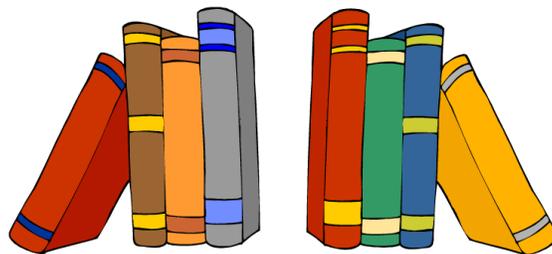


**Torrington Public Schools
Curriculum
Kindergarten**

Our mission is to ensure that each student will reach their highest levels of academic achievement within a safe and welcoming environment, where they are prepared to meet the challenges of the 21st Century world. Instruction is relevant and rigorous, meeting students' academic, social, and emotional needs. Administrators and teaching staff inspire students to rise to this high standard of excellence. Administrators and teachers monitor student progress and achievement through consistent data analysis, providing the basis for future goals and programs.

Site administrators are role models and coaches who work with their staff in order to improve instruction and motivate others. All routine meetings, administrative or site based, are a reflection of best practices. These meetings are well planned interactions and opportunities for learning. The insights that result from these gatherings allows staff to be better informed as they interact with students, parents, and community members. They also build the capacity of all staff, leading to enhanced learning networks, and collaborative problem solving.

During the early release day once a month, staff members participate in Professional Learning Communities which allows them to enhance their practice. These learning experiences occur the third Thursday of each month. In addition, administrators participate in monthly meetings where they are involved in trainings on pertinent issues and skill enhancement.



LITERACY:

The Torrington English/Language Arts curriculum supports the development of proficient, engaged readers and writers. It integrates the Connecticut Core Standards (CCS) in English/Language Arts into a balanced literacy approach that includes reading workshop, writing workshop, and word study. In reading the curriculum focuses on the five domains of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

By the end of Kindergarten, students will be able to:

- Name upper- and lower-case letters, matching letters with their sounds, and printing them
- Compare the experiences of characters in familiar stories
- Ask and answering questions about key details in stories or other information read aloud
- Retell familiar stories and talk about them using details from the text

- Use a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened
- State an opinion or preference about a topic or book in writing
- Take part in classroom conversations and following rules for discussions (e.g., learning to listen to others and taking turns when speaking)
- Speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events
- Understand and use question words (e.g., who, what, where, when, why, how) in discussions
- Learn to recognize, spell, and properly use grammatical words that hold language together (e.g., a, the, to, of, from, I, is, are)



MATH:

In Kindergarten, instructional time focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten is devoted to number than to other topics. (www.corestandards.org)

Instructional experiences focus on engaging students in problem solving, exploring, analyzing, discussing, and applying mathematical concepts and strategies in order to develop a deep understanding of mathematical concepts.

By the end of Kindergarten, students will be able to:

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- Work with numbers 11–19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.



SCIENCE:

All Next Generation Science Standards address the following components: Physical, Life, Earth, Space and Engineering. These standards were created to better prepare students for the careers and life in the 21st Century world. Kindergarten students will explore these different thematic units: The needs of plants and animals for food, water and sunlight to survive; patterns in weather data and weather related phenomena; and pushes and pulls on an object and their effects. All of the instructional experiences are student centered, focusing on asking questions, using observations and models, analyzing data and carrying out investigations.



SOCIAL STUDIES:

The Connecticut Social Studies Frameworks are focused on four essential components: Civics, Economics, Geography, and History. The goal is to ensure our students are prepared to become active citizens, who are well informed and can make thoughtful decisions regarding their lives and their role in the community and the nation. Social studies instruction is inquiry based, involving integration of the arts and humanities. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. In kindergarten, home, class, school, and town communities are studied, addressing “Me and My Community” (ex. class and school rules, maps of neighborhoods and the town).

LIBRARY:

We are fortunate to have library media specialists who teach lessons in library and technology skills to students on a weekly basis. This instruction provides foundational skills for students. The library media specialists also foster a love of learning and of books! In kindergarten, the focus is on developing a respect for the different sections of the library media center; how to check books in and out; the care and parts of a book; exploration of books of interest and digital books.

TECHNOLOGY:

Kindergarten students learn about computer parts, how to turn them on and off; how to use a mouse; basic typing and keyboard familiarity; introduction to coding.

ART, MUSIC, PE:

At Torrington Public Schools, Art, Music and PE are integral to a balanced educational program. Students receive 45 minutes of Art, 30 minutes of Music and PE each week. PE is scheduled twice a week in every grade except third. In third grade, students have 30 minutes of recorder once a week instead of PE twice a week. This experience allows them to prepare for playing a musical instrument in fourth and fifth grade. Playing a musical instrument has been linked to greater proficiency and success in academic achievement. The Torrington Community has been recognized as one of the Nation's Best Communities for music for over a decade.