, minds-on, inquiry-based activities;
- use technology and understand how it relates to science.

The elementary science program in District 101 is the *Full Option Science System (FOSS)*. The *FOSS* developers are dedicated to the proposition that elementary students learn science best by doing science. Teachers and students do science together, engaging in enduring experiences that lead to deeper understanding of the natural world.

MODULE OVERVIEW	SCIENCE CONCEPTS	THINKING PROCESSES
<p>Paper, Wood, and Fabric</p> <p>Students observe, compare, and describe natural and synthetic materials such as wood, paper, and fabric, and find out what happens when these materials interact with other materials. Students discover applications for the materials in the real world.</p>	<p>absorb, change, dry, fabric, fiber, float, fold, materials, mixture, paper, properties, recycle, sink, source, structures, wood, yarn</p>	<p>Comparing</p> <p>Communicating</p>
<p>Trees and Animals Two By Two</p> <p>Students observe, compare, and describe the properties of trees. They observe and describe the structures and behavior of an organism and then compare the organism to a similar one: guppies and goldfish, land snails and water snails, earthworms and night crawlers.</p>	<p>animal behavior, animal and plant structures, aquarium, habitat, living, shape, terrarium, tree parts (branch, leaf, root, trunk)</p>	<p>Observing</p>



Social Studies

In District 101, we believe in the goals outlined in *Curriculum Standards for Social Studies* by the National Council for Social Studies. Therefore, the goal of the Batavia social studies program is for all students to:

- Acquire knowledge, skills, and attitudes required to assume the role of citizen in our democratic republic;
- Integrate knowledge, skills, and attitudes within and across disciplines;
- Construct a knowledge base and attitudes from academic disciplines as specialized ways of viewing reality;
- Understand the changing nature of knowledge, fostering entirely new and highly integrated approaches to resolving issues of significance to humanity;
- Develop multiple perspectives, including personal, academic, pluralist, and global perspectives.

Our elementary social studies program is *Social Studies Alive*, which was developed by the Teacher's Curriculum Institute. The program provides interactive experiences for students that revolve around key essential questions in the study of social studies.

Kindergarten Overview

Government

- Recognize the reasons for rules.
- Participate in voting as a way of making choices.

Economics

- Identify community workers and the services they provide.
- Begin to understand the use of trade to obtain goods and services.

History

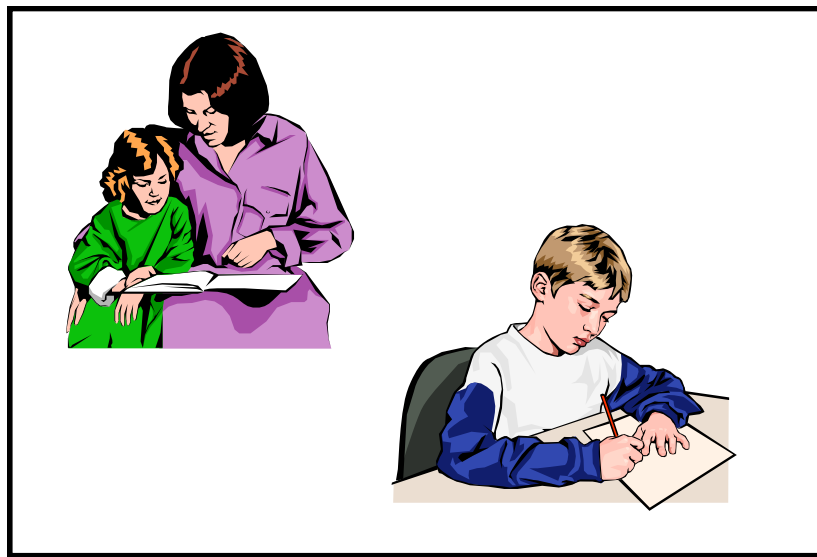
- Recall information about the immediate past.

Geography

- Locate objects and places in familiar environments.
- Express beginning geographic thinking.

Culture

- Recognize similarities and differences in people.
- Understand that each of us belongs to a family and recognize that families vary.



Language Arts

Comprehensive Balanced Literacy Framework

District 101 has adopted a comprehensive balanced literacy framework to support our students as they develop the necessary skills and motivation to become competent communicators and proficient learners.

Balanced literacy instruction respects and addresses the needs of all learners. It is a flexible, research-based framework that views teachers as informed decision makers who use authentic assessment to guide their instruction. A balanced literacy approach to instruction provides students with daily opportunities to engage in various reading, writing, listening, speaking, viewing and presenting activities to help them communicate more effectively. In a balanced literacy framework, students participate in read alouds, shared reading, guided reading, independent reading, and word study. In addition, students engage in modeled writing, shared writing, interactive writing, guided writing, and independent writing.

<<http://www.illinoisreads.com>>

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Literacy Expectations

Develop reading skills, attitudes, and behaviors:

*Listening and/or reading comprehension

- Recognize and name upper/lower case letters of the alphabet
- Identify letters of the alphabet by sound
- Recognize and produce rhyming words
- Separate and pronounce the sounds in a single-syllable word
- Blend sounds into a single-syllable word
- Use knowledge of letter sounds to decode simple, regularly spelled single-syllable words
- Understand the concepts of letters and words
- Recognize curriculum sight words
- Recognize words found in environment
- Demonstrate concepts of print
- Understand the reader/listener must make sense of the story*
- Retell story in own words*
 - Include important events
 - Recognize stories have a beginning, middle, and end
 - Correctly sequence events
- Use illustrations as a strategy to construct meaning*
- Make meaningful predictions with guidance*
- Make connections to books read aloud
- Ask questions*
- Demonstrate understanding of literal meaning of stories by making comments
- Understand that different text forms, such as magazines, notes, lists, letters, and story books are used for different purposes
- Show independent interest in reading related activities

Develop writing skills, attitudes, and behaviors:

- Use drawing and writing skills to convey meaning and information
- Use scribbles, approximations of letters, or known letters to represent written language
- Write left to right
- Write first and last name correctly
- Represent most words with the beginning sound
- Use letter/sound knowledge to write independently
- Use the word wall to spell high frequency words

Develop speaking and listening skills, attitudes, and behaviors:

- Use language to communicate needs, ideas, and thoughts
- Listen with understanding and respond to directions and conversations
- Listen for an increasing length of time
- Relate prior knowledge to new information
- Show understanding by responding to questions about the text



Allied Arts



Foreign Language

The purpose of our elementary Spanish program is to introduce students to the Spanish culture and to language as a general concept. The goals of the program are to:

- open the minds and the worlds of students to other cultures through the Spanish language,
- help students learn how to communicate effectively in Spanish, and
- encourage students to continue a life-long learning and appreciation of the Spanish language and culture.

The program incorporates rhythm, repetition, physical movement, songs, and games to explore the Spanish language. The K-2 curriculum includes major themes such as greetings, numbers, colors, body, family, animals, and weather. As kindergarteners begin to explore these themes – with an emphasis in conversation, movement, and song – the first and second graders focus on these topics in more depth. In grades 3-5, students continue to review and practice previously learned materials, in addition to learning new vocabulary. Students begin to explore the fundamentals of Spanish grammar including adjectives, present tense verbs, and basic sentence structure.

Music

General music classes are offered to all students grades K-5 during the school day. Music classes are scheduled for 60 minutes per week with a music specialist. The goal of the music program is both the development of musicality and an appreciation of music within each child. Our program is

based on activities that children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near them. These instincts are directed into learning music by hearing and making music first, then reading and writing it later, just as we learn our spoken language. Students participate in a non-competitive environment where they find their rewards in the fun of making music with others.

Physical Education

The Elementary Physical Education program promotes the belief that physical education is an integral part of a child's education. The program fosters personal awareness of the importance of health as it relates to movement. This also includes growth in social interactions including skills in critical thinking, problem solving, kinesthetic awareness, sportsmanship, and the importance of life-long leisure activities. These attributes are encouraged through our curriculum:

Primary

- Fitness
- Movement Education
- Tumbling and Gymnastics
- Rhythms
- Dance
- Ball Skills
- Cooperative Group Activities

Children are encouraged to develop positive attitudes about themselves and about physical activity so that they choose to be physically active throughout their lives.

Visual Arts

The Visual Arts program includes teaching art history, art production, art criticism, and aesthetics at all levels. Art appreciation is fostered in children by the use of various art media and experiences.

Art connects to things our students are learning in their classrooms and things that happen around the world. By teaching about specific artists and cultures the students become aware that art encompasses a diverse population and that artists have been creating through the history of time. Through group and individual activities our students are encouraged to talk about and create art that expresses themselves and reflects ideas and concepts they've learned. Students are encouraged to develop opinions and ideas about their own art and that of others, and be able to share them in several ways. Knowledge of tools and media are taught along with the skills of how to use them to create. Our Visual Arts program is rich with content and will develop our students' ability to communicate visually and learn the language and skills of art as well as experiencing culturally diverse art. Students at each level will enjoy learning about, talking about, and creating art while becoming more aware of the variety of art and artists that make our world more colorful.

Instrumental Music

Instrumental music begins with an extensive testing program for each fourth grade student. The test includes tonal memory, pitch discrimination and rhythmical recognition. On the basis of the student's test results and teacher recommendation, they are invited to join the instrumental music program. (Students receiving low results or poor recommendations are allowed to join; however, the parents are made aware of the situation.)

Students begin lessons on instruments the summer before fifth grade. A concerted effort is made to recruit a complete band instrumentation and full complement of strings. Students furnish their own instruments with the exception of larger instruments, i.e., string bass, tuba, etc.

During the school year, students are given lessons in small instrument classes. These lessons are held during the regular school day. In October, the fifth grade band and orchestra begin regular rehearsals with students from all elementary schools, meeting before school for a 50 minute rehearsal once a week.

Wellness—Grades K-2

Starting in the 2008-2009 school year, students will be receiving instruction in physical and social-emotional wellness. This class will be provided to students 30 minutes every five days and will be taught by our school social workers. Lessons will be reinforced by classroom teachers.

Nutrition and Fitness

To provide instruction on making healthy choices related to nutrition and fitness

Students will learn:

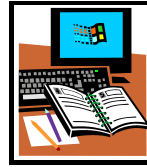
- Simple physiology
- Four easy health rules
- How to keep arteries healthy
- How to make healthy food selections
- Moderation as the key to good health
- The importance of fruits and vegetables
- To identify responsible health behaviors
- To demonstrate strategies to improve personal health

Social and Emotional

To provide social skills that can be used in the classroom, the playground, and at home

Students will learn:

- How to recognize and empathize with the feelings of others
- How to control one's impulses and problem solve difficult situations
- How to recognize anger triggers for themselves and others and manage their anger



Technology



The International Society for Technology in Education (ISTE) has set the expectation for students as they use technology. The ISTE *National Educational Technology Standards for Students* serves as the foundation for the District 101 technology curriculum framework.

Batavia students engage in a variety of technology-based learning episodes designed to expand previously learned skills while introducing the student to new skills. The curriculum framework categorizes technology skills as follows:

- *Information Literacy and Ethical Behavior*
- *Basic Skills*
- *Keyboarding Skills*
- *Word Processing/Desktop Publishing Skills*
- *Multimedia Skills*
- *Internet Skills*
- *Spreadsheet and Database Skills*

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Technology Expectations

- Use appropriate posture when using the computer
- Use informal keyboarding techniques
- Apply a district-assigned username and password to access a computer
- Respect the rights of other computer users
- Exhibit ethical behavior in the use of computers and other technologies
- Change font size and style
- Use software tools to create a graphic
- Use spacebar to separate words
- Use shift keys for capitalization
- Control the mouse
- “Open” and “quit” an Internet browser
- Use navigational features of an Internet browser to access information from teacher-specified websites

Community Unit School District 101

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Elementary Schools

Early Childhood Center

905 Carlisle Road
Batavia, IL 60510
Andrea Paterala, Principal
630-937-8900

Alice Gustafson School

905 Carlisle Road
Batavia, IL 60510
Christine Ralston, Principal
630-937-8000

Hoover-Wood School

1640 Wagner Road
Batavia, IL 60510
Lew Girmscheid, Principal
630-937-8300

Grace McWayne School

3501 Hapner Way
Batavia, IL 60510
Kevin Skomer, Principal
630-937-8100

J.B. Nelson School

334 William Wood Lane
Batavia, IL 60510
Melissa Kaczkowski, Principal
630-937-8400

H.C. Storm School

305 N. Van Nortwick Street
Batavia, IL 60510
Cynthia Sikorski, Principal
630-937-8200

Louise White School

800 Prairie Street
Batavia, IL 60510
Kristine Webster, Principal
630-937-8500

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Grounds

Leah Swanquist..... Assistant Director of
Buildings and Grounds