



# Evergreen Academy

Kindergarten Syllabus  
2020-2021

## Welcome

We believe in student-centered teaching. Our educational beliefs are centered on spiral learning; students actively construct knowledge by comparing new ideas or concepts with their current knowledge. As educators, we must consider the diverse needs, interests, and learning styles of our students. We focus on the importance of feelings, open communication, and the value of every child. From this ideology, the goal of our classroom becomes an effort to meet the needs of the whole child, nurturing their physical, social, emotional, cognitive, and creative selves. Therefore, the prevailing attitude is one of caring and respect; we constantly strive to enhance each other's self-esteem and build classroom community. Further, we have found that children are motivated to learn by an innate desire to make sense of their world. Therefore, we strive to enrich our curriculum with hands-on, meaningful activities that create an intellectually engaging, responsive environment to promote each child's learning and development.

Our goal is for each student to reach his or her full potential through developmentally- appropriate, process-oriented, and individualized instruction.

## Curriculum

At Evergreen Academy, we follow the Nobel Learning Community's Curriculum Framework for all subjects. These guidelines meet and exceed Common Core State Standards and create strong, confident, capable students who are well-prepared for the next grade level and beyond.

### **Reading & Language Arts – a blend of phonics and whole language**

In Kindergarten, we work with students to develop reading and writing skills through a balanced approach. We use a combination of *Reading Street*, *Words Their Way*, *Lucy Calkins' Writing Workshop* and *Units of Study in Phonics* to teach critical skills and strategies, as well as to meet individual needs and learning styles. Our curriculum capitalizes on the students' previous knowledge of language print and interest in an atmosphere that is safe and exciting. Precise techniques for handwriting and accurate pronunciation of phonograms are taught. This developmentally appropriate program fosters the excitement of exploring while building self-esteem. It contains the following modules:

- Phonics/Phonemic Awareness: *Units of Study in Phonics* provide daily systematic instruction in phonics, regular reinforcement of sound and letter relationships, rhyming, and alphabetic pattern.
- Word Study: *Words Their Way: Word Study in Action* will be used throughout the grade levels to teach students phonics, spelling, and vocabulary while working at individually-assessed skill levels. This powerful approach to word study encourages students to look closely at words to discover the regularities and conventions of written English needed to read and spell.
- Oral Language: comprehension, developmental sight word study, language development, speaking and listening.
- Reading: exposure to quality literature, comprehension, informational text strategies, critical thinking skills, vocabulary, reading both self-selected and teacher-assigned books.
- Writing: developmental writing and drawing for creative expression, sight word and phonics practice. During Kindergarten, students will have lessons on choosing ideas, strategies for encoding words, word choice, adding detail, organizing, revising, and publishing. We will focus on three specific areas of writing: narrative, persuasive, and informational.
- Assessment: scheduled evaluation of progress in spelling (*Words Their Way*) and reading (*Developmental Reading Assessment*) ensure that students are consistently working at the correct level of instruction.
- Handwriting: specific handwriting instruction using the *Handwriting Without Tears* program helps students learn proper handwriting habits and apply them naturally and automatically to all writing experiences.



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### **Math – a combination of hands-on investigation & skill-based learning**

*Bridges in Mathematics* is a comprehensive mathematics curriculum emphasizing problem solving via whole group, small group and individual instruction. It is a clearly articulated program based on the national standards developed by the NCTM and fully implements the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. It facilitates the development of children’s mathematical thinking and reasoning abilities by providing age-appropriate problems and investigations in such areas as numbers and operations, geometry, probability, data analysis, sorting, patterning, and measurement. In the Bridges curriculum, math concepts spiral through carefully sequenced lessons, offering continued opportunities to revisit big ideas. Each activity is designed with multiple access points, so students at different levels are able to grow and advance.

The following units are featured in Kindergarten *Bridges* lessons and are spiraled throughout Problems & Investigations, Work Place Games and Activities, Number Corner, Home Connections, and Assessments:

- Numbers to Five and Ten
- Numbers to Ten
- Doubles, Adding and Subtracting
- Paths to Adding, Subtracting, and Measuring
- Two-Dimensional Geometry
- Three-Dimensional Shapes and Numbers Beyond Ten
- Weight and Place Value
- Computing and Measuring

Additionally, Bridges introduces students to the Mathematical Practices or habits of mind, processes, and dispositions that enable a learner to understand mathematics with understanding.

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.
- MP.8 Look for and express regularity in repeated reasoning.

Number Corner involves the Calendar Grid, Calendar Collector (estimating, counting strategies, and probability), Days in School, Computational Fluency, and Number Line.

## **Science – a time for investigation and discovery**

A sense of discovery is an innate characteristic of young children, and it is through this exploration that children learn about the wonders around them. Through hands-on and multi-sensory activities, both independent and teacher-directed, students find out about themselves and the world. The science units encourage the development of a scientific way of thinking through inquiry, observations, comparisons, and understanding relationships. In Kindergarten, we use STEMscopes, which is designed to meet the Next Generation Science Standards. We also integrate project-based learning units, such as “Designing Kites” to allow the students to work together to solve problems in a real and engaging way.

### **Kindergarten Science Units**

- Introduction: What is a Scientist?
- Earth Science: Trees & Weather
- Physical Science: Using Force to Change Motion
- Life Science: Animal Needs & Habitats

### **Project-Based Learning**

- Collaborative Weather Forecast
- STEM Unit: Designing Kites
- Animal Research Report

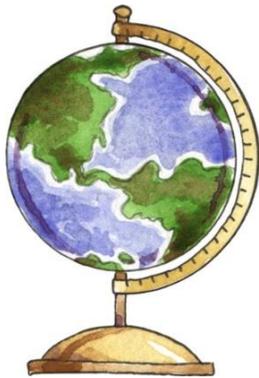


## Social Studies – your child’s place in the world

In Kindergarten, our program is designed to help students develop into individuals with the knowledge, skills, and civic values they need to become active and reflective in their world. By weaving knowledge, skills, and citizenship through activities and literary illustrations, students begin to see their place in the world. In addition to thematic units, students use *Studies Weekly* magazines to read about and explore topics further.

### Kindergarten Social Studies Units

- Learning About My Classroom & School Community
- Learning About Our Community: Kid Town Interact Simulation
- Learning About Our Country: American Symbols
  - Learning About Our World: Continents & Countries
  - Timelines: My Personal History
  - Service Learning: Connecting with Seniors in our Community



### Project-Based Learning

- Rules for Discussion (Collaborative Weather Forecast)
- Storypath – Solving Problems in the Park: Developing Young Citizens

By introducing concepts of civics, government, holidays, and United States’ past and present, students begin to see themselves as contributing members of their society.

## Assessment

Students will be assessed on skills, understanding of key concepts, and participation in each subject area. A variety of assessments will be used including one-on-one interviews, tests, end-of-unit projects, as well as participation in daily learning activities. The grading scale below is used for all students at Evergreen Academy.

Evergreen Academy Grade Scale	
4	<p><b>Exceeding Standard</b>                      Student demonstrates an in depth level of understanding of grade level and extended knowledge and skills. Student is able to analyze and synthesize essential content knowledge beyond the expected level of performance.</p>
3	<p><b>Meeting Standard</b>                      Student demonstrates a complete understanding of the knowledge and skills at grade level. Student meets expectations as skills are performed consistently and accurately with little to no support. This is the expected level of performance.</p>
2	<p><b>Approaching Standard</b>                      Student demonstrates partial understanding of grade level knowledge and skills and is working to perform skills consistently. The student needs extra time and support to reach mastery. This level of performance is progressing toward expectation.</p>
1	<p><b>Emerging Standard</b>                      Student demonstrates limited understanding of grade level knowledge and skills and is unable to perform skills consistently. This level of performance is below expectation and requires significant teacher assistance.</p>
NA	Not Assessed At This Time



## Attendance

- Please e-mail your teacher if your child will not be in school due to illness or unexpected circumstances. Also, let your teacher know about future absences due to trips or special events.
- Class work missed will be sent home for your child to complete when possible.
- During Distance Learning, we use presence at Zoom calls and submission of assignments on Seesaw to take attendance. In the event that the class call is missed, students will need to complete the work asynchronously.

## Homework

The goals of homework are to reinforce concepts being taught in class and develop good homework and study habits to prepare students for their future school careers. Homework packets will be sent home each Friday in the students' homework folders and will be due the following Thursday. There is also a nightly reading goal of 15 minutes. Parent-to-child reading or audio books may count for this goal. Kindergarten homework will be checked and scored for completion and effort. Plan to look over your child's work each week and help him/her make any corrections necessary.

We will begin sending homework at the beginning of the 2<sup>nd</sup> Trimester. During Distance Learning, we will not assign homework outside of the daily Seesaw assignments.

## Service Learning

Through Nobel Learning Communities' Social Entrepreneurship projects, students learn how young people can make a difference in their community. These projects integrate community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and encourage lifelong civic engagement. The Kindergarten project is *Connecting with Seniors in our Community*. The students will have an opportunity to connect with community members at a local senior center.

## Classroom Management

### **Philosophy**

A classroom management plan is an important element in creating and maintaining a positive learning environment where students will learn and feel comfortable both sharing and exploring interests. This plan is based on the understanding that kindergartners should be responsible classroom citizens. Cooperation, consideration of others, respect and good manners are everyday skills we will practice. With practice of these skills children learn how to make good choices and be responsible throughout the year and in the future.

Students have worked together in their classrooms to create a class contract that lists the behavior expectations below. Each student has signed the contract and agrees to follow the

rules on a daily basis. We will recognize appropriate behavior with praise, positive notes, special privileges, tangible rewards, and/or class rewards. We will also keep you informed as often as necessary concerning your child's behavior.



### **Behavior Expectations**

Be Responsible – raise your hand, complete all work, etc.

Be Safe – keep hands to yourself, walk inside, use materials appropriately

Be Kind – use kind words and take turns

Be Respectful – use good manners and always be honest

All children have times that they struggle with following the rules. This is normal and expected as they are learning how to cooperate and work in a more structured environment. We do, however, make note of daily behaviors and will always be in contact with you if we see a trend that needs attention. By working together with your son or daughter, we can help make this a terrific year of learning and growing!

### **Class Routines & Other Information**

#### **Drop-off and Pick-up**

- Morning car line is 8:10-8:20 am. If you arrive later than 8:20, please park and walk your child to the office.
- Afternoon car line is 3:10-3:20 pm. Parents will need to remain in cars during the pick-up process. Please do not arrive early because Preschool pick-up goes until 3:10 and we share the same space.

#### **Specialist Classes**

Taught by specialists, the following classes complement the core curriculum.

- Computer Lab
  - Library
  - Performing Arts
  - Art
  - Physical Education
  - Foreign Language
- Our class will check out library books every other week and they are due back two weeks later. They will travel to and from school in a dedicated Library Book Bag.
  - Our class will have PE two times per week. Please remember to send your child to school in shoes that are appropriate for running on PE days.
  - Each of our specialist teachers has a class website as well and is always willing to communicate via phone or email.

## Uniforms

At Evergreen Academy, elementary students are required to wear uniforms Monday through Thursday. The benefits of school uniforms include promoting the mindset of school as a special place with unique expectations, and helping students develop a sense of school pride. Please see the [Uniform Guidelines](#) for specific policy.

## Star Student & Birthdays

- Your child will have the opportunity to be our “Star Student” for a week during the school year. A schedule of dates and a letter explaining each day will be sent home.
- During this time, your child will be able to share special pictures and prized possessions from home. This is a time to highlight all of the unique characteristics of your child so that we can celebrate him/her!
- Classmates will create a special keepsake book for the Star Student to take home.
- Birthdays are an important event to children and we like to help make their days special at school, too! We will celebrate with a special song and game on or near each of their birthdays. For summer birthdays, we will find a time to celebrate near their half-birthdays.

## Communication

- If you need to get in touch with us about anything, please don't hesitate to let us know. E-mail works very well, especially if you are giving dates or other important details. We are able to respond to e-mails during the week within 24 hours, but most likely much sooner.
- We are usually available to schedule a meeting before and after school.
- Please be sure to look for our weekly e-mail newsletters, which will contain a summary of our learning for the week, as well as announcements and reminders for the upcoming weeks.
- Conferences will be held in November and March and report cards will be sent home at the end of each trimester.

Please remember, we are here to help make this a positive learning experience for you and your child, and will do whatever we can to help make that possible!

Thank You,

*The Kindergarten Team*

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