



## 2021-2022 KINDERGARTEN PROGRAM INFORMATION

Marymount’s Kindergarten program provides our young students with a strong educational foundation. It offers a dynamic program which challenges and supports children to gain the skills and knowledge necessary to be successful and happy learners. Students in Kindergarten engage in the following academic program and enrichment activities.

Our Kindergarten program combines core content areas such as literacy, math, science, and social studies with co-curricular subjects like music, computer, art, library, and physical education to provide our students with a well-balanced, developmentally appropriate set of experiences that promote creative thinking, support curiosity about learning, and develop global awareness.

The instructional language of the Kindergarten curriculum is English, however we firmly believe that building on a child’s home language is a fundamental teaching principle in the early years. The beauty and historical significance of our host country, as well as the cultural diversity represented by our students and teachers, are valued and celebrated regularly.

<p><b><u>Kindergarten Program</u></b>          Reading          Word Study/Phonics          Writing          Math          Science          Social Studies          Religion</p> <p><b><u>Enrichment Classes</u></b>          Art          Information Technology          Library/Research          Music          Physical Education / Dance          STEAM Projects /Forest School</p>	<p><b>Marymount International School          Mission Statement</b></p> <p>Marymount International School Rome is a private, Catholic, English-speaking, co-educational school that aims to further the mission of the Religious of the Sacred Heart of Mary. We welcome students of diverse cultural and religious backgrounds and offer an excellent program of studies and extracurricular activities. We seek to guide students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously. It is our goal that a Marymount student should desire to celebrate God’s love, respond generously to the needs of our world, and promote justice and dignity for all.</p>
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### KINDERGARTEN SAMPLE SCHEDULE

08:30 - 08:45	Welcome
08:45 - 09:00	Morning Meeting
09:00 - 10:00	Literacy
10:00 - 10:45	Snack & Recess
10:50 - 11:55	Math or Information Technology
12:00 - 12:55	Recess and Lunch
13:00 - 13:30	Reading / Read-a-louds / Drawing
13:30 - 14:00	Science / Social Studies / STEAM projects / Forest School
14:05 - 14:35	Physical Education / Music / Word Study
14:40 - 15:10	Religion / Art / Library
15:10 - 15:20	Snack and Closing Circle
15:20	Dismissal



## INSTRUCTIONAL STRATEGIES

Our instructional strategies are based on sound principles and practice. The importance of inquiry and critical thinking are important aspects that underpin our approach to teaching. Through careful and ongoing assessment of a child's development, teachers provide an instructional program that equips children with the skills, concepts, and tools needed for continued learning. A low teacher-to-student ratio helps to support learning, as do our collaborative English Language Learning (ELL) and Learning Support programs.

Through the use of a positive response philosophy, teachers endeavor to foster the social skills of cooperation, assertion, responsibility, empathy, and self-control in all students.

### Literacy Kindergarten

The Literacy program in Kindergarten follows a balanced literacy approach which includes Reading, Writing, and Word Study. Based on the Columbia University Teachers College Reader's and Writer's Workshop model, and aligned with the AERO standards, the program provides students with important tools to listen attentively, to speak fluently, to read and comprehend, to compose, and be clearly understood. The integrated approach defines the curriculum with a form of authentic, literature-based instruction.

The Reader's Workshop model aims to achieve a balance between information reading and fiction. Students explore through a variety of reading activities which include: read-aloud, shared reading, guided reading and independent reading. Students are taught to engage in thoughtful discussions, especially those that incorporate thinking under, between, and around texts. In Kindergarten, students focus on building good reading habits, applying strategies, and building stamina for reading.

The Writer's Workshop model supports students' abilities to be strategic, metacognitive writers who use specific processes to achieve specific purposes as writers. The genre based units help students consolidate and use what they have learned and these also align with the types of writing that are predominant in world-class standards. In Kindergarten, students explore narrative, how-to books, and opinion writing.

Word Study instruction in Kindergarten teaches students that there are systematic relationships between letters and sounds and that written words are composed of letter patterns which represent the sounds as spoken words. This includes phonemic awareness, sight word, and phonics instruction.

Students also learn correct letter formation for upper and lower case letters.

## MATH

The Mathematics curriculum follows the NYengage program and AERO standards. The seven strands of mathematics are introduced, developed and enhanced at every grade level with a spiraling curriculum. Students will be able to: compute, problem solve, understand numbers and operations, use statistics and probability, measure, solve simple algebraic equations, and develop an understanding of geometry. The Kindergarten course includes: Numbers to 10, Two-Dimensional and Three-Dimensional Shapes, Number Pairs, Addition, and Subtraction to 10, Comparison of Length, Weight, Capacity, and Numbers to 10, Numbers 10-20 and Counting to 100, and Analyzing, Comparing, and Composing Shapes.

## SCIENCE

The Science program encourages an interest in the sciences by instilling an awareness of natural phenomena. Situations are presented in which the student is encouraged to question, inquire, observe and design. From these



experiences the students are then able to formulate hypotheses which are then investigated through the scientific method.

The Science program is based on Next Generation Science Standards (NGSS) which have also been adopted by the AERO standards. These have a three-dimensional approach which entails core ideas, crosscutting concepts, and engineering practices. These are each integrated in instruction at all levels. In Kindergarten students study Weather, Forces, Plants and Animals.

### **SOCIAL STUDIES**

The Social Studies program is aligned with the Marymount Guiding Statements, the Italian National Curriculum (MIUR) from Grades 3-8, and the AERO standards (American Education Reaches Out). The AERO standards are flexible and are used by international schools worldwide because they allow for different cultural contexts.

The year begins with a Multicultural Unit that celebrates cultural identity and living in an international environment. In Kindergarten, students study, “Unity through Diversity-All About Me Book,” “Families,” and a unit called, “Look at How Much I Have Grown.”

### **RELIGION**

Children from all religious traditions are welcome at Marymount. In Kindergarten, our religious education program seeks to help children receive and respond to the great gift of God’s personal and deep love for them. We want children to explore God’s loving gifts of creation and most especially the gift of his son Jesus. The children participate in the liturgy in the second half of the academic year and give thanks and praise to God through prayer and song each day in the classroom.

### **ENRICHMENT CLASSES**

In addition to the regular classroom subjects, children in Kindergarten attend classes with trained specialists in the following areas:

### **ART**

Each grade covers the basic art media at different age appropriate levels. Watercolor, tempera, printmaking, paper construction and painting are explored at every level. Crafts such as bookmaking, ceramics, and papier-mache are also introduced. Whenever possible, projects are thematic and integrated with subjects studied in the classroom.

### **INFORMATION TECHNOLOGY**

The IT curriculum is designed to empower our 21st-Century students by enabling them to use all the resources available to them in creative, meaningful, and responsible ways. It is built upon the foundations of Digital Citizenship, and basic technology skills.

Our Digital Citizenship curriculum is designed so that students will “think critically, behave safely, and participate responsibly in our digital world.” ([www.common sense media.org](http://www.common sense media.org))

Kindergarten students use dedicated iPad apps to enhance the learning they do in the classroom.

### **LIBRARY/RESEARCH**

The Library is available for teachers to bring their classes to check-out library books and to use the computers with their classes.



Students are encouraged to develop a lifelong love of reading during their weekly Library lessons. In Library, students learn about different kinds of books, and where to find books at their developmental and interest level.

### **MUSIC**

The teaching of music develops students' ability to listen and to appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity, and fulfillment. Students learn technical skills and the core elements of performing, composing, appraising and listening.

- Following the Director – performing in response to musical signs, signals and symbols.
- Timbre – distinguishing between the types of classrooms instruments.
- Playing Techniques – using beaters, brushes, sticks and hands to play.
- Melody and Accompaniment – performing melodic and rhythmic ideas.
- March Music – pulse, beat and rhythm.
- Rhythm – using word rhythm patterns as a starting point.

### **PHYSICAL EDUCATION**

Through the Physical Education Program, Kindergarten students are introduced to sportsmanship and teamwork, and perform activities that develop fine and gross muscle coordination. They learn the fundamentals of soccer, basketball, dance and other organized sports.

### **STEAM PROJECTS / FOREST SCHOOL**

In Kindergarten, STEAM and Forest school dimensions are embedded in the Science and Social Studies curriculum and offer a model learning environment specifically designed for the youngest children to explore, invent, create, and solve real-world problems. Students use a variety of materials, and gain familiarity with the next generation of creative tools. Kindergarten students are encouraged to use their growing knowledge of technology to add more complexity to their completed projects.

### **SPECIALIST LEARNING**

#### **ELL**

The ELL program in the elementary school assists children whose first language is not English to become competent enough to participate fully in the mainstream social and academic life of the school. Marymount promotes Additive Bilingualism i.e.: English is added on to rather than seen as a replacement for the first language. All students are encouraged to develop and maintain their mother tongue. The Elementary ELL program follows the language arts and content area curricula. Children are taught in small groups where risk-taking is encouraged and error making is considered inevitable and necessary. The ELL teachers collaborate with mainstream teachers to monitor the progress of ELL children. When possible, the ELL teachers work along with the regular classroom teachers. For more information on how you can help your ELL child, please see our ELL handbook.

#### **Enrichment Program**

Marymount is dedicated to guiding students towards the achievement of their full potential by empowering them to think creatively, reason critically, communicate effectively and learn continuously.

Teachers enable students to achieve their full potential. This includes pupils who need to be challenged, motivated, and inspired to learn beyond the curriculum. The School's core curriculum is inclusive and differentiated. Students who may benefit from enrichment may have a formal written plan which is developed



in conjunction with classroom teachers, parents, and the student. Learning targets will be set collaboratively and monitored by all parties.

### **Learning Support**

The Learning Support Department believes that **all** students should have the opportunity to explore and develop their skills in an educationally rich environment that will individualize their learning experiences. However, there are times when students experience difficulty in the regular classroom setting. When a child has difficulty in school, it may be noticed by the teacher, other school personnel, the parents, or the child.

If a teacher/parent has concerns with a child's school performance, he or she may request assistance from the Student Support Team. *Parents are made aware of this process before it is initiated.* The Student Support Team is a general education initiative designed to support teachers through strategies and suggestions for students who are experiencing difficulty in the classroom. If the student's performance continues to raise concerns the teacher may work collaboratively with the ELL teacher, Learning Support teacher, or School Psychologist to suggest and plan alternative intervention strategies for helping the child meet with success. Though this is not a special education process, it is required before a referral for Learning Support. After alternative strategies have been utilized, the teacher and other involved school personnel evaluate the child's school performance and determine whether the alternative strategies are successful and should continue. Very often, many problems are resolved at this level.

However, if after a series of interventions, difficulties are not resolved, the school team members may suggest an evaluation to determine a student's areas of strength and areas of concern. This is a formal process and could possibly result in classroom accommodations and/or modifications, an Individual Learning Plan, specialized instruction including support with a Learning Support teacher, School Psychologist, outside speech and language therapy, and/or occupational therapy. A strong, collaborative home-school connection is crucial to developing a program that best meets the student's needs.