

Reading/Language Arts Curriculum Guide

Course Description: The Academy's Language Arts curriculum integrates reading, writing, phonics, and grammar concepts. Vocabulary development, reading comprehension, literature, writing, listening, and speaking represent the core of the language arts program. Each lesson systematically builds solid foundations for print/book awareness, phonemic awareness, the alphabetic principle, phonics, comprehension strategies and skills, vocabulary, following directions, and writing/composition.

Goals/Objectives:

Students will know, understand, and be able to demonstrate their learning in the following areas:

- With prompting and support, ask and answer questions about key details in a text;
- With prompting and support, retell familiar stories, including key details;
- With prompting and support, identify characters, settings, and major events in a story;
- With prompting and support, ask and answer questions about unknown words in a text;
- Recognize common types of texts (e.g., storybooks, poems);
- With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story;
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts);
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories;
- Actively engage in group reading activities with purpose and understanding;
- Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet;
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /t/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words;
- Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ;
- Read emergent-reader texts with purpose and understanding;
- With prompting and support, ask and answer questions about key details in a text;
- With prompting and support, identify the main topic and retell key details of a text;
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text;
- With prompting and support, ask and answer questions about unknown words in a text;
- Identify the front cover, back cover, and title page of a book;

- With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text;
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts);
- With prompting and support, identify the reasons an author gives to support points in a text;
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures);
- Actively engage in group reading activities with purpose and understanding;
- 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 (e.g., My favorite book is...);
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic;
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened;
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed;
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers;
- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them);
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question;
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges;
- 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;
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood;
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail;
- Add drawings or other visual displays to descriptions as desired to provide additional detail;
- Speak audibly and express thoughts, feelings, and ideas clearly;
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities;
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships;
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word;
- With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites

(antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings;

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Instructional Methods/Strategies:

The curriculum creates a rich and fun learning environment. Students work in pairs or in small groups to learn and explore the topics about which they are reading about. Music is integrated throughout each unit and relates to the weekly lessons and holidays. Language development is encouraged through writing individual stories, writing prompts on a variety of texts, and journal writing.

Math Curriculum Guide

Course Description:

My Math is designed to provide a balanced approach to mathematics that includes conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition through Common Core Standards. Students experience an articulated, coherent sequence of content. The program prepares the students by developing their problem solving skills, improving their conceptual understanding, and providing them with the tools they will need for ongoing success. A uniform approach to presenting concepts and skills, along with vocabulary, technology, and manipulatives allows smooth transitions for students between grade levels and improved retention.

Goals/Objectives:

Students will know, understand, and be able to demonstrate their learning in the following areas:

- Count to 100 by ones and by tens
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1);
- Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects);
- Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name says the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger;
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects;
- 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;
- Compare two numbers between 1 and 10 presented as written numerals;
- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations;
- Solve addition and subtraction word problems¹, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (1 Students are not required to independently read the word problems.);
- Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$);
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation;
- Fluently add and subtract within 5;

- Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.);
- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones;
- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object;
- Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter;
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps;
- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count;
- 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;
- Correctly name shapes regardless of their orientations or overall size;
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”);
- Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length);
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes;
- Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”.

Instructional Methods/Strategies:

The curriculum creates a rich and fun learning environment with a variety of opportunities for hands-on activities. Students will make the connection of the number names and the quantities they represent, use temperature data for seasonal changes, patterns, and graphing, daily practice of counting aloud and working with numbers on the hundreds chart and other forms of representing numerals, and real world application of mathematics concepts. Through songs and games, children engage in interactive activities that teach concepts and reinforce skills being taught. Students use manipulatives to explore concepts learned and problem solving. Students engage in correlating activities on a variety of apps that are designed to go along with daily lessons.

Science Curriculum Guide

Course Description: Students explore the classroom and outdoor environments. They learn about science and the role it plays in their lives. They are encouraged to bring in and share discoveries from home, ask questions, and make predictions based on what they know and have learned. The curriculum takes advantage of natural curiosity and builds upon it. They are introduced to science concepts that build upon the knowledge and experiences that children already have, which enables them to connect to new concepts and skills. These concepts are taught using age-appropriate interactive activities, songs, and characters with engaging lesson plans. In kindergarten, students will be studying two areas of science. In physical science, students learn how to describe objects and sort them by their physical properties. In life science, students observe and investigate plants and animals.

Goals/Objectives:

Students will know, understand, and be able to demonstrate their learning of the following:

- Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up;
- Recognize the repeating pattern of day and night;
- Recognize that the Sun can only be seen in the daytime;
- Observe that sometimes the Moon can be seen at night and sometimes during the day;
- Observe that things can be big and things can be small as seen from Earth;
- Observe that some objects are far away and some are nearby as seen from Earth;
- Recognize the five senses and related body parts;
- Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life;
- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do;
- Collaborate with a partner to collect information;
- Make observations of the natural world and know that they are descriptors collected using the five senses;
- Keep records as appropriate -- such as pictorial records -- of investigations conducted;
- Observe and create a visual representation of an object which includes its major features;
- Recognize that learning can come from careful observation;
- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture;
- Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling;
- Observe that things that make sound vibrate;
- Investigate that things move in different ways, such as fast, slow, etc.;
- Observe that a push or a pull can change the way an object is moving.

Instructional Methods/Strategies:

Students explore the classroom and outdoor environments. They learn about science and the role it plays in their lives. Students use the skills of observing, collecting data, classifying, and predicting as they study and experiment with a variety of scientific topics. The foundation for acquiring an understanding of science concepts is established through hands-on, experiential play with concrete materials. Students will gain a basis for constructing an understanding of their surroundings through discussion of their observations and reflection upon the meanings of their experiences. Such an understanding is the essence of science, and the ability to see how science is intertwined in all aspects of life is the basis of scientific theory.

Social Studies Curriculum Guide

Course Description: Students develop a basic understanding of themselves and their place within their families, communities, and the world. Based on the theory that children learn by doing, classroom practices encourage active involvement and meaningful discussions by conducting in depth studies about real world topics. Students learn through observation, investigation, and participation. They are encouraged to represent their ideas in different ways using diverse media. Special patriotic songs and holidays are incorporated into the curriculum and celebrated throughout the school year. In addition, students use the calendar to show holidays, days of the week, and months.

Goals/Objectives:

Students will know, understand, and be able to demonstrate their learning of the following:

- Develop an understanding of how to use and create a timeline;
- Develop an awareness of a primary source;
- Compare children and families of today with those in the past;
- Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage;
- Compare our nation's holidays with holidays of other cultures;
- Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility;
- Recognize the importance of U.S. symbols;
- Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school;
- Explain that calendars represent days of the week and months of the year;
- Describe different kinds of jobs that people do and the tools or equipment used;
- Recognize that United States currency comes in different forms;
- Describe the relative location of people, places, and things by using positional words;
- Explain that maps and globes help to locate different places and that globes are a model of the Earth;
- Identify cardinal directions (north, south, east, west);
- Differentiate land and water features on simple maps and globes;
- Locate and describe places in the school and community;
- Know one's own phone number, street address, city or town and that Florida is the state in which the student lives;
- Identify basic landforms;
- Identify basic bodies of water;
- Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment;
- Define and give examples of rules and laws, and why they are important;
- Explain the purpose and necessity of rules and laws at home, school, and community;
- Demonstrate the characteristics of being a good citizen;
- Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen;

- Describe fair ways for groups to make decisions;
- Recognize that people work to earn money to buy things they need or want;
- Identify the difference between basic needs and wants.

Instructional Methods/Strategies:

Students develop concepts, generalizations, and skills introduced as they learn about their neighborhood and community and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore the characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities. The curriculum creates a rich and fun learning environment where students work in whole group and small group instruction that is grade appropriate. Mini-lessons are presented on the Smartboard in a whole group manner to discuss the teaching point of the day. Students then work in small groups to complete appropriate activities. Students will gain a basis of understanding of the world around them.