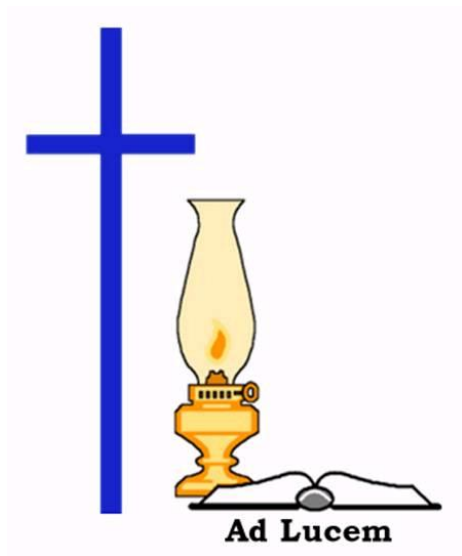


GSLs
Academy of Fine Arts and Sciences
Kindergarten
CURRICULUM



MATH

- ◆ Recognize, read, and write whole numbers to 30
- ◆ Count by rote to 100
- ◆ Count by ones, twos, fives and tens to 100
- ◆ Sort, classify, compare, and match objects and sets
- ◆ Match a number of objects to the correct numeral
- ◆ Understand ordinal numbers
- ◆ Use models and manipulatives to introduce the concept of addition and subtraction
- ◆ Introduce estimation concepts
- ◆ Understand the concepts of whole and half
- ◆ Introduce measurement concepts using string, unifix cubes, and balance scales
- ◆ Introduce coins (pennies, nickels, dimes) and their value
- ◆ Introduce concept of time and telling time to the hour
- ◆ Understand sequencing in daily lives, such as time, calendar, seasons, and schedules
- ◆ Recognize common shapes in one and two dimensions
- ◆ Collect data and draw conclusions from a simple graph
- ◆ Recognize, describe, extend, and create patterns

LANGUAGE ARTS

- ◆ Understand parts of a book, such as cover, author and illustrator
- ◆ Understand that print conveys meaning
- ◆ Recognize the left to right, top to bottom directionality of print
- ◆ Gather meaning from a variety of picture books with or without simple text
- ◆ Use context to predict what might happen next in a story
- ◆ Understand that there is an order within activities, experiences and stories
- ◆ Identify parts of a story, including setting, characters, beginning, middle, and end
- ◆ Learn high frequency words
- ◆ Demonstrate that writing and drawing can be used to share ideas
- ◆ Demonstrate the ability to print first and last name correctly
- ◆ Begin to write words in sentences forming letters correctly
- ◆ Use approximated spelling to express ideas in print
- ◆ Enjoy reading and having others read to them
- ◆ Listen attentively for a variety of purposes
- ◆ Communicate and converse appropriately using language and/or actions
- ◆ Speak in complete sentences so others can hear and understand
- ◆ Learn songs, poems, rhymes and finger plays
- ◆ Identify letters of the alphabet - upper and lower case (in and out of sequence)
- ◆ Understand the sound/symbol relationship of letters
- ◆ Select rhyming words and recognize a variety of word patterns

SCIENCE

- ◆ Ask questions about the world based on observation

I. Life Science:

- Identify various body parts
- Describe the functions of body parts
- Identify the senses

- Describe how objects feel, taste and smell
- Classify object as living or non-living
- Classify different animal groups
 - reptiles
 - mammals
 - birds
 - fish
 - amphibians
- Compare adult animals with their young
- Identify the needs of living things
- Understand that plants and animals are living things and that they should be respected and protected
- Describe how plants are alike and different

A. Growth and development

- Describe changes in living things
- Explain how a seed grows into a plant
- Identify the needs of a plant
- Measure and record growth of a plant
- Identify foods that come from plants

B. Health and nutrition

- Explain how cleanliness, good nutrition, exercise and rest keep you healthy
- Demonstrate knowledge of basic health practices

C. Ecology

- Identify the different animal habitats
- Understand the meaning of recycling and participating in recycling activities

II. Physical Science:

A. Pushes and pulls

- Explore different ways things move
- Explore different surfaces
- Explain directional motion

B. Electricity and magnetism

- Explore magnets and how they attract and repel

C. Chemical matters; structure and classification

- Classify objects by their properties
- Compare objects by properties

III. Earth Science:

A. Meteorology

- Identify sun, moon and stars
- Explain why stars are only seen at night
- Explain that air is all around us
- Describe and graph weather conditions
- Identify four seasons and characteristics

SOCIAL STUDIES

Theme: *Myself, My Family, and School*

I. History:

- Identify holidays; what they mean
- Know that our country's birthday is July 4th
- State events of yesterday, today, and tomorrow relating to self

- Identify seasons and how they affect people
- Recognize ways we learn about the past
- Distinguish between past, present and future

II. Geography:

- Identify shapes and symbols on a map
- Use simple directional terms
- Locate the U.S. on a map and globe
- Distinguish between land and water on a map
- Locate Michigan on a map
- Recite country, state and city where he/she lives
- Use mental maps to organize information

III. Citizenship/Government:

- Understand that rules and laws are necessary
- List school rules/classroom rules
- Begin to recognize their ability to make choices and the consequences of their choice
- Explain how conflicts in the class may be resolved in a fair manner
- List ways to conserve the environment
- Know that the flag is a symbol of our nation
- Be able to recite the Pledge of Allegiance
- Create and evaluate laws/rules
- Work in a group to complete a project
- Identify ways individuals make a difference in a community

IV. Sociology:

- Recognize that God made people special
- Describe likenesses and differences between people
- Distinguish between different feelings
- Recall and tell about themselves
- Begin to understand the difference between a need and a want
- Recognize that each family is unique and special
- Recognize that a school is part of a community
- Identify rules of safety
- Identify places in a neighborhood
- Identify community workers

ART

In art class, children learn to convey ideas, feelings, and emotions by creating their own images. They explore the historical and cultural messages wrapped up in works of art. They also reflect on the meaning of what they see in art. Students learn to express their opinions and show respect for their own ideas and creations and for those of others. They explore a variety of media, techniques, and processes in the broad categories of painting, drawing, mixed media, and sculpture. They also learn the safe use and care of art materials and tools. Looking at, thinking about, and making art are presented as enjoyable and integral parts of learning about art. Students develop a better understanding of beliefs and ideas that are different from their own.

At the Kindergarten level, students are introduced to the visual elements of design, such as line, shape, texture, and color. They learn to recognize the primary colors and are introduced to mixing secondary colors. They learn art room procedures and behavior expectations. Students create art based on their personal experiences as well as imagination. Some ideas are developed by exploring media. Basic skills in cutting, pasting, and using clay are introduced through lessons that encourage experimentation and growth in skills.

MUSIC

I. Rhythm

- ◆ Identify sound and silence.
- ◆ Identify long and short sounds.

II. Melody

- ◆ Experience how notes can be connected together to form a phrase.

III. Tempo

- ◆ Identify and perform fast and slow.

IV. Dynamics

- ◆ Identify and perform loud and quiet.

MEDIA/TECHNOLOGY

Kindergartners are encouraged to love and value books and reading. Students visit the media center weekly as a class and learn about the many offerings of the school media center including:

- ◆ Checkout procedures and library behavior expectations.
- ◆ Differentiate between fiction and nonfiction books
- ◆ Identify parts of books
- ◆ Recognize the role of authors and illustrators.
- ◆ Choose books from a variety of genres, based on their knowledge of characters, stories, authors, and illustrations.
- ◆ Exposure to selected authors and illustrators

PHYSICAL EDUCATION

Below is a brief overview of the Kindergarten through fifth grade physical education curriculum:

- ◆ Demonstrate appropriate form of underhand throwing, overhand throwing, catching, hand dribbling, foot dribbling, kicking and striking (batting).
- ◆ Demonstrate the ability to bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway, and land.
- ◆ Demonstrate selected fundamental rhythmical skills i.e., clapping while walking.
- ◆ Demonstrate selected combinations of locomotor, object control, nonlocomotor and body control, and rhythmical skills.
- ◆ Participate successfully in selected health-enhancing, lifelong physical activities and develop working knowledge of the affects of physical activity on the body.
- ◆ Develop and maintain healthy levels of cardio respiratory endurance.
- ◆ Develop and maintain healthy levels of muscular strength and endurance.
- ◆ Develop and maintain healthy levels of flexibility of selected joints of the body.
- ◆ Develop and maintain healthy levels of body composition.
- ◆ Apply the concepts of body awareness, time, space, direction and force to movement.
- ◆ Explain and apply the essential steps in learning motor skills.
- ◆ Apply appropriate rules and strategies when participating in physical activities.
- ◆ Describe the affects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness.
- ◆ Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.
- ◆ Value physical activity and its contribution to lifelong health and well-being.

RELIGION

Our purpose at *GSLs* is to help people know, love and follow Jesus, the *Good Shepherd*, and to grow His flock. To assist in this, *GSLs* uses the *Voyages* curriculum from Concordia Publishing House. *Voyages* is a Christ-centered curriculum giving students optimal opportunity to grow in their relationship of faith and life with *God*.

- ◆ Introduce students to the stories of the Bible.
- ◆ Apply the lessons to daily life to form the moral and spiritual life of each student.
- ◆ Provide a foundation of faith and knowledge so students will know sound Biblical doctrine.
- ◆ Memorization of weekly scripture passages, which are age-appropriate and help the student grow in faith.
- ◆ Foster a life-long love and appreciation for *God's Word*.