
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:

- Synergy
- 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.
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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.

SCIENCE

Students will . . .

- Make purposeful observation of the natural world using the appropriate senses; generate questions based on observations and plan and conduct simple investigations
- Manipulate simple tools making accurate measurements that aid observation and data collection
- Construct simple charts from data and observations and share ideas about science through purposeful conversation
- Communicate and present findings of observations
- Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video)
- Compare the position of an object (i.e., above, below, in front of, behind, on) in relation to other objects around it
- Describe the motion of an object (i.e., away from or closer to) from different observers' views
- Observe how objects fall toward the earth
- Demonstrate pushes and pulls
- Observe that objects initially at rest will move in the direction of the push or pull
- Observe how pushes and pulls can change the speed or direction of the push or pull
- Observe how pushes and pulls can change the speed or direction of moving objects
- Observe how shape (i.e., cone, cylinder, sphere), size, and weight of an object can affect motion
- Identify that living things have basic needs
- Identify and compare living and nonliving things
- Identify Earth materials (air, water, soil) that are used to grow plants

