

**Our Mission:** RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

**\* NOTE:** This brochure is an overview of the different areas of study in each grade. It in no way represents EVERYTHING students are learning in each area throughout the school year. \*

### Grade Level Expectations



Step into a loving, nurturing environment where your child will have many opportunities to be introduced to the world around them.

- Getting along with others
- Accepting differences
- Life cycles, plants, and chicks
- Life then and now
- Community helpers

### Support from Home

- Read with your child as often as you can! Sit down with your child for at least 10 minutes and read with your child. Ask your child to retell parts of the book or story. Share your own ideas.
- With your child you can read: road signs while riding in a vehicle, the menu at a restaurant, signs posted in stores, labels at the grocery store
- Encourage your child to tell you about their day at school.
- Ask your child to count with you. Count forward and backward from any number 1-100. Count to 100 by 10's.
- With your child you can: count daily objects, identify #'s while driving, at a store or out to eat, identify shapes while you are out and about.

**Core Values**

Respect  
Compassion  
Honesty  
Courage  
Responsibility  
Kindness

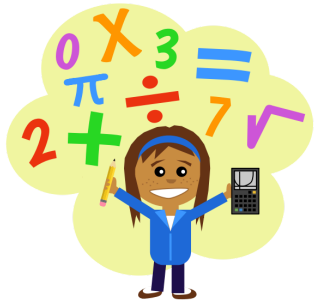


## Language Arts

*“Kindergarten students will be learning reading and writing using ‘Into Reading’ as the main resource. K-3 will be addressing key elements of literacy learning by focusing on language and vocabulary development, phonological awareness, phonics, reading fluency, listening and reading comprehension, writing instruction, and introduction to digital literacy. Content is integrated and built around evidence-based practices.”*

### Students in Kindergarten will...

- With prompting and support, retell a story, talking about the characters, setting and plot of a story. Tell the difference between fiction and non-fiction. Read and understand grade level benchmark assessments (RL.K.1, RL.K.2, RL.K.9, RI.K.1, RI.K.2, RI.K.8, RI.K.9)
- Use a combination of drawing, dictating, and writing to compose Narrative, Opinion and Informative/Explanatory pieces in which they are writing for a reader.. (W.K.9, W.K.2, W.K.3)
- Learn phonics/phonemic awareness by following words in text, recognizing and naming all upper- and lowercase letters of the alphabet, recognizing and producing rhyming words, blending, and segmenting syllables in spoken words, demonstrating basic knowledge of one-to-one letter-sound correspondences and reading common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) (RF.K.1, RF.K.2, RF.K.3)



## Math

*“Kindergarten students will be learning math concepts using ‘iReady’ as the main resource. K-2 lessons are flexible based on the needs of students to accomplish learning goals. Lessons connect prior knowledge to introduce new lesson content. They build multidimensional understanding using rich tasks, problem solving, discourse and multiple representations. There is in class practice time to strengthen skills and understanding. “*

### Students in Kindergarten will...

- Count to 100 by tens and from any given number by ones. (K.CC.A.1, K.CC.A.2)
- Count, write and compare numbers and objects 0 to 20. (K.CC.A.3)
- Compare groups of objects using: greater than, less than, equal to, same or different (K.CC.C)
- Compose and decompose numbers from 11 to 19 into ten ones and some further ones (K.NBT.A.1)
- Fluently add and subtract within 5 including zero. (K.OA.A.5)
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from, being able to solve word problems within 10 (K.OA.A)
- Identify, describe, analyze, compare, create, and compose two dimensional and three dimensional shapes based on their attributes (ex. square, circle, triangle, rectangle, left, right, above, below, on, next to, between, in front, behind, etc.) (K.G.A, K.G.B.)



## Science

*“Students at the kindergarten level are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of core ideas”*

### Students in Kindergarten will...

- Study Earth and Space Science by sharing observations of local weather conditions to show patterns of weather over time (throughout the day and over the year), including effect of sunlight on the Earth. (K-PS3, K-ESS2-1, K-ESS3-2)
- Study Life Science by observing and finding evidence to show that plants and animals need water, air, food and soil/shelter to survive (K-LS1-1, K-ESS2-2, K-ESS3-1, K-ESS3-3)
- Study Physical Science: Pushes and Pulls by making predictions, planning and carrying out investigations about the causes and effects of pushes and pulls on an object. (K-PS2).



## Social Studies

*“Students at the kindergarten level will demonstrate grade-appropriate proficiency in drawing on concepts from civics and government to understand their community. They will understand the basic ideas of geography and connect it to their own surroundings. Students will understand history as events that have already happened, including Native American history.”*

### Students in Kindergarten will...

- Study History: Life Then and Now by stating the difference between life in the past and life in the present. (SS-H-K.1-2)
- Study Civics and Government: Community Helpers by identifying community helpers in the surrounding community and how they help the community. (SS-CG-K)
- Study Geography: My School Community by defining what geography means, creating a map of their own and one of their schools. (SS-G-K)
- Participate in the art of storytelling in Native American Studies and become familiar with Maine Native American storytelling and the important role it plays. (SS-H-K.3)

## Art



*“Students at the elementary level engage in various art-making processes and procedures, building skills that enable them to problem-solve and think critically both inside and outside the art classroom. Our curriculum aligns with the Maine Learning Results, which closely mirror the National Arts Standards, focusing on creating, presenting, responding and connecting. Students explore a diverse range of artists, both contemporary and historical, including Wabanaki artists from communities in Maine.”*

### Students in Kindergarten will...

- Use building materials to experiment with three dimensional forms. (D.A1.K.a,b D.A2.K.a)
- Develop good techniques while using drawing and painting tools. (D.A2.K.a)
- Understand how safety is important in the art classroom while using tools like scissors. (D.A2.K.b)
- Build creative skills that let them expand their visual vocabulary. (D.A3.K, D.B1.K, D.C1.K)

## Music



*“Music offers all students an opportunity to express themselves. Students are actively engaged in activities that represent a wide range of musical processes including: rhythm, melody, movement, singing, listening and playing instruments.”*

### Students in Kindergarten will...

- Participate in music activities that reflect our schools’ core values by helping everyone to grow and always do our best. (B.C1.K.a-c, B.F1.K, B.F2.K)
- Keep a steady beat and understand the difference between loud/soft, high/low, long/short, and fast/slow. (B.D2.K.b,c)
- Explore locomotor movements and participate in finger play and singing games. (A.A1.K.b, B.A2.K)
- Sing and move to simple tunes (i.e. nursery rhymes, simple folk songs). (B.A1.K, B.B2.K)

## Physical Education



*“Our physical education program provides students opportunities to develop their motor, cognitive, and social skills through recreational activities, games, and sports. Students develop self-confidence through skill acquisition, leadership opportunities, cooperation, and good sportsmanship. They learn the importance of an active and healthy lifestyle while becoming lifelong”*

### Kindergarten students will...

- Understand concepts of self/personal space vs. general space. (K-PE-3.2)
- Demonstrate basic locomotor patterns (jump, hop, & gallop) (K-PE-1.1-3, K-PE-2)
- Identify specific body parts (knees, elbows, head, toes, etc.) (K-PE-1)
- Perform balance skills (stand on 1 leg for 10 seconds & walk on a line for 20 ft.) (K-PE-3.2, K-PE-1.4)
- Exhibit good social skills (lining-up, hallway behaviors, & taking turns. (K-PE-5)

## Health



*“Each year, students receive education in health skills and content. Students will use skills such as decision-making and goal setting to enhance their health. They will learn how to access valid health information, products, and services. They will understand influences that affect the health of themselves and others. They will advocate for personal, family and community health. ”*

### Students in Kindergarten will...

- Identify situations when a health-related nutritional decision is needed and recognize when decisions can be made individually or when they require support. (K-HE-1.1, K-HE-2)
- Learn how to respond to dangerous situations and ways to tell a trusted adult if they feel threatened or are harmed. (K-HE-2, K-HE-5)
- Acquire the ability to advocate for personal, family and community health. (K-HE-4, K-HE-5)
- Interact with information about teeth and dental care. (K-HE-6)



# School Counseling Program



*“Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children’s lives. Early identification and intervention of children’s academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red Ribbon Week as it pertains to Drug and Alcohol Awareness, Personal Body Safety, Family, Grief/Loss and Careers ”*

## Kindergarten students will...

- Differentiate peaceable from non-peaceable behaviors
- Describe anger as a natural human emotion
- Recite a basic problem solving model
- Demonstrate basic communication skills: making eye contact, listening, and taking turns without interrupting

## Technology



*“RSU 63 Technology Vision: RSU 63 uses technology to enhance high quality academic programs, instruction, and learning in a safe and supportive environment so students succeed in school and reach their fullest potential in life. The students’ use of technology will be safe, legal, and ethical. Students will be empowered by giving them choices and the ability to work at their own pace which will be done by meeting learners where they are and providing a rigorous learning path for all. Providing choices will help our students be*

*connected learners who know that learning does not only happen in the classroom. Students will learn to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students will actively explore real world problems, developing ideas and employing strategies for solving problems in ways that leverage technology.”*

## Students in Kindergarten will...

- Practice responsible uses of technology through teacher guided online activities and interactions to understand how it impacts their life to show Digital Citizenship
- Create original works, with guidance from an educator to use technology to be a creative communicator.
- Explore a variety of technologies, with guidance from an educator, that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between multiple devices both at school and home
- Identify real-world examples of how technology makes tasks easier, with guidance from an educator.