

Curriculum Overview for Kindergarten

Language Arts	Reading Readiness	Mathematics/ Technology	Science/Health	Social Studies	Hebrew/ Judaics
<p>Generate ideas through class discussion.</p> <p>Draw a picture about ideas generated through class discussion.</p> <p>Communicate by drawing, telling, or writing for a purpose.</p> <p>Create a group draft, scripted by the teacher.</p> <p>Reread original draft scripted by teacher or individual.</p> <p>Add additional details with prompting.</p> <p>Review the draft for errors in conventions, with prompting.</p> <p>Share a finished piece of writing.</p> <p>Use pictures that convey meaning.</p> <p>Use pictures with imitative text, letters, or recognizable words to convey meaning.</p> <p>Use labels, captions, or picture</p>	<p>Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, Exit and Danger signs).</p> <p>Hold a book right side up and turn pages in the correct direction.</p> <p>Start at the top left of the printed page, track words from left to right, using return sweep, and move from the top to the bottom of the page.</p> <p>Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.</p> <p>Distinguish between printed letters and words.</p> <p>Recognize that spoken words are represented in written language by specific</p>	<p>Express whole numbers 0 to 20 using and connecting multiple representations.</p> <p>Count forward to 20 and backward from 10 with or without objects using different starting points.</p> <p>Compare and order whole numbers through 20.</p> <p>Recognize and compare the ordinal position of at least five objects.</p> <p>Solve contextual problems by developing, applying, and recording strategies with sums and minuends to 10 using objects, pictures, and symbols.</p> <p>Develop and use</p>	<p>Observe common objects using multiple senses.</p> <p>Ask questions based on experiences with objects, organisms, and events in the environment.</p> <p>Predict results of an investigation based on life, physical, and Earth and space sciences.</p> <p>Demonstrate safe behavior and appropriate procedures in all science inquiry.</p> <p>Participate in guided investigations in life, physical, and Earth and space sciences.</p> <p>Perform simple measurements using non-standard units of measure to collect data.</p> <p>Organize objects, organisms, and events according to various</p>	<p>Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p> <p>Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p>Sequence recounts of historical events and people using the concepts of before and after.</p> <p>Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p> <p>Retell personal events to show an understanding of how history is the story of events, people, and places in the past.</p> <p>Listen to recounts of historical events and</p>	<p>Mitzvot-</p> <ul style="list-style-type: none"> • Da'at • G'milut Chasadim • Tzedakah • Tikkun Olam Ahavat Eretz Yisrael <p>Alef Bet</p> <p>Vowels- letter and sounds</p> <p>Hebrew vocabulary-</p> <ul style="list-style-type: none"> • Days • Months • Years • Seasons • Colors • Body Parts • Names <p>Teffilah</p> <p>Hebrew Calendar month, day, holiday, weather etc.</p>

<p>descriptors to expand meaning.</p> <p>Show a clear sense of coordination between text and pictures.</p> <p>Consistently write left to right and top to bottom.</p> <p>Space appropriately between words with some degree of accuracy.</p> <p>Create pictures or text with distinctive personal style and originality.</p> <p>Select labels, captions, or descriptors to enhance pictures.</p> <p>Use words, labels, or short phrases that clearly go with picture text.</p> <p>Attempt simple sentences.</p> <p>Write the 26 letters of the alphabet in: a. lower case b. upper case</p> <p>Distinguish between upper and lower case letters.</p> <p>Use capital letters to begin “important” words, although may be inconsistent or experimental.</p> <p>Use spaces between words.</p> <p>Write left to right and top to bottom.</p>	<p>sequences of letters.</p> <p>Recognize the concept of words by segmenting spoken sentences into individual words.</p> <p>Demonstrate the one-to-one correlation between a spoken word and a printed word.</p> <p>Distinguish spoken rhyming words from non-rhyming words (e.g., run, sun versus run, man).</p> <p>Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?)</p> <p>Orally produce groups of words that begin with the same initial sound (alliteration).</p> <p>Blend two or three spoken syllables to say words.</p> <p>Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).</p> <p>Blend spoken</p>	<p>multiple strategies to determine:</p> <ul style="list-style-type: none"> •sums to 10 and •differences with minuends to 10. <p>Create word problems based on sums to 10 and differences with minuends to 10.</p> <p>Identify quantities to 20 as more or less than 5 or as more or less than 10.</p> <p>Construct simple displays of data using objects or pictures.</p> <p>Ask and answer questions by counting, comparing quantities, and interpreting simple displays of data.</p> <p>Sort, classify, count, and represent up to 20 objects and justify the sorting rule.</p> <p>Recognize, describe, extend, create, and record simple repeating</p>	<p>characteristics.</p> <p>Compare objects according to their measurable characteristics (e.g., longer/shorter, lighter/heavier).</p> <p>Communicate observations with pictographs, pictures, models, and/or words.</p> <p>Communicate with other groups to describe the results of an investigation.</p> <p>Give examples of how diverse people (e.g., children, parents, weather reporters, cooks, healthcare workers, gardeners) use science in daily life.</p> <p>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations</p> <p>Describe how simple tools can make tasks easier.</p> <p>Distinguish between living things and nonliving things.</p> <p>Name the following</p>	<p>people and discuss how they relate to present day.</p> <p>Sequence recounts of historical events and people using the concepts of before and after.</p> <p>Use primary source materials (e.g., photos, artifacts) to study people and events from the past.</p> <p>Recognize national symbols and monuments that represent American democracy and values: American flag, Bald Eagle, Statue of Liberty, and the White House.</p> <p>Recognize the Pledge of Allegiance and the National Anthem.</p> <p>Recognize the significance of national holidays.</p> <p>Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy.</p> <p>Recognize that Native Americans are the original inhabitants of</p>	<p>Blessing before and after snack/lunch</p> <p>Kippot</p> <p>Weekly Parsha</p> <p>Quote of the Week- Mishna</p> <p>Celebrate the Hebrew Birthdays of the Month</p> <p>Kosher-</p> <ul style="list-style-type: none"> • Dairy • Meat • Symbols • Rules <p>Middot – Hakaras Hatov</p> <p>Jewish Holidays-</p> <ul style="list-style-type: none"> • Chanukah • Tu B’Shevat • Purim • Passover • Lag Ba’omer • Shemini Atzeret • Simchat Torah • Tisha B’Av • Rosh Chodesh • Rosh Hashanah • Yom Hazikaron • Yom
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<p>Use punctuation in writing, although may be inconsistent or experimental.</p> <p>Use knowledge of letter sound relationship to spell simple words with some consonants and few vowels (e.g., I lik t d nts. – I like to draw knights.)</p> <p>Use resources (e.g., environmental print, word walls) to spell correctly.</p> <p>Write own name on personal work.</p> <p>Create narratives by drawing, dictating, and/or emergent writing.</p> <p>Participate in writing simple poetry, rhymes, songs, or chants. Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.</p> <p>Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).</p> <p>Participate in writing communications, with teacher as scribe, including:</p> <ol style="list-style-type: none"> friendly letters thank-you notes <p>Participate in a group discussion, based on a literature</p>	<p>phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).</p> <p>Identify the initial and final sounds (not the letter) of a spoken word.</p> <p>Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., dog makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).</p> <p>Identify letters of the alphabet (upper and lower case).</p> <p>Recognize that a new word is created when a specific letter is changed, added, or removed.</p> <p>Say letter sounds represented by the single-lettered consonants and vowels.</p> <p>Determine what words mean from how they are used in a sentence, heard or</p>	<p>patterns.</p> <p>Recognize, describe, extend, and record simple growing patterns.</p> <p>Record equivalent forms of whole numbers to 10 by constructing models and using numbers.</p> <p>Students understand the operations and function of technology systems and are proficient in the use of technology.</p> <p>Students understand the social, ethical and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information and software.</p> <p>Students use technology tools to enhance learning, to increase productivity and creativity and to construct technology-enhanced models, prepare publications</p>	<p>human body parts:</p> <p>Head, shoulders, arms, elbows, wrists, hands, fingers, legs, hips, knees, ankles, feet, heels, and toes.</p> <p>Identify the five senses and their related body parts</p> <p>Describe that most plants and animals will grow to physically resemble their parents.</p> <p>Identify some plants and animals that exist in the local environment.</p> <p>Identify what plants and animals need to grow and survive.</p> <p>Describe changes observed in a small system.</p> <p>Identify the following observable properties of objects using the senses:</p> <p>Shape, texture, size, and color.</p> <p>Compare objects by observable properties.</p> <p>Describe spatial relationships of objects.</p>	<p>North America.</p> <p>Recognize that explorers (e.g., Columbus, Leif Ericson) traveled to places in the world that were new to them.</p> <p>Recognize that exploration resulted in the exchange of ideas, culture, and goods.</p> <p>Recognize the differences between maps and globes.</p> <p>Construct maps of a familiar place (e.g., classroom, bedroom, playground, neighborhood).</p> <p>Washington was our first president.</p> <p>Recognize that the Fourth of July is our nation’s birthday.</p> <p>Recognize that astronauts are explorers of space.</p> <p>Use information from written documents, oral presentations, and the media to discuss current local</p>	<p>Ha’ Atzmaut</p> <ul style="list-style-type: none"> Sukkot Purim Yom Kippur Shabbat Kabbalat Shabbat Havdallah <p>Israel-</p> <ul style="list-style-type: none"> Israeli Facts Israeli Timeline Israeli Symbols Israeli Geography <p>Bible Heroes-</p> <ul style="list-style-type: none"> Noah Abraham Joseph Sarah Isaac Leah Esau Rebecca Benjamin Jacob Moses Aaron Miriam Devorah Rachel <p>Tanach</p>
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<p>selection, that identifies the:</p> <ul style="list-style-type: none"> a. character(s) b. setting c. sequence of events <p>Participate in a group discussion in response to a given piece of literature that connects:</p> <ul style="list-style-type: none"> a. text to self (personal connection) b. text to world (social connection) c. text to text (compare within multiple texts) <p>Participate in a creating a simple class report where the teacher is the scribe.</p>	<p>read.</p> <p>Sort familiar words into basic categories (e.g., colors, shapes, foods).</p> <p>Describe familiar objects and events in both general and specific language.</p> <p>Make predictions based on title, cover, illustrations, and text.</p> <p>Derive meaning from books that are highly predictable, use repetitive syntax, and have linguistic redundancy.</p> <p>Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p> <p>Identify elements of a story, including characters, setting, and key events.</p> <p>Retell or re-enact a story, placing the events in the correct sequence.</p> <p>Determine whether a literary selection, that</p>	<p>and produce other creative works.</p> <p>Building on productivity tools, students will collaborate, publish, and interact with peers, experts and other audiences using telecommunications and media.</p> <p>Students utilize technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources.</p> <p>Students use technology to make and support decisions in the process of solving real world problems.</p>	<p>Investigate how applied forces can make things move.</p> <p>Investigate how forces can make things move without another thing touching them.</p> <p>Sort materials according to whether they are or are not attracted by a magnet.</p> <p>Identify familiar everyday uses of magnets.</p> <p>Identify rocks, soil, and water as basic Earth materials.</p> <p>Compare physical properties of basic Earth materials.</p> <p>Classify a variety of objects as being natural or man-made.</p> <p>Identify ways some natural or man-made materials can be reused or recycled.</p> <p>Describe observable changes in weather.</p> <p>Give examples of how the weather affects people’s daily activities.</p>	<p>events.</p> <p>Determine the relative location of objects using the terms near/far, behind/in front, over/under, left/right, up/down.</p> <p>Identify land and water on maps, illustrations, images, and globes.</p> <p>Locate continents and oceans on a map or globe.</p> <p>Discuss different types of jobs that people do.</p> <p>Match simple descriptions of work with the names of those jobs.</p> <p>Give examples of work activities that people do at home.</p> <p>Discuss differences between needs and wants.</p> <p>Recognize various forms of U.S. currency.</p> <p>Recognize that people use money to purchase goods and</p>	
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is heard, is realistic or fantasy.

Identify the purpose for reading expository text.

Restate facts from listening to expository text.

Respond appropriately to questions based on facts in expository text, heard or read.

Sequentially follow a two or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.

Identify signs, symbols, labels, and captions in the environment.

services.

Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.

Identify the current President of the United States and Governor of Arizona.

Identify examples of responsible citizenship in the school setting and in stories about the past and present.

Recognize the rights and responsibilities of citizenship:

a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated.

b. importance of participation and cooperation in a classroom and community.

c. why there are rules and the consequences for violating them.

d. responsibility of voting (every vote counts).

Discuss different types of jobs that people do.

Match simple descriptions of work with the names of those jobs.

Give examples of work activities that people do at home.

Discuss differences between needs and wants.

Recognize various forms of U.S. currency.

Recognize that people use money to purchase goods and services.

Physical Education: Twice a week for 1 hour per session. Taught by a certified PE Teacher.

Art: Once a week for 1 hour. Taught by a certified Art Teacher.

Choir: Twice a week for 30 minutes. Taught by a certified teacher with vocal performance background.

Teffilah: Three times a week Child led.

Reading Buddies: Once a week.

*Once a month field trips: Art Museum, Heard Museum, Science Center, Symphony, Hospital, Grocery Store, ASU, The Capital Museum and much more!