

Kindergarten Curriculum Handbook



Midland Public Schools
Inspiring Excellence



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Mission Statement

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

Welcome to Midland Public Schools

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public School's (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards. Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public School's elementary assessment policy can be found at: <http://midps.org/pyp-policies>

The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based programme allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Knowledge** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Skills** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The programme uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Indicators for the Progress Report:

Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectation
Not Yet (NY)	Does not yet exhibit the expected behavior

Literacy

Oral Language Development:

Sharing thoughts, ideas, feelings and perceptions with others is an important ability young children are developing. By providing varied opportunities to practice using language, children gain the skills needed to speak confidently. Listening is also an important component of communication. In the normal course of child development, listening precedes speaking, and speaking precedes writing and reading. By developing listening skills, vocabulary is enhanced as well as the child's ability to read and write.

1. Uses oral language to express thoughts, feelings and experiences to communicate a message or clarify understanding

- Confirms understanding of a text read aloud or information presented (SL.K.2)
- Asks and answers questions in order to seek help, get information or clarify something that is not understood (SL.K.3)
- Describes familiar people, places, things and events, and with prompting and support provides additional details (SL.K.4)

Ach: **Independently and clearly uses oral language to express thoughts, feelings and experiences to communicate a message or clarify understanding**

Dev: With support and prompting, uses oral language to express thoughts, feelings and experiences to communicate a message or clarify understanding

NY: With prompting and support, does not use oral language to express thoughts, feelings and experiences to communicate a message or clarify understanding

2. Participates in collaborative conversations (SL.K.1)

- Follows agreed upon rules as in listening to others and taking turns speaking about topics and texts under discussion
- Continue a conversation through multiple exchanges

Ach: **Independently participates in collaborative conversations**

Dev: With support and prompting participates in collaborative conversations

NY: With prompting and support is unable to participate in collaborative conversations

3. Demonstrates an understanding of standard English grammar and usage when speaking

- Speaks audibly and expresses thoughts, feelings and ideas clearly (SL.K.6)
- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking (SL.K.1)
 - Uses frequently occurring nouns and verbs
 - Forms regular plural nouns orally
 - Understands and uses question words
 - Uses most frequently occurring prepositions
 - Produces and expands complete sentences in shared language activities

Ach: **Consistently demonstrates an understanding of standard English grammar and usage when speaking**

Dev: Inconsistently demonstrates an understanding of standard English grammar and usage when speaking

NY: Does not demonstrate an understanding of standard English grammar and usage when speaking

Reading

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interaction between the child and print, enabling the reader to build meaning. Through instruction, children learn a variety of strategies to derive meaning from print, to value reading as a learning tool and to view reading as pleasurable.

Foundational Skills:

1. Demonstrates understanding of organization and basic features of print (RF.K.1)
 - Follows words from left to right, top to bottom and page by page
 - Recognizes spoken words are represented in written language by specific sequence of letters
 - Understands words are separated by spaces in print
 - Recognizes and names all upper and lowercase letters of the alphabet
 - Identifies the front cover, back cover and title page of a book (RI.K.5)

2. Demonstrates understanding of words, syllables and sounds (phonemes) (RF.K.2)
 - Recognizes and supplies rhyming words
 - Counts, produces, blends and segments syllables in spoken words
 - Blends and segments onsets and rimes of single-syllable spoken words
 - Isolates and produces the initial, medial vowel and final sounds (phonemes) in three –phoneme (consonant/vowel/consonant, or CVC) words
 - Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words

Ach: Independently understands the organization and basic features of print

Dev: With prompting and support understands the organization and basic features of print

NY: Does not demonstrate an understanding of the organization and basic features for print

Ach: Independently demonstrates understanding of words, syllables and sounds (phonemes)

Dev: With prompting and support, demonstrates understanding of words, syllables and sounds (phonemes)

NY: Does not demonstrate understanding of words, syllables and sounds (phonemes)

3. Knows and applies grade-level phonics and word analysis skills in decoding words (RF.K.3)
 - Demonstrates basic knowledge of letter-sound correspondence
 - Knows both long and short sounds of vowels (a, e, i, o, u)
 - Distinguishes between similarly spelled words by identifying the sounds of the letters that differ

Ach: Knows and applies grade-level phonics and word analysis skills in decoding words with independence

Dev: Knows and applies grade-level phonics and word analysis skills in decoding words with independence with prompting and support

NY: Does not know and apply grade-level phonics and word analysis skills in decoding

4. Reads emergent reader text with sufficient accuracy and fluency to support comprehension (RF.K.4)
 - Reads grade-level text with purpose and understanding
 - Reads grade-level text orally with accuracy, appropriate rate and expression
 - Uses context to confirm or self-correct word recognition and understanding, rereading as necessary
 - Reads common high-frequency words by sight (RF.K.3)

Ach: Independently reads emergent text with sufficient accuracy and fluency to support comprehension

Dev: With support, reads emergent text with sufficient accuracy and fluency to support comprehension

NY: Unable to read emergent text with sufficient accuracy and fluency to support comprehension

Reading Literature:

1. Constructs meaning from a narrative text
 - Asks and answers questions about key details in a text (RL.K.1)
 - Retells familiar stories including key details (RL.K.2)
 - Describes the relationship between illustrations and the story in which they appear (RL.K.7)
 - Compares and contrasts the adventures and experiences of characters in familiar stories (RL.K.9)

Ach: Independently constructs meaning from a narrative text

Dev: With prompting and support, constructs meaning from a narrative text

NY: With prompting and support, is unable to construct meaning from a narrative text

2. Recognizes craft elements and structures in narrative text
 - Identifies characters, settings, and major events in a story (RL.K.3)
 - Asks and answers questions about unknown words in a text (RL.K.4)
 - Recognizes common types of texts (RL.K.5)
 - Names the author and illustrator of a story and defines the role of each in telling the story (RL.K.6)

Ach: Independently recognizes craft elements and structures in narrative text

Dev: With prompting and support, recognizes craft elements and structures in narrative text

NY: With prompting and support, is unable to recognize craft elements and structures in narrative text

Reading Informational:

1. Constructs meaning from an informational text
 - Asks and answers questions about key details in a text (RI.K.1)
 - Identifies the main topic and retells key details of a text (RI.K.2)
 - Describes the connection between two individuals, events, ideas, or pieces of information in a text (RI.K.3)
 - Asks and answers questions about unknown words in a text (RI.K.4)
 - Describes the relationship between illustrations and the text in which they appear (RI.K.7)
 - Identifies the reasons an author gives to support points in a text (RI.K.8)
 - Identifies basic similarities in and differences between two texts on the same topic (RI.K.9)

Ach: Independently constructs meaning from an informational text

Dev: With prompting and support, constructs meaning from an informational text

NY: With prompting and support, is unable to construct meaning from an informational text

2. Recognizes craft elements and structures in informational texts
 - Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text (RI.K.6)
 - Describes the relationship between illustrations and the text in which they appear (RI.K.7)

Ach: Independently recognizes craft elements and structures in an informational text

Dev: With prompting and support, recognizes craft elements and structures in an informational text

NY: With prompting and support, is unable to recognize craft elements and structures in an informational text

Writing

Writing is an ongoing process. Writing is a means of thinking and communicating. Kindergarten children communicate their ideas through pictures and words using various tools.

1. Hears and records sounds in words

Ach: Independently is able to hear and record sounds in words

Dev: With prompting and support, is able to hear and record sounds in words

NY: With prompting and support, is unable to hear and record sounds in words

2. Communicates ideas on paper and/or digitally with pictures and words
 - Uses a combination of drawing and writing to compose narrative, opinion and informational pieces (W.K.1, W.K.2, W.K.3, W.K.7, W.K.8, SL.K.5, W.K.6)
 - Responds to questions and adds details to strengthen writing (W.K.5)
 - Demonstrates grade-appropriate expectations of standard English capitalization, punctuation and spelling when writing (L.K.2)

Ach: Independently or with minimal support, communicates ideas on paper and/or digitally with details and logical organization

Dev: With prompting and support, communicates ideas on paper and/or digitally

NY: Communicates ideas on paper and digitally through dictation and/or use of random letters

Fine Motor Skills

The kindergarten classroom emphasizes the acquisition of fine motor skills. The classroom teacher provides lessons and activities to aid physical development of large and small muscles to gain proficiency in body coordination.

1. Demonstrates fine motor skills (forms letters and numbers conventionally, uses scissors, draws, uses zippers, etc.)

Ach: Forms letters and numbers conventionally; appropriately uses pencils and cuts out simple forms

Dev: Needs support to be successful

NY: Difficulty using pencils, scissors, zippers, etc.

Mathematics

In kindergarten mathematics, instructional time focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten is devoted to numbers than to other topics.

Grade K Overview

Counting and Cardinality

- Knows number names and count sequence
- Counts to tell the number of objects
- Compare numbers

Operations and Algebraic Thinking

- Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Works with numbers to gain foundations for place value

Measurement and Data

- Describes and compare measurable attributes
- Classifies objects and counts the number of objects in each category

Geometry

- Identifies and describes shapes
- Analyzes, compares, creates, and composes shapes

Mathematical Practices-The standard for mathematical practices describe a variety of expertise that should be developed in students in order to develop a mathematical mindset and to become a problem solver.

1. Makes sense of problems and perseveres in solving them
2. Reasons abstractly and quantitatively
3. Constructs viable arguments and critiques the reasoning of others
4. Models with mathematics
5. Uses appropriate tools strategically
6. Attends to precision
7. Looks for and makes use of structure
8. Looks for and expresses regularity in repeated reasoning

Counting and Cardinality

1. Counts in a sequence
 - Counts to 100 by ones and by tens (K.CC.A.1)
 - Counts forward beginning from a given number within the known sequence (instead of having to begin at 1) (K.CC.A.2)
 - Understands the relationship between numbers and quantities; connects counts to cardinality (K.CC.B.4)
 - Counts to answer “how many” questions (K.CC.B.5)

Ach: Independently counts orally to 100 by ones and 10s by any given number

Dev: Inconsistently counts orally to 100 by ones and 10s by any given number

NY: Unable to count orally to 100 by ones and 10s by any given number

2. Reads and writes numbers
 - Writes numbers from 0 to 30. Represents a number of objects with a written numeral 0-30 (K.CC.A.3)

Ach: Independently reads and writes numbers 0-30 in random order (single digit reversals are acceptable)

Dev: Inconsistently reads and writes numbers 0-30 in random order

NY: Unable to read and write numbers 0-30 in random order

3. Compares numbers
 - Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (K.CC.C.6)
 - Compares two numbers presented as written numerals (K.CC.C.7)

Ach: Independently compares number of objects in a group, or written numbers

Dev: Inconsistently compares number of objects in a group, or written numbers

NY: Unable to compare number of objects in a group, or written numbers

Operations and Algebraic Thinking

4. Represents Addition and Subtraction to solve problems
 - Understands addition as putting together and adding to, and understand subtraction as taking apart and taking from. Also understands decomposing numbers (K.OA.A.1) (K.OA.A.3) (K.OA.A.4)
 - Solves addition and subtraction word problems and adds and subtracts within 10 by using objects or drawings to represent the problem (K.OA.A.2)

Ach: Independently can represent addition and subtraction problems

Dev: With prompting and support, can represent addition and subtraction problems

NY: With prompting and support, cannot represent addition and subtraction problems

5. Knows Addition and Subtraction up to 5
- Fluently knows addition and subtraction up to 5 (K.OA.A.5)

Ach: Fluently adds and subtracts up to 5

Dev: Inconsistently adds and subtracts up to 5

NY: Unable to add and subtract up to 5

Numbers and Operations in Base Ten

6. Works with numbers to gain foundations for place value (K.NBT.A.1)

Ach: Independently can compose and decompose numbers into tens and ones

Dev: Inconsistently can compose and decompose numbers into tens and ones

NY: Unable to compose and decompose numbers into tens and ones

Measurement and Data

7. Uses the clock to tell time

Ach: Independently identifies times on a clock by the hour

Dev: Inconsistently identifies times on the clock by the hour

NY: Unable to identify times on a clock by the hour

8. Describes and compares measurable attributes

- Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object (K.MD.A.1)
- Directly compares two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute and describe the difference. (K.MD.A.2)

Ach: Independently can describe and compare using measurable attributes

Dev: With prompting and support, can describe and compare using measurable attributes

NY: With prompting and support, cannot describe and compare using measurable attributes

9. Classifies Objects

- Classifies objects into given categories, counts the numbers of objects in each category and sorts the categories (K.MD.B.3)

Ach: Independently and correctly sorts objects by at least three different attributes and can explain the sorting rule

Dev: With prompting and support, can sort objects by at least three different attributes and cannot explain the sorting rule

NY: With prompting and support, cannot sort or makes errors during sorting

Geometry

10. Recognizes, uses and extends patterns

Ach: Independently creates and explains an ABC pattern with at least 3 repetitions

Dev: Can extend an existing pattern and can create an AB pattern

NY: Randomly orders

11. Describes & compares shapes

- Identifies shapes as two-dimensional or three-dimensional (K.G.A.2) (K.G.A.3)
- Analyzes and compares two- and three-dimensional shapes (K.G.B.4)
- Compose simple shapes to form larger shapes (K.G.B.5) (K.G.B.6)

- Ach:** **Independently describes & compares geometric shapes and their attributes and is able to compose new shapes**
- Dev:** Inconsistently describes & compares geometric shapes and their attributes and with prompting and support can compose new shapes
- NY:** Unable to describe & compare geometric shapes and their attributes or compose new shapes

Science

The kindergarten science program incorporates personal experiences and hands-on activities to help children discover more about the world. Children construct knowledge by observing, classifying, comparing, investigating, and manipulating real objects. Through experimentation with sand, water, blocks, nature materials and food items, children build scientific concepts. The main areas of learning include animals, forces, senses, and plants. Each marking period a student will be marked based on only units taught during that marking period.

1. Demonstrates an understanding of the concepts of forces

Ach: **Correctly positions pencil for all situations (above, below, in front of, behind, on); correctly shows both concepts of closer to and away from an object; correctly demonstrates both concepts of push and pull**

Dev: Correctly positions pencil for at least 2 of 5 positional words; correctly shows concept of either closer to or away from an object; correctly demonstrates either a push or a pull

NY: Positions pencil correctly for less than 2 positional words; is unable to demonstrate concepts of closer to or away from an object; is unable to demonstrate a push or a pull

2. Demonstrates an understanding of the concepts of plants

Ach: **Able to identify at least 5 parts of a plant (roots, stem, leaves, fruit/flower and seeds); able to name 3 of the 4 things plants require to live and grow (light, air, water, soil/minerals); able to briefly describe the life cycle of a plant; can state that a seed from a plant will grow into the same plant**

Dev: Able to identify at least 4 parts of a plant; can name some but not all the items needed for plants to grow and live

NY: Unable to name parts of a plant; unable to name items needed for a plant to grow

3. Demonstrates an understanding of the concepts of animals

Ach: **Lists 3 of the 4 items needed for animal to live (food, air, water, habitat); able to identify 2 or more photos as living or non-living; independently sorts animals and identifies the sorting rule used**

Dev: Lists 2 of the 4 items needed for animals to live; able to identify 1 photo as living or non-living; able to sort animals, but unable to give the rule OR when given a rule by the teacher, able to sort the animals

NY: Unable to state what animals need to live; unable to identify living and non-living; unable to appropriately sort animals

4. Makes observations and asks questions to further understanding in units of study

Ach: **Frequently takes part in group discussions; independently interacts with materials; able to draw, role play or discuss the topic studied; asks questions to gain understanding; makes observations that help generate questions to further understanding**

- Dev: Occasionally takes part in group discussion; interacts with materials when encouraged; comprehends and relates some information about the topic studied; occasionally asks questions to gain understanding; makes basic observations
- NY: Does not take part in group discussions; does not interact with materials; recalls very little about the topic studied; does not make appropriate observations; unwilling or unable to formulate questions

Social Studies

Social studies is an integral part of the kindergarten program as children learn more about themselves as unique individuals, as members of a family unit, and as a part of a larger society. Along with deepening this understanding, children learn to respect and value diversity in our world, and learn how to be responsible citizens, through classroom activities and dramatic play experiences. The kindergarten social studies theme is **Me: At Home and at School** and addresses history, geography, civics, economics, inquiry, public discourse and decision-making, and citizen involvement.

1. History – Distinguishes between past, present and future using events from child’s own life

Ach: Correctly distinguishes between past, present and future

Dev: Needs prompting to distinguish between past, present and future

NY: Unable to distinguish between past, present and future

2. Geography – Uses maps and other strategies to identify and describes places in the child’s environment (home, neighborhood, school, community)

Ach: Independently identifies places in the child’s environment

Dev: Needs support to identify places in the child’s environment

NY: Unable to identify places in the child’s environment

3. Civics and Government – Understands child’s role in and symbols of American Democracy

Ach: Independently identifies the American flag; independently identifies a rule and tells why we have the rule

Dev: Needs support to identify American flag; able to identify a rule, but unable to tell why we have the rule

NY: Unable to identify the American flag; unable to identify rules

4. Economics – Understands the basic concepts of economics (goods, services, wants, needs, trade)

Ach: Distinguishes between wants and needs and the people who provide them; matches goods and services to the people who provide them

Dev: Needs support to distinguish between wants and needs; needs support to match goods and services to the people who provide them

NY: Unable to distinguish between wants and needs; unable to match goods and services to the people who provide them

5. Public Discourse – Compares own viewpoint about a matter raised with that of another individual

Ach: States own opinion and able to give two supporting statements

Dev: States own opinion but unable to give supporting statements

NY: Unable to state own opinion

The Arts

Experiences in kindergarten provide opportunities for children to use their imagination, express their feelings and emotions, and let their creativity blossom. Children learn to value uniqueness and individuality along with developing their own sense of what is beautiful. Effort and participation in dramatization, visual arts, music, creative movement and construction are promoted. Open-ended experiences in which the process is emphasized rather than the product build divergent thinking, problem-solving skills, and self-confidence.

Effort, participation and innovation in construction are promoted in the classroom setting. The classroom teacher provides the instruction and assessment in this area.

1. Creative Development – Shows imagination in construction (may include blocks, manipulatives, Legos®, etc.)

Ach: Makes own creation

Dev: Follows peers' creations

NY: Must be guided

Music

Effort and participation in music and creative movement are promoted. A certified teacher provides the instruction and assessment in this area.

2. Demonstrates understanding of basic musical concepts

Ach: Willing to participate

Dev: Joins in with encouragement

NY: Does not participate appropriately

Art

Effort and participation in visual arts and construction are promoted. A certified art teacher provides the instruction and assessment in this area.

3. Shows effort and originality in visual arts

Ach: Participates willingly; chooses to create on own; shows pride and enthusiasm for own product; takes time and makes a good effort; adds details

Dev: Prefers to imitate peers' work; occasionally chooses visual art activity; adds some details; will show work to others, but without much enthusiasm; seeks teacher approval at each step in the process

NY: Does not choose visual art activity on own; works quickly without details; needs major encouragement to participate; shows little or no excitement for own product; seeks teacher help for each step

Physical Development / Education

The kindergarten physical education program's primary emphasis is the acquisition of gross motor skills. The physical education specialist provides lessons, activities and experiences that allow children to develop the awareness, attitudes, and skills that lead to improved body control, wellness, and physical fitness. They also help the child in using large and small muscles to gain proficiency in body coordination. The physical education assessment is provided by the certified physical education teacher.

1. Demonstrates body control (Includes observations made in gym, classroom and outside time)

Ach: Controls body to avoid collisions; understands concept of space (own, others', room); demonstrates large motor dexterity

Dev: Sometimes collides with others; beginning to judge space appropriately; improving large motor dexterity

NY: Bumps into people and/or objects; falls or trips frequently; lacks large motor dexterity

2. Participates appropriately in physical activities (Includes observations made in gym, classroom and outside time)

Ach: Joins in appropriately during physical activities; enjoys physical activities; follows directions and rules of the game; understands use of equipment and uses it appropriately

Dev: Self-conscious during physical activities; seeks adult support often; general follows directions; understands use of equipment but does not always use it appropriately; learning to play with classmates

NY: Avoids physical activities; refuses to participate; has difficulty following directions; does not use equipment correctly or appropriately

3. Demonstrates cooperative behavior

Ach: Follows directions; follows rules of game; works well with classmates

Dev: Generally follows directions; understands use of equipment, but does not always use good judgment; learning to play with classmates; occasionally makes negative remarks

NY: Misuses equipment; uses inappropriate language; disrespectful of others

Spanish

Children today begin to learn a world language through an approach different from when their parents were in school. All world language instruction is presented in Spanish. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when pronunciation and flexibility in thinking skills (such as concept learning, problem-solving, and critical and divergent thinking) can be developed over time.

The kindergarten Spanish program reinforces basic skill areas by offering children a range of experiences connecting with Mathematics, Global Awareness, Language Arts, Music, Physical Activities, Technology, Art, and Science. Activities take into account different learning styles and abilities and include cultural games, songs, rhymes, storytelling, physical expression, and drawing. Developing listening comprehension in kindergarten is a very important part of the communication process. It precedes speaking and pre-reading.

1. Demonstrates listening comprehension (following directions, repeating and responding)

Ach: Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues consistently

Dev: Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues

NY: Is not able to follow verbal directions, repeat or respond; is unable to respond to simple verbal, total physical response or concrete clues

2. Comprehends and uses vocabulary on familiar topics

Ach: Comprehends general information and produces vocabulary consistently when using objects, visuals, gestures and illustrations; imitates modeled words and phrases and begins to use them independently

Dev: Comprehends general information and uses some vocabulary when using objects, visuals, gestures and illustrations in speaking; imitates modeled words and phrases

NY: Is not able to comprehend general information or use vocabulary when manipulating objects, visuals, gestures or illustrations in speaking; is unable to imitate modeled words and phrases

3. Is a cooperative learner

Ach: Makes eye contact with speaker and is an engaged listener; often demonstrates initiative; attempts new activities once introduced; volunteers often; contributes appropriately in learning activities

Dev: Inconsistently makes eye contact with speaker; is hesitant but occasionally tries new activities with assistance and/or encouragement; contributes to learning activities with prompting

NY: Rarely makes eye contact with speaker; seldom contributes to learning activities even with prompting; demonstrates uncooperative behaviors with teachers and classmates