

Curriculum & Student Development Committee Meeting

Tuesday, September 5, 2023 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. AP Music Textbook Adoption

Speaker(s): Leah Stillman

II. Course Adoptions: Grade 6 Chorus, Music Technology, American Sign Language

Speaker(s): Leah Stillman, Kathleen Ericson, David Brine

III. SCSU Dual Credit Expansion Grant

Speaker(s): Melanie Witcher

IV. PreK Curriculum Presentation

V. Public Comment

VI. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.



AP Music Theory Textbook Adoption

The Musician's Guide to Theory and Analysis &
Workbook

Musician's Guide to Aural Skills: Sight-Singing



The
Musician's
Guide to

Theory and Analysis

Fourth
Edition

JANE PIPER CLENDINNING | ELIZABETH WEST MARVIN



The
Musician's
Guide

Aural Skills Ear-Training

Fourth Edition

PHILLIPS | MURPHY | MARVIN | CLENDINNING



The
Musician's
Guide

Workbook

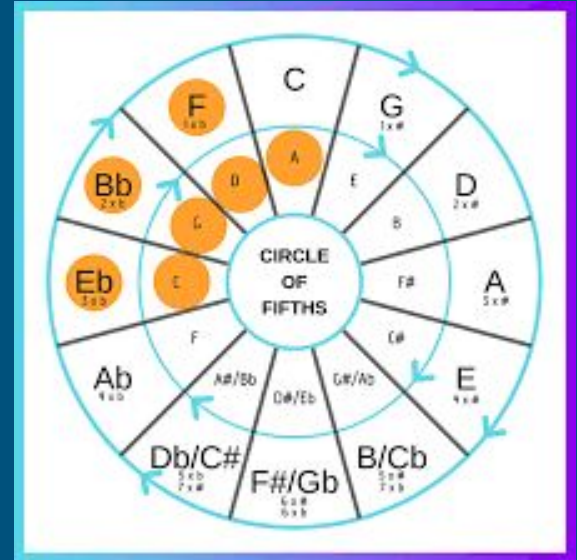
Fourth Edition

JANE PIPER CLENDINNING | ELIZABETH WEST MARVIN



Strengths of the text

- covers every topic included on the AP exam, from listening skills and sight-singing to modes and form
- seamlessly integrates theory and analysis, aural training, and performance in one pedagogical program.
- relies on a core repertoire of real music that is revisited throughout in a variety of theory- and performance-based contexts.
- Supported by the workbook and aural ear training book.



Introduction to Music Technology



- Unit 1: Navigating the DAW Software (Design, Decision Making)
 - Students will learn how to navigate the basics of the GarageBand software and create their own beats and loops.
- Unit 2: (Design, Product Creation)
 - students will learn how to create rhythms using a MIDI controller. Students will also learn basic piano skills. Both of these elements will allow them to create original compositions. This unit will culminate with a small original project that will utilize the skills learned
- Unit 3: (Product Creation, Self Awareness)
 - students will learn and apply advanced level editing skills to their work in GarageBand. Students will learn how to use an audio interface and record their voice using a live microphone. They will apply all of the knowledge and skills they have learned throughout the trimester to a final project.

Grade 6 Chorus



- Unit 1: Vocal Development (Decision Making)
 - This unit will introduce students to their voice - how to sing with proper breathing, sound quality, and technique. Students will learn and utilize basic vocal warmups and exercises that focus on scale development through solfege syllables. Concepts pertaining to rhythm, notation and pitch matching will also be reinforced in this first unit through various interactive group exercises.
- Unit 2: Musical Literacy (Analyzing)
 - Students build the connection between the printed page and basic musical expression as it pertains to vocal performance. Musicians will be able to follow a vocal score, recognizing the musical elements that are important to create a successful performance. Students will work to develop skills that focus on singing as an ensemble, such as balance, blend, phrasing and group collaboration.
- Unit 3: Terminology and Expression (Collective Intelligence, Design)
 - This final unit focuses on ensemble skill development, with a focus on the integration of musical expression. Students will learn how their individual contribution comes together toward the success of the group, providing them with a deeper awareness of the concepts that are integral to the success of a collaborative vocal performance.



Textbook Adoption Request

Subject Area: Course Name:

Text Being Replaced: Copyright Date:

Committee Members:

Reviewed by Students: YES NO

Title of Text:

ISBN #: Copyright Date:

Publisher: Publisher Address:

Rationale (Indicate Goals or Objectives Addressed from the Curriculum):

The most pedagogically sophisticated text on the market, The Musician's Guide is the most complete resource for the theory and analysis. Successful pedagogy and a comprehensive workbook help students develop theory skills inside the classroom and out. With a wider, more inclusive, repertoire than ever, the text explores music that will be relevant to every musician with clear, accessible prose. This was the recommended text from the AP Board. and, after review, is the most comprehensive for our AP curriculum.

Strengths from a Student Perspective:

Limitations from a Student Perspective:

Indicate how you will address the limitations of the Selected Text:

Other Texts Considered

Their Publishing Company:

Total Number of Copies Needed: Projected Price Per Copy:

Total Number of Students: Grade levels of Students:

Ancillary Material Cost; e.g. teacher’s edition(s) software. Please provide detail for ancillary materials:

| Materials Requested | ISBN # | Cost per unit | Total Cost |
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- Please submit to Central Office with a copy of the student text 10 days in advance of projected submission to the Superintendent.
- Please provide a quote from Vendor for the requested # of books.

Submitted By:

Name:

Title:

Name:

Title:

Board of Education Approval Date:



Textbook Adoption Request

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Textbook Adoption Request

Subject Area: Course Name:

Text Being Replaced: Copyright Date:

Committee Members:

Reviewed by Students: YES NO

Title of Text:

ISBN #: Copyright Date:

Publisher: Publisher Address:

Rationale (Indicate Goals or Objectives Addressed from the Curriculum):

The Musician's Guide to Aural Skills helps students develop skills in ear-training and sight-singing through a repertoire of real music that students listen to and perform. Designed to link aural skills with what students do in the theory classroom, The Musician's Guide to Aural Skills is closely coordinated with The Musician's Guide to Theory and Analysis.

Strengths from a Student Perspective:

Limitations from a Student Perspective:

Indicate how you will address the limitations of the Selected Text:

Other Texts Considered

Their Publishing Company:

Total Number of Copies Needed: Projected Price Per Copy:

Total Number of Students: Grade levels of Students:

Ancillary Material Cost; e.g. teacher's edition(s) software. Please provide detail for ancillary materials:

| Materials Requested | ISBN # | Cost per unit | Total Cost |
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- Please provide a quote from Vendor for the requested # of books.

Submitted By:

Name:

Title:

Name:

Title:

Board of Education Approval Date:

American Sign Language (ASL) Curriculum Presentation

David Brine
Kathleen Ericson

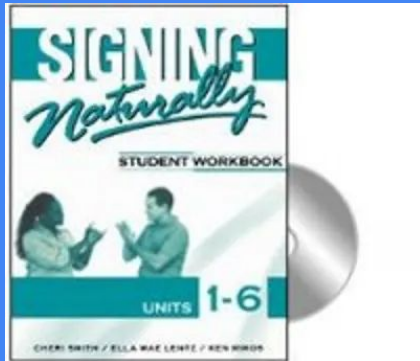


Course Goals:

- Immerse students in Deaf culture and its history
- Receptive and Expressive communication using fingerspelling, facial expressions, signs, +body language
- Novice level proficiency as dictated by ACTFL standards

In the classroom:

- Students will use Signing Naturally and ASLDeafined
- Solo and group activities including games, media, storytelling



Capacities in our Units

- 1: Getting to Know You - Collective Intelligence
- 2: My Autobiography - Design
- 3: Where you call home - Product Creation, Design
- 4: My Family Tree - Self-Awareness
- 5: What do I do everyday? - Collective Intelligence, Product Creation

Goals for the Future

We hope to be able to write and implement an ASL 2 for future years, so that students can leave school with more fluency in this highly sought after language skill

Curriculum Unit Overviews

Courses Ready for Board of Education Adoption in September 2023

Performing Art

- *Grade 6 Chorus Foundations*
- *Intro to Music Technology*

English Language Arts

- *Pre-K ELA*

World Language

- *American Sign Language I*

Grade 6 Chorus Foundations Curriculum Overview

2023-2024

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| <p><u>Unit 1</u> <i>Vocal Development</i></p> | <p>This unit will introduce students to their voice - how to sing with proper breathing, sound quality, and technique. Students will learn and utilize basic vocal warmups and exercises that focus on scale development through solfege syllables. Concepts pertaining to rhythm, notation and pitch matching will also be reinforced in this first unit through various interactive group exercises.</p> <p>Profile of a Graduate Capacities: Decision Making</p> |
| <p><u>Unit 2</u> <i>Musical Literacy</i></p> | <p>In this unit, students build the connection between the printed page and basic musical expression as it pertains to vocal performance. Musicians will be able to follow a vocal score, recognizing the musical elements that are important to create a successful performance. Students will work to develop skills that focus on singing as an ensemble, such as balance, blend, phrasing and group collaboration.</p> <p>Profile of a Graduate Capacities: Analyzing</p> |
| <p><u>Unit 3</u> <i>Terminology and Expression</i></p> | <p>This final unit focuses on ensemble skill development, with a focus on the integration of musical expression. Students will learn how their individual contribution comes together toward the success of the group, providing them with a deeper awareness of the concepts that are integral to the success of a collaborative vocal performance.</p> <p>Profile of a Graduate Capacities: Design, Collective Intelligence</p> |

Intro to Music Technology Curriculum Overview

2023-2024

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| <p><u>Unit 1</u> <i>Navigating the DAW Software</i></p> | <p>This course is a one trimester elective designed to provide Daniel Hand High School students with a comprehensive understanding of music production and technology using the popular digital audio workstation (DAW) software, GarageBand. This hands-on course is tailored for students of all levels and aims to empower students with the skills and knowledge necessary to create, record, edit, and produce their own music compositions. In this first unit, students will learn how to navigate the basics of the GarageBand software and create their own beats and loops.</p> <p>Profile of a Graduate Capacities: Design, Decision Making</p> |
| <p><u>Unit 2</u> <i>Basic Musical Skills</i></p> | <p>In this unit, students will learn how to create rhythms using a MIDI controller. Students will also learn basic piano skills. Both of these elements will allow them to create original compositions. This unit will culminate with a small original project that will utilize the skills learned.</p> <p>Profile of a Graduate Capacities: Design, Product Creation</p> |
| <p><u>Unit 3</u> <i>Adding Digital Audio to the Mix</i></p> | <p>In this final unit, students will learn and apply advanced level editing skills to their work in GarageBand. Students will learn how to use an audio interface and record their voice using a live microphone. They will apply all of the knowledge and skills they have learned throughout the trimester to a final project.</p> <p>By the end of this course, students will have a solid foundation in music production, enabling them to confidently explore further studies in music technology or apply their skills creatively in various musical endeavors.</p> <p>Profile of a Graduate Capacities: Product Creation, Self-Awareness</p> |

Pre-K ELA Curriculum Overview

2023-2024

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| <p>Unit 1 <i>Me in My School</i></p> | <p><i>Me In My School</i> is an eight week unit that introduces preschoolers into our learning community. Teachers will begin this unit by setting up rules, routines, and procedures that will support the students throughout the year. Students will learn how to be part of a school community. They will explore books and writing tools, while learning how to share and take turns. They will practice whole body listening while engaging in story time, participating in group activities, and interacting with their peers. They will begin to learn all about themselves and their peers and use their five senses to make discoveries. Students will also begin to recognize their names and explore with letters and sounds.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p> |
| <p>Unit 2 <i>Me and My Family</i></p> | <p><i>Me and My Family</i> is an eight week unit that introduces preschoolers to the similarities and differences among families and holiday traditions. Students will continue to practice the school day routines and procedures and begin to explore independence. They will explore new types of books and utilize writing tools as they draw and write about their families. They will demonstrate ways they have learned how to share and take turns. They will practice whole body listening while engaging in story time, participating in group activities, and interacting with their peers. Students will also begin to write their names and continue to explore with letters and sounds.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation, Self-Awareness</p> |
| <p>Unit 3 <i>Me and My Feelings</i></p> | <p><i>Me and My Feelings</i> is an eight week unit that focuses on the feelings of characters and classmates. Children learn to connect to character feelings and empathize with them as they encounter new situations. They will continue to practice book handling skills, and listen to read alouds like Gingerbread and winter tales as they learn how to make predictions and retell and recall parts of a story. They will increase their writing skills as they learn to use marks and symbols to represent their ideas.</p> <p>Profile of a Graduate Capacities: Inquiry, Self-Awareness</p> |
| <p>Unit 4 <i>Me and My Words</i></p> | <p><i>Me and My Words</i> is an eight week unit where students will be engaged in word play, rhyme, songs, and poems. Students will learn to make predictions as they listen for the rhyming words and look at a picture. They will continue to practice retelling and recalling information such as characters and events in the story. They will make connections to the events in the story. They will work on letter formation in many multisensory ways. Play centers will explore different places that people work and will incorporate writing skills and cooperative play.</p> <p>Profile of a Graduate Capacities: Idea Generation, Self-Awareness</p> |
| <p>Unit 5 <i>Me and Nature</i></p> | <p><i>Me and Nature</i> is an eight week unit where students will be engaged in understanding the difference between fiction and nonfiction text while learning about nature. Students will learn to differentiate between fiction and nonfiction text while studying the author Eric Carle. Students will study photographs and learn new vocabulary about the environment. They will work on letter formation in many multisensory ways and apply what they learn as they draw, label, and write about nature. Play centers will explore garden centers, farms, bugs, and butterflies. Students will learn how to engage in play while understanding nonverbal social cues.</p> <p>Profile of a Graduate Capacities: Analyzing, Product Creation, Self-Awareness</p> |

American Sign Language I Curriculum Overview

2023-2024

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| <p><u><i>Unit 1</i></u> <i>Getting to Know You, Getting to Know Deaf Culture</i></p> | <p>In the first unit of American Sign Language (ASL) I, students will be introduced to the history of Deaf culture in America, including an overview of how ASL was created, the American School for the Deaf, and who uses ASL. Students will learn how to do basic fingerspelling in order to spell words and their names. Students will be able to give basic descriptions of themselves and others.</p> <p>The unit will function as an introduction to the routines and procedures of the classroom. Assignments will utilize online receptive assessments provided by the teacher and ASL Deafined, an online ASL resource for students.</p> <p>The unit will culminate in a simulated conversation where students will act out meeting a roommate for the first time while at the American School for the Deaf.</p> <p>Profile of a Graduate Capacities: Collective Intelligence</p> |
| <p><u><i>Unit 2</i></u> <i>My Autobiography</i></p> | <p>In the second unit of American Sign Language (ASL) I, students will be introduced to the process of creating a script for interpretation, called a Gloss. A gloss simplifies written English into signable language, an important skill since signing does not necessarily use all the grammar or vocabulary that written English would use. Fingerspelling and numbers will be highlighted again, as students will give personal information about themselves and others.</p> <p>Leisure activities will be discussed.</p> <p>The unit will culminate in the students creating a script where they will introduce themselves. Since the unit is focusing on design, the creative process is more important than the result. The skill of glossing will remain a process and skill throughout all ASL units and classes.</p> <p>Profile of a Graduate Capacities: Design</p> |
| <p><u><i>Unit 3</i></u> <i>Where you call home</i></p> | <p>In the third unit of ASL I, students will use their newfound skills of writing a gloss (Unit 2) and fingerspelling in order to talk about places, homes, and vacation locations. Students will interview each other and practice their receptive skills. The emphasis of in-class time will focus on improving the fluency and recognition of signs done by others.</p> <p>In terms of topics, students will be working on locations and directions, animals and house-pets, and the numbers 30-66.</p> <p>The unit will culminate in students creating a script about a dream home or vacation with another student by creating a gloss and submitting a practiced video of their final skit.</p> <p>Profile of a Graduate Capacities: Design, Product Creation</p> |

American Sign Language I Curriculum Overview

2023-2024

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| <p><u><i>Unit 4</i></u> <i>My family tree</i></p> | <p>In the fourth unit of ASL I, students will learn to describe themselves more in relationship to their own family members. Students will be asked to sign more in a live setting, including many class activities that will allow students to practice in front of each other and the class. The unit will culminate in the students talking about their own family and a favorite childhood memory in a live setting. In preparation for the end of the year, students will also engage in goal-setting and self-reflection, looking forward to next steps in their experience with ASL.</p> <p>Profile of a Graduate Capacities: Self-Awareness</p> |
| <p><u><i>Unit 5</i></u> <i>What do I do everyday?</i></p> | <p>In Unit 5, students of ASL 1 will be exploring how to discuss their preferences for hobbies, plans for activities, and even look at events they've done in the past. This unit will cover not only hobbies, but also how to discuss time and dates. Students will be working on their collaborative and presentational skills in this unit, with activities and the PBA focusing on the ability to present information and to work as a team. The unit will culminate in students presenting their summer plans to the rest of the class in whichever live format students feel most comfortable with.</p> <p>Profile of a Graduate Capacities: Collective Intelligence, Product Creation</p> |

Daniel Hand High School

Overview of the Dual Credit Expansion Grant

Current Dual Credit Partnerships



21 Courses currently offered

*15 AP * 2 Honors * 4 General Ed.*

New Dual Credit Partnership



3 Courses proposed

All General Ed.

Amount Awarded: \$39,878

DHHS teacher stipends to work with SCSU faculty to revise existing DHHS course curriculum
SCSU faculty stipends to work with DHHS teachers to review existing DHHS course curriculum
Substitute teacher costs to allow DHHS teachers to attend 2 full-day PD sessions at SCSU
Course materials: textbooks, supplies, equipment, etc.

Proposed Dual Credit Courses

STEM - Marine Science & Technology → The World Ocean (MAR 140)

STEM - Statistics → Elementary Statistics (MAT 107)

Humanities - Photography: Darkroom to Digital → Intro to Digital Photography (ART 264)

Anticipated Outcomes



Increase dual credit opportunities
for all students

Increase the % of students who meet
the benchmark for Indicator #6



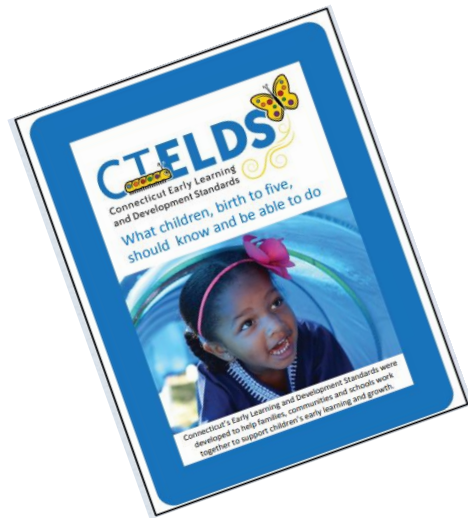
Lower the disproportionality of access that
exists within the High Needs subgroup



PRE-SCHOOL ELA CURRICULUM



Connecticut's Early Learning and Development Standards were developed to help families, communities and schools work together to support children's early learning.



How was the curriculum developed?

- ➔ CTEDLS
- ➔ PreK Guiding Document

PreK Guiding Document

- ➔ Curriculum Map

PreK Curriculum Map

- ➔ Eduplanet

| Search | | | | PREK |
|-----------------------------|----------------------------------|-----------------------|--|------|
| Unit 1 - Me in My School | Erin Chester, Gail Dahling-Herch | English Language Arts | | PreK |
| Unit 2 - Me and My Family | Erin Chester, Gail Dahling-Herch | English Language Arts | | PreK |
| Unit 3 - Me and My Feelings | Erin Chester, Gail Dahling-Herch | English Language Arts | | PreK |
| Unit 4 - Me and My Words | Erin Chester | English Language Arts | | PreK |
| Unit 5 - Me and Nature | Erin Chester | English Language Arts | | PreK |

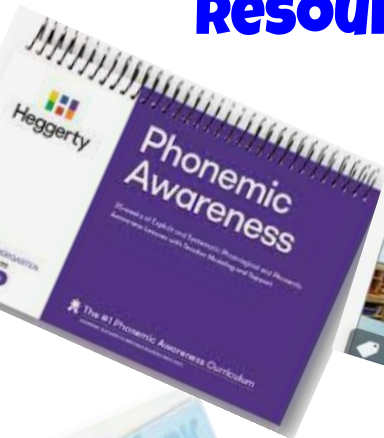


- ➔ Transfer of Skills

Self-Awareness Checklist



RESOURCES FOR CONTINUED LEARNING AND PROFESSIONAL GROWTH!!



| Language and Literacy | Unit 1 Me In My School September-October | Unit 2 Me and My Family November -December | Unit 3 Me and My Feelings January-February | Unit 4 Me and My Words March-April | Unit 5 Me and Nature May-June |
|------------------------------|---|--|--|---|--|
| Transfer Goals | <ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Engages in and maintains positive relationships and interactions with adults and peers 3. Respond to increasingly complex communication and language from others | <ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Recognizes self as an individual with unique abilities and interests 3. Use conversational rules and detailed expressions in social interactions with peers and adults | <ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Recognizes self as an individual with unique abilities and interests 3. Identify symbols and print concepts to recognize sounds associated with letters | <ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Engages in and maintains positive relationships and interactions with adults and peers 3. Recognize spoken language is composed of small segments of sound | <ol style="list-style-type: none"> 1. Writes for a purpose and to convey a message to communicate with others 2. Engages in and maintains positive relationships and interactions with adults and peers 3. Retell a story or event based on asking and answering questions |
| Understandings | <ol style="list-style-type: none"> 1. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 2. Objects/materials have specific names and meanings. 3. Words have meanings and describe actions. 4. Readers choose books about the things they | <ol style="list-style-type: none"> 1. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 2. Readers choose books about the things they enjoy and are interested in learning about. 3. Readers use appropriate strategies | <ol style="list-style-type: none"> 1. Words have meanings and describe actions. 2. Readers use appropriate strategies to construct meaning from texts. 3. Speakers, listeners, readers, and writers apply knowledge of spoken words, syllables, and sounds. 4. Students apply their knowledge of rules and | <ol style="list-style-type: none"> 1. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 2. Speakers, listeners, readers, and writers apply knowledge of spoken words, syllables, and sounds. 3. Readers use appropriate strategies | <ol style="list-style-type: none"> 1. Questions help us to understand. 2. Listening and attending to a response helps clarify new ideas and builds a greater understanding. 3. Words have meanings and describe actions. 4. Speakers, listeners, readers, and writers apply knowledge of |

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| | <p>enjoy and are interested in learning about.</p> <ol style="list-style-type: none"> 5. Readers explore pictures, symbols, and letter-sound connections. 6. Writers represent thoughts and ideas with drawings and symbols. 7. Adults are there to guide students in the school community. 8. Students apply their knowledge of rules and expectations to cooperate with peers. | <p>to construct meaning from texts.</p> <ol style="list-style-type: none"> 4. Readers apply knowledge of the organization and basic features of print. 5. Writers represent thoughts and ideas with drawings and symbols. 6. Adults are there to guide students in the school community. 7. Students apply their knowledge of rules and expectations to cooperate with peers. 8. Adults are there to guide students with emotional regulation in the school community | <p>expectations to cooperate with peers.</p> <ol style="list-style-type: none"> 5. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break) | <p>to construct meaning from texts.</p> <ol style="list-style-type: none"> 4. Students apply their knowledge of rules and expectations to cooperate with peers. 5. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break) | <p>spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> 5. Students apply their knowledge of rules and expectations to cooperate with peers. 6. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break) |
| Essential Questions | <ol style="list-style-type: none"> 1. How can I listen and respond to adults and peers? 2. How can I use the new words that I have learned? 3. What do good readers do? 4. Why do we have/need rules of language? 5. What do good writers do? 6. How can an adult me to stay safe and learn? 7. How do I get along with others? | <ol style="list-style-type: none"> 1. How can I ask and answer questions about the new words, concepts, and pictures? 2. How can I listen and respond to adults and peers? 3. What do good readers do? 4. What do good writers do? 5. How can an adult help me to stay safe and learn? 6. How do I get along with others? | <ol style="list-style-type: none"> 1. How can I demonstrate the meaning of the new words that I have learned? 2. What do good readers do? 3. What do good writers do? 4. How do I apply rules of language when I read and write? 5. How do I get along with others? 6. How can I regulate my emotions to stay safe and learn? | <ol style="list-style-type: none"> 1. How can I ask and answer questions about the new words, concepts, and pictures? 2. Why do we have/need rules of language when we read and write? 3. What do good readers do? 4. What do good writers do? 5. How do I get along with others? 6. How can I regulate my emotions to stay safe and learn? | <ol style="list-style-type: none"> 1. How can I ask and answer questions about the new words, concepts, and pictures? 2. How can I listen and respond to adults and peers? 3. How can I demonstrate the meaning of the new words that I have learned? 4. What do good readers do? 5. What do good writers do? 6. How do I get along with others? |

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| | | | | | 7. How can I regulate my emotions to stay safe and learn? |
| Portrait of a Graduate | <ul style="list-style-type: none"> Self-Awareness | <ul style="list-style-type: none"> Product Creation Self-Awareness Collective Intelligence | <ul style="list-style-type: none"> Self-Awareness Inquiry | <ul style="list-style-type: none"> Product Creation Self-Awareness Idea Generation | <ul style="list-style-type: none"> Product Creation Self-Awareness Analyzing |
| Assessments | <ul style="list-style-type: none"> PreK Assessment PreK Assessment Card My IGDIs - Early Literacy Screening | <ul style="list-style-type: none"> Collective Intelligence PreK Assessment PreK Assessment Card My IGDIs - Early Literacy Screening | <ul style="list-style-type: none"> Heggerty Phonemic Awareness Assessment- for students going to Kindergarten Self-Awareness ... | <ul style="list-style-type: none"> PreK Assessment PreK Assessment Card My IGDIs - Early Literacy Screening Unit 4 and 5 Self-... | <ul style="list-style-type: none"> PreK Assessment Card PreK Assessment Card Heggerty Phonemic Awareness Assessment- As needed My IGDIs - Early Literacy Screening Unit 4 and 5 Self-... |
| Foundations | <ul style="list-style-type: none"> Introduce letters A-F | <ul style="list-style-type: none"> Introduce letters G-L | <ul style="list-style-type: none"> Introduce letters M-R | <ul style="list-style-type: none"> Introduce letters S-X | <ul style="list-style-type: none"> Introduce letters Y-Z Review all letters |
| Heggerty Phonemic Awareness | <p>Week 1-7</p> <ul style="list-style-type: none"> Rhyme Repetition Isolate the Initial Consonant Sound- Student names Compound Words Syllables Final Phoneme Isolation Singing ABC's Counting Words | <p>Week 8- 14</p> <ul style="list-style-type: none"> Rhyme Recognition Isolate the Initial Consonant Sound Syllables Final and Medial Phoneme Isolation Singing the ABC's | <p>Week 15-21</p> <ul style="list-style-type: none"> Rhyme Recognition Alliteration Onset-Rhyme Medial Phoneme Isolation Short Vowels Counting the Words in a Sentence | <p>Week 22-28</p> <ul style="list-style-type: none"> Rhyme Production Generate a word with the same initial Blending two phonemes Isolate Final Sound in a Series of Words Words into 2-Phonemes Initial Phonemes Nursery Rhymes | <p>Week 29-35</p> <ul style="list-style-type: none"> Rhyme Production Categorization: Initial phoneme the same or different Blending Three Phonemes Long and Short Vowels Words into 3-Phonemes Nursery Rhymes |

PreK Stage One: Guiding Document

Content: Literacy

Long-term Transfer Goal(s):

Long-term aims of the PreK program. An overall end result of a student's education in Madison.

Students will be able to independently use their learning in new situations to....

Respond to increasingly complex communication and language from others. (LL Strands A/C)

- **Collective Intelligence**
- **Self-Awareness**
- **Alternate Perspectives**
- **Inquiry**

Use conversational rules and detailed expressions in social interactions with peers and adults (LL Strands B/C)

- **Collective Intelligence**
- **Self-Awareness**
- **Alternate Perspectives**
- **Inquiry**
- **Analyzing**
- **Idea Generation**

Use oral language that reflects a relationship among words and concepts in increasingly complex sentences (LL Strands A/B)

- **Collective Intelligence**
- **Self-Awareness**
- **Alternate Perspectives**
- **Inquiry**
- **Analyzing**
- **Idea Generation**

Identify symbols and print concepts to recognize sounds associated with letters (LL Strand E)

- **Analyzing**
- **Product Creation**
- **Idea Generation**
- **Inquiry**
- **Self-Awareness**

Recognize spoken language is composed of small segments of sound (LL Strand F)

- **Analyzing**
- **Self - Awareness**
- **Product Creation**
- **Inquiry**
- **Idea Generation**

Retell a story or event based on asking and answering questions (LL Strand D)

- **Inquiry**
- **Idea Generation**

- Analyzing
- Product Creation
- Alternate Perspectives
- Self- Awareness
- Collective Intelligence

Writes for a purpose and to convey a message to communicate with others (LL Strand G and PDH Strand B)

- Idea Generation
- Self-Awareness
- Design
- Product Creation
- Decision Making

Engages in and maintains positive relationships and interactions with adults and peers (SE Strand E and SE Strand A).

- Self-Awareness
- Decision Making
- Collective Intelligence
- Citizenship
- Alternate Perspectives
- Inquiry

Recognizes self as an individual with unique abilities and interests (SE Strand D and SS Strand A).

- Self- Awareness
- Decision Making
- Citizenship

**Domain: Language and Literacy
Language and Communication**

| Sub-Domain and Standards: | Understandings: | Essential Questions: |
|---|---|---|
| <p>Attending and Understanding:</p> <p>L60.1 Understand an increasing variety and specificity of words for objects, actions and attributes encountered in both real and symbolic contents.</p> <p>L60.2 Determine the meaning of unknown words/concepts using the context of conversations, pictures or concrete objects.</p> <p>L.60.3 Understand increasingly complex sentences that include 3-4 concepts (“Plants are living things that will not survive without soil, sunlight and water.”)</p> <p>L60.9 Initiate, maintain and end conversations by repeating what the other person says and/or by asking questions.</p> <p>L60.10 Use language to share ideas and gain information.</p> | <ol style="list-style-type: none"> 1. Objects/materials have specific names and meanings. 2. Questions help us to understand. 3. Listening and attending to a response helps clarify new ideas and builds a greater understanding. | <ol style="list-style-type: none"> 1. What are my strategies for identifying classroom materials (ex. cubbies, chair, meeting area, carpet square)? (Understanding 1) 2. How can I ask and answer questions about the new words, concepts, and pictures? (Understanding 2 and 3) 3. How can I listen and respond to adults and peers? (Understanding 3) |

Communicating and Speaking:

L60.10 Use language to share ideas and gain information.

L.60.4 and L60.8 Use an increasing variety and specificity of accepted words for objects, actions and attributes encountered in both real and symbolic contexts.

L.60.5 Use more complex words learned through books and personal experiences (know that a paleontologist studies dinosaurs).

L60.6 Use more complex words to describe the relationships between objects and ideas)e.g. position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)

L60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals.

Vocabulary:

L.60.4 and L60.8 Use an increasing variety and specificity of accepted words for objects,

-
1. Listening and attending to a response helps clarify new ideas and builds a greater understanding.
 2. Objects/materials have specific names and meanings.
 3. Words have meanings and describe actions.
 4. Speakers and listeners apply knowledge of spoken words, syllables, and sounds.

-
1. Listening and attending to a response helps clarify new ideas and builds a greater understanding.
 2. Objects/materials have specific names and meanings.

-
1. How can I listen and respond to adults and peers? (Understanding 1)
 2. What are my strategies for identifying classroom materials (ex. cubbies, chair, meeting area, carpet square)? (Understanding 2)
 3. How can I use the new words that I have learned? (Understanding 2 and 3)
 4. How can I demonstrate the meaning of the new words that I have learned? (Understanding 3)
 5. Why do we have/need rules of language? (Understanding 4)

-
- 1.How can I listen and respond to adults and peers? (Understanding 1)
 2. What are my strategies for identifying classroom materials (ex.

actions and attributes encountered in both real and symbolic contexts.

L.60.5 Use more complex words learned through books and personal experiences (know that a paleontologist studies dinosaurs).

L.60.6 Use more complex words to describe the relationships between objects and ideas (e.g. position words such as “under” or “beside” and comparative words such as “bigger” or “longer”)

L.60.7 Use basic grammar rules including subject-verb agreement, tenses, regular and irregular past tense, irregular plurals

Comprehension and Text Structure:

L.60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction.

L.60.12 With prompting and support retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.

L.60.13 Identify main components of a story or text (the major plot points of a story or the main topic of an informational text)

L.60.14 Use connections between self and character, experience and emotions to increase comprehension.

3. Words have meanings and describe actions.
4. Speakers and listeners apply knowledge of spoken words, syllables, and sounds.

-
1. Readers choose books about the things they enjoy and are interested in learning about.
 2. Readers use appropriate strategies to construct meaning from texts.

cubbies, chair, meeting area, carpet square)?

(Understanding 2)

3.How can I use the new words that I have learned? (Understanding 2 and 3)

4.How can I demonstrate the meaning of the new words that I have learned?

(Understanding 3)

5.Why do we have/need rules of language?

(Understanding 4)

-
1. What do good readers do? (Understanding 1 and 2)

Phonological Awareness:

L.60.22 Produce rhyming words or words that have the same initial sounds.

L.60.23 Recognize which words in a set of words begin with the same sound.

L.60.24 Distinguish syllables in words.

Print and Alphabet Awareness:

L. 60. Know how print is read (e.g. left to right, top to bottom, front to back or according to convention of home language.)

L.60. 16 Know that books have titles, authors, illustrators or photographers.

L.60.17 Recognize words as a unit of print and that letters are grouped to form words.

L.60.18 Identify some familiar printed words out of context.

L.60.19 Begin to use awareness of letter sounds along with pictures to read words in text.

L.60.20 Recognizes and name known letters of the alphabet in familiar and unfamiliar words.

L.60.21 Make some letter-sound connections.

-
1. Speakers and listeners apply knowledge of spoken words, syllables, and sounds.
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1. Readers apply knowledge of the organization and basic features of print.
2. Readers apply knowledge of spoken words, syllables, and sounds.
3. Readers explore pictures, symbols, and letter-sound connections.

-
1. Why do we have/need rules of language? (Understanding 1)
 2. How do I apply rules of language? (Understanding 1)
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1. What do good readers do? (Understanding 1)
3. Why do we have/need rules of language? (Understanding 2 and 3)
4. How do I apply rules of language? (Understanding 2)

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| <hr/> <p>Interest and Engagement in Books:</p> <p>L60.11 Independently choose to “read” books and select a variety of texts including fiction and nonfiction.</p> <hr/> <p>Writing:</p> <p>L60.25 Draw original stories with a beginning, middle and end.</p> <p>L60. 26 Use early developmental spelling. May use one letter for the initial or final sound to represent the whole word.</p> | <hr/> <p>1.Readers choose books about the things they enjoy and are interested in learning about.</p> <hr/> <p>1.Writers represent thoughts and ideas with drawings and symbols. 2.writers apply knowledge of spoken words, syllables, and sounds.</p> | <hr/> <p>1.What do good readers do? (Understanding 1)</p> <hr/> <p>1. What do good writers do? (Understanding 1 and 2) 2. How do we use rules of language when we write? (Understand 2)</p> |
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Domain: Social and Emotional Development

| Subdomain and Standards: | Understandings: | Essential Questions: |
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| <p>Relationships with adults: SE. 60.15 Typically use socially appropriate behavior with adults, such as helping, responding to limits etc.</p> | <p>1. Adults are there to guide students in the school community.</p> | <p>1. How can an adult me to stay safe and learn? (Understanding 1)</p> |
| <p>Relationships with other children: SE. 60.16 Cooperate with peers through sharing and taking turns. SE.60. 17 Show increasing investment in the responses and friendship of peers and modify behavior to enhance peer relationships. SE 60. 18 Seek help from peers and offer assistance when it is appropriate. C.60. 5. Plan and complete learning activity with a peer C.60.6 Model or teach peers how to use materials or complete a task. SE 60. 19 Engage in developing solutions and work to resolve conflict with peers.</p> | <p>1. Students apply their knowledge of rules and expectations to cooperate with peers.</p> | <p>1. How do I get along with others? (Understanding 1)</p> |
| <p>Emotional Functioning: SE60.3 Use strategies to self-soothe across situations with minimal prompting and share strategies with peers or family. SE 60.4 Demonstrate increased ability to consider the social standards of the environment when responding to their emotional state.</p> | <p>1. Students use strategies to self-regulate and continue with a task (ex. deep breathing, counting, taking a walk or break) 2.Adults are there to guide students with emotional regulation in the school community</p> | <p>1. How can I regulate my emotions to stay safe and learn? (Understanding 1 and 2)</p> |

SE.60.5 Tolerate small levels of frustration and disappointment, displaying appropriate behavior with adult prompting and support.

SE.60.6 Initiate previously taught strategies to help delay gratification (e.g. sets up turn-taking with a peer, finds a book to read while waiting for a special activity).

SE.60.7 Recall and follow daily routines with little support, including adapting to changes in rules and routines.

SE.60.8 Describe emotions and feelings to trusted adults and peers.

SE.60.9 Recognize and show acknowledgement of the feelings, needs and rights of others through behavior (e.g. say “thank you, “share with others,” notice issues of fairness).

SE.60. 10 Begin to understand that people have different emotional reactions.

Sense of Identity and Belonging:

SE.60.11 Identify themselves as an individual and a part of a group by sharing individual characteristics and roles within the group (e.g.

-
1. Children come to school with unique abilities and backgrounds (family life, culture, needs, and experiences).

-
1. How am I alike and different from my peers?
(Understanding 1 and 2)

| | | |
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| <p>name family members and roles, name team members or classmates)</p> <p>SE.60.12 Describe self by referring to preferences, thoughts and feelings.</p> <p>SE.60.13 Demonstrates increased confidence and a willingness to take risks and make decisions regarding activities and materials.</p> <p>SE.60.14 Show pride in accomplishments and abilities.</p> <p>SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families.</p> <p>SS. 60. 2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., language, foods, art, customs, modes of transportation and shelter)</p> | <p>2. School communities are accepting of unique abilities and backgrounds and celebrate them.</p> | |
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Self-Awareness Check-In

Whole Class Activity: Meeting, Story, Etc.

Date:

| Self-Awareness: Examining current performance critically to identify steps/strategies to persist. | <u>Pre- Emerging:</u> Physically present Not participating | <u>Emerging:</u> Physically present Participating with prompts | <u>Present:</u> Physically present Participates and Gains information and demonstrates physically and verbally |
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Independent Activity: Table Toys, Art, Etc.

Date:

| <p>Self-Awareness: Examining current performance critically to identify steps/strategies to persist.</p> | <p><u>Emerging:</u></p> <ul style="list-style-type: none"> ● Physically present ● Not participating ● Needs adult support | <p><u>Present:</u></p> <ul style="list-style-type: none"> ● Physically present ● Independent with materials within a certain time frame ● Participates and Gains information and demonstrates physically and verbally | <p><u>Complex:</u></p> <ul style="list-style-type: none"> ● Physically present ● Independent with materials ● Participates and gains information and demonstrates physically and verbally ● <u>Advocates for self</u> ● <u>Helps Classmates</u> |
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