



## Kindergarten Curriculum Packet (New York)

### NHA Curriculum

NHA has invested significant resources studying state and national standards, and learning about organizations such as ACT to determine what students need to understand in order to be on the track for college before they enter high school. Our custom-built curriculum has been designed backward from eighth grade to kindergarten to ensure that each child learns the concepts, strategies, and skills necessary to be on track for college, starting with their first year of school.

### How Does It Work?

Teachers plan each lesson around specific objectives from the NHA Curriculum and help students understand what those objectives mean. Lessons are planned with very specific goals in mind, goals which are made clear to students. Knowing the end goal helps teachers plan carefully, which, in turn, helps students effectively connect with their learning.

### How Will We Know They Have Learned?

Teachers use the information-gathering process known as formative assessment to determine what adjustments need to be made in the learning process in order to challenge each child to achieve. The formative assessment process gives teachers the detailed information they need to understand where each student is in their level of understanding, which is most critical factor for their continued learning. Students need regular feedback to know how they are performing and what they can do to reach their goals.

### Monitoring Student Progress

The way we assess and report your child's progress is as unique as the curriculum we teach them. It is a fundamental shift from traditional percentages and overall letter grades of the past. Through the NHA Scoring Scales, teachers can determine with greater accuracy how your child is doing towards mastering grade-level material and adjust their instruction to better help your child learn and grow.

### The NHA Scoring Scales

The NHA Scoring Scales provide detailed information about what the teacher is looking for while assessing an objective on a scale of 0-4.0. This is where the real difference lies. You may remember from past school experiences that a 4.0 meant an "A". In the NHA Scoring Scales, a 4.0 does not equal an "A" but is defined as going beyond what was taught in class. By our definition, the 3.0 level means that your child is achieving at grade-level and mastering expectations. The NHA Scoring Scales take the guesswork out of where the students are and need to be and provide the essential information teachers need to create lessons, assignments, and assessments that reflect true grade-level objectives. The teacher can use that information to plan future instruction; the student can use that information to understand and adjust her learning; and parents can use that information to get an overall picture of their student's progress towards the learning goals. Having a specific target and being able to show a student's progress toward that target is what makes the NHA Curriculum and Scoring Scales a powerful tool for teachers, students, parents, and caregivers.

### Report Cards

Report cards will look very different this year. They begin with a one-page summary of student performance in each content area. They also contain several pages of details about each target learning area (called Measurement Topics) and personalized graphs that give a visual representation of each student's academic growth for every Measurement Topic studied in that quarter. Personalized notes for each Measurement Topic will give parents more useful information than ever before.

## **NHA ELA Exemplar: Reading Kindergarten**

### **Measurement Topic: Fluency and Vocabulary Development**

**The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently**

- Use basic elements of phonetic analysis to decode unknown words:
- Classify words into categories (e.g., color words, number words, foods, etc.)
- Use resources to find the meaning of words (e.g., word walls, matching pictures to word, picture dictionaries, letter/sound knowledge, language patterns)
- Recognize and explain the basic meaning of common signs and symbols encountered daily in the environment (e.g., stop sign, store or company logos, exit sign, boys' or girls' bathroom signs, etc.)
- Read simple decodable texts, patterned texts, or predictable texts:
- Automatically recognize grade-level sight and frequently used words, steadily increasing the number of words read fluently throughout the year (e.g., a, the, I, my, is, are; words for persons, places, things, and actions; own first and last name; and names of family members)
- Learn new words through listening, reading, and explicit instruction, including word categories and grade-level words; use new words in speech and writing

### **Measurement Topic: Comprehension**

**The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction**

- Apply comprehension strategies before, during, and after reading:
- Explain the basic features of a text:
- Describe the basic elements of a story:
- Recall and retell a simple story sequence (e.g., retell by speaking, writing, role-playing, using props or toys, etc.)
- Show familiarity with a variety of genres (e.g., picture books, stories, poems, nursery rhymes, songs, finger plays, non-fiction)

### **Measurement Topic: Expository/Informational Text**

**The student will apply a range of reading skills to read and comprehend informational text**

- Find information, answer questions, or solve problems:
- Listen to and discuss a text related to a Moral Focus theme

### **Measurement Topic: Literary Response and Analysis**

**The student will apply a range of reading skills and strategies to read from a wide variety of literary genres to make text-to-text, text-to-self, and text-to-world connections**

- Demonstrate an ability to respond to literature:
- Recognize patterns in poems, songs, and stories (e.g., simple rhymes)
- Describe the basic role of authors and illustrators (e.g., explaining that authors write stories and illustrators draw the pictures)

## NHA Exemplar: Writing

### Measurement Topic: Audience and Purpose

The student will demonstrate an understanding of audience and purpose in writing

- Establish a varied basic portfolio:

### Measurement Topic: Drafting and Revising

The student will draft, revise, edit, and publish writing using the writing process

- Apply basic prewriting strategies:
- Reread and revise writing:
- Share written products with others (e.g., conferencing, author's chair, presentations, bookmaking, discussions)

### Measurement Topic: Writing Applications

The student will use different types of writing to communicate ideas, concepts, emotions, and descriptions

- Write about personal experiences:
- Write about stories and text read or listened to:
- Use informal writing for various purposes (e.g., notes, labels, poems, during play, friendly notes)
- Copy words, phrases, and sentences from books, signs, charts; dictate to another person

### Measurement Topic: Research and Information Organization

The student will employ appropriate methods and resources to research and report on an inquiry topic

Demonstrate an ability to research and organize information:

## NHA Exemplar: Language Usage

### Measurement Topic: Spelling and Language Mechanics

The student will apply the conventions of spelling, punctuation, and capitalization in writing

- Spell high-frequency and personally meaningful words:
- Make basic distinctions between conventional and invented spelling:
- Use basic strategies to spell words correctly:
- Use basic punctuation and capitalization:
- Observe letter formation, spacing, and directionality:

### Measurement Topic: Language Conventions

The student will apply the conventions of grammar in writing and while speaking

- Write and use basic complete sentences, recognizing that a complete sentence must have a simple subject and verb
- Use proper word order in sentences
- Use basic nouns (e.g., simple objects, people)
- Use basic pronouns (e.g., I, you, he, they)
- Use basic verbs (e.g., write simple phrases that describe an action)
- Use common adjectives (e.g., write simple phrases that describe a person, place, or thing, i.e., "red ball," "tall man")

## NHA Exemplar: Speaking, Listening, and Viewing

### **Measurement Topic: Speaking Applications**

**The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing**

- Use language appropriate for different situations:
- Participate and contribute in small and large group discussions (e.g., whole class discussions, work groups, partners, etc.) following the rules of conversation (e.g., listen respectfully, take turns, respond appropriately, stay on topic, raise hand to speak )
- Present simple oral presentations to class about a topic, event, or experience (e.g., tell or retell stories; describe a personal experience; give an opinion; express feelings about stories or poems; use descriptive details; use beginning, middle, and end order)
- Retell stories read or listened to:
- Participate in group story-telling, singing, reciting poems and rhymes, and finger-play

### **Measurement Topic: Listening Comprehension**

**The student will apply critical listening and responding skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information**

- Model active listening skills (e.g., facing the speaker, making eye contact, listening quietly without interrupting, asking questions, making connected comment to a peer's)
- Follow simple one- and two-step directions
- Recognize basic characteristics of friendly communication (e.g., friendly tone of voice, gestures, content)
- Make basic connections to prior knowledge and experiences

### **Measurement Topic: Analysis and Evaluation of Media**

**The student will apply critical skills in order to evaluate and analyze media**

Distinguish between real life and television/movies (e.g., explain that injuries to characters are not real)

## NHA Math Exemplar: Number Sense and Operations Kindergarten

### Measurement Topic: Number Sense and Number Systems

The student will build an understanding of the representations, models, and connections between real numbers

- Read, write, compare, order, and plot whole numbers and sets of objects in both numerals and words:
- Explain the place value relationships of whole numbers:
- Describe and use ordinal numbers (first to tenth)
- Count forward and backward:
- Recognize small quantities (up to 5) without counting (subitizing)
- Use one-to-one correspondence to identify and create sets of equal size
- Recognize when a figure is divided into equal parts
- Identify and model one half of a figure

### Measurement Topic: Addition and Subtraction

The student will become fluent in the addition and subtraction of real numbers

- Represent addition by joining sets and counting on
- Represent subtraction by removing objects from sets and comparing sets
- Write and model addition and subtraction sentences for numbers less than 10
- Add and subtract whole numbers (sums to 10)

### Measurement Topic: Operations, Computation, and Estimation

The student will understand the properties and characteristics of real numbers and their application to computation. Students become fluent in applied computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations

Estimate the number in a collection to 10 and compare to actual quantity

## NHA Math Exemplar: Algebra and Functions

### Measurement Topic: Basic Patterns

The student will analyze and create numeric and geometric patterns

- Copy, create, and extend simple patterns (rhythmic, movement, color, shape)
- Translate patterns from one medium to another (e.g., red, blue, blue to circle, square, square)
- Identify and describe patterns (e.g., AB, AAB, ABAABAAAB)

## NHA Math Exemplar: Geometry

### Measurement Topic: Lines, Angles, and Geometric Objects

The student will analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships

- Arrange, compare, classify, and sort objects:
- Identify and describe circles, triangles, rectangles, and squares
- Identify and describe three-dimensional figures

### Measurement Topic: Transformations, Congruency, and Similarity

The student will apply transformations, use symmetry to analyze mathematical situations, and use visualization, spatial reasoning, and geometric modeling to solve problems

- Relate familiar two- and three-dimensional geometric figures to objects in the environment (e.g., ball/sphere, box/cube)

## NHA Math Exemplar: Measurement

### Measurement Topic: Measurement Systems

The student will apply appropriate techniques, tools, and formulas to estimate and measure

- Measure length using nonstandard units
- Compare and order objects of different length, weight, capacity, and temperature
- Identify the tools to measure length, weight, capacity, and temperature

### Measurement Topic: Time, Temperature, and Money

The student will apply appropriate techniques, tools, and formulas to estimate and measure time, temperature, and money

- Tell time to the nearest hour using digital and analog clocks
- Apply the basic concepts of time:
- Determine the value of a collection of coins (pennies, nickels, and dimes)
- Identify and use the tools and units to measure time
- Identify and state the value of a penny, nickel, and dime

## NHA Math Exemplar: Data Analysis and Probability

### Measurement Topic: Data Organization and Interpretation

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data

- Collect and organize data in response to questions posed by students and teachers
- Construct and interpret simple pictographs
- Construct and interpret vertical bar graphs

## NHA Math Exemplar: Problem Solving

### Measurement Topic: Strategies and Reasoning

The students will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitoring and reflecting on the process of mathematical problem solving, justifying solutions, and extending the problem

- Select and apply appropriate strategies to solve problems individually or as a group (e.g., organized lists, charts, modeling with pictures or manipulatives, and informal counting strategies)
- Determine the approach, materials, and strategies to use in solving problems
- Explain and use the connections between two problems

### Measurement Topic: Validity of Results

The students will calculate and verify solutions, and justify the process used to solve the problem

- Make precise calculations and check the validity of the results in context of the problem
- Explain and justify the reasoning and strategies used to solve a problem

# New York Science Kindergarten

## How Do We Learn

### **The Nature of Science: Scientific Inquiry- The Scientific Method**

- Make observations related to the 5 senses about living things, nonliving objects, and events and identify this as something that scientists do to gain knowledge about the world
- Generate basic questions (who, what, when, where, why, and “I wonder...”) from observations of the natural world

### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Record and communicate findings from observations using a variety of methods such as drawings, journaling, pictographs, and bar graphs and identify this as something that scientists do to help them learn more about their observations
- Safely use tools and instruments (e.g., thermometers, magnifiers, rulers, balances, scissors, hammers, pliers, screwdrivers) to construct, measure, and/or look at objects
- Make measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments

## Introduction to Animals

### **The Living Environment: Animal Body Structures and Functions**

- Identify structures specific to a wide variety of animals, such as fish, snails, worms, birds, and other common animals native to the region

### **The Living Environment: Classification**

- Categorize organisms based on a variety of simple criteria (e.g., body features, appendages, methods of movement, body covering)

### **The Living Environment: Needs of Organisms**

- Describe the basic needs of a wide variety of animals, such as fish, snails, worms, birds, and other common animals native to the region
- Explain how food is used by animals
- Compare and contrast the needs of animals with the needs of humans which include safety precautions, good hygiene and healthy habits

### **The Living Environment: Ecosystems**

- Describe how the behavior of animals is influenced by the conditions of their environment

### **The Living Environment: Life Cycles of Plants and Animals**

- Describe the basic differences in life cycles of common animals, including humans, as they grow and develop over time

### **The Nature of Science: Scientific Inquiry- The Scientific Method**

- Make observations related to the 5 senses about living things, nonliving objects, and events and identify this as something that scientists do to gain knowledge about the world

### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Record and communicate findings from observations using a variety of methods such as drawings, journaling, pictographs, and bar graphs and identify this as something that scientists do to help them learn more about their observations

## Magnetism

### **Physical Science: Magnetism**

- Explain the effect of magnets on certain objects whether touching or not
- Describe some real-world applications of magnets
- Recall objects that can be damaged by exposure to magnets

## Seasons

### **Earth and Space Science: Weather and Climate**

- Observe and describe the cyclical pattern of seasons
- Correlate the different seasons with different life processes in plants and animals

### **The Nature of Science: Scientific Inquiry- The Scientific Method**

- Generate basic questions (who, what, when, where, why, and “I wonder...”) from observations of the natural world

### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Record and communicate findings from observations using a variety of methods such as drawings, journaling, pictographs, and bar graphs and identify this as something that scientists do to help them learn more about their observations

# New York Social Studies Kindergarten

## UNIT: Geography

### Geography: Maps & Globes

- Explain how maps and globes are used
- Describe how major landforms, bodies of water, and other features of the Earth are represented on maps and globes

### Geography: Physical Features

Identify and locate specific major landforms, bodies of water, and other features of the Earth

## UNIT: Economics

### Economics: Economic Concepts

- Define basic economic concepts

### Economics: Resources

- Explain how money is used in our economy
- Give an example of an economic exchange from personal experience

## UNIT: Me & My World

### Geography: Political Features

- Name and locate their geographical area using a map (school, city, state, and country)
- Identify and describe the immediate surroundings (neighborhood, address, phone number)

### Economics: Economic Concepts

- Give examples of basic economic concepts found in the community

### Civics & Government: Citizenship: Awareness, Rights, & Responsibilities

- Identify important symbols and landmarks of the United States
- Explain why rules and laws are important to have in a community

### People, Culture, & Civilizations: Human Characteristics

- Describe characteristics of themselves and their family
- Recall school rules and consequences
- Define respect as it relates to classroom rules and expected behaviors

### People, Culture, & Civilizations: Historical Societies & Lifestyles

- Describe the history, customs, and beliefs shared by their personal family

## UNIT: Native American Peoples

### People, Culture, & Civilizations: Historical Societies & Lifestyles

Describe the way of life of one Native American tribe (e.g., location, homes, traditional dress, foods, transportation, crafts, and tools)

## UNIT: Early Exploration: The Voyage of Columbus

### World History: Significant Events, Individuals, & Contributions

- Describe important people, things, and events in the story of Columbus's voyage to the Americas
- Explain how and why Columbus named the land and people of the Americas
- Give examples of Moral Focus concepts demonstrated by Columbus

**UNIT: Early Settlement: The Pilgrims**

**US History: Significant Events, Individuals, & Contributions**

- Describe how the story of the Pilgrims led to the modern celebration of Thanksgiving Day

**UNIT: July 4- Independence Day**

**US History: Significant Events, Individuals, & Contributions**

- Explain the terms “independence” and “democracy” and their significance to the July 4<sup>th</sup> holiday

**UNIT: Presidents, Past & Present**

**US History: Significant Events, Individuals, & Contributions**

- Identify the names of the four presidents on Mt. Rushmore and an important contribution of each
- Describe how past presidents showed examples of Moral Focus concepts

**US History: Current Events in the Context of History**

- Describe how the current president shows examples of Moral Focus concepts

## NHA Visual Arts Exemplar: Art Expression

The student will develop and expand their knowledge/skills in the visual arts through the use of media, techniques, and processes to express their own ideas creatively in artwork. The student will analyze, assess, judge merit and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

### *Kindergarten*

#### **NHA Objectives**

##### **Measurement Topic: Art Creation**

- Identify and use basic art materials (see Appendix)
- Use basic skills and processes to produce works (see Appendix)
- Use appropriate vocabulary to name various art forms (painting, drawing, sculpture)
- Follow step-by step directions to create works using ideas from environment, experience, and imagination (2D and 3D)
- Use art materials and tools in a safe and appropriate manner

##### **Measurement Topic: Elements and Principles of Art and Design**

- Identify and use basic elements of art (line, shape/form, color, texture, pattern) and describe characteristics of each (e.g., thick, thin, zigzag, circle, square, rectangle, smooth, bumpy, scratchy, etc.)
- Name and identify basic colors

##### **Measurement Topic: Critical Analysis**

- Discuss favorite artworks using appropriate vocabulary; explain why it is their favorite
- Find and describe images, objects, subjects, or symbols within artworks
- Recognize basic similarities and differences between artworks from different artists or of different styles
- Express feelings about their own artwork and the artwork of others

## NHA Visual Arts Exemplar: Art Connections

The student will demonstrate knowledge of artists, art history, and world cultures by investigating works of art from different times and places. The student will apply their knowledge of visual arts to other disciplines and everyday life

### *Kindergarten* NHA Objectives

#### **Measurement Topic: History, Culture, and Society**

- Look at and discuss works of art from different artists, times, and places using words or pictures (see list of possible topics below)

#### **Measurement Topic: Real World Connections**

- Name reasons people make art
- Describe the job of an illustrator
- Name examples of art at home, at school, or in the community

#### **Measurement Topic: Connections to Other Disciplines**

- Identify art in other subject areas (illustrations in stories, shapes in math, paintings of famous people or events in social studies, symbols of our country)

**Kindergarten Social Studies Topics:** Native Americans, American Symbols, Colonial times

## NHA Music Exemplar: Music Expression

The student will develop knowledge and a variety of skills in order to perform, create, read, and describe musical pieces through knowledge of basic musical concepts. Students will engage in both group and individual music-related tasks. They will use this knowledge to analyze, assess, judge merit and determine meaning from music, including their own.

### *Kindergarten*

#### **NHA Objectives**

##### **Measurement Topic: Music Composition and Performance**

- Create and play simple rhythmic patterns with a steady beat
- Create and sing a short melodic pattern
- Imitate a four beat rhythmic pattern using percussion instruments or clapping
- Imitate melodic patterns sung by another
- Demonstrate call and response in music
- Recall short songs and perform them with a steady beat

##### **Measurement Topic: Music Theory**

- Model short and long sounds vocally and instrumentally
- Read beat icons and perform short patterns

##### **Measurement Topic: Analysis of Music**

- Identify reasons for listening to music
- Identify the different contexts in which music is heard
- Use movement to demonstrate simple rhythmic and pitch patterns
- Distinguish between vocal, instrumental, and environmental sounds
- Distinguish between musical sounds that are high or low, fast or slow, loud or soft, happy or sad
- Compare and contrast singing, whispering, and speaking

## NHA Music Exemplar: Music Awareness

The student will recognize the historical, cultural and social impact of music. They will be able to critically analyze and critique a variety of music from different eras, genres, and sources. Student will be exposed to a variety of music and determine the impact it had both locally and globally.

### *Kindergarten* NHA Objectives

#### **Measurement Topic: History, Culture, and Society**

- Identify “The Star-Spangled Banner” and “America the Beautiful”
- List two ways the Native Americans used music
- Identify different styles of music (e.g., Patriotic, folk, lullabies, or classical)

#### **Measurement Topic: Real World Connections**

- Connect music to situations in daily life

#### **Measurement Topic: Integrated Studies**

# NHA Physical Education Exemplar: Movement and Concept Development

## *Kindergarten*

### NHA Objectives

#### **Measurement Topic: Movement and Movement Patterns**

- Perform basic locomotor skills
- Perform basic non-locomotor skills
- Perform basic skills to manipulate objects (hand-eye coordination)
- Move in different directions using a variety of locomotor movements

#### **Measurement Topic: Movement Concepts**

- Demonstrate awareness of personal space by moving safely and purposefully
- Demonstrate basic movement vocabulary (directional vocabulary such as forward, backward, sideways, left, right; spatial vocabulary such as high, low, under, over; temporal vocabulary such as fast and slow)  
Follows simple directions for basic games and activities

## NHA Physical Education Exemplar: Physical Fitness and Wellness

### *Kindergarten*

#### NHA Objectives

##### **Measurement Topic: Personal Fitness**

- Describe how increased activity affects the body (heart beating faster, breathing faster, tired muscles)
- Build endurance through increased activity (e.g., move continuously for one minute, hold own body weight for 5 seconds)

##### **Measurement Topic: Health Concepts for Life**

- Recognize healthy and unhealthy foods
- Describe the necessity of drinking water daily
- Identify household products that are harmful to the body if ingested, or inhaled
- Identify the feelings that result from participation in physical activity ( e.g., happy, tired, excited)

##### **Measurement Topic: Teamwork and Sportsmanship**

- Take turns and work with partners or teams during activities
- Share equipment with others

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### *Kindergarten*

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