

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, 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.

KINDERGARTEN SAMPLE SCHEDULE

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



Course Offering

SUBJECT AREAS	Kindergarten	Gr1	Gr2
Language and Literature	Handwriting Phonics Reading & Writing Word Study	Literacy 1 Italian First Language	Literacy 2 Italian First Language
Language Acquisition	After School Availability	Italian Second Language	Italian Second Language
Mathematics, Sciences and Technology	Mathematics Science STEM Projects	Mathematics 1 Science 1 STEM Projects	Mathematics 2 Science 2 STEM Projects
Individuals and Societies	Religious Education Social Studies	Religious Education Social Studies	Religious Education Social Studies
Arts	Art Music	Art Music	Art Music
Sports and Well-being	Creative Movement Physical Education	PE Structured Recess Global Citizenship/Well-being	PE Structured Recess Global Citizenship/Well-being
Enrichment	After School Activities Enrichment Trips Forest School Individualized Enrichment Plans Library/Research School Plays/Concerts	After School Activities Athletic Enrichment Plans Enrichment Trips Forest School Individualized Enrichment Plans Library/Research Private Instrumental Music Lesson Public Speaking Opportunities School Plays/Concerts Student Led Assemblies	After School Activities Athletic Enrichment Plans Enrichment Trips Forest School Individualized Enrichment Plans Library/Research Private Instrumental Music Lesson Public Speaking Opportunities School Plays/Concerts Student Led Assemblies
Service	House System Service Opportunities	Grade Level Masses House System Service Opportunities Student Council Projects	Grade Level Masses House System Service Opportunities Student Council Projects
Support	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs



Course Offering

SUBJECT AREAS	Grade 3	Grade 4	Grade 5
Language and Literature	Literacy 3 Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the Grade 5.	Literacy 4 Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the Grade 5.	Literacy 5 Italian First Language* *Students who enroll in Italian First Language have the option of taking the Quinta State Exam at the end of the School Year.
Language Acquisition	Italian Second Language I and II	Italian Second Language I and II	Italian Second Language I and II
Mathematics, Sciences and Technology	Mathematics 3 Science 3 STEM Projects	Mathematics 4 Science 4 STEM Projects	Mathematics 5 Science 5 STEM Projects
Individuals and Societies	Religious Education Social Studies First Communion Preparation	Philosophy Religious Education Social Studies	Philosophy Religious Education Social Studies
Arts	Art Music	Art Drama Music	Art Drama Music
Sports and Well-being	PE Structured Recess Global Citizenship/Well-being	PE Structured Recess Global Citizenship/Well-being	PE Structured Recess Global Citizenship/Well-being
Enrichment	After School Activities Athletic Enrichment Plans Enrichment Trips Elementary Orchestra Forest School Individualized Enrichment Plans Library/Research Private Instrumental Music Lesson Public Speaking Opportunities School Plays/Concerts Student Led Assemblies	After School Activities ATL Assemblies Athletic Enrichment Plans Elementary Orchestra Enrichment Trips Forest School Enrichment AI Adventurers Individualized Enrichment Plans JuniOrchestra Leadership Opportunities Library/Research Private Instrumental Music Lesson Public Speaking Opportunities Student Led Assemblies School Plays/Concerts	After School Activities ATL Assemblies Athletic Enrichment Plans Elementary Orchestra Enrichment Trips Forest School Enrichment AI Creators Individualized Enrichment Plans JuniOrchestra Leadership Opportunities Library/Research Private Instrumental Music Lesson Public Speaking Opportunitie Scholarship Examinations Student Led Assemblies School Plays/Concerts
Service	Grade Level Masses House System Service Opportunities Student Council Projects	Grade Level Masses House System Service Opportunities Student Council Projects	Grade Level Masses House System Service Opportunities Student Council Projects
Support	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs	ELL Support Individualized Learning Plans Learning Support School Psychologist Therapy Dogs

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.

Language and Literature

Literacy Kindergarten

The Literacy program in Grade 1 includes Language Comprehension, Reading, Writing, and Word Study. Aligned with the AERO (American Education Reaches Out) standards, students learn to communicate effectively in a variety of modes and develop skills in oral language, reading, and writing.

The aim of the Reading Curriculum is for students to build habits and strategies that will support them in becoming successful, life-long readers. 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 higher-level thinking skills. In Kindergarten, students focus on building good reading habits, applying strategies, and building stamina for reading.

The Writing Curriculum is designed to support students in becoming confident and capable writers who can write for specific purposes and use and apply different strategies. The genre-based units help students consolidate and apply what they have learned. In Kindergarten, students explore narrative, how-to books, and persuasive writing.

Word Study instruction in Kindergarten focuses on phonological awareness, sight word recognition, decoding, and encoding. Students learn that there are systematic relationships between letters and sounds and that written words are composed of letter patterns that represent the sounds as spoken words.

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



Mathematics, Sciences and Technology



Mathematics

The Kindergarten Mathematics curriculum follows the scope and sequence of the Bridges in Mathematics Curriculum and fully addresses the AERO Math standards. Students focus intensively on two critical areas of mathematics: representing and comparing whole numbers and describing shapes & space. Six of the eight units are devoted to number and operations. They help students learn to use numbers, including written numerals, to represent quantities and solve problems; count out a given number of objects; compare sets or numerals; and model simple joining and separating situations with objects, fingers, words, actions, drawings, numbers, and equations. The remaining two units focus on geometry.

They invite students to describe and analyze the attributes of shapes in the world around them; find, count, draw, build, and compare shapes; and fit shapes together to make other shapes and complete puzzles. Concepts are taught and reinforced through three distinct, but different components of the curriculum: Problems & Investigations, Work Places games/activities and daily Number Corner Calendar focused collections and discussions built into morning meetings.

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.

STEM Projects

The STEM projects are designed to enhance and support students' integrated use of technology throughout the Elementary School, and to empower our 21st-Century students by enabling them to use all the resources available to them in creative, meaningful, and responsible ways. STEM education is the integrated teaching of Science, Math, Engineering and Math. We access the STEM units from eie.org, which is the award-winning curricula division of the Museum of Science, Boston. It develops research-based programs that empower children to become lifelong STEM learners and passionate problem solvers. The units are fully aligned with the NGSS (National General Science Standards) used across the school.

Optional STEM classes may be offered as an extracurricular after-school activity.

Technology Integration in Learning

Technology plays a vital role in enhancing student engagement and supporting personalized education. Each student from Grade K-5 is provided with a 1-to-1 iPad, which serves as one of many tools in their learning experience. At Marymount, we aim to provide formational experiences that enable students to become critical, skillful, and ethical users and shapers of technology. The use of iPads is balanced with other educational methods, ensuring that technology complements rather than replaces traditional learning approaches. Through this balanced integration, students develop the ability to leverage technology responsibly across subjects such as Literacy, Mathematics, Science, and Social Studies, preparing them to navigate a digital world with confidence and integrity.

Individuals and Societies

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.

Arts

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.



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.

Sports and Well-being



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 and other organized team sports.

Creative Movement

The Kindergarten Creative Movement program is geared towards developing self-expression through movement in order to develop physical, creative and social skills. It strengthens muscles, improves balance, increases flexibility, and gives the heart a good workout. Creative Movement has also been proven to increase cognitive development. Utilizing creative movement in academics helps children develop skills that are necessary for learning such as creativity, communication, critical thinking, and collaboration. Current research documents the importance of exercise on the brain and supports what dancers have always known – the body and mind are connected in vital ways.

Enrichment

Enrichment Program

Marymount is dedicated to guiding students toward the achievement of their full potential. Students are constantly challenged, motivated, and inspired to learn beyond the curriculum and encouraged to develop their various interests inside and outside of the classroom in addition to building specific skills such as public speaking and leadership through a wide variety of academic, athletic, and artistic enrichment opportunities that are built into their learning journey.

These are offered at both Grade level as well as at an individual level with Individual Enrichment Plans developed together with students' homeroom teachers, and our Director of Specialist Teaching and Learning, in partnership with parents.

Forest School

In Kindergarten, the Forest School dimension is embedded in the Science and Social Studies curriculum and offers a model learning environment specifically designed for the youngest children to explore, invent, create, and solve real-world problems.



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.

Service

House System Service Opportunities

Invested in the House system, students feel a sense of connection to something greater than themselves, and a feeling of belonging drives them to make positive choices. Students participate in several House sponsored service initiatives annually.

Support

ELL

The ELL program assists students whose first language is not English to become competent in English allowing them full access to the curriculum as well as to the social and academic life of the School. All students are also encouraged to develop and maintain their mother tongue. Marymount promotes Additive Bilingualism i.e.: English is added on to rather than seen as a replacement for the first language. The WIDA MODEL of Assessment is used to track English language acquisition on a 1-6 continuum (6 being near-native fluency). The ELL teachers collaborate with mainstream teachers to support and monitor the progress of ELL students.

Learning Support

In our School, diversity is a positive resource. We are aligned to the IB learning philosophy by which "Students are the center of international education in the IB with their own strengths and challenges" We strive to meet the needs of all learners and treat each student as an individual. Marymount is a



responsibly inclusive School, and we promote and protect the interests of children who learn in different ways or at different rates. Aligning with the IB Learner Profile and our own Marymount Quality Teaching and Learning Statement, we challenge each student and teacher to strive to embody all of the characteristics of a Marymount education.

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. There are times when students experience difficulty in the regular classroom setting. When a student has difficulty in school, it may be noticed by the class teacher, other school personnel, the parents, or the student. After the teacher has implemented various strategies and in-class interventions, the Learning Support Department may be consulted to determine further interventions, educational evaluations, accommodations, academic support, and/or a modified program.

Learning Support in the Elementary School consists of the following: support in ensuring that students receive accommodations as outlined in their Individual Learning Plans (ILPs), consultation with classroom and enrichment teachers, small group pull-out support, and in-class support with an assigned one-to-one Assistant.