WHITEFISH BAY SCHOOL DISTRICT

Parent Curriculum Overview
Senior Kindergarten (K5)

SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a basic overview of the core instructional program at each grade level.

Curriculum in the elementary level is designed to provide students with a strong foundation in general knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six-seven years through the district curriculum review cycle. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

These standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. This balance between content (information and knowledge) and process (problem solving and real-world application) may be a shift in approach to the education you received when you were in primary school, yet should set the foundation for future learning for college and career readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. First, we embrace Flippen's saying, "Once you capture a child's heart, you have his mind." Teachers develop trusting relationships with students, and amongst the students in the classrooms, in order to maintain a nurturing climate wherein learning will flourish. Reading and mathematics instruction are offered in flexible, large and small group settings. Hands-on learning activities develop conceptual understanding of mathematics, science and social studies. Students in grades second through fifth will participate in an exposure to world language program (Spanish). Strong programs for art, music, physical education, library-media and guidance, along with the integration of technology as a learning tool, are other important components that contribute to the vitality of the elementary-level program.

While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, gifted and talented programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com and select the district office link and then select Director of Teaching & Learning Services. On this webpage you will find links to curriculum overview documents, learning standards, and resources for parents. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the Teaching & Learning Office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Maria Kucharski
Director of Teaching & Learning Services
School District of Whitefish Bay

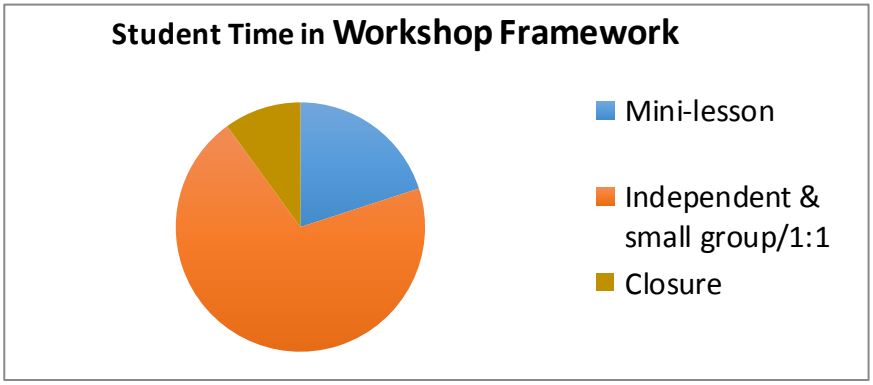
K5 English Language Arts

The Whitefish Bay School District strives to foster a culture of literacy by providing students with a **cognitive apprenticeship** environment that would enable them to grow into successful readers, writers, listeners and speakers.

Starting in the fall of 2016, the WFB School District will begin a staggered implementation of a balanced literacy program that will be completed by the end of the 2017-2018 school year. A balanced literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Guided Reading	Interactive Writing	Writing Process
Independent Writing	Phonics and Word Study	Language Investigation

The main instructional strategy that is utilized in our balanced literacy program is the workshop framework. Specifically, within each ELA block, which includes Language Studied, Writing Workshop and Reading Workshop, students participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.



Our District develops our own units of study through an integrated thematic approach. At the Kindergarten level, your child will study the following integrated literacy units within our overarching themes of: community and relationships, literacy tradition, living things, sense of self, inspired by true stories and genre studies:

Friends at School	Telling Tales	All Living Things
Feelings	Community Heroes	Author Mo Willems

K5 Mathematics

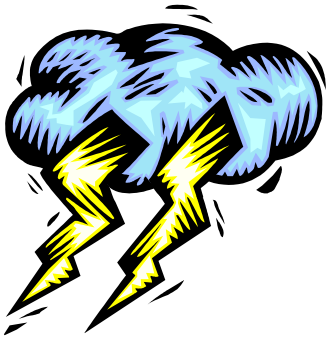
When today's students become adults, they will face new demands for mathematical proficiency. All young Americans must learn to think mathematically, and they must think mathematically to learn (Adding It Up, National Research Council, 2001).

Math Expressions, our newly adopted math resource, is replacing *Everyday Math* beginning the 2013-2014 school year. In *Math Expressions Common Core*, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent and explore, but also learn and practice important math strategies. Through daily Math Talk, students construct viable arguments and critique the reasoning of others. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns precisely with the Common Core State Standards for Mathematics.

In Kindergarten, instructional time will focus on two critical areas within a Common Core Curriculum; (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More time is devoted to number than to any other topic.

In addition to the critical areas listed above, in senior kindergarten, students will know, understand or demonstrate some awareness of:

- Counts by 10's and ones to 100
- Counts forward beginning from any given number
- When counting objects, says the number names in order, pairing each one with one number name
- Understand the last number name said tells the number of objects counted
- Compares two numbers between 1-10, identifies whether number of objects in a group is greater, less than and equal to
- Fluently add and subtract within 5
- Solves addition and subtraction word problems
- Makes combinations of tens
- Recognizes geometric shapes: circle, square, triangle, and rectangle
- Classifies objects into given categories by common attributes
- Composes simple shapes to form larger shapes
- Understands concepts of first and last
- Sorts (groups) objects; shares strategies
- Counts backwards 20 to 0
- Writes dictated numbers 0-20
- Makes and describes a two-part pattern
- Sort objects using various attributes; shares strategies
- Problem solving strategies
- Basic understanding of graphs
- Models with mathematics



Science

Students will develop the scientific knowledge, skills, and attitudes that enable them to make informed use of science in their lives. In senior kindergarten, students will engage in a variety of scientific investigations to further their understanding of scientific inquiry and how observation and evidence can be used to learn more about how the world works.

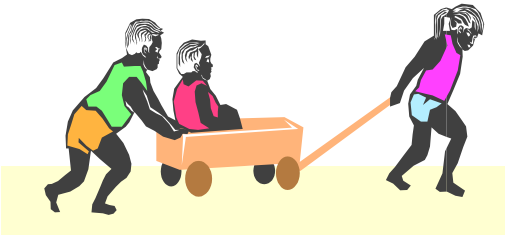
- Students will observe the process of evaporation through water painting in sun and shade.
- Students will sort items and name connections (ex. Animals/birds, magnetic/non-magnetic…)
- Students will practice making comparisons of animals, bendable materials, and wheeled vs. non-wheeled loads.
- Students will make various types of measurements including temperature, length, and strength.
- Students will use various tools to complete investigations.
- Students will record information and communicate it to others through lists, models, graphs, charts and diagrams.
- Students will adopt a schoolyard tree for observation and comparison.
- Students will help plant and care for a tree.
- Students will observe and communicate about size, shape, texture, and color of leaves and trees.
- Students will identify parts of tree through tree part card and booklets
- Students will observe and compare physical properties of rocks and soils, using various tools.
- Students will rub rocks together and observe that they break into smaller pieces
- Students will use screens to separate and group river rocks by particle size, and investigate properties of pebbles, gravel, sand, silt and clay particles.
- Students will explore places where earth materials are naturally found and ways that earth materials are used.
- Students will use sand to make sculptures and clay to make beads, jewelry, and bricks.
- Students will find, collect, record, and compare samples of soil outside the classroom.

Social Studies & Health/HGD

The Whitefish Bay Social Studies curriculum will nurture attributes, knowledge, and skills through which young people become socially active and informed citizens who understand the structure and processes of society and have the ability to adapt in a changing social, political, and economic environment.

In senior kindergarten, students will know and understand at a developmentally appropriate level:

- Characteristics of rules and laws; participation in forming classroom rules
- Some of the responsibilities of citizens such as voting, participation in voting on classroom decisions and cooperating and carrying our classroom duties
- Nature of communities and families at home and around the world
- Neighborhood businesses and the goods and services they provide
- The celebration of individual differences, family differences and cultural differences
- Location of their school, home, neighborhood, community, state and country
- The introductory use of maps and globes and classification of places by dominant characteristics
- Roles of community helpers
- Safety/Fire protection awareness at home and school
- Preventative behavior and caution with strangers; everyone has a need for privacy



Guidance Counseling & Health/HGD

The guidance program teaches and supports the students in skills and strategies for developing healthy self concept, emotional awareness, successful relationships, decision making, and conflict resolutions.

In senior kindergarten, students will know and understand at a developmentally appropriate level:

- Awareness of self, personal interests, strengths and abilities; mutual respect
- Listening skills and “I care” language
- Skills needed to make and keep friends
- Cooperative behavior
- Awareness of others’ feelings; respect for, and appreciation of, individual differences
- Recognizing and accepting responsibility for one’s own feelings and actions
- Ways of asking for/offering help; identifying steps in a decision making process
- Feelings and emotion-producing situations; healthy ways to cope with unpleasant feelings and situations
- Conflict resolution skills based on positive choices such as sharing, taking turns, apologizing
- Knowledge of rules at school and understanding of rights and responsibilities in the school environment

Elementary Specials Overview

General Music

<u>Mission of the K – 12 Music Education Program</u>:
Students will begin a lifelong relationship with music through listening, describing, creating, and performing.

The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program. All fifth grade students are included in the fifth grade choir program.

<u>General Music Time Allotments:</u>

Senior kindergarten through 5th grade:	30 minute classes twice per week
5th grade Band, Orchestra, Choir Assemble:	60 minute classes twice per week
5th grade Band, Orchestra	30 minute additional lesson once per week

Art

<u>The mission of the K – 12 Visual Art program</u>:
Students will gain the ability to manipulate a variety of media, and develop creative problem-solving skills. Students will build and expand their understanding of art and themselves, as well as establish a life-long relationship with the visual world.

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- Demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- Manipulate various media, materials and/or images to be expressive.
- Develop and relate his or her knowledge of art to themselves and others.
- Understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

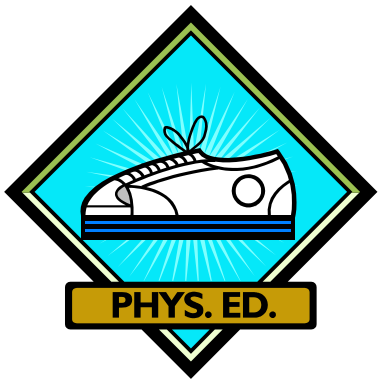
Learning experiences center around:

The Elements of Art	**The Principals of Design**
Color	Balance
Value	Emphasis
Line	Harmony
Texture	Variety
Shape	Movement
Form	Rhythm
Space	Proportion
	Unity

Art Time Allotments:

Junior Kindergarten:	30 minute class once per week
Senior Kindergarten – 5th grades:	60 minute classes once per week

Physical Education



Physical Education will enable each student to acquire the knowledge and skills to pursue and enjoy a lifetime of healthful activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of "children learning to move and moving to learn" guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

<u>Physical Education Time Allotments:</u>

Junior kindergarten:	30 minute class once per week
Senior kindergarten through 5th grade:	30 minute classes three times per week

---

Technology

The district's mission for instructional technology:
Students will be self-directed learners who can access, evaluate and apply the most effective tools and resources to communicate and compete globally. In order to meet this vision, students need meaningful, dialing integration of technology.

Teachers design and implement technology experiences which allow students to access technology at developmentally appropriate stages. Integrated technology instruction allows students to:

- Use a variety of technology tools in order to facilitate and demonstrate learning across the curriculum.
- Use technology to communicate in various ways.
- Understand and operate computer systems and other technologies.
- Understand, respect and apply rules of ethics to be responsible users of technology.

Technology applications are integrated as appropriate throughout the elementary curriculum. Integrated word processing instruction is introduced in first grade, with new elements added each year through grade five. Word processing is integrated with other curricular areas such as reading, language arts, science, and social studies. Formal keyboarding instruction begins in third grade and builds through grade five. Efficient, safe, and ethical use of varied technologies is taught at all grade levels.