

## SOCIAL STUDIES

Students will . . .

- Identify the Country's Flag as an important symbol
- Describe situations where they showed self-discipline and individual responsibility
- Explain why people do not have the right to do whatever they want
- Recognize that globes and maps represent places
- Describe ways people use the environment to meet their needs
- Use directions to identify locations in the classroom
- Distinguish between goods and services
- Recognize when they participate in trade
- Distinguish between needs and wants
- Identify classroom issues
- Compare their viewpoint with others
- Express a position on issue
- Develop and implement an action plan to address issue
- Participate in projects to help others
- Distinguish among yesterday, today and tomorrow
- Create a timeline using events from their own lives
- Identify the beginning, middle, and end of historical stories



*(A complete listing of content expectations are found on the Michigan Department of Education website)*

## ADDITIONAL CURRICULUM



### Art

Full day Kindergarten/Young Fives students meet with the art teacher twice for 40 minutes every 15 school days.

### Physical Education & Music

Full day Kindergarten/Young Fives students meet for physical education or music every day for 35 minutes.



## ASSESSMENT

Teachers use a variety of methods when assessing students. They may include:

- Portfolio Collection
- Observations
- Demonstrations
- Conferences
- Self evaluations
- Peer evaluations
- Surveys
- Checklists
- Common District Assessment
- STAR Reading & STAR Math
- DRA reading assessment
- Writing rubric

## PARENT COMMUNICATION

Parents are encouraged to talk with their child's teacher at any time during the school year. Following is a list of ways that you may communicate with and/or review your child's progress:

- Jupiter
- Teacher web site/e-mail/voice mail
- Regular parent/teacher conferences

## Ways You Can Help Your Child At Home



- ✓ Read to your child (fiction and non-fiction)
- ✓ Let your child "read" to you.
- ✓ Encourage them to use picture clues as they read.
- ✓ Draw/write (post on refrigerator, send to relatives . . .)
- ✓ Write in upper and lowercase letters.
- ✓ Ask questions to foster curiosity, instead of telling first.
- ✓ Let your child do as much of a task as possible and make mistakes; scientists learn from trial and error.
- ✓ Make new information relevant to their world to create ties to what they already know.

Grand Blanc Community Schools

# Kindergarten Curriculum

Guide for Parents



## MISSION STATEMENT

The mission of Grand Blanc Community Schools, the hallmark of academic and personal excellence, is to ensure students actualize their own unique genius, freely and without fear, through a system distinguished by

- Dedication to the discovery of profound learning
- Exemplary models of character and judgment
- Global experiences in life and living
- Emphasis on individual autonomy and self direction
- Unremitting pursuit of the highest human ideals.

## READING/LANGUAGE ARTS

### Students will . . .

- Be able to follow directions, share experiences in a small group and listen to others (i.e., “Come sit on the carpet.”)
- Recognize and name all upper and lowercase alphabet letters
- Demonstrates understanding of alphabet letter sounds
- Identify the parts of a book (i.e., front cover, back cover, title, author)
- Identify the characters and setting in a story as well as recall details in sequential order and discuss details in expository text
- Be exposed to a variety of literature (i.e., fiction and nonfiction)
- Recognize environmental words and high frequency words (i.e., exit, stop, the, I and . . .)
- Write their first and last names with upper and lowercase letters (i.e., John Smith)
- Write for different audiences
- Begin to use letters and words to express their thoughts (i.e., I lik to rn—meaning I like to run.)
- Spell words in context
- Draw, dictate, write lists, stories, and expository text
- Apply comprehension reading strategies such as retelling and predicting to text
- Read a variety of text with accuracy, expression, and fluency



## MATH

### Students will . . .

- Count to 100 by ones and tens
- Write numbers from 0 to 20
- Understand the relationship between numbers and quantities
- Count to tell the number of objects (up to 20)
- Compare numbers
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from
- Compose and decompose numbers from 11–19 into ten ones and some further ones (to gain foundations for place value)
- Describe and compare measurable attributes such as length or weight
- Classify objects and count the number of objects in categories
- Identify and describe shapes such as squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres
- Describe relative positions objects in the environment using terms such as *above*, *in front of*, etc.
- Analyze, compare, create, and compose shapes.

Grand Blanc will be transitioning to Bridges, our new math curriculum, over the next two years. The curriculum focuses on developing students’ deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems.

Parent resources can be found at

<https://www.mathlearningcenter.org/families/bridges2>

## SCIENCE

Michigan, along with many states, have adopted new standards based on the Next Generation Science Standards (NGSS) because they understand that a robust science education in elementary school will pave the way for increased opportunities in middle school, high school, and college. The NGSS enable teachers to offer all students interactive science instruction that promotes analysis and interpretation of data, critical thinking, problem solving, and connections across science disciplines—with a high set of expectations for achievement in grades K–2.

Grand Blanc Kindergarteners will experience three units from the Amplify curriculum. Each unit revolves around an engaging problem to solve (anchor phenomenon):

**Needs of Plants and Animals** Anchor phenomenon: There are no monarch caterpillars in the Mariposa Grove community garden since vegetables were planted. Students take on the role of scientists in order to figure out why there are no monarch caterpillars in the community garden since vegetables were planted. They investigate how plants and animals get what they need to live and grow, and make a new plan for the community garden that provides for the needs of the monarch caterpillars in addition to producing vegetables for humans.

**Pushes and Pulls** In this unit, students will take on the role of pinball engineers to explore how pinball machines allow people to control the direction and strength of forces on a ball, which serves as the anchor phenomenon of the unit.

**Sunlight and Weather** Anchor phenomenon: Students at Carver Elementary School are too cold during morning recess, while students at Woodland Elementary School are too hot during afternoon recess. Students gather data from models of the sun and Earth’s surface and observe their own playgrounds to figure out how sunlight causes changes in the temperatures of different surfaces. Students then use models to figure out why Woodland’s playground sometimes floods.