

A young boy and girl are focused on a task. The boy, on the left, is wearing a white shirt and red and black striped suspenders. The girl, on the right, is wearing a pink hoodie. They are both looking at a stack of colorful blocks (blue, green, red) with a purple marker. The background is a bright, slightly blurred indoor setting.

MCPS
CURRICULUM

2.0

LEARNING FOR THE FUTURE

A PARENT'S GUIDE TO **KINDERGARTEN** CURRICULUM 2.0



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VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

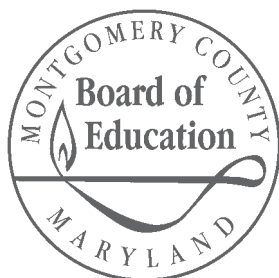
Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity



CURRICULUM 2.0 broadens instruction beyond reading and mathematics to engage the whole child. Ten subject areas at the elementary level—*art, health education, information literacy, mathematics, music, physical education, reading, science, social studies, and writing*—have been refocused around the critical and creative thinking and academic success skills students need for a lifetime of learning. There are four major features of Curriculum 2.0:

“We need to prepare students for THEIR future, not OUR past.”

Ian Jukes
Educator and
Futurist

New internationally driven standards in mathematics, reading, and writing:

Mathematics, reading, and writing are based on new strengthened standards, called the Common Core State Standards (CCSS). These standards, adopted by Maryland in June 2010, describe the content that students must learn at each grade level and are designed to help U.S. students compete favorably with students around the world.

A renewed focus on teaching the whole child:

The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing. Students will receive instruction across all subjects in elementary school.

Integrated thinking, reasoning, and creativity:

The integration of thinking and academic success skills—or those skills that contribute

to students’ ability to creatively solve problems collaboratively, interpret multiple perspectives, analyze complex data, and understand connections among a variety of ideas—is the unique aspect of Curriculum 2.0. These skills have been identified in the educational research as the tools necessary to thrive in the 21st century knowledge-based global economy.

Communication of student progress through an improved “standards-based” report card:

The elementary school report card is aligned with the concepts and topics taught in Curriculum 2.0 each marking period. The quarterly report card provides feedback to students and parents throughout the year about how well students are meeting or exceeding academic standards compared with grade-level expectations.

Curriculum 2.0 will better engage students and help them develop the skills they need to thrive in school and beyond.

THINKING AND ACADEMIC SUCCESS SKILLS

Students who thrive academically, socially, and emotionally know more than just facts. They have a certain set of skills that enable them to learn and succeed in almost any environment. These include critical thinking, creative thinking, and academic success skills. The chart on the right describes the thinking and academic success skills that are integrated throughout Curriculum 2.0 as students progress through elementary school.





Critical thinking involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason.

Analysis

- Noticing what’s alike and what’s different
- Describing what parts make up a whole
- Looking for patterns
- Seeing how things fit together
- Sorting objects

Evaluation

- Questioning facts and claims, including your own
- Demanding evidence
- Checking the reliability of information you’re viewing or reading
- Knowing what to do when two sources of information conflict
- Ranking options based on criteria

Synthesis

- Putting things back together after taking them apart
- Seeing how new ideas come from other ideas
- Making something new out of the parts you already have
- Organizing your thoughts



Creative thinking involves putting facts, concepts, and principles together in new ways and demonstrating a novel way of seeing or doing things.

Elaboration

- Including descriptive details in your writing, conversations, and art work
- Explaining something exactly how it happened takes time
- Explaining your thinking

Flexibility

- Considering the ideas and thoughts of others
- Questioning answers you’re given
- Asking “why” questions
- Changing your thinking based on evidence or new ideas

Fluency

- Coming up with many new ideas
- Expressing your ideas or thoughts by writing, drawing, talking, or acting
- Showing the same thing in many ways
- Knowing many ways to answer a question

Originality

- Creating new ideas and products
- Explaining your answers in new and inventive ways
- Turning ideas and products of others into something new
- Seeing problems as a chance to solve something in a new way



Academic success involves possessing attitudes and behaviors that enable students to reach their full potential in academic settings.

Collaboration

- Respecting the ideas of others
- Asking other people what they think
- Working with others to accomplish a goal or task
- Knowing how to lead a group and be a member of a group

Effort/Motivation/Persistence

- Challenging yourself to accomplish difficult tasks
- Thinking of additional ways to reach your goal when things get difficult
- Never giving up. Asking for help when learning is difficult

Intellectual Risk Taking

- Asking questions to help you understand—every day
- Sharing what you’re thinking in a group
- Sharing your ideas and answering questions, even when you’re unsure
- Challenging yourself to rise to the next level

Metacognition—Thinking about Thinking

- Thinking about what you already know about a topic before learning more
- Noticing the ways you learn best and asking for help when you’re struggling
- Explaining your thinking



“Teaching for creativity aims to encourage self-confidence, independence of mind, and the capacity to think for oneself.”

Sir Ken Robinson, *Out of Our Minds: Learning to be Creative*

IN CURRICULUM 2.0, KINDERGARTEN, specific critical and creative thinking and academic success skills are identified for each marking period. These skills are explicitly taught through the concepts and topics in the 10 content areas and provide a focus for integration across subjects.

Art	Physical Education
General Music	Reading/Language Arts
Health Education	Science, Technology, and Engineering
Information Literacy	Social Studies
Mathematics	Writing

The following pages highlight the critical thinking, creative thinking, and academic success skills along with the curriculum concepts and topics that are the focus of instruction in each marking period for Kindergarten students.

Curriculum 2.0 is built around developing students’ critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

MARKING PERIOD 1

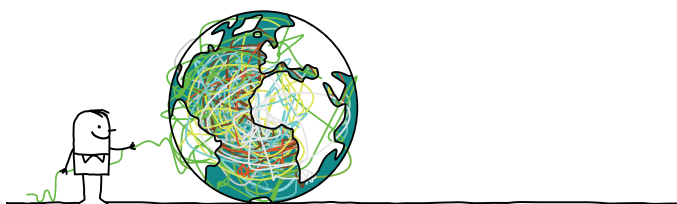
Bulleted concepts in red are graded on the report card for Marking Period 1.

Analysis (Critical Thinking Skill)—Breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.

- **Identify** and describe attributes.
- **Compare** by identifying similarities and differences.
- **Sort** and classify into categories.
- **Identify** and describe patterns and the relationships within patterns.

Collaboration (Academic Success Skill)—Working effectively and respectfully to reach a group goal.

- **Demonstrate** active listening and empathy in communicating with group members.
- **Solicit** and respect multiple and diverse perspectives to broaden and deepen understanding.
- **Demonstrate** teamwork by working productively with others.



SOCIAL STUDIES

- **Civics:** Classroom routines and schedules; importance of rules; rights and responsibilities at school and home; common United States symbols and practices; contributions of people to the United States.



SCIENCE, TECHNOLOGY, AND ENGINEERING

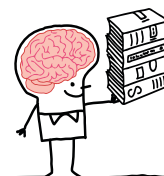
- **Earth Space Sciences:** Weather- observations, attributes, patterns; seasonal changes.
- **Life Sciences:** Plant and animal life cycles; external features; diversity; adaptations for survival.



PHYSICAL EDUCATION

- **Health-Enhancing Physical Fitness and Activity:** Effects of exercise (heart).
- **Movement Skills and Concepts:** Locomotor skills (walk, run, hop, jump, gallop).

The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing.



READING/LANGUAGE ARTS

- **Foundational Skills:** Demonstrate understanding of features of print, upper- and lowercase letters, spoken words, syllables, letter sound relationships; know and apply grade-level phonics.
- **Text Reading and Comprehension:** Poetry, fiction, traditional stories, and informational text; read with purpose and understanding; with prompting and support—identify characters, setting, major events in stories and features of a book; ask and answer questions about unknown words in a text; engage in group reading activities; describe relationship between illustrations and text.

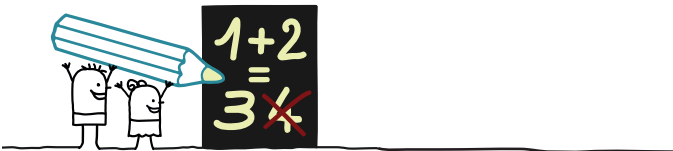


WRITING

- **Expression of Thoughts and Ideas:** Use drawing, dictating, and writing to compose narrative pieces.
- **Processes:** With guidance—respond to questions and feedback to add details and strengthen writing; recall experiences or gather information to answer questions; add drawings or visuals to provide detail to writing.

LANGUAGE

- **Conventions of Written Language:** Upper- and lowercase letters; nouns and verbs; plural nouns; prepositions; expand sentences in shared language activities; capitalize first word in sentences; end punctuation; write consonant and vowel sounds; spell simple words phonetically.



MATHEMATICS

- **Geometry:** Directional and positional words.
- **Measurement and Data:** Data collection—bar graphs, pictographs; attributes—sorting, explaining the sorting rule.
- **Counting and Cardinality:** Counting and numerals.



ART

- **Creating Art/Responding to Art:** Line—direction, movement; shape—identification, attributes; color—identification, primary, secondary, mixing.



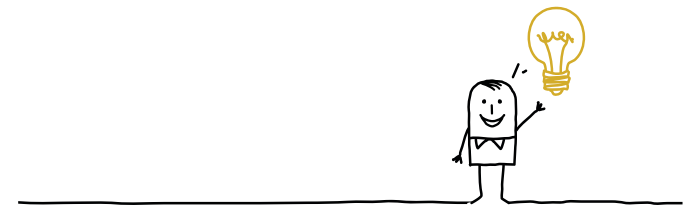
GENERAL MUSIC

- **Performing Music:** Explore steady beat.
- **Responding to Music:** Respond to different meters through movement; demonstrate different vocal and instrumental tone colors.
- **Reading Music:** Read high and low, long and short icons.



HEALTH EDUCATION

- Emotions.
- Personal care.
- Street and pedestrian safety.
- Communication.
- Illness and disease prevention.
- Emergency response.



INFORMATION LITERACY

- Borrowing routines and rules.
- Book selection and care.
- Organization of library media center.
- Story elements.
- Questioning strategies.

MARKING PERIOD 2

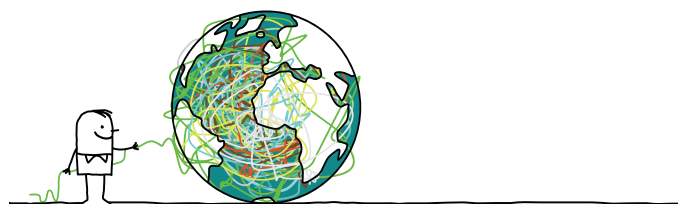
Bulleted concepts in blue are graded on the report card for Marking Period 2.

Fluency (Creative Thinking Skill)—Generating multiple responses to a problem or an idea.

- **Generate** many ideas.
- **Represent** and describe ideas or solutions in a variety of ways.

Intellectual Risk Taking (Academic Success Skill)—Accepting uncertainty or challenging the norm to reach a goal.

- **Adapt** and make adjustments to meet challenges when seeking solutions.
- **Demonstrate** willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks.



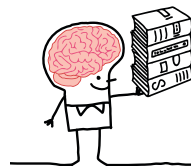
SOCIAL STUDIES

- **Geography:** Tools used to describe Earth's surface (pictures, maps, and globes); human-made and physical features used to describe Earth's surface; humans change and adapt to the environment.



SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** Basic needs of plants and animals; life cycles of plants and animals; comparison between offspring and parents.



READING/LANGUAGE ARTS

- **Foundational Skills:** Demonstrate understanding of features of print, upper- and lowercase letters, spoken words, syllables, letter sound relationships; know and apply grade-level phonics.
- **Text Reading and Comprehension:** Poetry, fiction, traditional stories, and informational text; Junior Great Books; read with purpose and understanding; with prompting and support—ask and answer questions about key details and unknown words; describe relationship between illustrations and the story or text; engage in group reading activities.



WRITING

- **Expression of Thoughts and Ideas:** Use drawing, dictating, and writing to compose narrative pieces.
- **Processes:** With guidance—respond to questions and feedback to add details and strengthen writing; recall experiences or gather information to answer questions; add drawings or visuals to provide detail to writing.

LANGUAGE

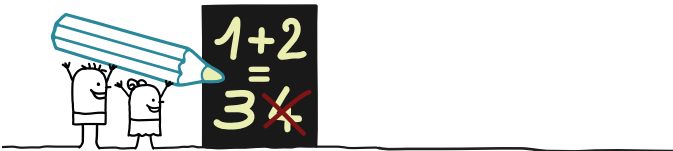
- **Conventions of Written Language:** Upper- and lowercase letters; nouns and verbs; question words; expand sentences in shared language activities; end punctuation; write consonant and vowel sounds; spell simple words phonetically.

FLUENCY AND INTELLECTUAL RISK TAKING



PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Relationships with objects (inside/outside, around, through, under/over, on/off, across, near/far, and in front/behind); catch self-tossed objects in self-space; throw underhand.
- The skills/concepts from **Health-Enhancing Physical Fitness and Activity** MPI are reported out on the Semester 1 report card.



MATHEMATICS

- **Operations and Algebraic Thinking:** Representation of numbers to 10 in a variety of ways.
- **Counting and Cardinality:** Number concepts—counting up to 20 objects, writing numerals (0–20), counting to 100 by 1s and 10s; comparison of sets of objects—more, less/fewer, or equal.



ART

- **Creating Art/Responding to Art:** Tactile versus visual texture; two- and three-dimensional art; create and identify patterns; relationship of objects in a composition.



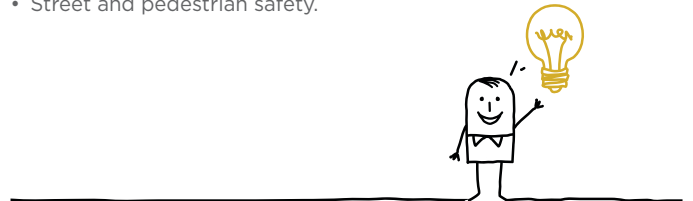
GENERAL MUSIC

- **Performing Music:** Explore steady beat.
- **Responding to Music:** Respond to different meters through movement; demonstrate different vocal and instrumental tone colors.
- **Reading Music:** Read high and low, long and short icons.



HEALTH EDUCATION

- Food groups (nutritional value).
- Emotions.
- Food and energy sources.
- Personal care.
- Street and pedestrian safety.



INFORMATION LITERACY

- Characteristics and relationships among library resources.
- Questioning (inquiry) strategies based on informational need (who, what, where, when, why, how).
- Strategies for finding and recording answers to questions.

MARKING PERIOD 3

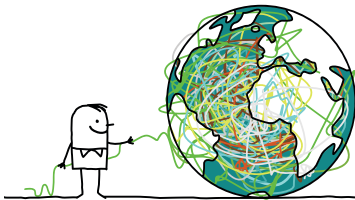
Bulleted concepts in green are graded on the report card for Marking Period 3.

Synthesis (Critical Thinking Skill)—Putting parts together to build understanding of a whole concept or form a new or unique whole.

- **Organize** parts to form a new or unique whole.

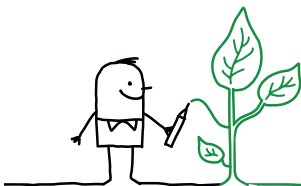
Effort/Motivation/Persistence (Academic Success Skill)—Working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.

- **Demonstrate** strategies to achieve a goal or solve a problem.
- **Self-assess** effectiveness of strategies and redirect efforts to achieve a goal or obtain a solution to a problem.



SOCIAL STUDIES

- **Economics:** Situations where choices are made; workers and the jobs they do; goods people make and grow; resources used to produce goods and provide services; tools and machines used to work and play; ways to obtain goods and services.



SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** External features of plants and animals used for survival; identification of local plants and animals; animal classification; comparisons between different plants; comparisons between different animals, including humans.



PHYSICAL EDUCATION

- **Health-Enhancing Physical Fitness and Activity:** Activities to promote fitness (healthy and unhealthy choices).
- **Movement Skills and Concepts:** Fundamental jumping and landing patterns (two-foot takeoff and landing); static balance; weight transfer (hands and feet).



READING/LANGUAGE ARTS

- **Foundational Skills:** Demonstrate understanding of features of print, upper- and lowercase letters, spoken words, syllables, letter sound relationships; know and apply grade-level phonics.
- **Text Reading and Comprehension:** Poetry, fiction, traditional stories, and informational text; Junior Great Books; read with purpose and understanding; with prompting and support—ask and answer questions about key details and unknown words in text; identify characters, settings, and major events in a story; recognize types of texts; compare/contrast experiences of characters; identify main topic and retell key details; engage in group reading activities.

Curriculum 2.0 is designed to do an even better job of teaching students the academic, creative, and critical thinking skills that build confidence, generate success, and prepare children to thrive in the 21st century.

SYNTHESIS AND EFFORT/MOTIVATION/PERSISTENCE



WRITING

- **Expression of Thoughts and Ideas:** Use drawing, dictating, and writing to—compose informative/explanatory pieces; compose narrative pieces.
- **Processes:** With guidance—respond to questions and feedback to add details and strengthen writing; recall experiences or gather information to answer questions; add drawings or visuals to provide detail to writing; describe familiar people, places, things, and events.

LANGUAGE

- **Conventions of Written Language:** Upper- and lowercase letters; nouns and verbs; expand sentences in shared language activities; capitalize first word in sentences; end punctuation; write consonant and vowel sounds; spell simple words phonetically.



MATHEMATICS

- **Geometry:** 2- and 3-dimensional shapes: attributes, comparing; exploration of shapes—composing and decomposing; directional and positional words—describing shapes in the environment.
- **Measurement and Data:** Measurable attributes; length and weight - direct comparison, nonstandard units.



ART

- **Creating Art/Responding to Art:** Draw from observation and imagination; ceramics; textiles and patterns.



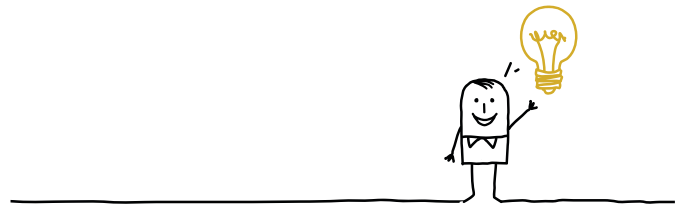
GENERAL MUSIC

- **Reading Music:** Produce sounds in response to icons representing long and short, loud and soft sounds.
- **Performing Music:** Perform singing games and finger plays.
- **Responding to Music:** Identify repeated sections in music.



HEALTH EDUCATION

- Disease prevention (cleanliness).
- Character traits and personal uniqueness.



INFORMATION LITERACY

- Questioning and keyword (inquiry) strategies based on informational need.
- Strategies for finding and recording answers to questions.
- How and why to cite sources.
- Literary text (problem and solution, point of view, main idea, patterns and relationships).

MARKING PERIOD 4

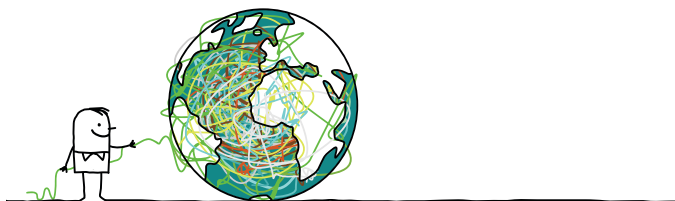
Bulleted concepts in yellow are graded on the report card for Marking Period 4.

Originality (Creative Thinking Skill)—Creating ideas and solutions that are novel or unique to the individual, group, or situation.

- **Create** a new idea, process, or product using multiple and varied formats.
- **Plan** and formulate a new, unique, or alternative solution to a problem or situation.
- **Transform** an idea, process, or product into a new form.

Metacognition (Academic Success Skill)—Knowing and being aware of one’s own thinking and having the ability to monitor and evaluate one’s own thinking.

- **Examine** one’s own thoughts and ideas to identify background knowledge.
- **Explain** thinking processes.



SOCIAL STUDIES

- **Culture:** Choices people make about meeting needs (tools, toys, transportation, communication, food, shelter); unique customs, traditions, skills, and interests of community members; family heritage.
- Differences among past, present, and future time; daily life and objects of today and long ago.



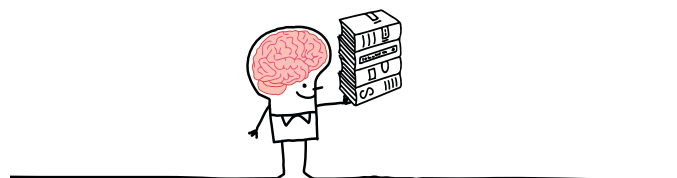
SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** Similarities and differences of external features and adaptations; adaptations of plants and animals to survive in an environment; interactions between plants and animals and their environment.



PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Strike lightweight objects with hands; kick (stationary ball).
- **Personal and Social Responsibility:** Cooperation, responsibility, and respect in physical activity settings.



READING/LANGUAGE ARTS

- **Foundational Skills:** Demonstrate understanding of features of print, upper- and lowercase letters, spoken words, syllables, letter sound relationships; know and apply grade-level phonics.
- **Text Reading and Comprehension:** Poetry, fiction, traditional stories, and informational text; Junior Great Books; read with purpose and understanding; with prompting and support—ask and answer questions about key details and unknown words; recognize types of texts; compare/contrast experiences of characters; identify main topic and the reasons an author gives to support points; retell key details; engage in group reading activities.

The Curriculum 2.0 report card provides feedback to students and parents throughout the year about how well students are meeting or exceeding academic standards compared with grade-level expectations.

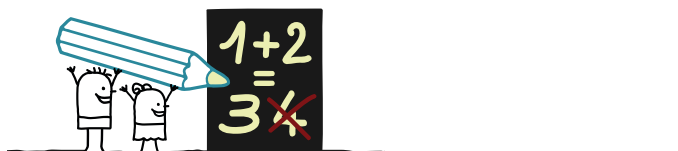


WRITING

- **Expression of Thoughts and Ideas:** Use drawing, dictating, and writing to compose informative/explanatory pieces; compose narrative pieces; compose opinion pieces.
- **Processes:** With guidance—respond to questions and feedback to add details and strengthen writing; use digital tools to produce writing; participate in shared research and writing projects; recall experiences or gather information to answer questions; add drawings or visuals to provide detail to writing; describe familiar people, places, things, and events.

LANGUAGE

- **Conventions of Written Language:** upper- and lowercase letters; nouns and verbs; capitalize first word in sentences; end punctuation; write consonant and vowel sounds; spell simple words phonetically.



MATHEMATICS

- **Number and Operations in Base Ten:** Compose and decompose numbers (11-19): ten ones and some further ones.
- **Operations and Algebraic Thinking:** Part-whole concept (through 10); quantities (joining and separating through 10).
- **Counting and Cardinality:** Counting forward from a number other than 1.



ART

- **Creating Art/Responding to Art:** Monoprints; puppets and storytelling; buildings and architecture; book arts.



GENERAL MUSIC

- **Performing Music:** Explore steady beat.
- **Reading Music:** Produce sounds in response to icons representing long and short, loud and soft sounds.
- **Responding to Music:** Respond to different meters through movement.
- Create a sound piece by arranging sounds.
- Sing within a limited range.



HEALTH EDUCATION

- Emotions and feelings.
- Positive character traits.
- Personal uniqueness.
- Family unit structure (members, birth order).



INFORMATION LITERACY

- Questioning and keyword (inquiry) strategies.
- Strategies for finding, organizing, and recording answers to questions.
- How and why to cite sources.
- Production strategies.
- Literary text (text to self connections, problem and solution, themes).

HOW PARENTS CAN HELP



You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

- **Show interest** in what your child is doing in school.
- **Set high expectations** for your child. Make it clear that school should be his or her first priority.
- **Dedicate at least 15 minutes** each day to talking with your child and reading with him or her.
- **Provide a quiet place** for your child to study.
- **Help your child** with his or her homework.
- **Limit the amount of television** your child watches and discuss what he or she sees on television.
- **Monitor the amount of time** your child spends playing video games or surfing the Internet.
- **Volunteer to help** with school activities and try to get other parents involved as well.
- **Talk with your child's teachers** regularly about your child's progress and what you can do to help him or her improve.
- **Encourage your child** to complete challenging work.

Adapted from *A Parent's Guide to Achievement Matters Most*, Maryland State Department of Education.

The MCPS Parent Academy offers free workshops that provide parents with information and resources to support their children's success in school. For more information, visit www.mcpsparentacademy.org.

Additional information about Curriculum 2.0 is available at www.montgomeryschoolsmd.org/curriculum/2.0/.



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