

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 the effect of sunlight on paper colors. Plan a weather forecast for a heat wave. 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. 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. 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 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. 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 collect information
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.

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"> • Identify and describe details and subject matter to interpret artwork. • Select a preferred artwork and justify choice.

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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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 food and how it relates to 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.

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.

EUREKA MATH

Marking Period 1	Marking Period 2
<p>During the marking period, students classify and categorize objects, leading to making one group. Students learn how each number 0 to 10 relates to 5 using fingers, cubes, drawings and the Rekenrek. Students investigate patterns of one more and one less using models. Students also:</p> <ul style="list-style-type: none"> Count to tell the number of objects. Connect counting to cardinality. Classify objects into given categories. 	<p>During the marking period, students describe and identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. They practice fluency by counting and manipulating numbers to 10. Students directly compare two quantities. Students also:</p> <ul style="list-style-type: none"> Count objects in different configurations. Describe and compare measurable attributes. Understand simple patterns.
Marking Period 3	Marking Period 4
<p>During the marking period, students represent add to, take away, and put together stories with blocks, drawings and equations. Students understand how much a number needs in order to make 10. Students also:</p> <ul style="list-style-type: none"> Represent addition and subtraction with objects, fingers and drawings. Solve add and subtract word problems within 10. Use matching and counting strategies to compare. 	<p>During the marking period, students record decompositions of teen numbers as equations, for example, $13 = 10 + 3$. The unit one is introduced as students learn to think of 13 as "ten ones and some more ones." Students build shapes from components and analyze and compare them. Students also:</p> <ul style="list-style-type: none"> Know number names and the count sequence. Analyze, compare, create and compose shapes. Duplicate and extend simple patterns.

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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 the details in a story and in informational text. They describe the relationship between illustrations and the text. 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 their roles. Students describe the relationship between illustrations and the text. 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"> • 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. 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. Students write, draw or dictate opinion texts that name the topic they are writing about and state an opinion or preference. 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.