

Killingly Public Schools

Guide to Curriculum

KINDERGARTEN



Dear Parents and Guardians,

Killingly Public Schools has constructed this Grade K Curriculum Guide as a means of providing parents with information about their child's learning in Killingly Public Schools. Each subject area is outlined in the guide with the grade-level learning targets for students in each grade.

In addition to the course progression, each section includes hyperlinks to additional materials that can further expand your understanding of our units. This document reflects an organized plan around a set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what KPS students should know and be able to do.

In Killingly Public Schools, all students encounter a learning pathway in which student proficiency is assessed by clearly defined standards and targets. As a reminder, these standards and targets are the same for all students, but individual lesson plans may vary from class to class. If you have questions at any time regarding units of study or materials used, please contact your child's teacher.

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. As a community we will; ensure graduates are college and career ready, provide students with the necessary foundations for learning, specifically in the area of literacy, engage the community in a 5-year strategic planning process, continue to improve school climate in each building, and strengthen community partnerships in order to increase community involvement within the school system.

We hope you find this guide helpful, as we work in partnership to make this a successful experience for your child.

Paul M. Brenton
Assistant Superintendent
Killingly Public Schools

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Killingly Public Schools

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Mission Statement

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. It will do so by:

1. Creating and maintaining an enthusiastic education environment;
2. Challenging all students to achieve their highest potential;
3. Fostering respect for human differences;
4. Adjusting to an ever-changing world; and
5. Maintaining a partnership with the community.

Curriculum, Instruction, and Assessment

Standards

Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like the Common Core reference below, are not a curriculum. In Killingly we develop our proficiency based curriculum from prioritized educational standards. From this curriculum, teachers create unit plans which guide instruction. When reviewing this document, parents should note that standards and learning targets remain constant, but curriculum can be altered from year to year to ensure students are meeting the learning goals.

In Killingly Public Schools, the following standards drive our programming:



Curriculum

In Killingly Public Schools, the term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. This includes; the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Learning Standards

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives and clarify what students should have learned by the end of a course, grade level, or grade span.

Learning objectives

Learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.

Assessments

What does "assessment" mean in KPS?

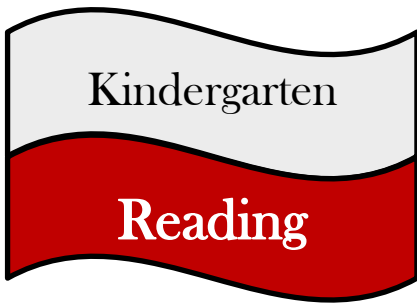
Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and IAB assessments.

Why do we need assessments?

Assessments are important tools that help educators set standards, create instructional goals, motivate performance, provide feedback to students, evaluate progress, and communicate progress to others.

How do we use universal assessments and screens like STAR?

Universal assessments are used to inform teaching and learning. Diagnostic screenings are administered prior to instruction, and help teachers identify students who might benefit from extra support.



READERS WORKSHOP

Reader's Workshop is a teaching method that has been around for many years. Its main focus is to foster a love for reading within our students, and to differentiate, or personalize, instruction in order to accommodate the learning needs of all students. Reader's Workshop follows a very similar format to Writer's Workshop. First, the teacher models a reading strategy during a mini lesson. Next, students engage in a large block of time where they independently apply their reading strategies in "just right" (independent level) books while teachers move about the room to quietly conference with individual students. Last, the students meet to share what they learned as readers. Reader's Workshop is a child-centered approach to teaching reading that brings the "real" world of reading into the classroom; students select their own reading materials, read at their own pace, and talk to others about what they have read. Teachers collaborate at each grade level to develop the Units of Study and pacing guides based on their ongoing assessment of students. Reader's Workshop is a highly organized structure requiring many hours of preparation by the teacher and extended time for students to read, think, and converse about books on a daily basis.

Key Understandings

Literature

- Asks and answers question (who, what, when, where, why, how) about key details in stories
- Retells familiar stories
- Identifies characters, setting, and major events in a story

Informational Text

- Asks and answers question (who, what, when, where, why, how) about key details in a text
- Identifies the main topic and retell key details of text

Foundational Skills

- Rhymes, matches words with beginning sounds, and blend sound into words
- Recognizes, names, and produces sounds for all letters of the alphabet
- Recognizes basic features of print
- Develops beginning phonics skills
- Learns and applies reading strategies
- Builds sight word vocabulary

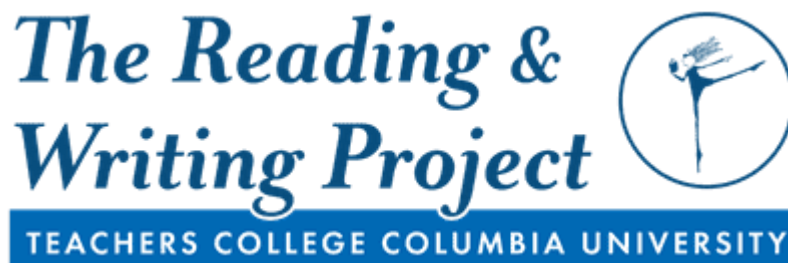
Speaking and Listening

- Takes part in conversations and follows rules for discussions
- Speaks audibly and expresses thoughts, feelings, and ideas clearly
- Confirms understanding of text read aloud by asking and answering questions

Units of Study

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
We Are Readers	Super Powers: Reading with Print Strategies and Sight Word Power	Bigger Books, Bigger Reading Muscles	Becoming Avid Readers	Growing Expertise in Little Books: Reading for Information

Additional Available Online Resources For Parents





Key Understandings

Writing

- Uses a combination of drawing, dictating, and writing to state an opinion
- Uses a combination of drawing, dictating, and writing to compose an informational piece
- Uses a combination of drawing, dictating, and writing to narrate an event
- Spells simple words phonetically
- Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing

Speaking and Listening

- Takes part in conversations and follows rules for discussions
- Speaks audibly and expresses thoughts, feelings, and ideas clearly
- Confirms understanding of text read aloud by asking and answering questions

Writers Workshop

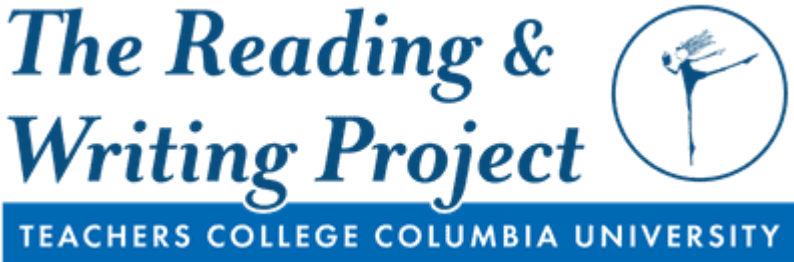
The author, Cynthia Rylant says, “We live life as an artist.” Writer’s Workshop is an approach to the art of writing, rather than a formulaic program. It is child-centered, so that the student finds value in his ideas, success in his writing and enrichment in his life.

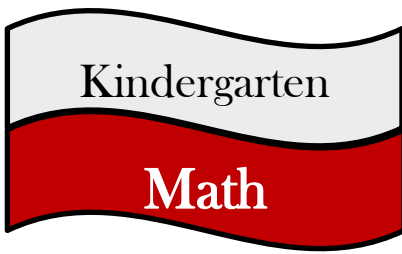
The Units of Study for primary and intermediate grades arose out of over a decade of in-school research and practice that was spearheaded by the Teachers College Reading and Writing Project at Columbia University. Writer’s Workshop theory of teaching is based upon fostering independent writers and life-long learners. It is our belief that there is not a single string of sequenced lessons that applies to every possible classroom. The lessons must be responsive to the individual needs of the writers in each class. However, we do believe in strong models of excellent instruction for teachers—Writer’s Workshop is just such a model.

Units of Study

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Launching the Writing Workshop	Writing for Readers	How-To Books: Writing to Teach Others	Persuasive Writing of All Kinds: Using Words to Make a Change	All About Books

Additional Available Online Resources For Parents





Key Understandings

Counting and Cardinality

- Know number names and the counting sequence
- Count to tell the number of objects
- Compare numbers

Operations and Algebraic Thinking

- Understand addition is putting together and adding to, and understand subtraction as taking apart and taking from

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for face value

Measurement and Data

- Describe and compare measurable attributes
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes
- Analyze, compare, create, and compose shapes

These standards describe student behaviors, ensure an understanding of math, and focus on developing reasoning and building mathematical communication. Each standard has a unique focus, but each also interweaves with the others as we put them into practice. These practices empower students to use math and to think mathematically. Our job as teachers is to help students develop these practices to become effective mathematicians.

The mathematics curriculum in all grade levels engages students in the use of the following mathematical practices:

- Make sense of problems and persevere in solving them**
- Reason abstractly and quantitatively**
- Construct viable arguments and critique the reasoning of others**
- Model with mathematics**
- Use appropriate tools strategically**
- Attend to precision**
- Look for and make use of structure**
- Look for and express regularity in repeated reasoning**

Our district values clear and high expectations in order to allow for continuous improvement for each and every child in the area of mathematics. Our mission is to have student-focused collaboration in which they gain understanding and see themselves as mathematicians who are confident to use skills and strategies as mathematical problem solvers. This collaborative structure will also support students in their mathematical reasoning and communication. As support to this learning, teachers will implement curriculum and plan activities to guide students in developing their own mathematical understanding. The teachers and students work under the instructional philosophy that all students learn mathematics by engaging in tasks that require the application of mathematical reasoning and communication.

In a proficiency-based learning system, students work on mastering skills and conceptual understanding throughout the year.

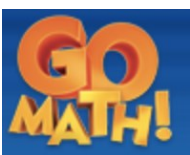
The table below shows the skills assessed during each reporting period.

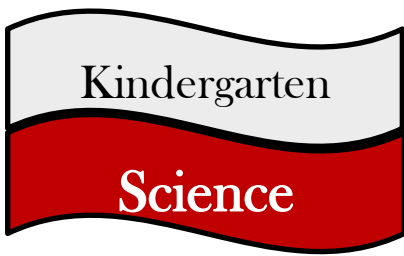
Trimester 1	Trimester 2	Trimester 3
		Describe how flat and solid shapes look.
		Understand the relationship between numbers and quantities.
		Write a number to show how many are in a set between 0 to 20.
		Count to 100 by ones and tens.
		Tell if a group is greater than, less than, or equal to another group, between 0-10. Compare two written numbers between 0-10.
		Show different ways to make a number that is between 0 to 10.
		Add and subtract in many ways and use drawings to show the solution to a problem.
		Show how the numbers 11-19 are made up of tens and ones.

Student Log-In

Additional Available Online Resources For Parents

Program Overview





Key Understandings

Forces & Interactions: Pushes & Pulls

- Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
- Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull

Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

- Use observations to describe patterns of what plants and animals (including humans) need to survive
- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs
- Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

Weather and Climate

- Make observations to determine the effect of sunlight on Earth's surface.
- Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*
- Use and share observations of local weather conditions to describe patterns over time
- Ask questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.

Our approach to science in Grade K helps students formulate answers to questions such as: "What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?"

Critical Understandings:

- Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather.
- Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.
- Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live.

Crosscutting concepts include: patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.

In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Additional Available Online Resources For Parents





In Kindergarten, students engage in the study of themselves, their families, and their communities and learn how to participate and use effective citizenship skills. They will explore their classrooms, schools, neighborhoods, and home communities through an interdisciplinary approach including history, civics, economics, and geography. The study of themselves, their families, and their communities requires that students generate and research compelling questions such as:

- What is my role in my community?
- What is “history” and how is the past different from the present?
- How are we connected to the past?

Themes include:

Citizenship in the Community

Students will explore the various roles and responsibilities of citizens in students’ communities (classroom, town, family).

The Impact of Geography on My Life

Students will identify how geography affects students’ daily lives (where they live, transportation, recreational activities, what they eat).

Diversity and Culture in the World

Students will compare and contrast family life between different cultures for today and for the recent past. They will also explore the different beliefs and practices of people of diverse ethnic, racial, religious, and national origins.

Using Evidence to Learn About our Past

Students will identify different types of sources of information about our families, school, and community (written documents, photos, online, newspapers, film, museums, fiction).

Key Understandings

Civics

- Describe and explain a community, including the roles and responsibilities essential for a community’s growth and success
- Describe and explain how people can participate in their communities
- Describe and explain why our communities have rules and/or laws

Geography

- Construct and use maps
- Explain how people interact with their environment

History

- Describe ways we can learn about the past
- Draw conclusions about the past
- Describe and explain change

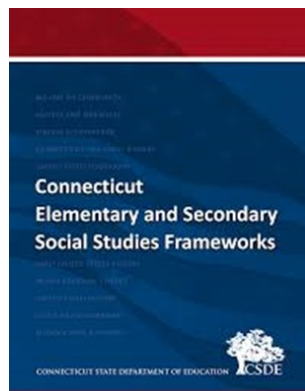
Economics

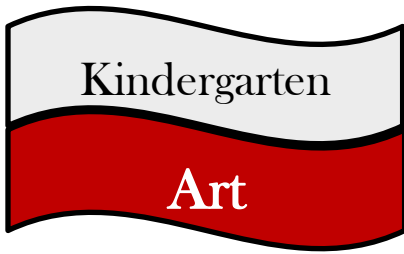
- Explain how our economic decisions impact others

Research and Inquiry

- Ask and answer questions based on information
- Communicate my opinions, ideas and solutions
- Use tools to investigate disciplinary concepts

Additional Available Online Resources For Parents





In Killingly, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student. The study of art provides major opportunities to nourish higher level thinking. Students learn to think like artists when they observe, analyze, envision, express, make connections, problem solve and reflect.

Our art education curriculum is designed to expand students' means of expression and communication as well as develop the imagination and visual literacy. At the elementary level, we emphasize exploration materials and methods while building both conceptual and technical knowledge.

The National Core Arts Standards are focused in a framework that highlight four artistic processes: Creating, Performing, Responding and Connecting. These standards are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. For more detailed information, go to www.nationalartsstandards.org.

CONNECTING. Relating artistic ideas and work with personal meaning and external context

1. Synthesize and relate knowledge and personal experiences to make art.
2. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

CREATING. Conceiving and developing new ideas and work

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

PERFORMING. Interpreting and sharing artistic work

1. Analyze, interpret, and select artistic work for presentation.
2. Develop and refine artistic work for presentation.
3. Convey meaning through the presentation of artistic work.

RESPONDING. Understanding and evaluating how the arts convey meaning

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

National Core Arts Standards

Creating

- Engage in exploration and imaginative play with materials
- Engage collaboratively in creative art-making in response to an artistic problem
- Through experimentation, build skills in various media and approaches to art-making
- Identify safe and non-toxic art materials, tools, and equipment
- Create art that represents natural and constructed environments
- Explain the process of making art while creating

Presenting

- Select art objects for personal portfolio and display, explaining why they were chosen
- Explain the purpose of a portfolio or collection
- Explain what an art museum is and distinguish how an art museum is different from other buildings

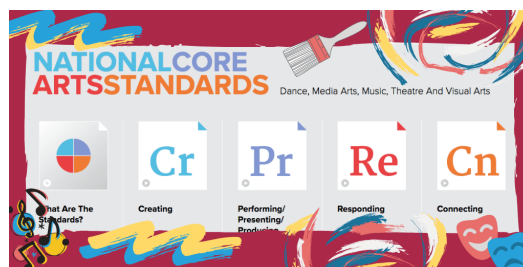
Responding

- Identify uses of art within one's personal environment
- Describe what an image represents
- Interpret art by identifying subject matter and describing relevant details
- Explain reasons for selecting a preferred artwork

Connecting

- Create art that tells a story about a life experience
- Identify a purpose of an artwork

Additional Available Online Resources For Parents



Kindergarten

Music

In Killingly, we believe music education is a fundamental element in a well-rounded education. Killingly's music standards align with the National Core Arts Standards for Music, adopted by the National Music Teachers Association and the State of Connecticut. These standards are based on the belief that performing, creating, responding to, and connecting to music are essential to a child's music education.

We provide our students with a fully immersive and interactive music education utilizing a diverse repertoire that represents cultures from around the world. We believe that singing, playing instruments, moving to music, and creating music are the best ways to develop and grow as a young musician. Students will begin their music education by learning to become "tuneful, beatful, and artful" in grades K and 1 through a curriculum called First Steps in Music. Its goal is referred to as "The Thirty Year Plan," which is best described by the curriculum's creator himself, John Feierabend:

"It should not be unreasonable to expect all adults to be able to clap their hands in time to the cheering at a sporting event. Dad should be able to sing 'Happy Birthday' to his son or daughter without hearing, 'Don't sing, Dad.' A couple should be able to dance in time to the music at their wedding. An audience member should possess sufficient sensitivities to be moved by a nuance in an orchestral performance. A mother or father should be able to soothe their infant with a lullaby and rock to the beat of that lullaby."

These efforts will continue in grades 2, 3, and 4 to continue to build a strong musical foundation. This foundation will naturally progress to music literacy, where students will be able to read and notate music. Our goal is to provide students with the resources and passion for music that they can use in the classroom and beyond.

National Core Arts Standards

Creating

- With guidance, explore and experience music concepts (such as beat and melodic contour)
- With guidance, generate musical ideas (such as movements or motives)
- With guidance, demonstrate and choose favorite musical ideas
- With guidance, organize personal musical ideas using iconic notation and/or recording technology
- With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas
- With guidance, demonstrate a final version of personal musical ideas to peers

Performing

- With guidance, demonstrate and state personal interest in varied musical selections
- With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance
- With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent
- With guidance, apply personal, teacher, and peer feedback to refine performances
- With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music
- With guidance, perform music with expression
- Perform appropriately for the audience

Responding

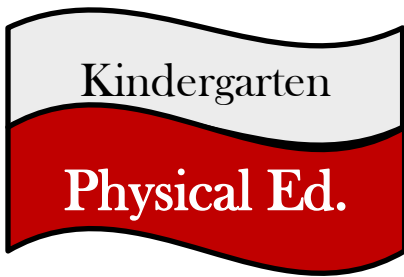
- With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others
- With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music
- With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creator's/performers' expressive intent
- With guidance, apply personal and expressive preferences in the evaluation of music

Connecting

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Additional Available Online Resources For Parents





PE Curriculum

- Demonstrates good body control when performing locomotor and non-locomotor skills
- Demonstrates developmentally appropriate manipulative skills using a variety of implements and different body parts
- Applies movement concepts (i.e. space, speed) to movements
- Performs simple rhythmic patterns involving creative or cultural dance movement
- Participates in a variety of moderate to vigorous physical activities that promote fitness
- Performs movement tasks (both on the floor and on the apparatus) that require creative or critical thinking
- Demonstrates the physical, cognitive, and affective skills to participate in cooperative adventure activities

Health Curriculum

This curriculum delivers critical child safety information that is age-appropriate for 4 to 6 years old. The curriculum contains no sensitive material and does not deal with sexual abuse overtly. The purpose of this curriculum is to empower children to protect themselves in situations where someone would abuse them by arming them with a few basic, protective principles.

- Identifies trusted adults who can help them.
- Makes healthy eating choices, including eating enough fruits and vegetables daily.
- Recognizes their own feelings and others' feelings, including impulsive behaviors.
- Practices effective communication skills, including ways to interrupt conversations politely and ways to share and take-turns.
- Discusses safe and unsafe secrets, Private parts and personal space.

CT State Standards for Physical Education

Standard 1

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Standard 2

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

Standard 3

- Participate regularly in physical activity

Standard 4

- Achieve and maintain a health-enhancing level of physical fitness

Standard 5

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Standard 6

- Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Additional Available Online Resources For Parents



KPS Assessment Calendar

KPS STAR Testing Windows Grades 2-10

Test #1	Test #2	Test #3
September	January	May

Summative Assessment Calendar			
Content Area(s)	Assessment	Grade(s)	Testing Window
English Language Proficiency: Speaking, Listening, Reading, and Writing	LAS-Links	K - 12	January—April
English Language Arts & Mathematics	Connecticut Smarter Balanced	3–8	End of March—Early June
	PSAT (KHS)	9-11	Mid October
	CT SAT School Day	11	March or April
	Interim Assessment Blocks IABs	3-8	3 for Math (November, February, March) 2 for Reading (October & December)
	Connecticut Alternate Assessment	3-8 & 11	End of March—Early June
Science	Next Generation Science Standards (NGSS) Assessment	11	End of February—Early June
		5 & 8	End of March—Early June
	CT Alternate Science Assessment	5, 8 & 11	End of March—Early June
Physical Fitness	CT Physical Fitness Assessment	4,6,8 & HS	Anytime during the school year
Early Childhood	Ages & Stages	Pre-K	Start of school—Early October
Early Childhood	CT DOTS	Pre-K	November, March, June