

# CURRICULUM SUMMARY

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**Kindergarten**  
**2009-2010**



THAT ALL  
WILL LEARN

**PATTONVILLE**  

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**SCHOOL DISTRICT**



## Curriculum/Instruction

11097 St. Charles Rock Road  
St. Ann, MO 63074-1509  
(314) 213-8007  
www.psd3.org

Michael A. Fulton, Ed.D., Superintendent of Schools  
Tim A. Pecoraro, Ed. D., Assistant Superintendent, Curriculum/Instruction

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Dear Parent/Guardian,

The beginning of a new school year is always an exciting time for students, parents, staff, and community members. Every year there are many new concepts and skills to learn. This brochure provides an overview of the curriculum for your child's grade level. Important goals and objectives are listed for each curriculum area. We are emphasizing reading and writing in all the curriculum areas.

Parents/guardians play a critical role in helping children become successful in school. For example, we know from research on parent involvement that frequent parent/child conversations about what a child is learning at school are associated with high levels of student achievement. We believe the information in this overview can help you talk with your child and your child's teacher about learning.

We hope that this information is helpful as an additional support for you and your child. I have listed below staff members who were instrumental in developing this informational curriculum guide. If you have any questions, please do not hesitate to call my office or any coordinator that is listed below.

Sincerely,

Tim A. Pecoraro, Ed.D. (213-8007)  
Assistant Superintendent,  
Curriculum/Instruction

### Curriculum/Coordinators/Directors

Art	Montie Richter	213-8032
Character Education	Jennifer Bober	213-8018
Communication Arts	Pickett Lema	213-8238
General/Vocal Music	Phyllis Pasley	213-8018
Library/Media	David Miller	213-8060
Mathematics	Paul Markovits	213-8233
Physical Education	Karri Merseal	213-8015
Science/Health	Paul Markovits	213-8233
Social Studies	Pickett Lema	213-8238
Technology Services	Greg Southard	213-8050

**KINDERGARTEN  
CURRICULUM SUMMARY**

**COMMUNICATION ARTS**

**PHILOSOPHY**

The communication arts (reading, writing, listening and speaking) are integral to all the content areas of schooling and thus contribute to the total education of future citizens. This curriculum addresses student achievement through a focus on the individual as part of a broader society as well as on individual student perspectives and needs. This focus is paired with high expectations within designated, specific literacy skills and strategies.

GOALS: Students will:

1. read and evaluate fiction, poetry and drama
2. read and evaluate nonfiction works and material
3. speak and write in standard English (including grammar, usage, punctuation, spelling, capitalization)
4. write formally and informally

The following items are expected to be mastered by the end of kindergarten.

<b>I. Skills and Strategies Applied to Reading Process</b>	
<b>Concepts of Print</b>	
Correct directional movement	
One to one matching	<b>Vocabulary:</b> Listening to and discussing unknown words in stories
Knowledge that print tells the story	<b>Pre-Reading</b>
Identify all uppercase and lowercase letters	Uses prior knowledge
Isolate a word	Previews text and pictures
Isolate a letter	Predicts
Identify a period	<b>During Reading</b>
<b>Phonemic Awareness</b>	Self-questions and corrects
Clapping syllables	Infers meaning
Identify rhyming words	Predicts and Checks understanding using cueing systems (meaning, structure, visual)
Give examples of rhyming words	<b>Post-Reading</b>
Identify the beginning sound of a word	Question to clarify
Identify the ending sound of a word	Retell story
Blend sounds to make a word	Illustrate story
Identify words with the same beginning sound	Re-enact story
Identify words with the same ending sound	<b>Making Connections</b>
<b>Phonics</b>	Text-to-Text: Similarities and differences in fiction
Identify consonant sounds	Text-to-Text: Similarities and differences in non-fiction
Read simple text containing a small bank of high frequency words	Text-to-Self: Similarities and differences in text ideas and own experiences
Read simple text consisting of environmental text	
<b>II. Reading Fiction: Comprehend, Analyze and Evaluate</b>	
<b>Text Features</b>	<b>Text Elements</b>
Apply text features: Locate title, pictures, author, illustrator	Elements of Literature: Main characters, setting and problem
<b>Literary Devices</b>	Reading multiple genres (stories, poetry, signs, etc.)
Rhythm, Rhyme, and Alliteration in oral reading	Identify theme and related events
	Compare/contrast story elements
	Make inferences in fiction

<b><u>II. Reading Fiction: Comprehend, Analyze and Evaluate</u></b>	
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<b>Literary Devices</b>	Reading multiple genres (stories, poetry, signs, etc.)
Rhythm, Rhyme, and Alliteration in oral reading	Identify theme and related events
	Compare/contrast story elements
	Make inferences in fiction
<b><u>III. Reading Nonfiction: Comprehend, Analyze and Evaluate</u></b>	
<b>Text Features</b>	<b>Text Elements</b>
Develop awareness that text and pictures provide information	Develop questions to clarify meaning
<b>Literary Devices</b>	Answer questions
Rhythm, Rhyme, and Alliteration in nonfiction text	Discuss text
<b>Understanding Directions</b>	Identify main idea
Follow a simple pictorial/written direction	Identify supporting details
	Compare/contrast information
	Draw conclusions in nonfiction
<b><u>IV. Writing Skills and Strategies</u></b>	
<b>Writing Process</b>	<b>Writing Conventions</b>
Pre-writes (brainstorm)	Handwriting: Directionality
Generates a draft	Handwriting: Legible manuscript
Stretch words (to identify sounds/spelling)	Capitalization: beginning of sentence, first/last names
Revise text	Punctuation: Period at end of sentence
Edit	Spelling: name
Reread to check for meaning	Spelling: high frequency words
Publish (share stories)	Spelling: semi-phonetic spelling
Use self-assessment scoring guide	Sentence construction
Use references (word wall)	Sentence construction: writing letters in lower case
Use references (pictionary/environmental print)	Forms of Writing
	Narrative and descriptive writing: plan and tell stories about familiar experiences
	Expository and Persuasive Writing: Plan and relate an idea through pictures and words using factual information
	Audience and Purpose: develop awareness of audience and purpose for text
	Process Explanation, Concept Definition, Compare/Contrast: "How to" paper
<b><u>V. Listening and Speaking Skills and Strategies</u></b>	
<b>Listening</b>	<b>Speaking</b>
Purpose for listening: retell story read aloud with a beginning, middle and end	Discuss and present speaking audibly with age-appropriate vocabulary
Listening behavior includes maintaining eye contact, appropriate body language and listening without interruption	Give simple oral directions
<b><u>VI. Information Literacy</u></b>	
<b>Research Process Skills</b>	<b>Skills and Strategies</b>
Computer Technology: Respond to computer and teacher prompts	Media Messages: Identify topics of messages conveyed through oral and visual media
Research Plan: Develop awareness of resources on topics of interest	
<b>Sources Consulted: Develop awareness that credit is given for others ideas, images and information</b>	

## MATHEMATICS

### PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of mathematics, sets high standards for student achievement in mathematics, and provides access to meaningful mathematics. This document provides teachers with the support needed to create an environment where students are actively involved in exploring, developing, testing, discussing and applying mathematical ideas.

The mathematics classroom of today is very different from the classroom of twenty years ago. In order to prepare our students for their futures, our curriculum must include a broad range of mathematical content. No longer can mathematics focus solely on arithmetic and be taught in isolation from other subjects. Learning and using mathematics must become an important aspect of the entire school curriculum.

GOALS: Students will:

1. learn to value mathematics.
2. become confident in their ability to do mathematics.
3. become mathematical problem solvers.
4. learn to communicate mathematically.
5. learn to reason mathematically.

### OBJECTIVES

#### Number Sense

- verbally count 20 objects in a random arrangement
- perform interrupted verbal counting to 100
- count backward from 15
- count by 10s to 100
- read any number, 30 or less
- write any number, 30 or less
- understand basic meanings of addition and subtraction in real situations, in children's own number stories, in oral problems, with concrete objects, and on number lines
- recognize many non-computational uses of numbers through daily experiences
- estimate comfortably
- know the value of a penny, a nickel, and a dime; recognize a quarter

#### Geometric and Spatial Sense/Measurement

- have experience with basic geometry shapes and symmetry concepts
- recognize and name basic plane and solid figures
- estimate time on an analog clock using only the hour hand

#### Data Analysis, Probability and Statistics

- perform simple data collection and graphing

#### Discrete Mathematics

- sort sets of mixed objects using various attributes

## SCIENCE/HEALTH

### PHILOSOPHY

The Pattonville science/health program is founded on the basis of exploring a few topics in depth rather than trying to cover a broad spectrum of material. Over the course of twelve years in Pattonville, a student will study many facets of science and health with an emphasis on activities and experiences. Scientific inquiry, the relevance of science to everyday life and science content focus the curriculum development.

The science curriculum is organized to show connections between various content fields of science. Each grade level spirals specific content to upper grades. Science content is also connected to other curricular areas and expands the Pattonville Literacy Project.

GOALS: Students will:

1. Develop a better understanding of the natural world;
2. Develop higher-order thinking skills by building a foundation of basic science/health processes and content.  
and
3. Understand the relationship between science/health and their daily life.

### OBJECTIVES

**Science Processes** that form the foundation for scientific inquiry and showing relevance to daily life,

- Observe, describe, measure, classify, communicate

**Science Content**

- Earth Systems - water, weather, weathering.
- Life Systems - life processes, plant and animal diversity.
- Ecology - interactions of water, food and air.

**Health**

- Consumer health
- Disease prevention and control
- Environmental and community health
- Family life
- Mental health
- Nutrition
- Personal health
- Safety and first aid
- Substance abuse

## SOCIAL STUDIES

### PHILOSOPHY

The Pattonville School District is committed to an educational program that stresses the importance of the social studies. The social studies curriculum encourages each student to understand their role and obligations as a citizen. This is accomplished by instruction in geography, history and economics. Our social studies curriculum is interdisciplinary. We believe that all subject areas are interrelated and it is at the elementary level where that process begins.

GOALS: Students will

1. learn to appreciate the social studies.
2. learn the rights/responsibilities of citizenship.
3. value his/her role in the human community.
4. understand fairness and social justice.

**Democratic Understanding and Civic Values**

- recognize the contributions of individuals (Washington, Lincoln, Martin Luther King, Jr., etc.) to American life.
- learn the responsibilities of citizens by making informed decisions.

**History**

- recognize America's national symbols and landmarks
- identify American holidays (Thanksgiving Day, Columbus Day, Independence Day, Martin Luther King, Jr. Day, etc.)
- Recognize contributions of individuals in U.S. history (Washington, Lincoln, M.L. King, US President)
- Identify calendar/time (yesterday, today, tomorrow)

**Economics**

- recognize basic needs and distinguish them from wants
- identify the purpose of money
- learn the importance of respect for and conservation of the environment

**Geography**

- use maps and globes to locate land and water areas, U.S., Missouri, St. Louis
- explain address of home, city, state, country orally

**Social/Cultural**

- learn the importance of family and community
- distinguish ways in which people are the same and different

**INSTRUCTIONAL TECHNOLOGY**

## PHILOSOPHY

Pattonville School District believes that technology is an integral part of a quality educational program. Learning to utilize technology as a tool to analyze, communicate, design, and research, will ensure our students' success now and in future real life situations.

GOALS: Students will

1. demonstrate knowledge and utilization of computer equipment e.g. how to operate, correct terminology, troubleshooting problems, etc.
2. demonstrate knowledge and utilization of other computer related technology, e.g. CD-ROM, video discs, digital cameras, optical scanners, sound recording, etc.
3. demonstrate how to utilize various types of computer software e.g. content based, word processing, desk-top publishing, spreadsheet, data base, drawing, etc.
4. demonstrate how to incorporate computer technology into language arts, mathematics, science, social studies, music, art and physical education.
5. demonstrate knowledge and utilization of Internet resources.
6. demonstrate knowledge and utilization of electronic mail.
7. demonstrate correct touch-typing keyboarding technique.
8. demonstrate an understanding and compliance with ethical issues as they relate to computer technology.
9. develop an understanding of how computer technology is used in our society.

## **LIBRARY MEDIA**

Library Media Services formally integrates library and research instruction with the communication arts and social studies curriculum guides. Library Media Specialists collaborate with teachers to infuse the appropriate learning into the core content areas. Library Media Specialists serve on curriculum development committees as a part of this process. This approach has the advantage of synthesizing classroom activities with information literacy skills that are appropriate to the immediate task. Further advantages include focusing on practical student needs, on-going collaboration with classroom teachers and scheduling for optimal learning.

Specific content and processes identified in the Grade-Level Expectations provide teachers and Library Media Specialists the necessary context for achieving measurable learner objectives. Two major areas of focus include Communication Arts: Information Literacy and Social Studies: Tools of Social Science Inquiry. Samples of specific projects and activities are identified in the pages that follow. All projects and activities requiring the participation of the school librarian are not listed given the amount of creativity and diversity necessary to meet the learning needs of all students in our schools. Clearly, teachers and Library Media Specialists collaborate and integrate library and research instruction through the use of the Grade-Level Expectations.

## **ART**

### **PHILOSOPHY**

The Pattonville School district is committed to an educational program that recognizes the importance of art in the school curriculum. Kindergarten art will help develop creativity, enhance communication, and express ideas with basic skills and experimentation. These will be emphasized through instruction in processes, applications, thinking skills, and equal opportunities to learn.

### **GOALS: Students will**

1. acquire skills to develop ideas.
2. know about art in different cultures.
3. develop fine motor skills at their own pace.
4. continue acquired skills to next grade level.

### **OBJECTIVES**

- use a variety of media to draw and paint
- use scissors and glue with control
- identify and draw different lines (straight, curved, angular, broad and narrow)
- close lines to create and identify shapes
- identify primary and secondary colors
- identify various textures
- look at and respond to cultural art
- use and combine paper working techniques
- recognize differences between 2-D and 3-D art
- identify and use repetition to achieve pattern
- compare differences in drawing, painting and sculpture
- identify and describe reasons people create art and uses for art

## **PHYSICAL EDUCATION**

### **PHILOSOPHY**

The Pattonville School District recognizes that physical education is a vital part of today's education. The general goal of education and physical education is the same, the well-rounded development of students as responsible citizens. It provides each child with maximal opportunities for involvement in situations calling for motor, mental and emotional responses which will result in optimal and desirable modifications in skills, knowledge, attitudes and behavior.

## PHYSICAL EDUCATION (Continued)

GOALS: Students will

1. develop and maintain a suitable level of physical fitness and healthy lifestyle.
2. develop body management and motor skills for lifetime physical activity.
3. develop a knowledge of fitness, skill and safety concepts.
4. develop self-esteem, cooperation and sportsmanship.

OBJECTIVES

### **Body and Spatial Awareness**

- identify various body parts

### **Developmental Games/Activities**

- demonstrate motor skills and knowledge of rules as they apply to simple, individual games

### **Fundamental Manipulative/Movement skills**

- perform various locomotor skills
- demonstrate the fundamentals of overhand-throwing

### **Gymnastics**

- perform a log roll in both directions
- walk forward on a low balance beam

### **Personal Fitness**

- exhibit an approved level of cardiovascular fitness

### **Rhythms/Dance**

- demonstrate a basic beat coordination

## GENERAL/VOCAL MUSIC

RATIONALE

The Pattonville School District recognizes elementary music as a basic and vital part of the child's education. It is a valuable and usable lifelong skill like reading, writing and mathematics. Music is a unique aesthetic art and is necessary in a child's education. Because music is an art that can be expressed in many ways, the child should have an equal opportunity to participate in all music experiences and activities to his/her highest level of competence. Public performance is an important experience but not the primary focus. It is a natural extension of the music curriculum.

GOALS: Students will

1. develop positive attitude toward music.
2. acquire the essential elements of music literacy.
3. gain a deeper understanding of music and its relationship to other arts.
4. develop a respect for all people and their ethnic culture/customs.

## COURSE DESCRIPTION:

Kindergarten students receive instruction in forty minute class periods twice weekly for a total of eighty minutes per week. Learning in music is an ongoing developmental process. Student progress is formally reported each year. Through singing, moving, playing, listening, reading and/or improvising, the child will acquire skills related to the musical elements of rhythm, melody, texture/harmony, form, and tone color. The learner objectives are as follows.

- Rhythm - Identify steady beat versus no beat through Movement.
- Melody - Aurally differentiate between high and low pitches.
- Harmony/Texture - Sing in unison.
- Expressive Qualities - Demonstrate and identify the four voices (whisper, shout, sing, speak).
- Form - Sing in a question and answer form.  
Echo a melodic or rhythmic pattern.
- History - Experience singing games and nursery rhymes.
- Tone Color - Distinguish among the voices of a man, a woman and a child.

## **CHARACTERplus EDUCATION**

### PHILOSOPHY

The Pattonville School District has developed a character education program, CHARACTERplus of Pattonville, in coordination with regional and national character education programs

Teachers have unique opportunities within their classrooms to directly affect how students learn to appreciate themselves, their classmates, their teachers and their families. The classroom environment that we create, both socially and emotionally, influences what the students learn about their relationship to the world at large. It is important that teachers consciously teach children to show positive attitudes, be responsible, and realize their potentials.

### GOALS

The goal of CHARACTERplus is to integrate character education into the core curriculum and all aspects of the school environment. Listed below is a list of character traits identified by a committee of Pattonville parents and staff. The Characterplus of Pattonville committee selects a trait to be highlighted each month.

- Cooperation
- Courage
- Discretion
- Goal setting
- Honesty
- Assertiveness
- Initiative
- Kindness
- Commitment
- Compassion
- Peace
- Integrity
- Respect
- Responsible decision-making
- Responsibility
- Self-control
- Self-esteem
- Patience
- Service
- Time management
- Perseverance
- Reliability



Michael A. Fulton, Ed. D.  
Superintendent of Schools

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