

Kindergarten

Curriculum Map 2025–2026





	FALL					WINTER			SPRING				
CONTENT	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE			
Year Long Elements Focus	<div><div>1Em EMPATHY T K 5 8 12</div><div>2C CREATIVITY T K 5 8 12</div><div>4Ct CRITICAL THINKING T K 5 8 12</div><div>9Co CONFIDENCE T K 5 8 12</div><div>28I IDENTITY T K 5 8 12</div></div>												
Learning Experience	<div><div>P PLAY</div><div>Pr PROJECTS</div><div>Im IMMERSION</div><div>Ir INQUIRY</div><div>Is INTERDISCIPLINARY STUDIES</div></div>												
AWE Monthly Focus	<div><div>28I IDENTITY T K 5 8 12</div><div>30Cu CULTURE T K 5 8 12</div></div>	<div><div>1Em EMPATHY T K 5 8 12</div><div>4Ct CRITICAL THINKING T K 5 8 12</div></div>	<div><div>2C CREATIVITY T K 5 8 12</div><div>19Di DISCUSSION T K 5 8 12</div></div>	<div><div>15Hp PHYSICAL HEALTH T K 5 8 12</div><div>22Mm MEASUREMENT T K 5 8 12</div></div>	<div><div>9Co CONFIDENCE T K 5 8 12</div><div>14Hm MENTAL HEALTH T K 5 8 12</div></div>	<div><div>16R READING T K 5 8 12</div><div>23Pt PATTERN T K 5 8 12</div></div>	<div><div>5Rs REASONING T K 5 8 12</div><div>8PI PLANNING T K 5 8 12</div></div>	<div><div>4Ct CRITICAL THINKING T K 5 8 12</div><div>44Cr CHEMICAL REACTIONS T K 5 8 12</div></div>	<div><div>3Ab ABSTRACTION T K 5 8 12</div><div>17W WRITING T K 5 8 12</div></div>	<div><div>2C CREATIVITY T K 5 8 12</div><div>8PI PLANNING T K 5 8 12</div></div>			
WORLD COURSE CONTENT GOALS	<div><div>IDENTITY - ENGLISH, CHINESE, SPANISH</div><div>Essential Questions:<ul style="list-style-type: none">What makes me who I am?How are other people similar to and different from me?How do I fit into this world?</div></div>				<div><div>Unit focus:<ul style="list-style-type: none">Diversity of namesDiversity of physical selfDiversity of character/personality traits</div></div>		<div><div>SELF EXPRESSION THROUGH ARTS</div><div>SELF EXPRESSION 2022<ul style="list-style-type: none">What ways can I express my thoughts, ideas and feelings?How can I interpret and respect the ways that others express themselves?How does culture impact the ways that people choose to express themselves?</div></div>						
	<div><div>Name<ul style="list-style-type: none">My name storyWhy is my name special?Cultural differencesName books for conversations</div></div>		<div><div>Physical Self<ul style="list-style-type: none">This is Me!Hair, skin, eyes, hands, feet, height, skin color other physical featuresSelf portraitsBooks to guide conversationsK Curriculum– Skin Color-Pollyanna</div></div>		<div><div>Character and Personality Traits<ul style="list-style-type: none">Feelings, personality traits, hobbies, likes, dislikesLead to Self Expression</div></div>		<div><div>Storytelling<ul style="list-style-type: none">Comparing and contrasting different versions of well known storiesAuthor StudiesStory stones, story wands, campfire storiesFiction writingPuppet showsActing out well known storiesBook store visitsLocal theater shows</div></div>		<div><div>Dance and Music<ul style="list-style-type: none">Listening to different genres of musicResearching different genres of danceCollaborating with dance expertsObserving and learning from our Upper Division bandExploring instruments</div></div>		<div><div>Visual Arts and Photography<ul style="list-style-type: none">Exploring different artistsExperimenting with different art mediumsTrips to galleriesWalking trips around the community to look for art and to take photos</div></div>		<div><div>INDEPENDENT STUDIES</div></div>



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BELONGING CURRICULUM (YEAR LONG)	Identity/Kindness		Kindness/Fairness		EQUITY: MLK			CHANGEMAKERS			
	Identity: Names		Identity: Physical Self		CHARACTER & PERSONALITY TRAITS January- Mid February			SELF-EXPRESSION Mid-February–June			
MATH	UNIT 1 Counting to 10 and Sorting				UNIT 2 Addition and Subtraction		UNIT 3 2D Geometry		UNIT 4 Measurement and Counting to 20		
READERS WORKSHOP	THE LAUNCH (2-3 weeks) <u>Launching the Workshop</u> <u>Launch Lessons</u>	RW/WW Unit 1 <u>Kindergarten</u>	SUPER POWERS		SUPER POWERS + BIGGER BOOKS, BIGGER READING MUSCLES (Strategy Groups)						
SHOW AND TELL + ALL ABOUT ME			HOW-TO		STORYTELLING AND CREATIVE WRITING		POETRY				
PHONICS (ENGLISH)	UNIT 1 Making Friends with Letters			UNIT 2 Word Scientists		UNIT 3 Word-Part Power			UNIT 4 Vowel Power		
SCIENCE	FALL AND WINTER An inquiry into: Birds, Leaves and Seeds, Winter Animals, Weather (Snow in January)				INVENTIONS / CAVE PEOPLE An inquiry into: New York then and now, The Wheel, Simple Machines				SPRING Flowers, Bugs, Planting		
DANCE	UNIT 1: Introduction to Dance Children will review and explore the concepts of dance and dance-making in relation to improvisation within the frame of the Laban Dance Concepts. Students will also learn and help develop the protocols and rules in the dance studio and will review movement concepts and skills while learning ways to integrate these dance fundamentals into choreography and group work.		UNIT 2: Expressing Feelings through Dance Children will explore how feelings affect our bodies and movement and how they can express feelings through dance. As students recognize their body's ability to physically differentiate sound/music, they will be able to reflectively respond to their many feelings. This unit will foster empathy and reflection on their own feelings and those of others.		UNIT 3: History of Dance: Alvin Ailey Students will learn about the choreographer, Alvin Ailey. Students will watch videos and read books about him and his dance company, The Alvin Ailey American Dance Company. During the unit they will learn choreography and dance styles inspired by his work. The unit will culminate in students making their own dance inspired by his work based on exploring his most famous piece, <i>Revelations</i> .			UNIT 4: Dance and Visual Arts Children will explore visual arts such as painting, sculpture and multimedia to inspire dance -making and learn about what inspired the artists to make their art (experiences, music, hobbies, history and feelings.) Unit will focus on Laban Movement Analysis concepts such as shape, pathways, stillness, dance sentences and motion quality (light/strong, sharp/smooth, fast/slow.)		UNIT 5: World Dance Children will have the opportunity to explore various dances from other cultures around the world. We will explore how diverse communities connect to dance through music, history and storytelling. They will identify the essential elements of each dance and compare the dances.	



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MUSIC Spanish	<p>Through exploration students will develop a sense of steady beat/pulse through Music Standards: listening, singing in a group and with partners (learning seasonal songs using their voices with feeling as a mean of self expression), playing a variety of rhythmic, pitch and unpitched instruments (Multicultural/Diverse), moving/responding to music with beat and without beat.</p> <p>SEPTEMBER TO DECEMBER (ONGOING) Kinder begins the year by reviewing music protocol/ routines, rhythm, steady beats or pulse, echo, move (responding to music cues), tap, clap, play instruments at a given time, develop listening skills, recall song, perform, recognize/Identify visuals including Curwen Hand Signs. Perform/Share.</p> <p>Song Repertoire: Ex; (Greeting songs), Kinder Individual Class Songs, Avenues Song, Canción, De La Promesa de Español, Hispanic Heritage, October, November and December (Halloween/Dia De Las Brujas, Thanksgiving/Dia de Accion de Gracias, Holiday Songs for Dec, Snowflake Assembly) theme songs and other songs that relate/support Kinder Grade Curriculum.</p>				<p>Through exploration students will develop a sense of steady beat/pulse through Music Standards: listening, singing in a group and with partners (learning seasonal songs using their voices with feeling as a mean of self expression), playing a variety of rhythmic, pitch and unpitched instruments (Multicultural/Diverse), moving/responding to music with beat and without beat.</p> <p>JANUARY TO MARCH (ONGOING) In addition to sight reading and identifying music rhythmic patterns or music notation “So Mi” high/low,up/down(using visual prompts. Review Tempo fast/rápido, slow/lento, explore/review dynamics thru singing voice/voz, speaking/whispering/loud/soft. Gradually becoming more challenging. Intro to Wind/Viento instruments (Kazoo) and String (Ukulele) to develop breathing/sound and holding instruments. Perform/Share.</p> <p>Song Repertoire: Ex: El Mes de Enero, JT, MLK, Wlnter Songs, Share the Love, Valentine, Black Heritage, Friendship, Groundhog, Lunar New Year, Welcome Spring/Primavera</p>			<p>Learn to sight read and identify music patterns or music notation. On going process, enabling learning basic music skills and elements of music and apply to creative composition.</p> <p>MARCH TO JUNE (ONGOING) Kinder will continue expanding their music knowledge and skills, Will explore creative music writing or composition/create (rhythmic, text or melodic). Perform/Share</p> <p>Song Repertoire: Ex: Song Games, Spring, Cantare/Un Millon De Amigos. La Música Es Mi Vida, Siempre Cantando Voy, Viene al Verano, End of Year Assembly.</p> <p>End of year I CAN MUSIC LEARNING TARGET STANDARDS</p>		
	<p>In Kindergarten, students develop music skills through four different areas:</p> <ul style="list-style-type: none">● Singing: Singing different target language songs. Students will develop the voice and body as instruments of musical expression.● Playing: Playing different instruments(melodic instruments and rhythmic instruments,harmonic instruments, and cultural related instruments), Students will play instruments as a means of musical expression.● Listening: Listening to different genres of music, Students will listen to, analyze, and describe music.● Creating: Creating music through improvising, arranging, and composing. <p>The conceptual sequence begins with opposites and contrasts with kindergarteners, who can identify characteristics and differences more easily when there is a contrast, such as high/low, up/down, fast/slow, loud/soft, long/short.</p>				<p>UNIT 3: HARMONY AND SOUND</p> <ul style="list-style-type: none">● Singing melody with accompaniment, pitch: high/low, up/down, match pitch; rhythmic patterns, melodic patterns, melodic phrases, music notation.(Review body percussion, Kodály hand signs tempo: fast/slow) Quarter notes, eighth notes, half notes.Playing percussion instruments, melodic instruments,and cultural related instruments● Music games● Target language song repertoires		<p>UNIT 4: FORM</p> <ul style="list-style-type: none">● The order of phrases or sections in music. same/different and whole/part. Contrasting ideas, moods, or feelings in music. Melody patterns/Melody phrases. Quarter notes, eighth notes, quarter rests, half notes, whole notes● Playing percussion instruments, melodic instruments,harmony instruments, and cultural related instrument.● Target language song repertoires		<p>UNIT 5: CREATION AND EXPRESSIVE QUALITIES</p> <ul style="list-style-type: none">● Continuing exploration in music journey. Developing creation on music writing and composition.Playing percussion instruments, melodic instruments,harmonic instruments, and cultural related instruments perform/share, cultural, and emotional qualities of musical study● Target language song repertoires	
MUSIC Chinese	<p>UNIT 1: EXPLORING IN MUSIC/RHYTHM</p> <ul style="list-style-type: none">● Getting to know peers through music games,classroom protocol/ routines, body percussion, Kodály hand signs, steady beat: pulse, tempo: fast/slow, volume: soft/loud, mood (feeling)● Playing rhythmic percussion instruments● Target language song repertoires		<p>UNIT 2: MELODY</p> <ul style="list-style-type: none">● Vocal exploration, recognizing melody, singing in high/low, fast/slow, loud/soft. Identify melody as a tune.recognize when melodies move upward or downward or repeat. Quarter notes, eighth notes● Playing percussion instruments, melodic instruments● Target language song repertoires							



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ART	WELCOME TO THE ART ROOM <ul style="list-style-type: none">• Introduction to classroom routines• Materials explorations	LINES <ul style="list-style-type: none">• What is a line?• When a dot goes on a walk it creates a line. LINE EXPLORATIONS: <ul style="list-style-type: none">• Pop up lines• Ink drawing of lines• Paper lines	SHAPES <ul style="list-style-type: none">• Circle and dots	MONSTER PAINTINGS <ul style="list-style-type: none">• Mixed media paintings of monsters.	COLLAGE EXPLORATION <ul style="list-style-type: none">• Torn paper collage• Using scissors collage• Textured collages	STRUCTURES AND BUILDINGS WITH FOUND MATERIALS <ul style="list-style-type: none">• Introduction to artist Alexander Calder and his artwork Calder Circus• Museum visit to Whitney to view installation and videos of Calder’s Circus• Creating a circus inspired by Calder’s Circus performance with his artworks		CERAMICS UNIT <ul style="list-style-type: none">• Clay exploration• Coil and pinch pot vessels		
WAM	UNIT 1 <ul style="list-style-type: none">• Intro to WAM Culture• Community Building• SEL	UNIT 2 <ul style="list-style-type: none">• Spatial Awareness• Agility• Dodging and Fleeing	UNIT 3 <ul style="list-style-type: none">• Throwing and Catching	UNIT 4 <ul style="list-style-type: none">• Jumping, Landing and Coordination	GAMES	HEART HEALTHY MONTH	NUTRITION	STRIKING WITH IMPLEMENTS	MANIPULATIVE FOOT SKILLS	FIELD DAY