



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

CURRICULUM SCOPE & SEQUENCE

Kindergarten
2019-20

www.IslandPacificAcademy.org



Aloha ISLAND PACIFIC ACADEMY Families,

At ISLAND PACIFIC ACADEMY we strive to educate the whole child. On the following page is our IPA Mission and Vision Statement which serve as the guide for the educational program provided at IPA. Next are the Learner Traits which are a set of ideals that we develop in our students. The Elementary Overview comes next followed by the Thematic Units which are the foundation of the learning experiences within which many skills are integrated. The thematic unit title, central idea for each unit, and a brief overview of the year follows. Lastly are the grade level Learning Goals which cover reading, writing, oral communication, and math followed by an overview from the Specials classes.

The purpose of this curriculum guide is to both inform teacher instruction and to communicate to parents the Learning Goals we have set for our students. Please refer to this curriculum document when you receive your child's report cards during the school year. The curriculum document is a "living" document. We continuously reflect on our educational program to improve our practice.

In the back of the curriculum guide is "Nā Kau a Kau" and "The IPA Navigator Song." "Nā Kau a Kau," our school's oli, was created by Kumu Pumehana Silva, sister of IPA Kumu Momi Kuahiwinui, and her colleague, Kumu Melelani Spencer, especially for ISLAND PACIFIC ACADEMY. The oli incorporates the traditional roots of the Honouliuli 'ahupua'a of which Kapolei is a part, and reflects the core values of generosity and kindness that are foundational to IPA. The "IPA Navigator Song" was written by Natalie Welch (class of 2019) and her parents. It shares our (students, families, faculty, staff, and friends) journey as Navigators, sailing together in one wa'a. "Nā Kau a Kau" is chanted and "The IPA Navigator Song" is sung at each Elementary 8:00am Monday assembly.

If you have any questions or comments about our Curriculum Guide, please contact your child's teacher, specials teacher, or me.

Looking forward to working with you in support of your child and best wishes for a successful 2019-2020 school year.



Steve Ross
Elementary Principal
sross@ipahawaii.org



OUR MISSION

ISLAND PACIFIC ACADEMY empowers students to unlock their potential by providing a well-rounded college and career preparatory education that values each child's individuality, builds confidence and character, and inspires future success as engaged citizens and life-long learners in a place where values matter.

OUR VISION

Inspiring and enabling our students to "Go Forward with Confidence" (I mua Me Ka Ha'aheo) to become caring, contributing citizens who can succeed in an ever-changing world.

Academic achievement without a personal context is hollow knowledge. Integral to the school's philosophy are such core values as:

- The power of human kindness
- Trust and respect
- Generosity of spirit
- Recognition of each individual's values
- Highest level of ethical standards within the school community
- Commitment to excellence

Students guided by such values develop strength of character and become good citizens of their communities, nation, and indeed, the world.

LEARNER TRAITS

The IPA Learner Traits are a list of characteristics and values that are nurtured and developed in students throughout activities and experiences at ISLAND PACIFIC ACADEMY. These characteristics and values will help students to be successful members of the IPA community and contributing citizens in our democratic society.

LEARNER	I ask questions to understand. I keep working even when things are hard.
CONFIDENT	I believe in myself. I will learn from my mistakes.
RESPECTFUL	I am kind to all people, places, and things. I am honest.
HELPFUL	Whenever you can, help. I do what is needed.
RESPONSIBLE	I follow our school's 5 agreements. I make good choices.
OPEN-MINDED	I appreciate differences. I am open to new experiences.
COURAGEOUS	I am a risk taker. I stand up for what is right. I tell the truth. I admit when I am wrong or make a mistake.
THINKER	I reflect. I make connections.
CARING	I nurture people, places, and things. I am considerate of other people.
CREATIVE	I use my imagination. I think of new ideas. I express myself.

ELEMENTARY OVERVIEW

The Elementary program at ISLAND PACIFIC ACADEMY (IPA) provides a balanced curriculum that emphasizes the development of concepts, knowledge, skills, attitudes, and self-initiated action in students in order to meet the needs of young learners. Our faculty provides opportunities for students to build meaning and refine understanding principally through structured inquiry. They seek to educate students on the difference between knowing something and truly understanding it.

Our curriculum is student-centered and place-based. It is founded on the belief that learning occurs when students and teachers build on their prior knowledge and engage in activities that help them construct new understandings. Skills and concepts are grounded in the context of Hawai'i. Students develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to serving as active, contributing citizens. This process involves continuous self-reflection, the freedom to ask questions, the motivation to take risks, and the desire to take action based on what students have learned.

At IPA, we are a community of learners who believe that learning is a life-long endeavor. Each classroom is a student-centered, multi-sensorial learning environment where children are encouraged to face challenges, learn through experimentation, and think critically in order to become imaginative, independent, and self-reliant individuals.

Tribes is a process that creates a culture that maximizes learning and human development. Tribes helps all students grow in the fullness of their humanity as smart, socially competent, purposeful, and ethical human beings. This can happen when a school develops and sustains a safe and caring culture which supports, challenges, and motivates students (and adults) no matter their levels of ability, different ways of learning, or backgrounds.

Our 5 Agreements are foundational in Tribes and support how each member of our community, students, faculty/staff, and parents/families relate and interact with each other. They help to create and sustain a caring culture and a positive learning environment.

Island Pacific Academy's 5 Agreements

Aloha: Mutual Respect

Kuleana: Right to Pass; Responsibility to Participate

Ho'olohe: Attentive Listening

Mālama: Take Care of Each Other and This Place

Pono: Do What is Right; Only Put-Ups

EARLY YEARS

ISLAND PACIFIC ACADEMY recognizes that important learning and developing occurs during the Kindergarten years of child development. Teachers provide many opportunities for students to learn in all developmental areas - physical, social, emotional, language, aesthetic, and intellectual. Students are also given many opportunities to work collaboratively with others to solve their own problems.

Students are provided with opportunities to plan and select many of their own activities from among a variety of learning areas and projects (learning centers) based on children's interests and abilities. Following their own interests, children choose from among many different activities that typically include, but are not limited to, dramatic-play, construction, science and/or math experiences, games and puzzles, books and recordings, computers, art, and music. Children also have time to explore and to learn about the environment, investigate what sparks their curiosity, and experiment with cause and effect relationships.

Teachers extend the students' thinking and learning within these child-initiated activities by posing problems, asking questions, making suggestions, adding complexity of tasks, and providing information, materials, and assistance as needed to enable a child to consolidate learning and to move to next level of functioning. Faculty provide many opportunities for students to plan, think about, reflect on, and revisit their own experiences. Teachers engage children in discussions and representation activities (such as dictating, writing, drawing, or modeling in clay) which help students refine their own concepts and understandings and also highlights for teachers what students know. This is a strong component of our program at IPA.



THEMATIC UNITS

Thematic Units, grounded in inquiry, are the foundation of the educational programs at ISLAND PACIFIC ACADEMY. Many skills taught are integrated into the following Thematic Units.

UNIT TITLE	CENTRAL IDEA
I Am What I Am	Understanding who I am helps me understand others.
Celebrations	Celebrations reflect the beliefs, values, and heritage of a culture.
Tell Us a Story	People express themselves through stories.

As students enter Kindergarten, they will explore who they are and what makes them unique. As the year progresses, they will broaden their scope of awareness to move beyond themselves to better understand their families, communities, and eventually make connections to the larger world around them.

In our first unit, I Am What I Am, students will identify their own unique characteristics. They will use that knowledge to help them understand others while learning to become caring and empathetic individuals. Students will explore how their families impact who they are and the roles and responsibilities they have as contributing members of their families. Students will expand their knowledge and connection to the world by examining living and nonliving things and our responsibilities towards all things in our environment, as members of a global community. As we explore Celebrations, students will investigate how, what, and why we celebrate and how the answers to these questions provide insight into the values of our cultures. Students will begin by examining their own family celebrations then broaden their understanding to include community and national celebrations. In our final unit, Tell Us a Story, students will explore various ways people express stories, stories of Hawaii, and stories around the world. The students will work together to contribute to a class book, as well as, a culminating project telling the story of their kindergarten year. During this project, students will self-reflect on their own growth and how the units of inquiry have widened their understandings and views of themselves and the world around them. From the beginning of the year to the end, students will investigate their own growth physically, academically, and socially.

KINDERGARTEN LEARNING GOALS

READING STANDARDS

Skills and Strategies

- Reads aloud grade appropriate text
- Understands and recognizes sound, symbol and word relationships
- Instantly recognizes an increasing bank of high frequency and high-interest words, characters, and symbols
- Participates in guided reading situations, observing and applying reading behaviors, and predicting outcomes
- Uses meaning, visual, contextual, and cross-checks cues against each other when necessary

Comprehension and Response

- Joins in with chants, poems, and songs
- Listens attentively and responds actively to read alouds, makes predictions, and anticipates possible outcomes
- Makes connections between personal experience and story-book characters
- Understands and responds to the author's message
- Discusses the personality and behaviors of story-book characters
- Discusses the beginning, middle, and end of the story
- Wonders and asks questions about text
- Understands a story while reading independently and being read to
- Uses text illustrations to support thinking about the story

Literature and Informational Text

- Selects and rereads favorite texts for enjoyment
- Participates in shared reading, posing and responding to questions, and joining in the refrains
- Understands the basic conventions of language of instruction and printed text
- Participates in learning experiences that include reading aloud, taking on roles, reading dialogue, repeating refrains from familiar stories, and reciting poems



WRITING STANDARDS

Conventions

- Distinguishes between types of codes (letters, numbers, symbols, words)
- Writes a letter for each sound in the alphabet
- Uses sound/spelling patterns to spell unknown words
- Writes an increasing number of high-frequency/sight words independently
- Forms upper and lowercase letters conventionally and legibly
- Capitalizes the first word in a sentence, their own name, and the pronoun "I"
- Recognizes and names ending punctuation marks
- Uses common nouns in their writing

Organization, Design and Presentation

- Creates illustrations to match written text
- Generates ideas for writing topics
- With teacher support and guidance, engages in the writing process
- Illustrates writing and contributes to a class book or a collection of published writing

Expression

- Uses a combination of drawing, dictating, and writing to communicate in journals, notes, etc
- Writes simple sentences
- Uses grade level vocabulary from personal experiences and Units of Inquiry topics
- Writes narratives based on personal experience. Writes fairy tales with teacher support
- Writes to communicate a message to a particular audience
- Writes about ideas, experiences, and feelings in a journal
- Uses a combination of drawing, dictating, and writing to compose opinion pieces (My favorite book is...)

ORAL COMMUNICATION STANDARDS

Listening

- Listens in small and large groups for increasing periods of time
- Listens without interruption and shows respect of views of others through eye contact and nonverbal response
- Learns to follow rules of conversation and group discussions by taking turns and focusing attention on the speaker

- Follows classroom instructions, showing understanding
- Listens and responds to stories read aloud through active listening
- Listens critically to interpret and evaluate oral message

Speaking

- Uses appropriate tone and volume in small and large group interactions
- Participates in class and group discussions by expressing thoughts, ideas, and opinions
- Engages in conversation with a partner
- Shows understanding of stories by responding orally; making predictions
- Participates in class discussions and recites poems, rhymes, and songs
- Uses language to address their needs, and to express feelings and opinions
- Speaks clearly and audibly
- Asks questions to gain information and respond to inquiries directed to themselves or to the class
- Uses grade level grammar

MATHEMATICS STANDARDS

Numbers and Operations

- Understands one to one correspondence up to 100
- Uses a written numeral to represent a counted set of objects to 100
- Counts forward from any given number, for example, starting at 11 and ending at 100
- Rote counts to 100, by ones and tens
- Identifies odd and even for single digit numbers
- Uses ordinal numbers (first through tenth)
- Writes numbers 0-100
- Uses the language of mathematics to compare quantities, for example, greater than, less than, same as
- Uses number words and numerals in real-life situations, for example, address and phone number
- Explores and uses a number line 0-20
- Understands the concepts of adding (putting together) and subtracting (taking away)
- Adds and subtracts within ten using tools, fingers, and manipulatives
- Fluently adds to sums of 5
- Explores fractions in the real world



Measurement

- Uses non-standard measuring tools and introduces standard measuring tools
- Uses non-standard tools and techniques to estimate and compare length
- Identifies coins and their values
- Reads and writes time to the nearest hour
- Describes and uses measures of time periods relative to day, week, and month; identifies tools that measure time

Shape and Space

- Sorts, describes and compares 2D shapes
- Explores 3D shapes
- Understands that shapes can be created by putting together and/or taking apart other shapes
- Explores symmetry

Pattern and Function

- Understands that patterns can be found in everyday situations, for example, sounds, actions, objects, nature, and real-life situations
- Describes and represents patterns in various ways, for example, using words, drawings, symbols, and numbers
- Extends, describes, and creates visual, rhythmic, and movement patterns (AABB, ABCABC, ABBCABBC)

Data Handling

- Learns about different types of graphs, for example, real graphs, tallies, charts, bar graphs, and pictographs
- Collects data to create different graphs with teacher support
- Reads and interprets graphs for information

SPECIALS OVERVIEW

The Elementary Division offers a variety of enriched learning that goes hand in hand with what students learn in their classrooms. Each specialist area will make authentic connections with various curriculum areas in each grade level. For some Thematic Units, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

ART

Using an inquiry approach to foster exploration, experimentation, and choice, students will explore, create, and appreciate art. Through integration with thematic units, science, technology, music, and literature, students make meaningful connections to content and concepts. This allows students to see art and academics as a whole and not separate pieces. The foundation of art lessons are rooted in Discipline-Based Art Education (production, history, criticism, and aesthetics) and layered with other strategies to create a rich and engaging learning environment. Students are encouraged to think big like Matisse, O’Keefe, Picasso, and Van Gogh but stay true to their own brushstroke. Students learn about:

- Art Materials
- Art Forms and Techniques
- Principles and Elements of Art
- Artists
- Art History/Styles/Periods

MUSIC

Music education at IPA enables participation in musical self-expression. Using rhythm instruments and other musical instruments, the students’ creativity emerges as they explore their musical talents. Our program covers:

- Ear Training
- Creative Movement
- Basic Note Reading
- Rhythm
- Singing
- Recorders (Grades 3-5)
- Ukulele (Grades 4-5)
- Cultural Music
- Dramatic Role Play
- Performances

PHYSICAL EDUCATION

- An emphasis on healthy living, making positive health choices, and personal and social decision-making is our main focus and is supported with activities appropriate to each grade level:

- Fitness Standards and Goals
- Team-building Activities
- Motor Skill Development and Movement Forms
- Understanding of form and function of the body related to exercise and nutrition
- Balance/Hand-eye Coordination
- Introduction to Net, Invitation, and Field sports and games
- Core Fitness & Aerobics

SCIENCE, ENVIRONMENT, ENGINEERING, DESIGN (S.E.E.D)

Kindergarteners will explore the world around them through Science, Environment, Engineering, and Design (SEED) activities this year. They will develop teamwork and problem-solving skills, as well as, begin to safely use the tools of SEED. Although students will have an exciting time exploring the concepts of the class, the overall objective is to help build students with stronger learner traits.

Grades 1-5 will continue their SEED journey by exploring 20 different engineering fields through practical problem solving of issues that are related to their grade level units of inquiry. Students will enrich their knowledge of SEED concepts and skills while developing more detailed, innovative, and workable solutions to issues that affect our world.

Throughout their SEED journey at IPA, students will develop leadership, management, and teamwork skills that will promote them being involved citizens, both within their communities and the world. The courses will allow students to discover the structure and function of the parts of the world around them and how to manipulate those things to make the world a better place. Creating solutions will encompass hands-on construction that will sharpen children's abilities to function in three dimensions, as well as, develop an understanding of materials and tools and how to find creative ways to use them.

CULTURE AND LANGUAGE

ISLAND PACIFIC ACADEMY's Culture and Language Program strives to bring in varied exposure of cultures to our students through two languages: 'Olelo (the Hawaiian language) and Mandarin Chinese. It is our goal to have students develop an internationally minded respect towards various peoples, traditions, and nations or the world.

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiiana and 'Olelo classes. As

students proceed through the program, they will engage in 'Olelo and cultural experiences at more depth. In addition, all elementary students participate in biweekly Mandarin Chinese classes. Students engage and learn these languages through conversational and written practice. Also included in instruction are cultural experiences.

Other goals:

- Help students understand the target language with minimal translation
- Provide language-rich lessons that will build vocabulary and basic conversational phrases
- Use authentic songs, games, stories and rhymes
- Include meaningful culture

COMPUTER SCIENCE

ISLAND PACIFIC ACADEMY's Elementary Computer Science Program builds computational thinking skills. According to The International Society for Technology in Education (ISTE) and the Computer Science Teachers Association (CSTA), computational thinking is a problem-solving process that includes (but is not limited to) the following characteristics:

- Formulating problems in a way that enables us to use a computer and other tools to help solve them
- Logically organizing and analyzing data
- Representing data through abstractions such as models and simulations
- Automating solutions through algorithmic thinking (a series of ordered steps)
- Identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources
- Generalizing and transferring this problem-solving process to a wide variety of problems

These skills are supported and enhanced by a number of dispositions or attitudes that are essential dimensions of computational thinking. These dispositions or attitudes include:

- Confidence in dealing with complexity
- Persistence in working with difficult problems
- Tolerance for ambiguity
- The ability to deal with open ended problems
- The ability to communicate and work with others to achieve a common goal or solution



Nā Kau a Kau

Na Pumehana Silva me Melelani Spencer

Kilo ka maka i uka i kai
I Honouliuli a puni ē
He nilu ka 'ikena, Ka mā'ama'ama
Ua ao ē
E ho'okele i ke ala 'imi na'auao
E ho'okele i mua me ka ha'aheo
Me ke aloha ka hō'ihi.
Ka lokomaika'i, Ka mahalo ē
I ola mau
No nā kau a kau
A pae aku

The IPA Navigator Song

We are the Navigators and we lead the way
Steering by the stars at night time
Watching wind and waves by day
Our wa'a sails across the ocean
Flying colors blue and gold
Na keiki of Hawaii nei and of the USA
I Mua Me Ka Ha'aheo
From our graduation day
We know the world is ours tomorrow
No matter if we leave or stay
We will show Aloha spirit
And we'll remember what we learned
Whenever we can, Help
Let's sail away
'Til we meet again you'll have a friend at IPA

