

## Social Studies

**Kindergartners learn to understand themselves, their families and other families around the world.**

Goals in kindergarten focus on students developing positive attitudes about themselves, their families and families of diverse cultures. In kindergarten students begin a global approach to social studies. They learn how individuals and families grow and change and compare how they are alike and different. They acquire the concept that all families worldwide have basic common needs and express their cultures through celebrations, rituals and traditions.

**Kindergartners learn to understand and apply traits of good citizenship in the classroom and other social environment.**

Kindergartners spend the first year learning how to recognize and exhibit responsible citizenship. They learn to follow rules and procedures and demonstrate an understanding of appropriate behavior in different environments. They learn to assume responsibility for their own actions and suggest fair solutions to classroom problems.

**Kindergartners learn to apply basic geography and economic concepts.**

Kindergartners learn how to describe familiar places in the home, school and other environments. They participate in activities that require division of labor and distinguish between wants and needs. They learn to recognize jobs performed in the community and recognize how money is used in the family and the community.

**Technology Integration: Societal/Ethical Issues**

- Identify the computer as a machine that helps people work and play.

## Science

The yearly theme of kindergarten science is *His/Her World* and knowledge of this is achieved through hands-on, inquiry-based learning.

**Kindergarten students develop the skills of science.**

Through hands-on, inquiry-based learning students in kindergarten begin their science studies using their five senses to observe animals, earth materials, weather, and other objects. The class setting should provide a stimulating atmosphere in which students are intellectually challenged to explore the physical world around them. The natural curiosity of kindergarten students encourages them to wonder, ask questions, explore, observe their world systematically, describe what they observe, compare objects and events, and communicate their observations and ideas to others.

**Kindergarten students focus on the following goals from the North Carolina Standard Course of Study-**

The learner will:

- make observations and build an understanding of similarities and differences in animals.
- make observations and build an understanding of weather concepts.
- make observations and build an understanding of the properties of common objects.
- use appropriate tools and measurements to increase their ability to describe their world.

**Kindergarten students learn in many different ways.**

Kindergartners will learn as a whole class, in partners, and through guided and independent learning centers. The program includes hands-on exploration, stories, poems, and games that are appropriate for these young learners. Kindergarten students relate science to their everyday world and recognize that science is fun.

## Visual Arts

The study of visual arts begins in kindergarten with the introduction of skills and concepts that will be completely new for most students. Because of students' different developmental levels when entering kindergarten, this year will emphasize joyful exploration and discovery. Mastery of skills and techniques is a process that will require repetition in subsequent grades.

Visual arts emphasis at kindergarten is on:

- Personal experience and/or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements - color, shape and line

## Music

Once a week, children attend formal music classes with a music teacher who introduces new skills and concepts. Learning is primarily based on exploration and discovery. Classes are designed to encourage a child's natural enthusiasm for music. Focus areas include recognizing the difference between speaking and singing voices, recognizing and playing pitched and unpitched instruments, creating music using two notes, developing music reading skills, and an understanding of music in relation to history and culture. Children learn how to respond to music and show respect for the efforts of others.

## Physical Education (PE)

In kindergarten, students are introduced to the skills and vocabulary of movement by a certified physical education teacher, at least once a week. Learning is based on exploring, and gaining competency in emerging fundamental movement patterns (e.g. locomotor skills, hopping, jumping and landing, throwing, catching, balancing, striking, kicking, balancing, rolling, dancing, etc.). Through physical education, students begin to understand spatial concepts, and develop body awareness. Students will also demonstrate how to handle equipment, work in group settings and follow instruction in sequence during a game or activity.

## Health Education

Kindergarten students discuss the concept of germs, the importance of hand washing, and the reasons not to share items such as drinks or silverware. Students will also discuss and identify emotions as part of learning to handle stress in a healthy way. The Safety Town Program teaches students about bicycle, fire, pedestrian and automobile safety and keeping themselves safe.

Parents/Guardians will receive a Family Living, Ethical Behavior and Human Sexuality (FLEBHS) Parent Packet which is designed to share FLEBHS curriculum information with the family. Kindergarten FLEBHS curriculum can be described as character education, and consists of instruction that promotes the understanding of physical, mental, emotional, social and moral aspects of human growth and development, including male and female relationships. FLEBHS emphasizes positive behaviors, attitude development and guidance related to relationships with family members and others.

*In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.*



# KINDERGARTEN

*Especially for Parents*

# Family Curriculum Guide

**Curriculum and Instruction - 980-343-6975**  
**Family & Community Services - 980-343-6256**



REACH FURTHER.

**Global competitiveness starts here.**

## Reading

Kindergartners spend much of their time building a solid background in the basic skills of reading. This year students will be introduced to systematic, explicit phonic awareness activities; build a sight word vocabulary; and develop comprehension strategies and skills that will enable them to become strong readers.

### Kindergartners learn concepts about print.

Teacher-guided big book activities will expose children to parts of a book, story sequencing and rhyme patterns. They will learn that print is read from top to bottom and left to right. They will also learn one to one correspondence and how words are put together to make sentences.

### Kindergartners will develop sound discrimination skills.

Kindergartners will learn how to distinguish the individual sounds of our language (phonemic awareness). They will also learn how sounds are manipulated to make words.

### Kindergartners will develop sight vocabulary.

Kindergartners will build a vocabulary of sight words. Some of these words are irregular and cannot be decoded phonetically (sounded out). Students will practice these words by reading pre-decodable take-home books. This practice will reinforce skills introduced in school.

### Kindergartners will develop comprehension strategies and skills.

Kindergartners will learn strategies that will help them check their understanding while reading. Teachers will model using these strategies with varied selections of literature. Use of these strategies will give kindergartners a way to organize the information within a reading selection.

#### Sight Words

in	come	out
on	you	and
the	she	do
he	are	be
is	can	will
I	all	big
me	get	said
we	up	look
here	not	to

## Writing

Writing goes hand in hand with reading. Learning to write manuscript letters from left to right reinforces the skills students are learning in their reading curriculum.

### Kindergartners practice writing letters.

Kindergartners will learn to write each letter of the alphabet, upper and lower case. The neatness of the writing will depend on the development of their fine motor skills (how well he/she controls the pencil).

### Kindergartners write the sounds they hear.

Kindergartners will write their own stories using “temporary” spelling based on the sounds they can hear in the words they are writing. In the beginning, they will probably not hear vowel sounds or blends.

### Kindergartners learn to hear and write consonant sounds and vowel sounds.

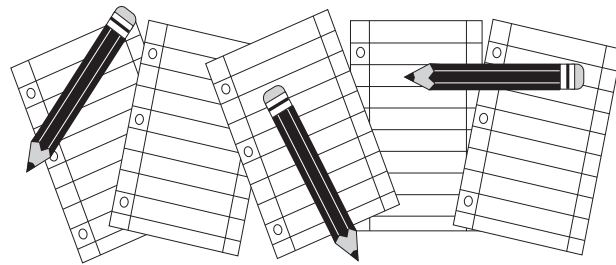
Children will first hear and write consonant sounds at the beginning and end of words. Later, students will begin to add vowel sounds when writing words.

### Kindergartners learn how to write sentences.

Kindergartners learn to put a capital letter at the beginning of each sentence, to leave a space between each word and to show that sentences are finished by putting a period after the last word.

### Technology Integration: Word Processing

- Identify, discuss, and use word processing as a tool to enter letters, numbers and words.



## Special Education

Some children have special needs. It may be discovered through the course of the year that your child has special needs, either because of a learning problem that affects his ability to process information or because of special physical, mental or emotional conditions. Your teacher may discuss the need for further testing or you may notice a problem yourself that you choose to discuss with the school. If your child is evaluated and properly identified, you and a team of teachers will develop an Individualized Education Program, (IEP) or create a Section 504 Plan (a special instruction sheet that deals specifically with your child’s needs). Charlotte-Mecklenburg Schools offers all services required by federal and state laws and guidelines.

“Charlotte-Mecklenburg Schools will acknowledge and appreciate the value of diversity throughout the curriculum, instruction, and staff development.” (Multicultural Education Policy JCF, Adopted by the BOE January 12, 1993). Diversity is the differences that defines each of us individually and collectively. These differences include race, ethnicity, national origin, gender, socioeconomic status, religion, disability, or skill level. By recognizing, respecting and valuing these differences, CMS can capitalize on the benefits that diversity brings to the environment.”

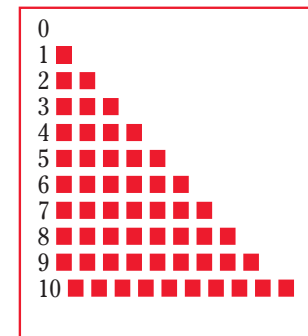
## Mathematics

### Major Concepts

- Number sense with numbers through 30
- Counting objects
- Days of the week
- Months of the year
- Basic Shapes
- Creating and extending patterns
- Sorting and classifying

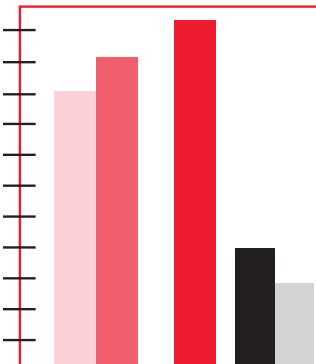
### Technology Integration: Spreadsheet

- Identify graphing as a tool for organizing information as a class.
- Use manipulatives and graphing software to organize and display data as a class.



Kindergartners will work with numbers 0 -10.

Kindergartners will recognize squares, triangles and rectangles.



Kindergartners will collect data and create graphs.