Whitefish Bay
SCHOOL DISTRICT
An Exceptional Place to Learn

Curriculum Overview: Senior Kindergarten (K5)





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

School Year 2026-2027

Whitefish Bay
SCHOOL DISTRICT

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 at 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, the 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 to seven years through the district curriculum renewal and design process. 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.

Our state-adopted academic 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. The balance between content and process sets the foundation for future learning for college, career, and life readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. Teachers develop trusting relationships with students, and among the students in the classrooms, to maintain a nurturing climate where learning can flourish. Reading and mathematics instruction are offered in flexible, large, and small group settings. Inquiry learning activities develop conceptual understanding of mathematics, science, and social studies. Students in first through fifth grade 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 global digital literacy skills, 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, talent development identification and 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, select the district link and then select Teaching and Learning. 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 and 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,

Mike O'Connor
Director of Teaching and Learning Services, School District of Whitefish Bay

Senior Kindergarten Mathematics

Mission Statement:
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).

In *Illustrative Math*, teachers create the conditions for collaborative learning opportunities and academic language development for all students. Teachers engage students in instructional routines that invite students into every lesson which involves problem-solving contexts that are supportive of all learners. Students have the opportunity to build math vocabulary and mathematical language routines throughout all lesson activities to support their overall growth as a mathematician. Additionally, students work to develop a deep understanding of mathematical concepts, grow fluency, and solve math problems that are a part of their everyday life. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns 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 numbers 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:

- count by 10's and ones to 100.
- count 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.
- compare two numbers between 1-10, identifies whether the number of objects in a group is greater, less than and equal to.
- fluently add and subtract within 5.
- solve addition and subtraction word problems.
- make combinations of tens.
- recognize geometric shapes: circle, square, triangle, and rectangle.
- classify objects into given categories by common attributes.
- compose simple shapes to form larger shapes.
- understand concepts of first and last.
- sort (groups) objects; shares strategies.
- count backwards 20 to 0.
- write dictated numbers 0-20.
- make and describe a two-part pattern.
- sort objects using various attributes; share strategies.
- utilize problem solving strategies.
- show a basic understanding of graphs.
- model with mathematics.

Senior Kindergarten Social Studies

Mission Statement:

The Whitefish Bay Social Studies K-12 Learning Pathway (found in the C3 Framework) will foster knowledge, skills and the seven thriving dispositions; as a result young people become informed and engaged citizens with an understanding of societal structures, and the changing social, political and global 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, cooperating, and carrying out 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.

Senior Kindergarten Science

Trees and Weather

The Trees and Weather Module provides students with solid experiences to help them develop an understanding of what plants need to survive and the relationship between their needs and where they live.

Students will:

- Learn about school yard trees by observing them over time.
- Identify the parts of trees.
- Identify what trees need to grow.
- Identify and explain what the weather is on any given day.
- Explain how air temperature is measured.
- Explain how a wind sock can inform us about the wind.
- Draw and write about what a fall tree looks like.
- Draw and write about what a winter tree looks like.
- Draw and write about what a spring tree looks like.

Senior Kindergarten English Language Arts (ELA)

Mission Statement:
The Whitefish Bay School District strives to empower students to become effective communicators, critical thinkers, and empathetic citizens through a command of reading, writing, speaking, and listening skills and exposure to diverse perspectives.

A comprehensive early literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Reading Small Groups	Interactive & Shared Writing	Writing Process
Independent Writing	Phonics and Word Study	Writing Small Groups

The main instructional strategy that is utilized in our comprehensive literacy program follows the gradual release of responsibility framework. Specifically, within each ELA block, which includes Reading, Writing, and Phonics and Word Study components, students will participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.

Our District will be utilizing the Benchmark Advanced curricular resource to support tier one classroom instruction. Each unit will last about three weeks long and will involve knowledge building opportunities in reading and writing. Each unit has opportunities for students to engage in constructive conversations around the unit topic. The goal is to have discourse with peers using topic specific vocabulary and evidence from the unit's texts. At the Kindergarten level, your child will study the following integrated literacy units:

Plants and Animals Have Needs	Every Story Has Characters	Rules of Home and School	Writers Tell Many Stories
Technology in Home and School	Stories Have a Message	Holidays and Celebrations	Weather and Seasons

Health and Human Growth & Development

Mission Statement:

Mission Statement: Through the sequential K-12 health education curriculum, students will develop knowledge of various age-appropriate contemporary health issues, become health-literate people who are critical thinkers, creative problem solvers, effective communicators, and ultimately responsible and productive citizens.

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 ENCORE Overview

General Music- Performing Arts

Mission Statement:
The mission of the Whitefish Bay School District music program is to promote music development through the active study and making of music by all.

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.

General Music Time Allotments:

Junior Kindergarten	30 minute class once a week
Senior Kindergarten - 5th grade	30 minute classes twice per week
5th grade Band and Orchestra	30 minute lesson once per week
5th grade Band and Orchestra Assemble	Scheduled as needed second semester

Visual Arts

<u>The Mission of the K – 12 Visual Art Program</u>:
The visual arts program promotes opportunities for students to question, make decisions, think, look, understand themselves, change and grow at their own developmental levels. Through the freedom of expression students will develop 21st century skills such as critical thinking, visual literacy and problem solving.

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 Principles of Design**
Color	Balance
Value	Emphasis
Line	Harmony
Texture	Variety
Shape	Movement
Form	Rhythm
Space	Proportion
	Unity

<u>Art Time Allotments:</u>

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	60 minute classes once per week

Physical Education

Mission Statement:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. We believe through a comprehensive, standards-based K-12 physical education program, including the seven thriving dispositions, our students will develop into individuals who value physical activity, maintain physically active lifestyles, and become knowledgeable and proficient in a variety of 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.

Physical Education Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	30 minute classes three times per week

Technology for Global Education

Mission Statement:

The District's mission for instructional technology is for students to 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 mission, students need meaningful integration of technology.

Our students want to be creative and collaborate, utilize technology for learning, connect with their peers in other countries, understand the messages that the media conveys, and solve real-world problems. It is about providing our students with knowledge, skills and confidence to succeed in college, careers, and jobs that have not even been created yet. This is accomplished by allowing students to use real-world tools to apply what they learn and construct new knowledge. As we grow our integration of technology and skills, through the purposeful integration of technology with the grade- banded **WFB Global, Media, and Digital Competencies**, our hope is to transform our learning with the support of technology.

Computer Science is included in the district's K-12 curriculum using the Wisconsin Standards for Computer Science. Formal instruction begins in senior kindergarten and builds through fifth grade at the elementary level.

Key areas of focus for primary students:

- explore a variety of digital tools to create and communicate ideas or to share learning.
- use technology to communicate with classrooms and/or experts outside the district.
- understand and operate a variety of digital tools, and experience the basic concepts of programming.
- understand the acceptable use of physical and online technology resources.