



KINDERGARTEN PROGRAM

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*“Our five **Learner Expectations** are that our students will be: Skilled Information Processors, Empathetic Citizens, Collaborative Learners, Problem Solvers, and Knowledgeable People.”*

Dear Kindergarten Families,

We had an exciting Quint 2 and cannot wait for the start of Quint 3! We ended our Quint with a Farmer’s Market in the Sheff Center in which the students had a blast! In Quint 3 we will focus on becoming empathetic citizens by hosting a nonperishable food drive at Capital Prep. We look forward to working with you in the upcoming Quint and are anxious to begin our new journey of learning.

Our Updated policy:

Homework: Homework is an opportunity for students to prepare for new learning while reinforcing skills. Our homework menus are created to help students increase their understanding of skills and concepts. Your child will choose from their homework menu **daily**. They will choose assignments from Ms. Scapellati’s menu to take up 40 minutes per week and make an additional selection from Ms. Ellingwood’s menu for 10 minutes of science and 30 minutes of math per week. Your child should be completing a **minimum of 80 minutes** of homework for their two kindergarten classes each week. They will hand in their **homework logs** every Monday and receive a new homework log that same day. It is an adult’s responsibility to sign the log, but the child’s responsibility to bring in completed work and logs.



Student and Parent/Guardian:

After reading through the full syllabus, both you and your student must sign in the below space provided to indicate your acceptance of the updated policies and expectations outlined for the Quint 3 **Kindergarten Program at Capital Preparatory Magnet School**. Return this portion to the classroom teacher on October 31, 2011. If you have remaining questions, please write them on the back of this form. Thank you.

Student Signature

Date

Parent Signature

Date

Quint 3: Equity / Power
Kindergarteners Show Kindness

Enduring Understandings – Students will understand that:

1. All humans have basic needs.
2. We can ask for help in different ways.
3. We all have a role in society.
4. Opinions are different than facts.
5. You can count, identify, write, represent, order and compare numbers zero to ten.
6. Living things require air, food, water and shelter or space; non-living things do not.
7. All living things go through life cycle stages: baby to adult, seed to plant.

Learner Expectations – Empathetic Citizen

Social Justice Strand – Who Am I?

Essential Questions -

1. What do humans need to survive?
2. How can you ask for help?
3. What is your role in society?
4. What is an opinion? What is a fact?
5. How can you use numbers 0 to 10?
6. What are the differences between living and non-living things?
7. How are adult living things different from their children?

Common Core State Standards	
Humanities (English and Social Studies)	<p>RL and RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL and RI.K.2 With prompting and support, identify main topic, and retell familiar stories, including key details.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL and RI.K.4 Ask and answer questions about unknown words in a text.</p> <p>R.L.K.5. Recognize common types of texts (e.g. storybook, poems)</p> <p>RL.K.7 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (fiction)</p> <p>R.L.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL and RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>R.I.K.5. Identify the front cover, back cover and title page of a book.</p> <p>R.I.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>

	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>R.F.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.7. Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express an opinion about them).</p> <p>SL.K.1 Participate in collaborative conversations with diverse partners about grade K topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.1. Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meaning.</p> <p>L.K.6 Use words and phrases acquires through conversations, reading and being read to, and responding to texts.</p>
Science	<p>A.Inq 1 Uses senses and simple measuring tools to collect data</p> <p>A.Inq 2 Makes predictions based on observed patterns</p> <p>A. Inq 3 Read, write, speak and listen about observations of the natural world</p> <p>A. Inq 4 Seek information in books, magazines and pictures</p> <p>A. Inq 5 Present information in words and drawings</p> <p>A. Inq 8 Count, order and sort objects by their properties</p> <p>A. Inq 9 Represent information in bar graphs</p> <p>K1.A.1 Use the senses and simple measuring tools, such as equal arm balances and rulers to observe common objects and sort them into groups based on size, weight, shape or color.</p> <p>K1.A.3 Count objects in a group and use mathematical terms to describe quantitative relationships such as: same as, more than, less than, equal, etc.</p>

	<p>K2.A.4 Describe the similarities and differences in the appearance and behaviors of plants, birds, fish, insects, and mammals.</p> <p>K2.A.5 Describe the similarities and differences in the appearance and behaviors of adults and their offspring.</p> <p>K2.A.6 Describe the characteristics that distinguish living from non-living.</p> <p>K3.A.7 Describe and record daily weather conditions.</p>
Math	<p>K.C.C.1 Count to 100 by ones and tens.</p> <p>K.C.C.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.C.C.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>K.CC.6. 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.</p> <p>K.CC.7. Compare two numbers between 1 and 10 presented as written numerals.</p> <p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>K.G.1 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.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.6 Compose simple shapes to form larger shapes.</p>

How We Teach (Topics)	
Humanities (English and Social Studies)	<p>Compose a letter using proper format (date, heading, body, closing, signature)</p> <p>Generate complete sentences in shared writing</p> <p>Identify Opinions vs. Facts</p> <p>Understand human needs using a variety of read aloud books</p> <p>Blend and segment onsets and rimes of single syllable spoken words -c-ake, sh-ell</p> <p>Answer “wh” questions (who, what, where, when, why) about key details in a story</p> <p>Identify different types of texts (biography, nonfiction, fiction)</p> <p>Identify the front cover, back cover, and title page of a book</p> <p>Name the author and illustrator of selected text and define what they do</p> <p>Understand various occupations</p>
Science	<p>Animal Fact Cards, stuffed animals, photographs, Animal Bingo</p> <p>Venn-diagrams to chart differences between animals, plants, and offspring</p> <p>Seeds and plants</p>
Math	<p>Math manipulatives: stamps, objects, lined paper, solid blocks, graphs,</p>

	<p>pattern blocks, play dough</p> <p>Center activities: magnetic shapes, calendars, books, sorting groceries, enVisions videos and workbook</p> <p>Ten Frames and Less, Greater, Equal label cards</p>
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Assessments	
Humanities (English and Social Studies)	<p>Happy Holidays letters to the guests at the shelter</p> <p>Opinion piece – what is your favorite Thanksgiving Day food? Why?</p> <p>Identified human needs</p> <p>K (What I know), W (What I want to know), H (How will I find information), L (What I learned) Chart: Occupations</p> <p>Letter and sound recognition</p> <p>DRA2</p> <p>Concepts of Print</p> <p>Cumulative Unit 2 Activate and Connect Test</p>
Science	<p>Animal Poster Project</p> <p>Weekly Science Benchmarks: offspring: adult match-up, bar graph, weight, animal type,</p> <p>Cumulative Quint 3 Living/Non-Living/Offspring Assessment Test</p>
Math	<p>Weekly Math Benchmarks: properly formed numbers to 20, counting, sorting, shapes, bar graphs, comparing numbers, one more (+1)</p> <p>enVisions math unit assessment</p> <p>Sorting & Counting Assessment with real world objects: groceries/non-perishable items</p> <p>Cumulative Quint 3 Counting/Number Writing/Comparing Numbers Assessment Test</p>

Interdisciplinary Projects
<p>Kindergarten students will hold a nonperishable food drive at Capital Prep in order to collect food items for the Immaculate Conception Shelter in Hartford. Students will count the nonperishable items and sort them based on a variety of attributes. Additionally, representatives from the Immaculate Conception Shelter will come to the school to speak to students at our All School about the shelter. Students will have the opportunity to ask questions to our guest speakers in order to learn more about the shelter. Moreover, students will perform a song at All School and present our collected items to the visitors.</p>

Academic Enrichments

- Guest Speakers – We will be having guest speakers from the Immaculate Conception Shelter come to Capital Prep to speak with students about the role of the shelter in the community. The guest speakers will be coming to talk at our All School.
- Career Fair - Parents will be invited to school to talk to kindergarten students about their job or role in society.
- Posters – We will create posters to place around the school, asking students and faculty members for donations to our nonperishable food drive.

Elementary Interdisciplinary Unit:

Quint 2: *A Journey with World Music*

Estimated Time Range: 8 weeks

Enduring Understandings - Students will understand:

1. Diverse cultural traditions and historical facts influence societal values.
2. Music foster multicultural awareness.
3. Music can unite the global society.

Learner Expectations – Empathetic Citizen

Social Justice Strand:

Pre-K	Who am I?
Kindergarten	Who am I?
1 st Grade	What groups do I belong to? What groups do people think I belong to?
2 nd Grade	How does the study of other groups help me understand the communities I belong to?
3 rd Grade	How does the way groups define themselves affect the relationship among communities?
4 th Grade	What are the external factors affecting the way groups define themselves?
5 th Grade	How do social injustices affect communities? What can I/we do about it?
6 th Grade	Who am I?

Essential Questions:

1. How does music shape culture?
2. How do we contribute to the global society musically?
3. How are colorful fabrics, icons and signs used that convey a message?
4. How does a cultural influence exist in every community, from the types of food served at restaurants and popular pastimes, to the language(s) spoken and the clothes people wear?

Objectives:

Students will be able to:

1. Assess how world music is a foundation for multicultural leaning,
2. Understand how cross-curricular and experiential learning, provides an opportunity for inspired exploration and creative expression,
3. Foster social, intellectual and emotional development,
4. Indentify diverse art forms, as evidence by participation in workshops with guest artist,
5. Illustrate music's capacity to deepen people's understanding of our world through a shared positive experience,
6. Make a musical instrument,
7. Research, create and design a multimedia book.

The Connecticut Arts Curriculum Framework

Dance	<ul style="list-style-type: none"> • Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures); • Class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theatre or on video; • Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance; • Perform a dance from a resource in their own community, and describe the cultural and/or historical context (how and why this dance is/was performed); • Answer questions about dance in a particular culture and time period; • Learn from resources (such as people, books and videos) in their own community, a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance, effectively sharing the dance and its context with their peers; and • Describe the role of dance in at least two different cultures or time periods; • Respond to a dance using another art form, and explain the connections between the dance and their response to it; • Create a dance project that explores and expresses important ideas from another arts discipline (such as foreground and background, or color, in visual art).
Music	<ul style="list-style-type: none"> • Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo; • Sing expressively, with appropriate dynamics, phrasing and interpretation; • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures; • Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. • Perform expressively a varied repertoire of music representing diverse genres and styles; • Echo short rhythms and melodic patterns; and • Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. • Use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys; • Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing; • Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression; • Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher; • Differentiate the meanings of common terms used in the various arts; • Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated;

	<ul style="list-style-type: none"> • Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art; and • Describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated; • Identify by genre or style aural examples of music from various historical periods and cultures; • Describe in simple terms how elements of music are used in music; • Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed; • Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use; • Identify and describe roles of musicians in various music settings and cultures.
Theatre	<ul style="list-style-type: none"> • Develop the environment using visual elements (line, texture, color, space), visual principles (repetition, balance, emphasis, contrast, unity) and aural qualities (pitch, rhythm, dynamics, tempo, expression) from traditional and nontraditional sources; • Work collaboratively and safely to select and create elements of scenery, properties, lighting and sound to signify environments, and costumes and makeup to suggest character; • Demonstrate social, group and consensus skills by leading small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes; • Communicate information to peers about people, events, time and place related to classroom dramatizations; • Apply research from print and non-print sources to script writing, acting, design and directing choices. • Describe visual, aural, oral • and kinetic elements in theatre, dance, music and visual arts; • Compare how ideas and emotions are expressed in theatre, dance, music and visual arts; • Select movement, music or visual elements to enhance the mood of a classroom dramatization; • Describe characteristics and compare the presentation of characters, environments and actions in theatre, dance and visual arts; • Incorporate elements of dance, music and visual arts to express ideas and emotions in improvised and scripted scenes; • Express and compare personal reactions to several art forms; • Describe and compare the functions and interaction of performing artists, visual artists and audience members in theatre, dance, music and visual arts; and • Describe ways in which the principles and subject matter of theater and other arts disciplines taught in school are inter- related.
Visual Arts	<ul style="list-style-type: none"> • Differentiate between a variety of media, techniques and processes; • Describe how different media, techniques and processes cause different

	<p>effects and personal responses;</p> <ul style="list-style-type: none"> • Use different media, techniques and processes to communicate ideas, feelings, experiences and stories; • Use art media and tools in a safe and responsible manner; • Identify the different ways visual characteristics are used to convey ideas; • Describe how different expressive features, and ways of organizing them, cause different responses; • Use the elements of art and principles of design to communicate ideas; • Select and use subject matter, symbols and ideas to communicate meaning; and • Identify connections between the visual arts and other disciplines in the curriculum. • Recognize that the visual arts have a history and a variety of cultural purposes and meanings; • Identify specific works of art as belonging to particular styles, cultures, times and places; • Create art work that demonstrates understanding of how history or culture can influence visual arts; • Know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists; and • Describe and place a variety of specific significant art objects by artist, style and historical and cultural context.
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How We Teach	
Dance	Decide simple movements. Interpret and assess movements from different cultures.
Music	Categorize vocal styles. Build musical instruments. Produce songs from different cultures.
Theatre	Develop public speaking skills. Investigate, research and write text for a multimedia book. Build a set for the production.
Visual Arts	Produce a multimedia book. Employ historical and social icons in the book.

Assessment	
Dance	Perform rehearsed movements for selected song(s). Complete a sequence or simple dance with a beginning, middle and end. Work effectively both individually and with a partner.
Music	Perform selected song(s); Create instruments representative of different cultures; Identify motifs and instruments; Recognize the melody, harmony, rhythm being played when hearing the music; and Identify the mood and character of song.

Theatre	Present prepared research with public speaking; Write a script illustrating cultural and historical facts; Build scenery appropriate to the mood and/or idea of the song.
Visual Arts	Create and understand the use different art mediums; Produce a multimedia book.

Quint 3: The World of Physical Fitness and Nutrition

Learner Expectation – Empathetic Citizen

Enduring Understandings - Students will understand:

4. There is a variety of physical fitness activities.
5. Everyone has the ability to enjoy ways to stay fit and nutritionally healthy.
6. Physical fitness together with proper nutrition provides a healthier life for me as an individual and as a community member.
7. Teamwork, negotiating, collaboration, leadership, respect, communication, sportsmanship, accountability, and conflict resolution are the benefits of physical activity.

Social Justice Strand:

Pre-K	Who am I?
Kindergarten	Who am I?
1 st Grade	What groups do I belong to? What groups do people think I belong to?
2 nd Grade	How does the study of other groups help me understand the communities I belong to?
3 rd Grade	How does the way groups define themselves affect the relationship among communities?
4 th Grade	What are the external factors affecting the way groups define themselves?
5 th Grade	How do social injustices affect communities? What can I/we do about it?
6 th Grade	Who am I?

Essential Questions:

5. How can everyday living be used to get necessary exercise and get physically fit?
6. How can nutrition and dance benefit my everyday life, family, and community?
7. How can I be a better citizen by staying fit and learning about nutrition?
8. How can I access community experts and resources to learn a variety of activities and nutritional lessons?

Objectives:

Students will be able to:

- Discern which activities stimulate their physical lifestyle.
- Identify a variety of physical fitness activities and nutritional life choices through volunteers, collegiate athletes and community experts.
- Develop an attitude of worthy use of leisure time through activity at school, home and in the community.
- Apply their understanding of critical nutritional education to their everyday life.

- ☑ Develop as individuals and team members through interactions in activities as well as with others.
- ☑ Understand and be able to identify different life skills that are related to certain life activities.

The Connecticut Physical Education Curriculum Framework	
Human Movement	Students will understand and apply principles of human movement to the learning and development of motor skills.
Physical Activity	Students will become competent in a variety of, and proficient in a few, physical activities.
Fitness	Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.
Responsible Behavior	Students will exhibit responsible personal and social behaviors in physical activity settings.
Respect for Differences	Students will exhibit an understanding of and respect for differences among people in physical activity settings.
Benefits of Physical Activity	Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

How We Teach	
Human movement	Demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway); Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning;
Sports Activities	Use various equipments to illustrate the techniques used to execute the various sports. Listen and watching various professionals that will demonstrate the day's activity.
Physical Fitness	Listen to the inner self about personal limits for the fitness activities. Focus on posture and breathing while promoting relaxation that allows for muscular strength, suppleness and flexibility.

Nutrition	<p>Identify better eating choices through the use of various lesson plans Collaborate with nutrition professionals that will motivate, inspire and create a total health and body experience Describe and explain reasons for choosing healthier foods Learn the benefits of healthy eating through nutritional instructors. Relate nutritional importance to physical health; cause and effect</p>
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Assessments	
Sports Activities	<p>Daily Participation in every activity with a pleasant and cooperative attitude. Demonstrate the ability to meet the given sequence criteria. Reflect on ability to meet personal and teacher goals.</p>
Physical Fitness	<p>Execute directions to expectations. Accurately imitate the movements within the physical fitness activity. Create drawings, collages and artwork that will utilize certain life skills such as teamwork, communication and others.</p>
Nutrition	<p>Use of communication skills within team related nutritional activities. Visual representation of the food pyramid. Ex. Answering questions, giving personal examples, and expressing interest. Completion of all nutrition-related puzzles, questions, journals, etc.</p>

Academic Enrichments:

Students will have outside access to members of the community that will enhance their experience to create a stimulation of physical fitness and education of nutritional value in life.