



KINDERGARTEN

**CURRICULUM AND ASSESSMENT
HANDBOOK FOR PARENTS**

**Abington School District
Abington, PA**

Superintendent's Message

This Curriculum Handbook is the result of recommendations made by a committee of staff members and parents/guardians. The committee recognized a need to provide another source of information to improve communication between home and school regarding the instructional program.

On the following pages, you will find the standards categories as listed on the grade level report card. These categories correlate with the standards established in the Pennsylvania School Code. For each area of the curriculum, examples of the concepts, skills and activities that are done at this grade level are listed. During parent-teacher conferences, teachers will be reporting student progress by the standard category and will be using Performance Level Descriptors that reflect those used on the Pennsylvania State System of Assessment. Information about the Performance Level Descriptors is given on the last page of this handbook.

Parents/guardians are urged to use the information in this booklet as a basis for formulating questions regarding their student's progress.

If parents/guardians have any questions concerning the instructional program or their student's progress, they should contact the teacher and the school principal.



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Kindergarten Curriculum and Assessment Handbook for Parents

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Student: _____

School: _____

School Year: _____ Grade: _____

Teacher: _____

COMMUNICATION ARTS	Marking Period		
	1	2	3
Learning to Read			
Reading Critically			
Interpreting Literature			
Writing			
Speaking			
Listening			
Research			
MATHEMATICS			
Numbers and Computation			
Geometry and Measurement			
Reasoning and Problem Solving			
Probability and Statistics			
Algebraic Concepts			
SCIENCE			
Inquiry and Design			
Biological Sciences			
Physical Science			
Earth Sciences			
Technological Devices			
HEALTH			
Concepts of Health			
Healthful Living			
Safety and Injury Prevention			
SOCIAL STUDIES			
Career Education and Work			
Civics and Government			
Economics			
Geography			
History			

ART	Marking Period		
	1	2	3
Production, History, Critique, Aesthetics			
Work Habits and Social Skills			
MUSIC			
Production, History, Critique, Aesthetics			
Work Habits and Social Skills			
PHYSICAL EDUCATION			
Physical Activity and Movement			
Work Habits and Social Skills			
WORK HABITS			
Demonstrates effort			
Comes to school prepared			
Demonstrates positive attitude			
Works well independently			
Keeps materials organized			
Follows directions			
SOCIAL SKILLS			
Respects rights of others			
Demonstrates self-control			
Follows school and classroom rules			
Accepts responsibility for behavior			
Cooperates with others			
ATTENDANCE			
Absent			
Tardy			

Kindergarten Standards-Based Curriculum

Communication Arts

- Learning to Read
 - Foundations for Literacy
 - Print awareness, connection of speech to print
 - Concepts of print (i.e., distinguishing between letter, word, sentence, book handling, directionality, print has meaning)
 - Upper- and lower-case letters
 - Phonemic Awareness and Decoding
 - Orally rhyme, identify, blend and segment sounds, syllables and words
 - Sound/letter association, blend sounds in written words, word families, short vowel sounds
 - Appropriate pace, phrasing, expression
 - Vocabulary
 - Classification and categorization of words, synonyms, antonyms, high frequency words, multiple meaning words
 - Comprehension
 - Predicting, purpose for reading, inferences, connection of new ideas from text, conclusions, illustrations, citation of evidence from text
- Reading Critically
 - Comprehension of informational texts: inferences, conclusions, text structure
- Interpreting Literature
 - Discussing and responding to a variety of types of literature
 - Plot, characters, setting, sequence
 - Patterns in predictable books
- Writing
 - Fine motor ability
 - Purpose for writing
 - Expressing ideas via writing, drawing or dictation

- Writing process: pre-write, draft, revise, edit, publish
- Traits: focus, content, organization, style, conventions
- Beginning, middle and end
- Various forms of writing

- Speaking
 - Small/large group discussions and presentations
 - Rules and routines for discussions

- Listening
 - Listening skills in a variety of situations

- Research
 - Locating information
 - Text features
 - Library resources

Mathematics

- Numbers and Computation
 - Know number names and the count sequence
 - Count to tell the number of objects
 - Compare numbers
 - Understand addition as putting together and adding to
 - Understand subtraction as taking apart and taking from
 - Work with numbers 11-19 to gain foundations for place value
 - Fluently add and subtract within 5
 - Compose and decompose numbers from 11-19 into tens and ones
- Geometry and Measurement
 - Describe measurable attributes
 - Classify objects and count the number of objects in each category

- Identify shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
- Describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)
- Analyze, compare, create, and compose shapes
- Identify shapes as two-dimensional or three-dimensional
- Use a calendar and daily schedule to develop concepts of time
- Read a thermometer

■ Reasoning and Problem Solving

- Use counting to answer “how many” questions
- Make sense of problems
- Compare your strategy with the strategy of others when problem solving
- Use tools effectively and make sense of your results
- Make connections between representations of numbers
- Use mathematical models to solve problems and answer questions
- Explain your thinking clearly
- Look for mathematical structures such as categories, patterns, and properties
- Create and justify rules, shortcuts, and generalizations

■ Probability and Statistics

- Observe, record, and discuss classroom data
- Use data in context
- Compare data
- Explore and use basic concepts and language of probability
- Conduct and formulate surveys to gather data

■ Algebraic Concepts

- Find patterns in data
- Describe and continue simple patterns

- Represent addition and subtraction with objects, fingers, drawings, verbal explanations, and expressions (equations)
- Represent and record the composition or decomposition of Numbers (11-19) by a drawing or equation

Science

■ Inquiry and Design

- Explanations based on observation
- Science fact and common belief
- Using the five senses to observe, collect information, classify and describe

■ Biological Sciences

- Characteristics of organisms
- Basic needs of plants and animals
- Characteristics for plant and animal survival concerning seasonal change

■ Physical Science

- Observable properties of materials
- Change in materials

■ Earth Sciences

- Definition of weather
- Characteristics of different kinds of weather
- Four seasons and characteristics of each

■ Technological Devices

- Characteristics of natural and human made objects
- Appropriate tools to solve problems
- Communication of a problem, design or solution

Social Studies

- Career Education and Work
 - Career awareness and preparation
- Civics and Government
 - Working together to achieve goals
 - The purpose of rules
 - Membership in a school and community family
- Economics
 - Wants and needs
 - How money is used
- Geography
 - Reading maps
 - Describing location and characteristics of the community
- History
 - Celebrations of cultural and historical importance
 - Change over time
 - African-American contributions to history

Health and Safety

- Concepts of Health
 - Good health habits
 - Personal responsibility
- Healthful Living
 - Proper hygiene, dental care, nutrition, exercise, rest
 - Feelings

- Safety and Injury Prevention
 - Safe and unsafe practices
 - Nonviolent conflict resolution
 - Bus and playground safety
 - Fire safety

Art

- Production, History, Critique, Aesthetics
 - Manipulative skills with tools
 - Basic shapes and colors

Music

- Production, History, Critique, Aesthetics
 - Awareness of singing voice
 - Performing a repertoire of songs with limited range
 - High/low and loud/soft sounds
 - Rhythmic awareness
 - Moving at a steady beat
 - Single and double beats

Physical Education

- Physical Activity and Movement
 - Cooperative games
 - Team activities
 - Fitness activities
 - Sensory motor skills including throwing, catching and kicking
 - Locomotor movements such as running, skipping and hopping

Performance Level Descriptors

Advanced (A)

Demonstrates:

- superior understanding of concepts, skills and strategies with respect to the standard
- 93 – 100% mastery on assessment items related to the standard and scored numerically
- achievement at the highest level on assessment items that are related to the standard and graded with a rubric
- the ability to apply and extend learning and to explore ideas/topics independently

Proficient (P)

Demonstrates:

- solid understanding of concepts, skills and strategies with respect to the standard
- 80 – 92% mastery on assessment items related to the standard and scored numerically
- achievement at the proficient level on assessments that are related to the standard and graded with a rubric
- the ability to apply and extend learning and to explore ideas/topics with support

Basic (B)

Demonstrates:

- partial understanding of concepts, skills and strategies with respect to the standard
- 60 – 79% mastery on assessment items related to the standard and scored numerically
- achievement one level below proficiency on assessments that are related to the standard and graded with a rubric
- a need to begin to apply and extend learning and to explore ideas/topics

Below Basic (BB)

Demonstrates:

- inadequate understanding of concepts, skills and strategies with respect to the standard
- less than 60% mastery on assessment items related to the standard and scored numerically
- achievement at the lowest level on assessments that are related to the standard and graded with a rubric
- a need for additional, focused instructional opportunities

Work Habits and Social Skills

Performance Level Descriptors

Excellent (E)

Good (G)

Needs Improvement (N)