

A Parent's Guide to Curriculum

Kindergarten

Bensenville School District 2 Mission Statement

The purpose of Bensenville Elementary School District 2 is to prepare each student for a world of opportunities as a responsible citizen.

The Primary Goal of District 2 is:

To have staff members who each and every day work to give children a foundation for success so that they may achieve academic excellence and reach their full potential as responsible citizens.

Strategies

- 1) Create a safe, trusting, secure and orderly school learning environment.
- 2) Achieve a greater understanding of each other and the world around us.
- 3) Teach children and adults to manage conflict in a responsible manner.
- 4) Build partnerships to unite schools, families, community members and businesses that create a community of life-long learners who support and take pride in District 2.
- 5) Establish recognition for all members of the learning community - students, parents, teachers, volunteers, staff members and community partners - so that excellence is recognized and rewarded.

Bensenville Elementary School District 2
210 S. Church Road
Bensenville, Illinois 60106
630-766-5940
www.bsd2.org

Kindergarten Program of Studies

The kindergarten faculty meets regularly to discuss the kindergarten program. Our collaboration includes discussing what we teach, studying child development theory and practice, looking at other early childhood programs, and determining how our program meets the goals of District 2.

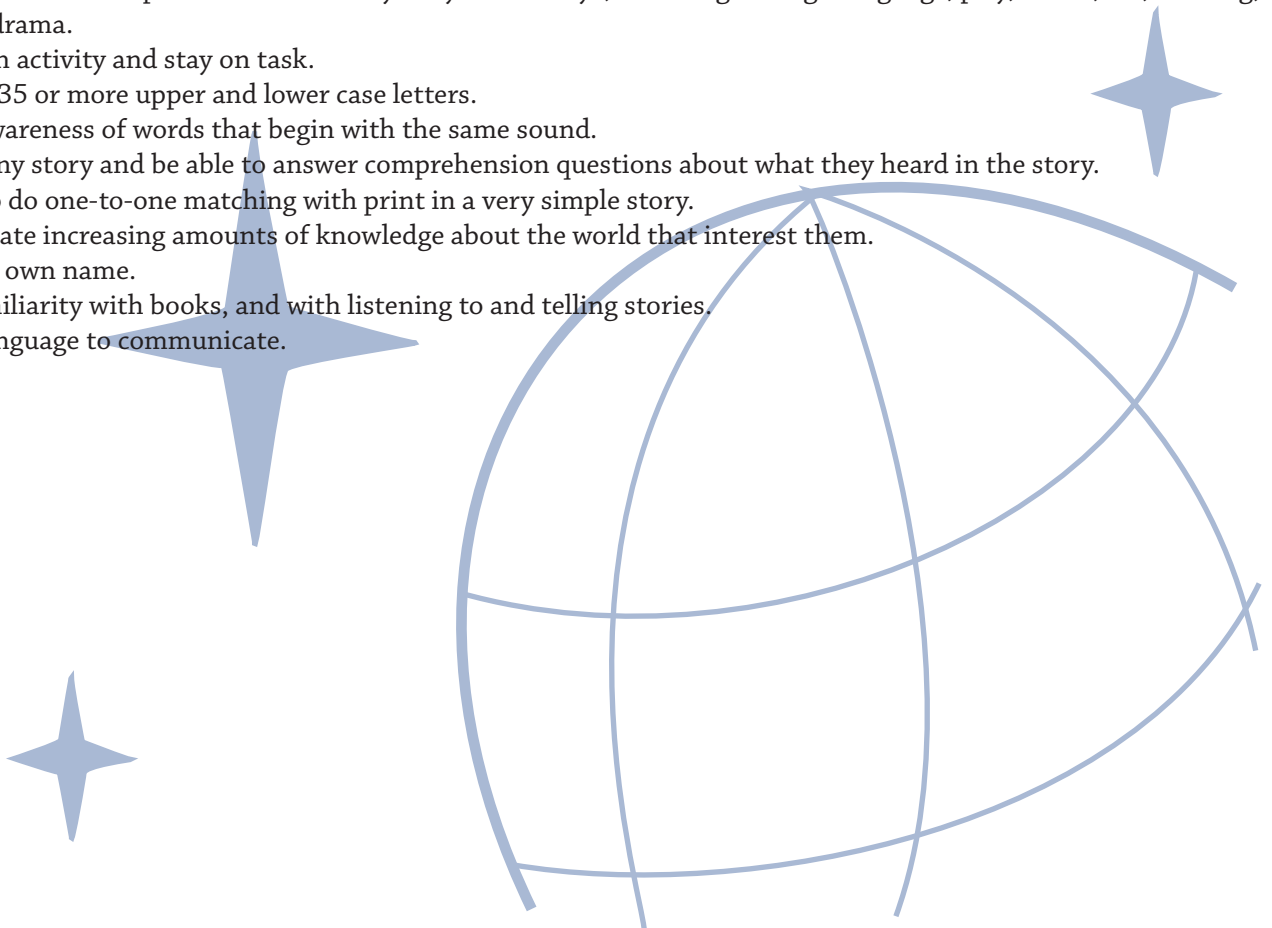
All children entering kindergarten must be five years old by September 1st of the upcoming school year. We offer two sections of kindergarten. The morning session begins at 8:05 a.m. and ends at 11:00 a.m. The afternoon session begins at 11:55 a.m. and ends at 2:50 p.m. Each session meets Monday through Friday.

While in kindergarten we expect your child to develop cognitively, socially, and emotionally through various activities and experiences. This time can include beginning reading activities, pretend play, meaningful group experiences, memorable events, meaningful individual experiences, experiments, musical experiences, group games, creative projects, collaborative work, development of routines, opportunities for logical and mathematical thinking, opportunities to develop fine and large motor skills, opportunities to work with a partner, opportunities for self expression, and outdoor play.

Kindergarten Developmental Overview

Children entering kindergarten should be able to:

1. Separate from parents, trust adults, and be aware of others.
2. Have a growing ability to care for one's own needs and take responsibility for possessions.
3. Be comfortable with peers, relate to and interact with other children.
4. Listen in small groups and large groups.
5. Deal with frustration and handle conflict in constructive ways without becoming physically aggressive.
6. Adapt to routines and rules of the classroom.
7. Represent ideas and experiences in a variety of symbolic ways, including through language, play, music, art, drawing, and story drama.
8. Invest in an activity and stay on task.
9. Recognize 35 or more upper and lower case letters.
10. Have an awareness of words that begin with the same sound.
11. Listen to any story and be able to answer comprehension questions about what they heard in the story.
12. Attempt to do one-to-one matching with print in a very simple story.
13. Communicate increasing amounts of knowledge about the world that interest them.
14. Print one's own name.
15. Have a familiarity with books, and with listening to and telling stories.
16. Use oral language to communicate.



Curriculum Overview

Language Arts

The District 2 language arts program reflects the belief that literacy is a communication process that includes the academic areas of reading, writing, spelling, grammar, listening, speaking, and information processing. Program goals are based on the Illinois State Goals and Standards for Learning for language arts and the current best practices in the area of language arts.

The goal of the language arts program is to develop high achieving students who will:

- read, comprehend, interpret, and use written materials.
- experience a variety of different forms of literature.
- understand how and why language functions and evolves.
- apply the writing process to communicate effectively for various purposes and audiences.
- listen critically and analytically for understanding and to gain information.
- utilize spoken language effectively in formal and informal situations to communicate ideas.

While in Kindergarten students will begin to develop a solid foundation for future academic success. Much time will be devoted to developing the following skills. We highly encourage a continuation of skill development in these areas at home.

Reading

- Use basic concepts of print—left-to-right, top-to-bottom page progressions; match spoken to printed words; understand the concept that letters form words and words form sentences.*
- Learn grade-level high-frequency words.*
- Use emerging reading comprehension strategies—picture clues; retell main ideas; predict outcomes; recall story details, use previous knowledge to understand new ideas in a book; look back or reread to confirm understanding.
- Develop and apply word study skills—recognize capital and lower-case letters; associate letters with sounds; rhymes; produce different words with the same beginning sound; differentiate long and short vowel sounds; syllables.
- Know all letters and sounds of the alphabet.*
- Recognize environmental print.
- Blend sounds to make spoken words.

Writing, Spelling, Grammar

- Use writing/drawing for a variety of purposes—journals, pictures, stories, directions, labels.
- Write to communicate.
- Write and recognize own name (first and last).*
- Spell grade level high frequency words correctly.*
- Write 3 independent sentences.*

Listening and Speaking

- Focus on teacher-selected literature.
- Use attentive listening behaviors during school activities.
- Follow sequential oral directions.

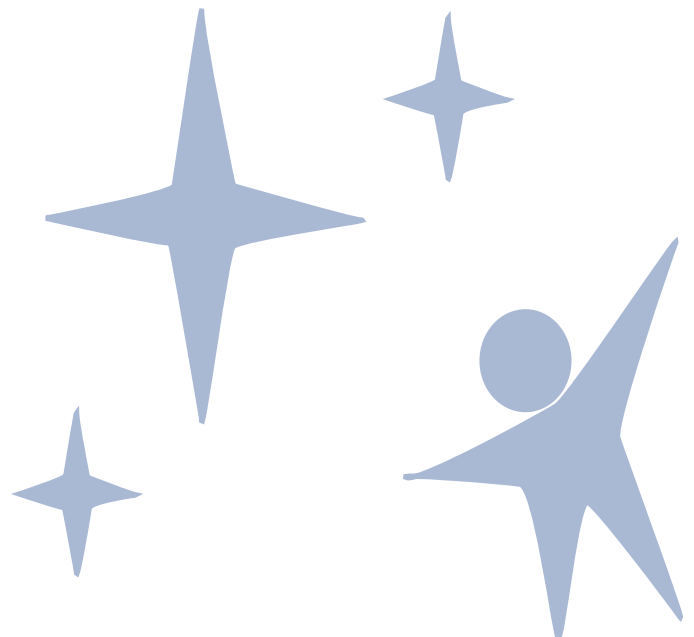
- Listen for specific purposes.
- Retell information heard in activities.

Information Processing

- Use oral language for a variety of purposes—offer ideas in discussions, ask questions, sing, play word-sound games.
- Share ideas and experiences appropriately taking turns, asking relevant questions, responding appropriately.
- Utilize technology.

* Indicates skills that must be mastered prior to entering first grade.

(Standards Updated and Revised 7-14-2004)



Mathematics

The District 2 mathematics program enables children in the elementary grades to learn more mathematical content and become life-long mathematical thinkers. The math program is aligned to the Illinois Standards for Learning and the National Council of teachers of Mathematic Standards.

The goal of the Kindergarten math curriculum is to develop high achieving students through:

1. High expectations for all students
2. Development of problem solving strategies and mathematical concepts built on a strong computational skill base
3. Emphasis given to establishing links from past experiences
4. Interaction and practice with concrete materials, pictures, verbal statements and symbolic arithmetic statements.
5. Balance among the mathematical strands of Numeration & Computation, Measurement, Algebra, Geometry, and Data Analysis & Probability.
6. Collaborative learning in partner and small group activities.

While in Kindergarten students will begin to develop a solid foundation for future academic success. The following skills should be secure when students leave Kindergarten. It is highly recommended and encouraged to assist in the development of these skills at home.

Numeration and Computation

- Read and write numbers to 20
- Perform rote counting to 100
- Count backwards from 10 to 0
- Recognize 'how many' in sets of 0-5 objects
- Compare the numbers of objects/items in two groups
- Connect numerals 0-10 to the quantities they represent
- Count objects using 1 to 1 correspondence
- Count by 10s to 100

Measurement

- Tell time to the hour
- Know the days of the week in order

Algebra

- Complete and extend simple patterns

Geometry

- Identify 2-dimensional shapes (Triangle, square, rectangle, circle)
- Identify 8 colors (red, green, blue, brown, black, yellow, orange, and purple)
- Sort and categorize shapes by attributes

Data Analysis & Probability

- Collect data by counting up to 10 (in a group)
- (Standards Updated and Revised (5-24-2007))*



Science

The District 2 science curriculum is a student-centered science program focusing on hands-on activities, ongoing assessment, and integration into other content areas expanding learning across the curriculum. The District's science program is aligned to the Illinois State Standards for Learning and the National Science Teachers Association.

The goal of the science program is to develop high achieving scientifically literate students who will:

1. Have an understanding of the process of scientific inquiry.
2. Understand the key concepts and principles of life, physical and earth sciences.
3. Recognize the relationship among science, technology, and society.
4. Become familiar with the reading skills necessary to decode and understand non-fiction reading.
5. Interpret and create graphics relevant to activities and text.

While in Kindergarten grade students will begin to solidify scientific foundation for future academic success. Through out this year your child will spend his/her time beginning the development of many new concepts. While many topics will be covered, the following highlights the main concepts that students should be secure in before entering 1st grade.

Readiness

- The five senses- sight, hearing, smell, touch, and taste, are used to gather information about the world. Using the senses, objects can be compared, contrasted, and classified according to one or more attributes.

Life Science

- All things can be classified as living or non-living. Plants are living things that have roots, stems, and leaves. Most plants have flowers so that they can reproduce.
- All animals need food, water and air to live. Animals move in different ways- they fly, swim, and walk.

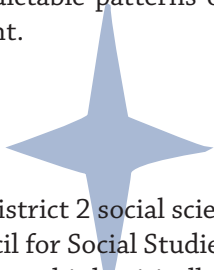
Earth Science

- Earth has a variety of different landforms. The resources of Earth support life. People can conserve and protect these resources.
- Earth has a variety of weather conditions to which people adapt by choosing appropriate clothing. There are also predictable patterns of the four seasons and of day and night.

Physical Science

- Non-living objects can't move by themselves; they need outside force. Objects can be moved in a variety of ways and at various speeds.

(Standards Updated and Revised 7-14-2004)



Social Sciences

The District 2 social science curriculum is aligned to the Illinois State Goals and Standards for Learning and the National Council for Social Studies. The goal of the social science curriculum is to develop high achieving students who exhibit the ability to think critically and understand the following themes:

1. Political Systems- Through the study of various forms and levels of government and the documents and institutions of the community, state and county, students will develop the skills and knowledge that they need to be contributing citizens.
2. Economy- People's lives are directly affected by the economies of cities, states, nations and the world. Students will understand that all people engage in economic activity including but not limited to: buying, selling, trading, producing, and consuming. With this knowledge students will be able to make more informed choices, use resources appropriately, and function as effective participants in the world economy around them.
3. History- Students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, and interactions have led to today's realities. As a result, they can better define their own roles as participating citizens.
4. Geography- Students must learn about and understand the world's physical features, how they blend with social systems and how they affect economies, politics, and human interaction. The combination of geographic facts and broad concepts provides a deeper understating of geography and its effects on individuals and societies.
5. Social Systems- There are two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of language, literature, arts, and traditions of various groups of people. The second aspect is the interactions among individuals, groups, and institutions.

Kindergarten: Myself, My Family, My World

Rules and Cooperation

- Why rules are important
- Consequences and choices for following and not following rules
- Demonstrate ways to cooperate and share

Self

- Difference between wants and needs
- Understand how our choices affect ourselves and others
- Describe jobs at home and at school

Family

- Design and share with classmates personal profiles that include physical characteristics, family members and personal interests

- What families provide for you
- Family heritage and customs
- Timeline of important events

Holidays and Traditions

- Identify holidays in the U.S. and why we celebrate them
- Know and understand folktales
- Describe family traditions

Patriotism

- Learning the pledge
- Recognize the flag (patriotic) symbols
- Reason for being truthful and honest when working with others
- Describe what freedom means

Community

- Identify community workers and their role
- How people are similar/different in the community (multiculturalism)
- Conflict resolution
- Identify the basic needs of individuals and groups for survival

Map Skills

- Locate important areas of school environment
- Globes and maps represent the earth
- Use appropriate vocabulary for location
- Seasons determine how someone dresses

Current Events

- Tell/talk about current events

(Standards Updated and Revised 7-20-2005)

Library Media Centers

The purpose of the K-8 Library Media Center program is to support all areas of the curriculum by:

- providing students and staff members with quality print, electronic, and telecommunications resources and providing guided access and instruction in their use.
- assisting classroom teachers in planning and implementing expanded curriculum opportunities for identified gifted students.
- supporting and connecting with other community resources, e.g. the Bensenville Community Public Library.
- teaching students to select, evaluate, interpret, record, and organize information.
- supporting the development of life-long reading and learning in all students by exposing them to a variety of literature, authors, and illustrators.

The Bensenville Community Public Library

Can Help You and Your Kindergarten Child Be Successful In School.



Visit the Library
200 S. Church Road
Bensenville
630-766-4642



Welcome to Kindergarten

We are looking forward to providing activities and experiences for your child that will help him/her grow as a learner and an individual. We hope we can work with you as partners in your child's learning so that he/she may get as much from the kindergarten experience as possible.

You, the parent, are an important part of your child's school experience. There are many opportunities you can provide for your child at home that will help him/her have a successful school experience. Below is a list of ten activities that will you can do with your child to help him/her succeed in school. Please remember when working with your child that 5 year olds are only able to work at an activity for short periods of time, usually 15 minutes.

- Read to him/her every day. Read books that are appropriate to your child's age. If you do not have books in your home, please visit the Bensenville Public Library. There are many other things around your home and community that you can read together: cereal boxes, road and store signs, and recipes.
- Make use of a variety of language experiences through everyday family life. Together with your child, make a shopping list, write a telephone message, discuss and describe objects, events, scenery, etc.
- Get involved in your child's play. Ask your child to "write" letters, words or stories to accompany his/her drawings.
- Teach your child his/her full name, birthday, age, street address, and phone number.
- Teach your child to dress and undress himself/herself. Include zipping, fastening and how to tie shoes.
- Teach your child to print his/her name using lower case letters.
- Teach your child to recognize the numbers 0-10.
- Teach your child to recognize the 9 basic colors: red, yellow, green, purple, orange, brown, black, blue and white.
- Take your child on field trips. First-hand experiences promote learning and will increase his/her vocabulary and language skills. Go together to the grocery store, the post office, the library, the zoo, a farm, or a museum.
- Limit your child's television viewing and be selective when choosing what your child may watch.