

NEW PROVIDENCE SCHOOL DISTRICT

PROGRAM OF STUDIES ~ KINDERGARTEN

KINDERGARTEN CURRICULUM SUMMARY

The Kindergarten program offers a year of varied experiences which promote academic, physical, emotional, social, language, artistic, and musical development. Within a child-centered environment, a sound instructional framework for teaching and learning is designed to ensure success for all students.

LANGUAGE ARTS LITERACY

The Kindergarten Language Arts program follows a balanced literacy framework that aligns with the New Jersey Student Learning Standards. It contains all of the components necessary for students to develop lifelong literacy. These components include word study, Reader's Workshop, and Writer's Workshop.

Word study is the foundation of the Kindergarten program and provides explicit, systematic, sequential instruction in phonemic awareness and phonics. Through a combination of instruction and hands-on activities, students learn about sounds, letters, and words.

Reader's Workshop is based on reading research and develops essential reading skills, while fostering a love of reading. At the primary level, Big Books, leveled texts, and authentic literature are used to teach concepts of print and to build an essential foundation of reading skills. Students learn and grow through various instructional contexts including teacher modeling, mini-lessons, small group guided reading, partnerships, and independent reading. Attention is given to each student's level of reading development while guiding him/her along the pathway to further growth as a reader.

Writer's Workshop is similar to Reader's Workshop in many ways. This instructional model includes the following:

- Teacher modeling of his/her thought process to demonstrate the writing process
- Use of mentor text to illustrate particular elements of writing
- Regular and sustained periods of time for writing
- Student choice and responsibility in using strategies needed to become independent, lifelong writers
- Student opportunity to reflect upon writing and to discuss their growth with others

The primary handwriting program provides a multi-sensory approach. Instruction includes the correct method of forming numbers and letters, both upper and lowercase. Attention is also given to proper spacing.

MATHEMATICS

The mathematics program in Kindergarten is designed to actively engage students in a variety of activities and explorations that foster an understanding of number sense and begin development of measurement and geometric shapes. In Kindergarten, instructional time focuses on two critical areas:

Represent and compare whole numbers

- ✓ In this area, students use numbers to represent quantities of objects and to solve problems that involve comparing sets or numerals. They model simple situations for addition and subtraction problems. As their learning continues, students develop effective strategies to join or separate objects, including the quick recognition of the cardinality of small sets of objects.

Describe shapes and space

- ✓ Students describe their physical world using geometric ideas and terms that involve shape, orientation, and spatial relations. They identify and name basic two-dimensional shapes, such as squares, triangles, rectangles, circles, and hexagons. Identification of three-dimensional shapes includes cubes, cones, cylinders, and spheres. These basic shapes are then used to model objects in the environment and to construct more complex shapes.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher order thinking skills as well as the integration of global perspectives and financial literacy.

The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics.

LIFE LITERACIES AND KEY SKILLS

The K-6 instructional program provides an important foundation for elementary students in life literacies and key skills, including: Creativity and Innovation, Critical Thinking and Problem Solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, and Technology Literacy

The program is comprehensive and interdisciplinary, addressing major themes within the curriculum. Each elementary school has a full-time technology coordinator. The role of the technology coordinator is to provide curriculum development, instruction, professional development, and technical support in their respective schools.

Elementary students at each grade-level engage in curriculum-related activities designed by their classroom teacher, technology coordinator, and/or library media specialist that are enhanced through the use of technology. Students are encouraged to use technology for personalized learning, problem-solving activities, transfer of knowledge, collaboration and to communicate their understandings effectively. As students move through the elementary grade-levels, they are also encouraged to use the Internet responsibly as a tool for basic research.

The New Jersey Student Learning Standard 9.4 Life Literacies and Key Skills, includes instruction focused on the following core ideas:

- Creativity and Innovation
 - Brainstorming can create new, innovative ideas
- Critical Thinking and Problem-solving
 - Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem

- Digital Citizenship
 - Digital artifacts can be owned by individuals or organizations
 - Individuals should practice safe behaviors when using the Internet.
 - An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
 - Digital communities allow for social interactions that can result in positive or negative outcomes.
 - Young people can have a positive impact on the natural world in the fight against climate change.
- Global and Cultural Awareness
 - Individuals from different cultures may have different points of view and experiences.
- Information and Media Literacy
 - Digital tools and media resources provide access to vast stores of information that can be searched.
 - Digital tools can be used to display data in various ways.
 - A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
 - Information is shared or conveyed in a variety of formats and sources.
- Technology Literacy
 - Digital tools have a purpose.
 - Collaboration can simplify the work an individual has to do and sometimes produce a better product.

SCIENCE

The Kindergarten science program uses the Full Option Science System (FOSS) Next Generation. Students explore standards-based, inquiry centered units in life, physical, and earth science. FOSS Next Generation puts the Next Generation Science Standards into practice by integrating all three dimensions, including the disciplinary core ideas, the science and engineering practices, and the crosscutting concepts, into the science classroom in order to engage students in experiences that lead to deeper understanding of the natural and designed world.

Students in Kindergarten formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?” Students are able to 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. Students develop understandings of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. Students develop understandings of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understandings.

The Kindergarten science curriculum is aligned with the New Jersey Student Learning Standards for Science (NJSL-S).

STEM

Students in Kindergarten will engage in a number of engineering design and computational thinking challenges both individually and cooperatively. They will define a simple problem by asking questions, making observations, and gathering information and then solve the problem through the development of a new or improved object or tool. They will also be asked to develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it solve a given problem, and compare the strengths and weaknesses of two objects designed to solve the same problem. (*K-2-ETSI Engineering Design*).

SOCIAL STUDIES

The Kindergarten social studies program provides hands-on activities based upon civics related concepts and skills. The themes covered in this program are community, family, and the world. Students will develop an understanding and appreciation for different cultures. This includes an age appropriate appreciation of the complexities and interconnectedness of nations and people in a global society. Geographic understanding, including an informed spatial view of the world and the interrelationship of humans and their environments will also be a theme of the course.

The Social Studies curriculum is aligned with the New Jersey Student Learning Standards for Social Studies.

ART

In Kindergarten through sixth-grade, students experience an ongoing and systematic art program. Using the elements of art and principles of design as a guide, students explore a wide range of materials and artistic methods. Performance tasks allow students to produce visual expressions with which to communicate their ideas, their culture and their environment, both real and imagined. Through creation, reflection and analysis, children learn to value art as a cultural institution and as a means of personal expression.

The art curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, presenting, responding, and connecting) as indicated in the National Core Art Standards, encourages all students to develop personal artistic capabilities to their greatest potential.

In Kindergarten, children meet with an art specialist once a week. The Kindergarten Art Class provides a variety of artistic activities in various media designed to help students master concepts and skills while creating age-appropriate artwork.

MUSIC

The K-6 music curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, performing, responding and connecting,) encourages all students to develop personal musical capabilities to their greatest potential.

In Kindergarten, children meet with a music specialist once a week. The Kindergarten Music Class provides a variety of musical activities designed to help students master concepts and skills.

Children develop a sense of steady pulse and rhythm by walking, jogging, and galloping/skipping to a steady beat. They move expressively to music to show understanding of basic musical expression: loud/soft, fast/slow, high/low. Children further experience rhythm by clapping and tapping patterns, and by playing simple classroom percussion instruments. They play singing games to develop a sense of pitch and diction, and sing songs about animals, seasons, family, and school. They listen to many styles of music and sing songs in several languages to create a basis for cultural awareness and understanding. A firm understanding of musical concepts will allow each child to fully enjoy this highly expressive art form.

In June, all Kindergartners share their musical experiences and growth during a school-day workshop for their parents.

District Philosophy - Repertoire Selection for Concerts

Throughout the K-12 experience in the New Providence Schools, students study the historical and cultural aspects of music, representative of various cultures, to better understand the world around them. For concert performances, teachers select music that will aid in developing musical skills and expand each student's global awareness. This repertoire may be associated with various cultural traditions, celebrations, or holidays. The selections in a single concert comprise a mere snapshot of a student's complete educational journey.

LIBRARY AND INFORMATION SKILLS

Kindergarten students visit the library media center once a week where they learn borrowing policies and the proper care of books. Parents may be guest readers in their children's classes, thus reinforcing the listening and comprehension skills learned through the language arts curriculum.

PHYSICAL EDUCATION

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to successfully perform a variety of physical activities.
2. Develop a level of physical fitness that will enable active physical participation and enhance the learning of motor skills.
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle.
4. Develop an awareness of social skills and socially acceptable behavior.
5. Motivate students to achieve their physical potential through a comprehensive physical education program.
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future.

*All students must wear sneakers.

HEALTH

Health education provides knowledge, promotes positive attitudes, and teaches skills to enable students to live healthy lives. This instruction takes place in a planned, sequential, age appropriate manner and is divided into four units: wellness, integrated skills, drugs and medicine, and human

relationships.

A. Wellness

- ✓ Nutrition: food groups, foods that contain salts, sugars, healthy snacks, foods from other countries
- ✓ Safety/First Aid: road safety, fire safety/prevention, safety away from home, emergency calls
- ✓ Consumer/Personal Health: behaviors that promote good health, health helpers and check-ups, ways to care for your teeth

B. Integrated Skills

- ✓ Wants/Needs
- ✓ Decision Making
- ✓ Character
- ✓ Self-esteem
- ✓ Feelings
- ✓ Respect

C. Drugs and Medicine

- ✓ Ground rules
- ✓ Identifying drugs
- ✓ Medicines
- ✓ Tobacco

D. Human Relationships

- ✓ Self: feelings and how to express them, healthy choices
- ✓ Family: types, roles, similarities and differences, responsibility

The Physical Education and Health curriculum is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

GIFTED/TALENTED ENRICHMENT

Enrichment education is an integral part of the New Providence School District's curricular program, including services for students identified as "gifted and talented" and for all students as an extension of the New Jersey Student Learning Standards, grades K-6. Enrichment education is an opportunity for students to expand their intellectual and creative capacities at an appropriate level commensurate with students' educational and social development and their specific abilities, talents and interests. The New Providence School District's K-6 Gifted and Talented Program is committed to identifying students who exhibit characteristics of general intellectual ability and to meet their special learning needs. Our responsibility to provide an excellent education for these children requires developing their special abilities and talents as well as addressing their social and emotional needs. In addition, the program is committed to stimulating educational opportunities which encourage each child to strive for excellence and fulfill her/his potential. The New Providence School District Gifted and Talented Services are centered on a three-tiered approach to afford flexibility to meet the varying needs, abilities and interests of students. Further information can be found on the New Providence School District website.

ELEMENTARY SCHOOLS ~ K-6

ALLEN W. ROBERTS SCHOOL	
80 Jones Drive	(908) 464-4707
Robyn Greenwald	Principal
Susan McGeechan	Assistant Principal

SALT BROOK SCHOOL	
40 Maple Street	(908) 464-7100
Jean M. Drexinger	Principal
Jonathan Firetto	Assistant Principal

ADMINISTRATIVE OFFICES	
356 Elkwood Avenue	(908) 464-9050
David M. Miceli, Ed.D	Superintendent
Lauren Zirpoli	Assistant Superintendent
James E. Testa	Business Administrator/Board Secretary
Jay Richter	Director of Curriculum, Instruction, and Supervision