



Mehlville School District

Individually Focused. Committed to All.

Parent/Student/Family
Curriculum Handbook

Kindergarten

2022 - 2023



Dear Parents, Guardians, Students and Families of the Mehlville School District:

The Curriculum Department is pleased to present you with the Mehlville School District Parent/Student/Family Curriculum Handbook. This handbook has been developed to help you understand what children should know and be able to do by the end of each grade level in each subject area.

This handbook is revised annually and includes Board-approved curriculum revisions to help meet the identified educational objectives for your child's grade level. Our teachers, principals and directors have provided suggestions for families to enhance and assist with your child's learning. We hope this handbook is helpful to you in having meaningful discussions with your child and your child's teacher about the curriculum being taught in their classroom.

Mehlville teachers and administrators work diligently to provide the best education possible for your children. We appreciate your support and the opportunity to serve in such a wonderful community. If you have any questions or comments regarding curriculum, feel free to contact your teacher, principal, curriculum directors (listed in the Acknowledgements section at the back of this book), or me. We welcome your thoughts and appreciate hearing from you.

The Mehlville School District provides educational opportunities for students and families from birth through adulthood. We are very proud to serve thousands of families beginning with our Parents as Teachers Program (PAT), Early Childhood Program, K-12 Programs, and our Community Education Program. It is our hope these important programs enhance the quality of life for all district patrons.

To access the handbook online, please go to www.mehlvilleschooldistrict.com, click on Curriculum, then Handbooks. We are happy to provide hard copies for families that prefer them over online access. Please take a few moments to look at the handbook and feel free to let us know your thoughts regarding the prepared documents.

The Mehlville Board of Education, Central Office Team, Principals, Curriculum Directors, Teachers and Support Personnel all wish you and your child a successful school year.

Sincerely,
Brian E. Smith, Ed.D.
Asst. Superintendent, Teaching and Learning
smithb@msdr9.org
(314) 467-5154
Fax: (314) 467-5198

English Language Arts

The literacy level of Kindergarten students in reading, writing, speaking, and listening is called the "emergent" level by most language professionals. A print-rich, language-rich, developmentally-appropriate environment is provided for all Kindergartners. Students are given many opportunities to speak and listen as they share information and experiences with others. Reading instruction is a combination of many approaches. The children will be immersed in good literature. Students practice their letter and sound recognition skills and are introduced to sight words. Kindergartners are encouraged to draw and write as another way to express their ideas.

Course Objectives:

- Use a combination of drawing, dictating, and writing to convey a message
- Demonstrate and apply the command of Standard English grammar and usage when reading, writing or speaking
- Demonstrate a fluent understanding of basic concepts of communication through print, writing and speaking, including letter recognition, phonological awareness, phonics and word recognition
- Identify key ideas and details of text and recognize types of texts with prompting and support
- Compare an author's purpose for writing a text with prompting and support
- Ask and answer questions to participate in collaborative conversations in small and large groups and with partners

Parents/Families may assist their children by:

- Reading to and with your child
- Asking the child to retell the events in the story
- Encouraging the child to write and express themselves with inventive spelling
- Practicing alphabet and sound recognition
- Singing songs and reciting nursery rhymes
- Pointing to words as they read
- Talking to and listening to your child
- Providing children with a home library
- Speaking to your child in complete sentences, and helping them respond in complete sentences
- Asking children to complete three-step directions
- Providing interactive play time for your child with children of the same age

English Language Learners

Mehlville School District's kindergarten English Language Learners (ELL) curriculum enables ELL students to participate actively in a social and educational setting. Particular emphasis is placed on developing communication skills and introducing students to the procedures of the American classroom. Specifically, ELL teachers strive to enable these students to meet safety, emotional and social language needs. Further, emphasis is placed on developing the academic skills in speaking, listening, reading and writing that will enable the student to participate in an American classroom.

Course Objectives:

Beginning Proficiency — Level 1

- give information and respond to questions about home and family and state their name, address and phone number
- identify emotions depicted in pictures and stories
- express limits, "No," "I don't want to," etc.
- request clarification, help and permission
- participate in a simple game, take turns and follow rules
- understand verbal directions by comparing them with nonverbal cues
- respond appropriately to selected nonverbal cues
- follow oral and two-step directions
- participate in group response, songs, chants, etc.

Intermediate Proficiency — Levels 2 and 3

- demonstrate knowledge through application in a variety of contexts
- use pictures to infer content
- identify letters of the alphabet
- identify sounds associated with alphabet letters
- demonstrate basic concepts of print (directionality, return sweep, orientation to page)
- count objects to 20
- point to selected colors
- label selected farm and zoo animals
- label selected household objects
- label selected school and playground objects
- point to selected shapes
- distinguish between objects through use of descriptive words: big/little, short/tall, fast/slow, quiet/noisy, etc.
- retell a simple story (with repetition and picture cues)
- describe favorite storybook characters
- use wh-questions (who, what, when, where, why) to request information

Parents/Families may assist their children by:

- making sure they know how to repeat their address and phone number
- nurturing their native language development through conversation and reading
- exploring a variety of English books together through reading, discussing, labeling pictures and helping them to retell stories
- joining them in singing songs or chants, playing board games, lotto, number Bingo, "Simon Says," manipulating magnetic letters, counting objects
- furnishing art supplies and writing materials: pencils, crayons, markers, scissors, glue, and blank paper and encouraging individual expression
- taking them on appropriate outings: the grocery store, zoo, park, post office, the public library, and talking about these activities
- giving them numerous opportunities to interact with peers
- returning completed homework, keeping in touch with the teacher, and requesting an interpreter as needed

Gifted (STRETCH)

The primary grade level gifted curriculum incorporates the core curricular areas as an instrumental foundation. Activities are designed to introduce the students in kindergarten through third grade to higher level thinking skills, problem solving techniques, creativity, research skills, and to promote understanding of self, others and the world.

In order to correctly identify as many gifted students as possible, a uniform multi-criteria screening process is necessary. The following battery of tests and inventories is used in accordance with state guidelines to determine eligibility for gifted education:

- Ability Tests
- Achievement Tests
- Creativity Tests
- Parent and teacher surveys of student behaviors and characteristics

Course Objectives:

- apply research skills to develop a knowledge base for use in product development
- utilize at least one of the higher level thinking skills of analysis, synthesis and/or evaluation
- demonstrate the necessary skills to recognize and solve a problem
- exhibit the creative thinking skills of fluency, flexibility, originality and elaboration in written, oral and/or visual presentations
- gain self-awareness and develop interpersonal skills

Parents/Families may assist their children by:

- using their questions and expressions of interest as guides into further learning and exploration
- providing opportunities that can spark interest
- visiting museums, art galleries, educational institutions and historical places
- opening their world to encompass as many varied experiences as possible
- encouraging them to take a chance on a new activity
- helping them understand that it is okay to make mistakes and that we can learn from mistakes
- stimulating and widening their minds through suitable experiences with books, recreation, travel, games and the arts
- being an advocate for them

Recommended Reading for Parents:

- *Guiding the Gifted Child* by James T. Webb, Ph.D., Elizabeth Meckstroth, M.S.W. and Stephanie S. Tolan, M.A.
- *When Gifted Kids Don't Have All the Answers* by Jim Delisle, Ph.D. and Judy Galbraith, M.A.
- *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner

Guidance & Counseling

Mehlville School District guidance and counseling activities for kindergarten students will consist of experiences in the areas of learning skills, making decisions, understanding and getting along with others, accepting self, learning about personal safety, and career awareness.

Assessment includes counselor/teacher/student observations with parent awareness of their child's achievement and satisfaction with school and their child's progress toward career goals.

Course Objectives:

- demonstrate appropriate listening behaviors
- demonstrate knowledge of how to make good decisions
- demonstrate knowledge of how to get along with others
- demonstrate the ability to identify feelings
- demonstrate how to make safe choices
- demonstrate knowledge of community helpers

Parents/Families may assist their children by:

- seeking assistance from the school counselor
- encouraging them to seek advice and assistance for concerns
- modeling appropriate behaviors
- discussing and demonstrating the need for school rules

Health

The Health curriculum will introduce a variety of health topics to students.

Assessment includes the anecdotal records of teacher observation of student skills and performances. Paper and pencil assessments are given in some cases.

Course Objectives:

- Identify major body parts
- Describe ways to be a responsible friend and family member
- Identify situations that may require the assistance of a trusted adult
- Appropriately express needs, wants and feelings
- Identify safe and unsafe drugs
- Describe reasons why adequate sleep and good hygiene are important
- Describe ways the body is continuously growing and changing
- Identify healthy foods
- Identify the roles of community helpers
- Demonstrate behaviors that reduce the spread of communicable diseases
- Identify people who may administer medicines safely

Parents/Families may assist their children by:

- Discussing strategies to avoid acceptance of tobacco, alcohol and other drugs
- Practicing healthy eating habits at home
- Encouraging good hygiene habits
- Practicing good hand-washing techniques

Library Media

Kindergarten students will be introduced to the purpose and importance of the Library Media Center, its staff and materials.

Assessment includes librarian and teacher observations of student skills and performances. Teacher assigned projects are used as assessments.

Course Objectives:

- find, evaluate, and select appropriate sources to answer questions
- identify the difference between fiction and non-fiction materials
- use and apply information presented in a variety of physical formats
- develop as a self-motivated reader
- recognize patterns and relationships such as front and back cover, spine, title page and spine label
- demonstrate appropriate listening skills
- abide by the Acceptable Use Policy for Electronic Resources

Parents/Families may assist their children by:

- taking them to the library
- teaching them the responsibility of returning library materials
- encouraging them to check out books
- reading to them and making reading a part of their everyday life
- allowing them to get a library card
- pointing out the difference between an informational book and a storybook

Mathematics

Kindergarten mathematics is designed to provide the beginning learner with an understanding of numbers, quantities, and describing shapes in space using mathematical processes, measurement tools, and problem solving. The student will be studying numbers, 2D and 3D shapes, addition and subtraction, measurement, and position words.

Course Objectives:

- Make sense of problems and persevere, reason abstractly and quantitatively, model with mathematics, use tools strategically, attend to precision, make use of structure, look for and make use of repeated reasoning, construct viable arguments, and critique the reasoning of others when solving problems
- Know number names and count sequence
- Count to tell the number of objects
- Compare numbers
- Understand addition as putting together and adding to; 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 each category
- Identify and describe shapes
- Analyze, compare, create, and compose shapes

Parents/Families may assist their children by:

- Describe placement of objects using words such as above, below, next to, etc.
- Measuring objects with ruler or tape
- Helping to prepare meals
- Calling attention to numbers around the community
- Identifying shapes of objects

Music

Through a variety of artistic processes, Kindergarten Music students develop creative self-expression, music literacy, and awareness of the role music plays in history and current society. Elementary music classes provide the knowledge, skills, and structure needed for students to discover their unique, personal potential. These supports create the foundation for students to appreciate and participate authentically in the arts throughout their lives.

In Kindergarten Music, students begin developing their musical knowledge and skills through the artistic processes of creating, performing, responding to, and connecting with music. Students engage in a variety of artistic mediums including singing, playing instruments, moving, reading, and listening.

Course Objectives:

- The student will conceive and develop new musical ideas and work.
- The student will realize artistic ideas and work through interpretation and presentation.
- The student will understand and evaluate how the arts convey meaning.
- The student will relate artistic ideas and work with personal meaning and external context.

Parents/Families may assist their children by:

- singing with them
- listening to them sing
- encouraging them to move to the beat of the music
- listening to a variety of music in the home/car
- providing opportunities to experience and/or participate in music outside the home
- discussing appropriate audience behavior at various musical events
- attending their school performances
- playing instruments together at home (ex - drum, kazoo, bucket)

Physical Education

The kindergarten physical education curriculum will provide the student with a variety of movement experiences and guided instruction.

Assessment will include teacher observation on locomotor, non-locomotor, manipulative and tumbling skills.

Course Objectives:

- Participate regularly in activities that promote health-related fitness activities (cardiovascular, flexibility, muscular strength, body composition)
- Tell what it means to be physically active
- Participate regularly in a variety of physical activities to promote wellness (e.g., bicycling, soccer, locomotor activities)
- Participate for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rates, and perspiration
- Participate in warm-up and cool-down activities before moderate to vigorous physical activity
- Identify major body parts (e.g., head, neck, arm, shoulders, elbow, knee, hip, feet, back, fingers, toes)
- Use equipment and space safely and properly
- Follow directions for all class activities
- Demonstrate the ability to share, be cooperative and safe with others
- Exhibit non-verbal enjoyment while participating individually and in groups during movement activities
- Demonstrate a willingness to try new activities
- Share with all students regardless of personal differences in gender, abilities, cultural background, ethnicity
- Demonstrate safe use of general and personal space
- Participate in warm-up activities to prevent injuries
- Report to an adult when an injury has occurred (e.g., playground)
- Demonstrate the correct form of three locomotor skills (e.g., walk, run, leap, jump, hop, slide, gallop, skip)
- Demonstrate selected non-locomotor skills (e.g., push, pull, bend, twist, stretch, turn)
- Explore manipulative skills in a stationary position (e.g., rolling, throwing, catching, kicking)
- Perform a variety of static and dynamic balance activities (e.g., stork stand, lame dog)
- Perform introductory individual stunts (e.g., crab walk, bear walk, inch worm)
- Demonstrate the ability to stop and start on a signal
- Show forward and sideways movement while changing directions quickly in response to a signal
- Explore ways to balance on different body parts, at different levels
- Explore a variety of pathway formations (e.g., zig zag, circular, straight using a variety of locomotor skills)
- Identify relationship with body parts (e.g., left hand to left shoulder, right elbow to left knee)
- Demonstrate a variety of speeds while traveling (e.g., fast, medium, slow)
- Participate in a variety of low-organized games
- Show cooperation with partners and small groups to accomplish a game objective
- Participate in chasing, fleeing, dodging activities
- Apply critical cues while practicing fundamental skills
- Show basic apparatus activities (e.g., balance beam — a forward movement; climbing rope from a supine position, students ascend to a stand and descend to a sit; cargo net — ascending and descending climb to grade level height; parallel/uneven and even bars — under bar activities; horizontal bar — front support; springboard — jump and land)
- Demonstrate the concept of beat/rhythm pattern as it applies to music and movement (e.g., clap, drum)
- Show simple movements to music (e.g., march to beat)
- Demonstrate the ability to use your body as a means of expression (e.g., snowman melting)
- Explore rhythmic activities (e.g., lummi sticks, jump rope, parachute)
- Perform a non-locomotor dance (e.g., Hokey Pokey)
- Demonstrate social characteristics (e.g., responding to a partner in a positive manner)

Parents/Families may assist their children by:

- Encouraging sportsmanship during team play
- Encouraging them to become involved in extracurricular activities
- Exercising with them

Science

The Kindergarten student will be studying about forces and interactions (pushes and pulls), interdependent relationships in ecosystems (animals, plants and their environment), and weather and climate. In addition, the students will utilize the science and engineering practices by asking questions and defining problems, developing and using models, and analyzing and interpreting data. The teacher will use a hands-on, minds-on approach to actively engage the students in constructing and revising their understanding of these concepts.

Course Objectives:

- Understand that pushes and pulls affect the motion of an object
- Understand that variations in an environment can affect how living things grow and change
- Understand that plants and animals (including humans) affect their environments
- Understand that weather patterns can be measured over time
- Understand that sunlight affects the earth

Parents/Families may assist their children by:

- Making collections of things found in nature (leaves, rocks, bugs, etc.)
- Taking trips to the St. Louis Zoo, Magic House, Science Center, Botanical Gardens, Butterfly House, etc.
- Going to a park and exploring nature
- Observing the night sky
- Discussing the changes in the seasons

Social Studies

The social studies program in Kindergarten provides a basis for understanding social studies terminology and resources. The student will be studying and communicating knowledge of citizenship, cultural traditions, the economy, and social studies tools. .

Course Objectives:

- The student will use labeling and visual tools, such as maps, to communicate a familiar location.
- The student will recognize the United States flag as a symbol of our country and participate in the Pledge of Allegiance.
- The student will carry out a decision-making process and share the purpose of rules in the classroom and at home.
- The student will explore different cultural traditions through the use of artifacts and tools.
- The student will differentiate between wants and needs and explain how scarcity impacts our wants and needs.
- With assistance, students will ask questions and find answers about opportunity cost.

Parents/Families may assist their children by:

- Drilling/reviewing with them their name, address and phone number
- Assisting in identification of your city, state and country
- Identifying and discussing important holidays and traditions
- Talking about local neighborhood and community helpers

Special Education

Special School District (SSD) provides special education and related services for students with educational disabilities in the Mehlville School District. In collaboration with partner districts, Special School District provides technical education and a wide variety of individualized educational and support services designed to ensure the student's successful contribution to our community.

If you suspect that your child may have an educational disability and require an evaluation for special education, you should contact your child's teacher, school counselor, or principal.

Technology Literacy

The Kindergarten technology literacy curriculum will introduce students to computer basics and provide experiences in a variety of other technologies.

Assessment includes teacher observations of student skills. Teacher assigned projects are used to assess the technology literacy curriculum.

Course Objectives:

- use a mouse and keyboard
- identify the parts of a computer
- locate letters, numbers, and special keys on a variety of technologies
- demonstrate the proper care and use of computers
- use technology tools to demonstrate basic operations and concepts involving computer applications, hardware and software
- explore Internet Web sites in a teacher-led session
- demonstrate positive ethical and social behaviors including compliance with the Acceptable Use Policy while using technology

Parents/Families may assist their children by:

- providing a computer and software
- providing appropriate computer supervision
- supporting the schools in technology literacy
- securing educational software

Visual Arts

In Kindergarten Visual Arts, the student will develop their creative ability and explore different art media, such as drawing, painting, collage, sculpture and printmaking.

The student will be exposed to famous artworks from history and other cultures as well as learn skills in interpreting and discussing works of art.

Course Objectives:

- Create - The student will have opportunities to play, investigate, acquire skills and interact with art materials and art processes.
- Perform - The student will be able to select, analyze, explain and share art experiences.
- Respond - The student will be able to perceive, analyze, interpret and evaluate works of art and their art experiences.
- Connect - The student will be able to connect art work to their own personal lives or the lives of others.

Parents/Families may assist their children by:

- Making coloring important and providing blank paper and coloring books along with crayons and markers
- Visiting the Art Museum and partaking in programs designed for young children
- Checking out art books written for children from the library
- Encouraging creativity and providing a place for children to work and explore building with different materials

Websites to Help Your Child Continuing Learning at Home

Prior to publication of this document, each site below was checked for appropriateness. The Mehlville School District is not responsible for any content or advertisements housed/published on these sites.

District Purchased: Log In through Class Link

Discovery Education

Videos, articles, and content for all subject areas.

i-Ready

Math & ELA practice through student individualized "My Path" or digital math games.

NewsELA

Large content of authentic and accessible articles to support/enhance curriculum and engage learners. Articles available across multiple reading levels.

Reading A-Z

Leveled books for reading instruction at all ages K-5.

Scholastic Learn at Home

Activities & projects to keep kids reading, thinking and growing.

World Book Online

Online reading resources

Typing Club (Grades 3-5)

Touch typing practice and instruction for kids

Free Online Sites

[Epic!](#)

Online reading resources. Videos, read to me books, Ebooks, leveled books, and more available to support reading instruction.

[Khan Academy](#)

Standards-aligned, student-paced instruction in math and social studies.

[GoNoodle](#)

Brain break videos for children that include: movement, academic, Social Emotional Learning, mindfulness, and more!

[Kids Health](#)

Resources for teaching health and safety. Students can access information without logging in.

[Scratch](#)

Coding website. You can use scratch to create stories, games, and animations.

[Code.Org](#)

Coding website dedicated to bringing computer science skills to all learners

World Book Online Web

World Book Online, a grade-appropriate research tool that includes encyclopedias, multimedia, eBooks, and primary source databases, is available to Mehlville students both at school and at home. The online reference tool developed by education experts also includes a time-line builder, citation builder, individual research accounts, a translation tool generating content in thirty languages, text-to-speech feature, video tutorials, interactive activities, magazine articles, newspapers and the following databases:

- World Book Kids – encyclopedia for elementary school students age 7 and up
- World Book Student – encyclopedia for middle school and high school students age 11 and up
- World Book Advanced – encyclopedia for high school and college students age 13 and up
- Living Green – online interactive site that examines causes of pollution and offers tips on green practices
- Early Peoples – online interactive site that examines history of ancient cultures
- Inventions and Discoveries – online, interactive site that examines inventions and discoveries
- Dramatic Learning – uses plays, skits and monologues to help students become more fluent readers and help them understand core concepts and retain information
- Early World of Learning – narrated stories, interactive games and reference materials to help young learners

To Access World Book Online:

- Go to <http://mehlilleschooldistrict.com>
- Select Parents/Students
- Select Library Resources
- Go to World Book Online

World Newspapers: Located on the upper left side of the World Book Advanced home page is Research Tools. Within the Research Tools is World Newspapers which provides newspapers from the United States and around the world.

To access a newspaper:

- Select World Newspapers on the World Book Advanced home page
- Choose a location from around the world
- Click GO