

Grade K Parent's Guide to Year-Long Learning

During Grade K, students receive instruction on the concepts and skills described below.

SCIENCE

Marking Period 1	Marking Period 2
<p>During the marking period, students explore the practices of scientists and engineers. They compare sunlight and shade, and investigate the effects of sunlight on Earth's surface. Students also:</p> <ul style="list-style-type: none"> Investigate sunlight's effect different paper colors. Plan a weather forecast for a heat wave. Apply their understanding to design, construct and test a shade shelter model. 	<p>During the marking period, students continue to explore the practices of scientists and engineers. They make daily weather observations, record their observations and analyze to identify patterns. Students also:</p> <ul style="list-style-type: none"> Construct devices to investigate rain and wind. Plan a weather forecast for rainy weather. Apply design and test a model roof to keep the rain out.
Marking Period 3	Marking Period 4
<p>During the marking period, students explore different patterns of motion, and carry out indoor and outdoor investigations of how pushes and pulls can make an object move faster or slower. Students also:</p> <ul style="list-style-type: none"> Conduct investigations of how pushes or pulls can change the direction of a rolling ball. Explore how different surfaces change the motion of a rolling ball. Apply their understanding to design a trap for the gingerbread man. 	<p>During the marking period, students explore how living things change the environment to meet their needs. They investigate patterns of what people, plants, and animals need to survive. Students also:</p> <ul style="list-style-type: none"> Identify natural resources that are used in their homes. Construct a model of what a pond environment provides for plants and animals. Apply their understanding to design a habitat for an animal.

SOCIAL STUDIES

Marking Period 1	Marking Period 2
<p>During the marking period, students investigate roles and responsibilities of people at home and in school. Students develop, practice and analyze school rules, routines and responsibilities. They identify and discuss the contributions of individuals both past and present. Students also:</p> <ul style="list-style-type: none"> Identify symbols and practices associated with the United States of America. Identify key figures in American history such as the current president, George Washington, Rosa Parks and Martin Luther King, Jr. 	<p>During the marking period, students observe and describe the unique characteristics, natural/physical and human-made features of places. Students explore the globe as a model of the Earth showing land and water. They identify landforms and bodies of water, natural and physical features, in photographs, pictures and their immediate environment. Students also:</p> <ul style="list-style-type: none"> Identify and describe how a globe and maps can be used to help people locate places. Identify human-made features, such as buildings, sidewalks, streets and bridges.
Marking Period 3	Marking Period 4
<p>During the marking period, study a variety of jobs to identify workers as human resources that produce goods and provide services. They further explore jobs to determine the skills, abilities and knowledge required by workers. Students define goods as things people make or grow. Students also:</p> <ul style="list-style-type: none"> Describe choices people make because of unlimited economic wants. Identify that resources are used to make products. 	<p>During the marking period, students compare daily life and objects today with those of long ago. Students explore differences in goods, such as toys and tools, and methods of transportation and communication. Students also:</p> <ul style="list-style-type: none"> Explain how technology affects the way people live, work and play. Observe and discuss photographs of the past and compare with photographs of similar images.

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INFORMATION LITERACY

Marking Period 1	Marking Period 2
<p>During the marking period, students identify a personal information need. Students also:</p> <ul style="list-style-type: none"> • Create and refine questions. • Use specific sources to find information. 	<p>During the marking period, students identify relationships within fiction and nonfiction literature and real life. Students create and refine questions. Students also:</p> <ul style="list-style-type: none"> • Locate and select sources to meet an information need.
Marking Period 3	Marking Period 4
<p>During the marking period, students identify relationships within fiction and nonfiction literature and real life. Students use specific sources to find information. Students also:</p> <ul style="list-style-type: none"> • Record data/information in a variety of formats. • Use an appropriate and accepted citation style to create a source list. 	<p>During the marking period, students identify relationships within fiction and nonfiction literature and real life. Students use specific sources to find information. Students also:</p> <ul style="list-style-type: none"> • Use an appropriate and accepted citation style to create a source list. • Use a variety of formats to prepare the findings/ conclusions of the information.

MUSIC

Marking Period 1	Marking Period 2
<p>During the marking periods, students engage in vocal exploration. Students also:</p> <ul style="list-style-type: none"> • Participate in an introduction to musical contrasts. 	<p>During the marking period, students engage in vocal exploration. Students also:</p> <ul style="list-style-type: none"> • Move to steady beat in various meters. • Identify sections of music as same or different.
Marking Period 3	Marking Period 4
<p>During the marking periods, students produce a steady beat in various meters. Students also:</p> <ul style="list-style-type: none"> • Read iconic notation (long and short sounds). 	<p>During the marking periods, students produce a steady beat in various meters. Students also:</p> <ul style="list-style-type: none"> • Read and arrange iconic notation.

PHYSICAL EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students demonstrate locomotor skills, such as walking, running, hopping, jumping and galloping. Students also:</p> <ul style="list-style-type: none"> • Find safe proximity to others, as well as moving safely in general space. • Practice cooperation, responsibility and respect in a movement setting. 	<p>During the marking period, students practice relationships with objects, such as inside/outside and over/under. Students also:</p> <ul style="list-style-type: none"> • Practice tossing and catching. • Identify that the heart beats faster when performing moderate to vigorous physical activity.
Marking Period 3	Marking Period 4
<p>During the marking period, students learn about balance, and practice a two-foot takeoff and landing. Students also:</p> <ul style="list-style-type: none"> • Practice weight transfer from hands and feet. • Discuss healthy and unhealthy choices. 	<p>During the marking period, students kick a stationary ball. Students practice underhand strike. Students also:</p> <ul style="list-style-type: none"> • Learn about the relationship between effort, practice, and improvement.

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ART

Marking Period 1 - 4 CREATING & CONNECTING TO ART	Marking Period 1 - 4 PRESENTING & RESPONDING TO ART
<p>During the marking periods, students engage in drawing, painting, printmaking, collage/mixed media and sculpture/ceramics media. There is an emphasis on creating art that is personally meaningful and unique. Students also:</p> <ul style="list-style-type: none"> • Demonstrate fine motor proficiency. • Create art in response to observation, memory or imagination. 	<p>During the marking periods, students engage in art history, art criticism, aesthetics and curation. Students develop connection by exploring big ideas relating to curiosity and wonder. Students also:</p> <ul style="list-style-type: none"> • Describe art elements and design principles observed in artwork and the environment. • Select a preferred artwork and justify choice.

HEALTH EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students practice communication of emotions. They discuss character traits and how they are demonstrated. Students also:</p> <ul style="list-style-type: none"> • Learn appropriate uses of medicine. 	<p>During the marking period, students learn about ways to maintain personal health. Students also explore emergencies and how to deal with them. Students also:</p> <ul style="list-style-type: none"> • Learn necessary safety rules and procedures.
Marking Period 3	Marking Period 4
<p>During the marking period, students learn about the body's response to food. Students discuss health. Students also:</p> <ul style="list-style-type: none"> • Learn nutrition and physical activity guidelines. • Discuss the family unit. 	<p>During the marking period, students learn what disease is and how diseases are classified. Students also:</p> <ul style="list-style-type: none"> • Discuss practices to prevent disease and illness.

CURRICULUM 2.0 MATHEMATICS

Marking Period 1	Marking Period 2
<p>During the marking period, students practice counting and cardinality, and measurement and data concepts. Students also:</p> <ul style="list-style-type: none"> • Count, represent quantities, and make equivalent sets. • Sort and classify items, according to shared attributes. • Use informal language to describe shapes and their position. 	<p>During the marking period, students apply strategies for counting and cardinality. Students work with measurement. Students act out a variety of word problems. Students also:</p> <ul style="list-style-type: none"> • Count and represent equivalent sets. • Compare sets of objects. • Count objects arranged in a variety of configurations. • Explore the attribute of length and weight.
Marking Period 3	Marking Period 4
<p>During the marking period, students develop understandings about counting and cardinality. Students describe shapes and their attributes. Students build foundations about addition and subtraction and decompose numbers into parts. Students also:</p> <ul style="list-style-type: none"> • Count by ones and tens. • Examine patterns of the teen numbers. • Examine patterns as they count across decade numbers (e.g., 19 - 20 - 21; 39 - 40 - 41). • Identify, describe and represent two-dimensional shapes and three-dimensional shapes. 	<p>During the marking period, students continue work decomposing numbers into pairs in more than one way, relating the decompositions to addition. Students also:</p> <ul style="list-style-type: none"> • Develop strategies for adding and subtracting within 5. • Solve different word problem types. • Use objects, drawings, equations, and models to represent 11-19 as ten ones and some more ones. • Sort, classify, count and compare objects into categories.

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CURRICULUM 2.0 READING

Marking Period 1	Marking Period 2
<p>During the marking period, students identify story elements such as characters, setting and major events. Students ask and answer questions about details in informational text or in a story. They describe the relationship between text and illustrations. Students also:</p> <ul style="list-style-type: none"> Identify the front cover, back cover and title page of literary and informational texts. Follow words from left to right, top to bottom, and page by page. Engage in group reading activities with purpose. 	<p>During the marking period, students retell stories using key details and describe how illustrations help with comprehending the text. Students identify the main topic and retell key details in images and informational text read aloud. Students also:</p> <ul style="list-style-type: none"> Name the author and illustrator in a text and discuss the role of each in telling the story. Count syllables in spoken words. Ask and answer questions about unknown words in a text.
Marking Period 3	Marking Period 4
<p>During the marking period, students retell stories and identify story elements. They compare and contrast the adventures and experiences of characters in familiar stories. Students name the author and illustrator of a text and define the role of each. Students describe the relationship between illustrations and the text in which they appear with prompting and support. Students also:</p> <ul style="list-style-type: none"> Recognize common types of text. Ask and answer questions about key details. 	<p>During the marking period, students read narrative traditional stories. They retell stories. Students identify the main topic and retell key details of an informational text. Students describe connections between two pieces of information in a text and identify the reasons an author gives to support points in a text. Students also:</p> <ul style="list-style-type: none"> Compare and contrast the adventures and experiences of characters in familiar stories.

CURRICULUM 2.0 WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students use drawing, dictating and writing to compose narratives that recount an event or several linked events with details, sequence them and provide a sense of closure. They add drawings or other visual displays to their writing. Students also:</p> <ul style="list-style-type: none"> Use oral rehearsal with ideas before writing. Describe people, places and events in narratives. Speak and write in complete sentences during shared language activities. 	<p>During the marking period, students continue to draw, dictate and write in order to narrate several linked events and the reaction to those events. Students work collaboratively to research and write an informative text that names a topic and supplies facts about the topic. Students also:</p> <ul style="list-style-type: none"> Using print, digital, and multimedia resources. Use nouns and expand complete sentences. Spell simple words phonetically.
Marking Period 3	Marking Period 4
<p>During the marking period, students draw, dictate and write to narrate several linked events and the reaction to those events. They gather information about a topic, then draw, dictate or write a sentence about the topic. Students write, draw or dictate opinion texts that name the topic they are writing about and state an opinion or preference about the topic. Students also:</p> <ul style="list-style-type: none"> Add labels or captions to their images. Use print and digital sources to find information. Capitalize the first word in sentences and use end punctuation in their writing. 	<p>During the marking period, students continue to draw, dictate or write personal narratives. They organize information to write informative text that names a topic and supplies information about the topic. Students draw, dictate or write an opinion about a topic and include a drawing to provide additional detail to the text. Students also:</p> <ul style="list-style-type: none"> Provide feedback to peers to strengthen their writing. Produce and expand complete sentences in shared language activities.