



MUSIC

Through active involvement in musical experiences students will be able to . . .

- Sing simple songs in groups and perform rhythmic movements in unison
- Sing partner songs and rounds and respond to the cues of a conductor
- Move to the rhythm of music
- Express ideas through song and movement
- Develop self-esteem and a cooperative spirit by working in group activities
- Explore opportunities to develop their individual creative spirit
- Develop critical and analytical thinking skills



ART

Students participating in the kindergarten art program will develop the ability to . . .

- Identify basic shapes and various properties of line
- Know the difference between artistic materials
- Describe the application of various techniques and processes
- Use various media to communicate ideas, experiences and stories
- Use art materials and tools in a safe and responsible manner
- Understand the content of works of art
- Relate to the works of the great masters



HEALTH

Supervisor, Ms. Eileen DiBattista 393-2292

The essential learnings for health are integrated with other curriculum areas and are discussed at age appropriate levels. Themes include: personal health, nutrition and fitness, drugs alcohol and tobacco, mental health, interpersonal relationships, human growth and development, family life, disease prevention, safety, violence prevention, community and consumer health.



PUPIL SERVICES

Director, Kathy Medaglio 393-2229

The Medford Public Schools are committed to insure access to the general education curriculum for all students. The Office of Pupil Services consists of the support service departments of Special Education, Bilingual/Multicultural Education, Guidance and Title I.

TIPS FOR PARENTS

To create strong schools, the definition of the classroom must be expanded to include the family. The Medford Public Schools recognizes that parental support for their child's learning is an important component in optimizing student achievement. Here are some suggestions for supporting your child throughout the school year:

- Make your child's attendance at school a top priority. There are only 180 instructional days per school year; given the new district curriculum and rigorous state testing, it is critical that children be in school each day to be successful
- Consult frequently with your child's teacher about your child's progress and specific ways to help him/her with their work
- Work with the school to promote good study habits
- Develop good nutritional, rest and safety habits
- Take an active interest at home in you child's daily school activities
- Help your child select materials and ideas from home to contribute to class assignments
- Provide your child with a structure for studying that includes a schedule and location where he or she can quietly work on assignments
- Encourage your child to pursue individual interests and help him/her to link interests with schoolwork
- Assist your child with homework ensuring that the final product reflects his true understanding of the assignment
- Use family activity time to reinforce learning in school by visiting museums and libraries
- Keep current about district and state educational initiatives. Sources for educational information include channel 15 and the following websites:

Medford Public Schools
<http://www.medfordpublicschools.org>
Department of Education
<http://www.doe.mass.edu>



Medford Public Schools

Medford, Massachusetts

KINDERGARTEN ESSENTIAL LEARNINGS

This guide provides an overview of what a **kindergarten** student should know and be able to do in each subject area by the completion of the school year.

The Medford Public Schools is committed to providing all students with the academic and problem-solving skills essential for personal development, responsible citizenship and life-long learning. The districtwide curriculum goals for all grades preK-12 are as follows:

- To develop high standards and expectations for all students
- To incorporate a balanced core of critical, essential learning that reflects national standards and the state curriculum frameworks for each discipline
- To develop competency in communication, thinking, problem solving research and other critical skills
- To connect learning to relevant situations and experiences outside the school setting
- To measure student learning through multiple types of assessments including the MCAS
- To integrate the curriculum, wherever possible, across subjects and grade levels
- To effectively integrate technology into the curriculum
- To recognize and respect the different needs interests and talents of all students

For additional information on the curriculum, instructional and/or assessment program of the Medford Public Schools please contact the Office of Curriculum and Instruction at (781) 393-2364

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George Scarpelli
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MATHEMATICS

Director, Carolyn Joy 393-2214
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Through problem solving, reasoning, connections, communication, and representation, students will be able to...

NUMBER SENSE & OPERATIONS

- Count to 20; match, order, and compare quantities to 10.
- Understand concepts of whole and half.
- Identify coins by name.
- Model addition and subtraction problems to 10.
- Estimate number of objects in a group.

PATTERNS, RELATIONS & ALGEBRA

- Sort and classify objects.
- Reproduce, identify, describe, extend, and create color, rhythmic, shape, number, and letter patterns.
- Count by fives to 50.

GEOMETRY

- Name, describe, sort, and draw 2-D shapes; describe attributes.
- Name and compare 3-D shapes.
- Identify positions of objects through language.

MEASUREMENT

- Recognize attributes of length, volume/capacity, weight, area, and time through language.
- Use nonstandard units to measure length, area, weight, and capacity.

DATA ANALYSIS, PROBABILITY, & STATISTICS

- Collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers, and simple graphs.



Earth Science

SCIENCE

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- Know that the sun supplies heat and light to the earth.
- Observe, describe, and compare objects in the daytime and nighttime skies; describe full, half, and crescent moons.
- Identify the seasons of the year and day/night as repeating patterns.

Life Science:

- Classify things as living or nonliving.
- Identify what plants and animals need to survive; identify animals in their natural habitats and determine how basic needs are met.
- Understand that plants and animals go through predictable life cycles; describe changes in appearance over time.

Physical Science:

- Sort and classify objects using the senses; compare color, size, shape, weight, texture, temperature, material, and flexibility of objects.
- Compare properties of different amounts of the same kind of matter; conclude that amount does not change properties.

Engineering/Technology:

- Describe ways objects move (e.g. straight line, zigzag, back-forth, fast, slow).
- Identify and describe the safe and proper use of tools and materials; describe how animals use parts of their bodies as tools.

Students will be able to...



SOCIAL STUDIES

Director of Humanities,
Bernadette Ricciardelli 393-9016
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- Discuss, identify and use vocabulary related to time and order
- Discuss and apply vocabulary related to location and direction
- Discuss and identify the general meaning of some national holidays and symbols
- Discuss the connection between work and money



ENGLISH

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In addition to reading and writing daily, students will be able to...

- Use a variety of strategies to decode and comprehend text
- Use picture clues to comprehend text
- Apply phonics skills
- Acquire and apply new vocabulary
- Practice writing literacy elements daily: consonants to correspond to sounds.
- Develop oral language: answer questions; share information
- Interpret and evaluate materials read to them



TECHNOLOGY

Director, Mr. Richard Trotta 393-2279
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Through group demonstration and individual practice the student will be able to...

- Abide by the district's Acceptable Use and Internet Policies
- Identify important parts of the computer and related peripherals
- Use basic computer terminology
- Demonstrate how and when to turn hardware on and off
- Demonstrate how to sign on to the network



PHYSICAL EDUCATION

Supervisor, Eileen DiBattista 393-2292
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Through individual, group, and partner instruction students will be able to...

- Walk, run, hop, skip, gallop, slide, jump, and leap.
- Twist, balance, tumble, and extend.
- Change movement, directionality, high, low, straight, zig-zag, fast and slow.
- Catch and throw a ball from a partner 10-15 ft. away
- Kick a ball stationary or rolling towards them from 10-15ft. away