

ENGLISH LANGUAGE ARTS

In English Language Arts and Literacy students will learn to:

Read Literature and Informational Text

- Actively engage in group reading activities with purpose and understanding
- Ask and answer questions about unknown words in a text
- Recognize common types of texts (e.g., storybooks, poems)
- With prompting and support:
 - identify the front cover, back cover, and title page of a book
 - ask and answer questions about key details in a text
 - identify characters, settings, and major events in a story
 - name the author and illustrator of a story or story and define the role of each
 - retell familiar stories or identify the main topic and retell key details of a text
 - compare and contrast the adventures and experiences of characters in familiar stories
 - identify basic similarities in and differences between two texts on the same topic
 - identify the reasons an author gives to support points in a text

Foundational Reading Skills

- Demonstrate understanding of the organization and basic features of print (concepts of print)
- Recognize, name, and produce the primary sound of all upper- and lower-case letters of the alphabet
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
- Read emergent-reader texts with purpose and understanding

Writing

- Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory texts, narrative pieces and poems
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)

Speaking and Listening

- Participate in collaborative conversations about *kindergarten topics and texts* with peers and adults in small and larger groups
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail

Language

- Print many upper- and lowercase letters
- Produce and expand complete sentences in shared language activities.
- Capitalize the first word in a sentence and the pronoun *I*
- Recognize and name end punctuation
- Write a letter or letters for most consonant and short-vowel sounds (phonemes)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*

SCIENCE

The kindergarten program objectives are designed to help students organize and deepen their observations of the natural world. Students are also exposed to the process skills of science and engage in hands-on experimentation to develop understanding of scientific phenomena.

In Science students will learn to:

- Make use of several senses to observe or explore objects or materials (identification of five senses and significant exploration into how they work and we use them)
- Keep a notebook containing observations, drawings with labels, investigations, and questions to be answered
- Represent data in a variety of ways including words, numbers, symbols, and pictures
- Recognize and analyze patterns from personally collected data, e.g., plant growth, butterfly development, weather data
- Ask a variety of questions that demonstrate an understanding of the topic being investigated
- Participate in discussion of how these questions can be answered
- Make predictions based on observations and/or prior experience
- Use appropriate tools and materials to design and construct based on a given task
- Classify groups of living and non-living things based on the characteristics they share
- Sequence, represent, and describe the life cycle of a plant
- Identify ways in which a habitat provides for an organism’s basic needs
- Describe daily weather by collecting evidence about temperature, wind, and precipitation
- Identify ways in which the sun is necessary for life on earth
- Explore characteristics of the Sun, Moon, and stars
- Analyze and understand the difference between day and night
- Represent and describe the repeating characteristics of day and night and the seasons
- Compare and contrast ways in which the needs of living things are met in human, plant, and animal habitats

MATH

In Mathematics students will work to achieve the goals outlined below:

Counting and Cardinality

- Count to 100 by ones and by tens
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
- Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects)
- Understand the relationship between numbers and quantities; connect counting to cardinality
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects
- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies
- Compare two numbers between 1 and 10 presented as written numerals

Operations and Algebraic Thinking

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation
- Fluently add and subtract within 5

Number and Operations in Base Ten

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

Measurement and Data

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

Geometry

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”)
- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length)
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes
- Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” Classify two-dimensional figures
- Recognize a line of symmetry for a two-dimensional figure. Identify and draw lines of symmetry

SOCIAL STUDIES

In Social Studies students will learn to:

- Identify sequences such as first, next, last and use them to describe personal experiences
- Use words and phrases related to time; now, long ago, before, after, morning, afternoon, today, tomorrow, yesterday, etc.
- Use words and phrases to indicate location and directions, such as up, down, near, far, left, right, behind, or in front of
- Tell or show what a map and a globe are
- Identify and describe why we celebrate the following holidays:
 - Columbus Day
 - Independence Day
 - Martin Luther King, Jr. Day
 - President's Day
 - Thanksgiving
- Place events in their lives in chronological order
- Identify their address, school, town, state, and country
- Describe the location and features of places in their neighborhood
- Give examples of stories that illustrate fairness, honesty, courage, friendship, respect, responsibility, or rules and authority
- Identify family or community members who promote the welfare and safety of children and adults
- Understand that there are important American symbols by identifying:
 - The American flag and its colors and shapes
 - The melody of the national anthem
 - The picture and name of the current president
 - The words of the Pledge of Allegiance
- Use words relating to work, such as jobs, money, buying ,selling
- Give examples of different types of jobs people do
- Explain why people work
- Give examples of things people buy, directly or indirectly, with the money they earn

OUR PHILOSOPHY

Core Values (CARE):

- Challenging and innovative educational experiences promote academic excellence by meeting the needs of students in ways that engage them in their learning.
- A safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.
- Respect for the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.
- Ensuring a quality education, cultivated by ongoing communication and shared resources among parents, teachers, town organizations, and residents, is the responsibility of the entire community.

FOXBOROUGH PUBLIC SCHOOLS

Curriculum Benchmarks



Kindergarten

Vision:

The Foxborough Public Schools, in collaboration with the community, will provide students with intellectual, artistic, and character building educational experiences to inspire them to achieve.

