

Carlisle Public Schools  
KINDERGARTEN CURRICULUM OVERVIEW

**Mission and Vision of the Carlisle Public Schools**

Carlisle Public Schools cultivate balanced learners who can stand confidently with one foot in the field and the other in the future.

We create a nurturing and individualized experience for our students and highly value personal relationships. We prioritize social-emotional and physical health. We include a project-based approach to help students develop their knowledge, skills, and interests. We provide multiple ways for students to demonstrate understanding and mastery, de-emphasizing state standardized assessments. Students engage in the classroom and in the community, with educators, local experts, and Carlisle’s natural resources to understand how their studies can be applied to civic life to help solve local and global problems. We break down barriers between traditional subjects and create opportunities for students to develop their understanding of the world and extend their perspective and thinking beyond our town borders.

**A CPS GRADUATE IS:**

- A resilient and adaptable **lifelong learner** who is empowered to pursue their interests.
- A self-aware and **reflective individual** who takes responsibility for their actions, outcomes and learning.
- A caring, kind and engaged **global citizen** who works to forward identified goals.\*
- An **advocate for social justice** who acts with skill and courage against prejudice and towards equity.
- A creative and competent **problem solver**, appreciative of diverse thinking.
- An **independent thinker**, willing to question the status quo and weigh the evidence.
- An **effective communicator & collaborator** who can work with diverse teams, listen and articulate thoughts and ideas persuasively.

\*Current goals are aligned with UN Sustainable Development goals.

**Core Values:**

Academic Excellence

Creativity

Respect

Responsibility

*A fuller expression of these values would include . . .*

*We always look beyond what we now know.*

*We constantly work to know more.*

*We are respectful toward all in our community.  
We use what we know to help others.  
We take responsibility for ourselves and for others.*

## **Goals of Carlisle Public Schools**

### **Goal 1: *Provide A Rich Curriculum In Order To Maximize Student Learning***

The District will assess the curriculum through review cycles and will foster vertical and horizontal articulation and implementation in curriculum, assessment, and instructional practices. The District will continue to work toward aligning the Carlisle and Concord curricula. Our staff development plan, grounded in a professional learning community based on best practices, will lead to ongoing student assessment and differentiated instruction to meet the needs of all Carlisle students and prepare them for high school and for a global community.

1. Continue the process of curriculum review, alignment, and improvement
2. Support the implementation of our selected anti-bullying curriculum Olweus, and identify and implement a more formal social-emotional curriculum.
3. Continue to enhance the instructional practices of professionals to meet the needs of all learners.
4. Investigate and identify opportunities for our students to develop their ‘global perspective.’

### **Goal 2: *Build a Community of Respect in a Safe and Healthy Learning Environment***

The district will promote and maintain an inclusive, safe, and respectful environment that fosters leadership and healthy living. The administration, staff, and students will engage in honest and open dialogues to further encourage the development of a culture of trust and respect.

1. Develop a strong and effective district leadership team.
2. Use data to inform our work in identifying and implementing additional strategies to enhance the social and emotional environment of our school.
3. Evaluate best practices for the delivery of social-emotional and academic support services.
4. Continue to work collaboratively with our community partners to enhance and strengthen relationships and communication.

### **Goal 3: *Integrate Technology***

The district will integrate technology into the curriculum. Staff development opportunities will be provided to encourage the integration of technology into units of study to support student achievement and proficiency.

1. Use data to evaluate how our current instructional integration of technology aligns with the SAMR (Substitution, Augmentation, Modification, and Redefinition) model and identify necessary supports to encourage movement along the continuum.
2. Develop a 3-year plan for instructional technology support and integration.
3. Create and support further opportunities for technology integration professional development for all faculty and staff.

**Goal 4: *Meet Space Needs and Manage the Resources of the Carlisle Public Schools***

The district will work closely with the town to meet the space needs of the staff and students at Carlisle Public Schools. The district will promote efficient management of CPS resources.

1. Develop a fiscally responsible FY18 Budget that continues to provide the resources needed for an excellent education for Carlisle students, while successfully maintaining the town approved 2017-2018 budget.
2. Assess the future impact of projected declining enrollments and design options to address findings.
3. Assess the current and future facility needs of the district, and develop a plan to address those needs.
4. Explore use of social media to communicate with parents and staff.

***Kindergarten Language Arts Curriculum***

The kindergarten team uses the Foundations program as the foundation of our research-based phonics and phonemic awareness instruction. In addition to the Foundations curriculum, the Kindergarten Team also uses the Heggerty Phonemic Awareness Curriculum to support early literacy instruction.

The kindergarten Language Arts curriculum is based on the 2017 MA English Language Arts Curriculum Framework. These standards can be found here:

<http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>

**Foundations**

The kindergarteners take part in daily phonics and phonemic awareness lessons as directed by the Foundations program from Wilson Learning. Foundations is a research-based program that includes instruction and assessments. Foundations provides an integrated system of word study, spelling and handwriting. Lessons build upon student prior knowledge and are taught in multiple ways that target multiple learning styles. The Foundations program is able to be differentiated to meet the changing needs of kindergarten students. The purpose of Foundations instruction is to learn that both reading and writing are meaningful and fun!

**Heggerty**

The Heggerty Phonemic Awareness Curriculum are whole class lessons that take approximately 10-12 minutes each day. The Heggerty lessons are aligned with the Foundations lessons to provide students with a comprehensive, daily, dose of phonics and phonemic awareness instruction. Topics such as rhyming, segmenting and blending phonemes, initial sounds, ending sounds, medial sounds, adding, deleting, and substituting phonemes and letter naming are touched upon during each lesson.

## **Reading**

Kindergarteners will be exposed to both fiction and informational books throughout the kindergarten year. Students will hear stories read aloud by their teachers, and by the end of the year most kindergarteners will read emergent or beginning level texts with one or more lines of print per page.

Kindergarteners will respond to text in a variety of ways. With prompting and support, they will ask and answer questions about key details in a text. They will retell familiar stories and discuss characters, setting, and events. Kindergarteners will be encouraged to compare and contrast characters and experiences in familiar stories. Kindergarteners will learn to recognize common types of text such as storybooks and poems. They will also be able to name the role of an author and an illustrator.

Kindergarteners will learn the concepts of print such as the difference between letters, words, punctuation and directionality. Students will learn that spoken words are represented by written words on the page, and that words are separated by spaces in print. They will learn letters and letter sounds and learn to put sounds together to read words. Students will also learn high-frequency words such as the, you, like, see, can, etc. Other important concepts connected to both reading and writing are the ability to recognize and produce rhymes, count and segment syllables in words, and pronounce and identify the initial, medial and final sounds in words.

All of these skills will be combined to enable the reader to read text at the emergent and beginning level. The above skills also have a direct connection to the kindergarten writing curriculum.

## **Writing**

Kindergarteners learn to write for a variety of reasons. The kindergarten writing curriculum is guided by the Lucy Calkins Units of study for Narrative, Opinion and How-To Writing. Kindergartners use a combination of drawing, dictating, and writing to compose written pieces.

Kindergarteners use their letter sound knowledge to write words. They are taught to say words slowly, stretching out the sounds, and write the sounds they hear in order. There are several stages of writing in kindergarten. Each child progresses at his/her own pace with the expectation that by the end of the year kindergartners will write one or more sentences with some spacing between words and some conventional spelling.

## **Written Language**

In conjunction with the Foundations program, Kindergartners will be taught the needed handwriting skills that will allow for them to form letters legibly while using the appropriate pencil grip. Students will begin to develop sentence structure and meaning.

## **Speaking and Listening**

Kindergarteners will learn to listen to others during class discussions in both large and small group settings. Students will be asked to express their ideas effectively and participate in group discussions. A large focus of kindergarten is learning to ask questions and find answers.

## ***Kindergarten Mathematics Curriculum***

We believe the most productive classrooms are those in which students are working on challenging yet attainable problems, taking risks, persevering, and feeling productive about their problem-solving skills. Students develop their mathematical thinking and understanding to become deep thinkers who make connections to themselves and the world, think logically, and also use what they know in creative ways to solve problems.

Students explore and investigate new concepts using real world problems, hands-on activities, manipulatives, visuals, and drawings to build their understanding. They work collaboratively with their peers in small groups, partners, and independently to do this work. Students are also asked to discuss their thinking and approaches to solving a given problem on a regular basis.

The kindergarten mathematics curriculum is based on the 2017 MA Mathematics Curriculum Framework. These standards can be found here:

<http://www.doe.mass.edu/frameworks/math/2017-06.pdf>

### **Counting and Cardinality**

Students will work on counting by ones and tens to 100, counting 20 objects with one to one correspondence, recognizing and naming numbers through 20 and writing numbers sequentially through 20.

### **Operations and Algebraic Thinking**

Students will demonstrate an understanding of addition and subtraction using manipulatives, drawings and number sentences (i.e.,  $2+4=6$ ,  $5-1=4$ ).

### **Measurement and Data**

Students will be able to directly compare the attributes of two objects (i.e., length, weight, height).

### **Geometry**

Students will be able to recognize two dimensional shapes including square, circle, triangle, rectangle and hexagon. They will also be able to identify three dimensional shapes including cube, cone, cylinder and sphere.

## ***Kindergarten Science and Social Studies Curriculum***

In kindergarten science and social studies, students explore robust science concepts outlined in the Massachusetts State Curriculum Standards. Students explore these topics through the use of Scholastic Let's Find Out lessons, Scholastic Science Spin lessons, and hands-on experiments. Students will explore topics such as community helpers, holidays, weather, and electricity, among others.

### *Kindergarten Special Events*

Each year the Kindergarten students will take part in a variety of special events and activities:

- Eric Carle *Hullabaloo*
- Halloween Parade
- *The Mitten Play* Performance
- Community Service Projects (i.e., Mitten Drive)
- Mailbox Engineering Project
- Valentine's Day Celebration
- Read Across America
- Take-a-Part
- Curriculum Enrichment Programs such as (Owls, Bubble Science, Drumlin Farm Animal Habitats)
- Field Trips to Clark Farm
- *Chicka Chicka Boom Boom* Performance
- Field Day
- End-of-year Celebrations