

## Social Studies

In Kindergarten social studies, students will study...

### History and Geography

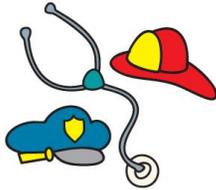
- Holidays
- Calendars

### Civics and Government

- Rules and Responsibilities
- Pledge of Allegiance
- Election Process

### Economics

- Community Helpers
- Family Members
- Earning Money



We believe that students have the best opportunity to succeed in school when the home and school form a partnership. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal.

### J. C. Solmonese School, Grades K-3

315 West Main St.

508-285-0120

Mrs. Riitta Bolton, Principal

### L.G. Nourse School, Grades PreK-3

38 Plain St.

508-285-0110

Mrs. Catherine Luke, Principal

### H.A. Yelle School, Grades 4-5

64 West Main St.

508-285-0190

Mr. Anthony DiFonso, Principal

## Specials

In Kindergarten specials, students will ...

### Music

- Begin to recognize the music staff and music notes.
- Begin to recognize music pitch.
- Begin to recognize and sing the major scale.
- Understand counting in 4/4 and ¾ time signatures.
- Sing phonic and number songs.
- Perform dances (Macarena Counting, Chicken Dance, Twist, Freeze Dance, and Y.M.C.A.)

### Technology

- Use drawing tools to make pictures of original thoughts and stories.
- Learn to take good care of technology equipment.
- Learn how to navigate through teacher approved websites and programs.
- Learn how to hold, maneuver, click, drag and drop using the mouse.

### Visual Art

- Recognize/identify primary colors.
- Recognize/identify a square, circle, triangle, rectangle, and an oval.
- Discover the work of the French artist, Henri Matisse.
- Create Matisse's "Beasts of the Sea" collage.

### Wellness

- Continue to develop motor skills through locomotor skills, pathways, levels, and direction.
- Engage in activities to introduce fitness concepts and stretching.
- Develop personal and social competency through lines, waiting, and, personal space.

## Office of Curriculum & Instruction

### Director of Curriculum & Instruction, K-12

Jennifer O'Neill, C.A.G.S.

### Administrative Assistant

Pamela Anderson

64 West Main Street

Norton, MA 02766

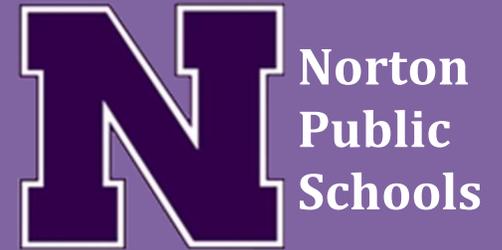
(508) 285-0100, ext. 8

[joneill@norton.k12.ma.us](mailto:joneill@norton.k12.ma.us)

[pamelaanderson@norton.k12.ma.us](mailto:pamelaanderson@norton.k12.ma.us)

[http://www.norton.k12.ma.us/pages/Norton\\_Public\\_Schools/](http://www.norton.k12.ma.us/pages/Norton_Public_Schools/)

Departments/Curriculum Department



## Curriculum Guide

## Kindergarten

## *Excellence in Education*

The grade level objectives listed in this guide represent the course of study specified by the Massachusetts State Standards, which are based on the Common Core State Standards as well as Norton's locally designed curriculum for this grade. The purpose of this guide is to provide an overview of the content objectives for the core subjects of English Language Arts, Mathematics, Science, and Social Studies for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year.

## English Language Arts

### Reading Standards for Foundational Skills

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.



### Reading Standards for Literature

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts.
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear.
- Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- Actively engage in group reading activities with purpose and understanding.

### Reading Standards for Informational Text

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.

### Reading Standards for Informational Text Continued

- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear.
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic.
- Actively engage in group reading activities with purpose and understanding.

### Writing Standards

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With prompting and support, write or dictate poems with rhyme and repetition.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Mathematics

### In Kindergarten mathematics, students will...

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11-19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category.
- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- Analyze, compare, create, and compose shapes.



## Science

### In Kindergarten science, students will study...

#### Life Science

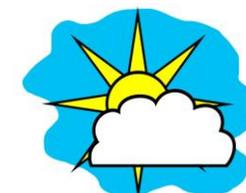
- Plants as Living Things
- Animals as Living Things
- The Five Senses

#### Physical Science

- Properties of Matter
- States of Matter
- Force and Motion

#### Earth Science

- Weather and Seasons
- The Sky



partly cloudy