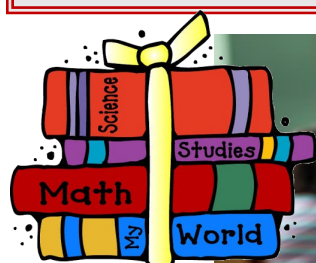


Killingly Public Schools

Guide to Curriculum

Third Grade



Dear Parents and Guardians,

Killingly Public Schools has constructed this Grade 3 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

Killingly Memorial School

Tina Chahanovich, Principal

Timothy Jonasch, Assistant Principal

Central Office Administration

Robert Angeli, Superintendent of Schools

Paul Brenton, Assistant Superintendent of Curriculum & Instruction

Jessie Herman, Assistant Director of Pupil Services

Curriculum Leaders

Maryann McGillivray, English/Language Arts

Paul DiPadua, Mathematics

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:

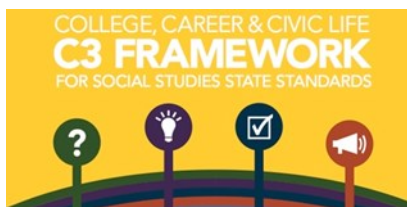
1. Creating and maintaining an enthusiastic education environment;
2. Challenging all students to achieve their highest potential;
3. Fostering respect for human differences;
4. Adjusting to an ever-changing world; and
5. Maintaining a partnership with the community.

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 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?

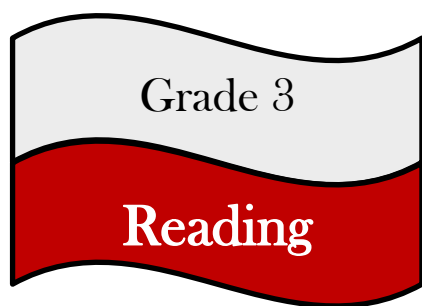
Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student 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.



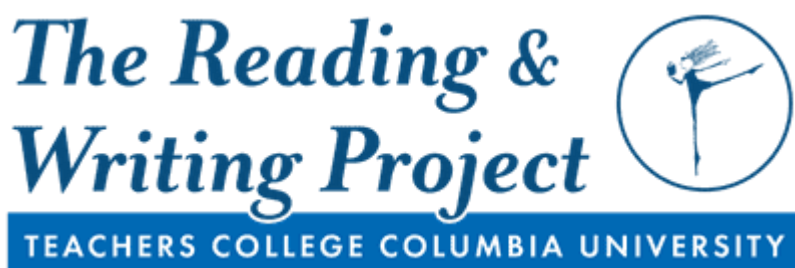
READERS WORKSHOP

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.

Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
Building a Reading Life	Reading to Learn	Character Studies	Research Clubs: Elephants, Penguins, and Frogs, Oh My

Additional Available Online Resources For Parents



Key Understandings

Literature

- Asks and answers questions to demonstrate understanding of a text
- Summarizes text and demonstrates understanding of the central message or lesson
- Describes characters in a story including their traits, motivations, or feelings and explain how their actions contribute to the sequence of events
- Distinguishes their own point of view from that of the narrator or those of the characters
- Compares and contrasts the themes, settings, and plots of stories

Informational Text

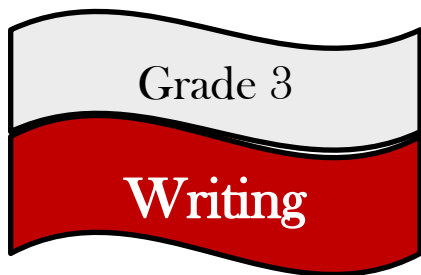
- Asks and answers questions to demonstrate understanding of a text
- Determines the main idea of a text, recounts the key details and explains their support
- Uses text features and search tools to locate information
- Describes the logical connection between particular sentences and paragraphs in a text
- Compares and contrasts the most important points and key details presented in two texts on the same topic

Foundational Skills

- Continues to develop phonics skills in order to read multi-syllabic words
- Reads with sufficient accuracy and fluency to support comprehension

Speaking and Listening

- Engages effectively in a range of collaborative discussions with diverse partners on Grade Three topics, and texts, building on one another's ideas
- Determines the main ideas and supporting details of a text read aloud
- Demonstrates command of grade appropriate conventions of standard English grammar and usage
- Acquires and uses grade appropriate vocabulary



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. Writers 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
Crafting True Stories: Narrative Writing	The Art of Information Writing: Writing Nonfiction	Opinion Writing

Key Understandings

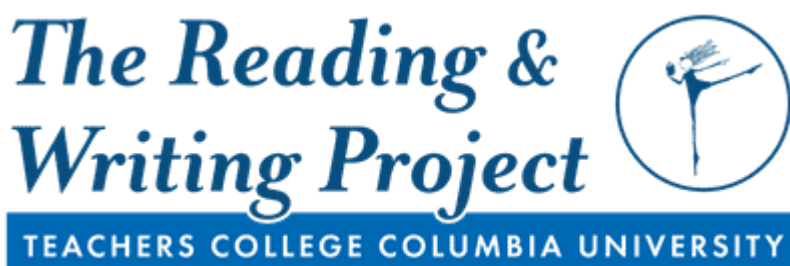
Writing

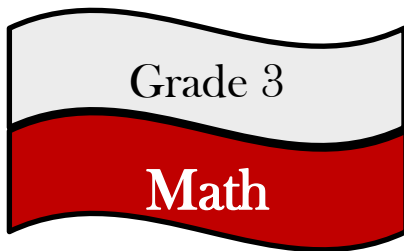
- Writes opinion pieces on topics or texts supporting a point of view with reasons
- Writes informative/explanatory texts to examine a topic to convey ideas and information clearly
- Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear sequences
- Plans, revises, and edits writing with guidance and support from peers and adults
- Conducts short research projects that build knowledge about a topic
- Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing

Speaking and Listening

- Engages effectively in a range of collaborative discussions with diverse partners on Grade Three topics, and texts, building on one another’s ideas
- Determines the main ideas and supporting details of a text read aloud
- Demonstrates command of grade appropriate conventions of standard English grammar and usage
- Acquires and uses grade appropriate vocabulary

Additional Available Online Resources For Parents





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 encourages 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.

Key Understandings

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations, and identify and explain patterns in arithmetic

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations-Fractions

- Develop understanding of fractions as numbers

Measurement and Data

- Solve problems involving measurement and estimation
- Represent and interpret data
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition
- Geometric measurement: recognize perimeter

Geometry

- Reason with shapes and their attributes

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.

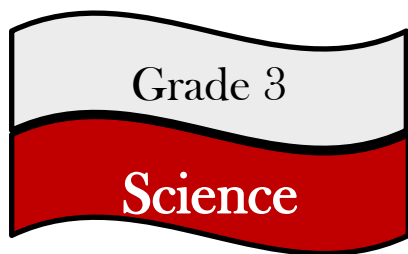
Trimester 1	Trimester 2	Trimester 3
Demonstrates Multiplication Fact Fluency		
Demonstrates Division Fact Fluency		
Perseveres Through Problem Solving		
Solves Problems Involving Addition and Subtraction		
Represents and Solves Problems Involving Multiplication and/or Division		
Adds and Subtracts Within 1000 Using Strategies and Algorithms		
Uses Place Value Understanding to Round to Whole Numbers		
Represents and Interprets Data		
	Understands Concepts of Area and Perimeter	
		Understands Fractions as Equal Parts of a Whole
		Compares and Orders Fractions
		Tells Time to the Nearest Minute
		Recognizes, Compares, and Categorizes Shapes by Attributes

Student Log-In

Additional Available Online Resources For Parents

Program Overview





The Science Curriculum in third grade helps students formulate answers to questions such as: “What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?”

Disciplinary Core Ideas:

- Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.
- Students are expected to develop an understanding of the similarities and differences of organisms’ life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.
- Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

The crosscutting concepts include the concept of patterns; cause and effect; scale, proportion, and quantity; 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 third-grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and 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



**FULL OPTION
SCIENCE SYSTEM™**

Key Understandings

Motion and Stability: Forces and Interactions

- Plan and investigate to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other
- Define a simple design problem that can be solved by applying scientific ideas about magnets

From Molecules to Organisms: Structures and Processes

- Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death

Ecosystems: Interactions, Energy, and Dynamics

- Construct an argument that some animals form groups that help members survive

Heredity: Inheritance and Variation of Traits

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- Use evidence to support the explanation that traits can be influenced by the environment

Biological Evolution: Unity and Diversity

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change

Earth’s Systems and Human Activity

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard



Grade 3

Social Studies

In third grade, students will engage in a yearlong study of Connecticut and local towns. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and local towns. The study of Connecticut requires that students generate and research compelling questions across the four core disciplines. Such questions may include:

- How has our local community contributed to Connecticut's story, past and present?
- In what ways has our town and Connecticut changed and/or stayed the same over time?
- Why is our town, and our state, the way that it is?
- Is there a Connecticut state identity?
- What was the significance of Connecticut's contribution to America's story?

Themes Include:

Cultural Diversity and a Connecticut State Identity

- Analyze various sources to identify symbols, slogans, and mottos that represent Connecticut.
- What is Connecticut's state identity and in what ways is that identity inclusive of all residents?
- How have various groups contributed to Connecticut's identity?

The Impact of Science, Technology, and Innovation on the Development of Connecticut Towns and the State

- How have science, technology, and innovation affected the development of towns and cities in Connecticut (aerospace, insurance, manufacturing, etc.)?

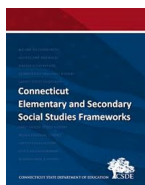
Patterns and causes of population development in Connecticut towns and cities

- In what ways has our town and Connecticut changed and/or stayed the same over time?
- **The Influence of Geography on the Social, Political, and Economic Development of Connecticut Towns and the State**
- How does the geography of Connecticut affect the social, political, and economic development in local communities?
- In what ways do the rivers in Connecticut influence economic development?
- Why is your town/city/state shaped the way it is?

Using Evidence to Learn About the Past

- Evaluate the reliability of different types of sources of information about state and local history (written documents, photos, online, newspapers, film, museums, fiction, music, art).
- Compare and contrast conflicting sources and use these sources to draw conclusions about state and local history.

Additional Available Online Resources For Parents



Key Understandings

Civics

- Describe a government's role in a community
- Explain how and why people take action in their society
- Explain how rules function and influence how people behave and make decisions.

Geography

- Construct and use geographic representations
- Explain the relationship between people and the environment of a place/region

History

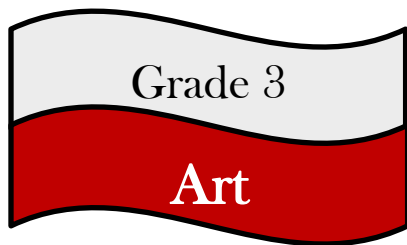
- Describe how the past influences the present
- Explore, identify and describe different perspectives of the same event, both past and present
- Explain different ways we can learn about the past

Economics

- Explain different ways people contribute to their communities
- Explain how the economy affects different groups differently

Research and Inquiry

- Ask and answer questions using a variety of resources and information
- Apply a variety of tools to investigate disciplinary concepts
- Evaluate a source
- Communicate my opinions, ideas, and solutions to problems in the world



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

- Elaborate on an imaginative idea
- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process
- Create personally satisfying artwork using a variety of artistic processes and materials
- Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes
- Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life
- Elaborate visual information by adding details in an artwork to enhance emerging meaning

Presenting

- Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork
- Identify exhibit space and prepare works of art including artists' statements, for presentation
- Identify and explain how and where different cultures record and illustrate stories and history of life through art

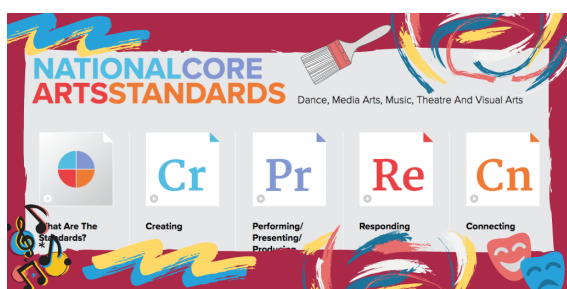
Responding

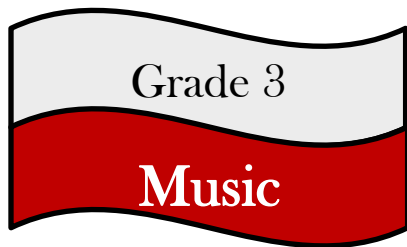
- Speculate about processes an artist uses to create a work of art
- Determine messages communicated by an image
- Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood
- Evaluate an artwork based on given criteria

Connecting

- Develop a work of art based on observations of surroundings
- Recognize that responses to art change depending on knowledge of the time and place in which it was made

Additional Available Online Resources For Parents





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.

Additional Available Online Resources For Parents



National Core Arts Standards

Creating

- Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social)
- Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter
- Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas
- Evaluate, refine, and document revision to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback
- Present the final version of personal created music to others, and describe connection to expressive intent

Performing

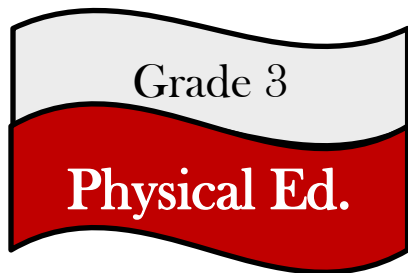
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context
- Demonstrate understanding of the structure in music selected for performance
- When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation
- Describe how context (such as personal and social) can inform a performance
- Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo)
- Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances
- Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges
- Perform music with expression and technical accuracy
- Demonstrate performance decorum and audience etiquette appropriate for the context and venue

Responding

- Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes
- Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social)
- Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent
- Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context

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 disciplines, varied contexts, and daily life



PE Curriculum

- Efficiently performs more complex locomotor and non-locomotor skills and combinations while maintaining good body control
- Demonstrates more complex combinations of manipulative skills (i.e. striking) using a variety of implements and different body parts
- Applies movement concepts (i.e. flow, force) to movements
- Performs rhythmic patterns through creative or cultural dance movement, as well as through movement activities using manipulatives
- Participates in a variety of moderate to vigorous physical activities that promote fitness and an understanding of the components as defined by the Connecticut Physical Fitness Assessment
- Participates movement tasks (both on the floor and on the apparatus) that require creative or critical thinking
- Participates in cooperative adventure and group activities that require teamwork to achieve success

Health Curriculum

In the third grade curriculum, concepts from previous lessons, such as the ability to protect one's self and others, are expanded upon. Strategies taught throughout the lessons focus on the development of the tools for personal safety and expand to include safety in the community.

Students learn why citizenship is important in the physical and digital communities and gain the skills to become a good citizen by advocating for themselves and others. Children's knowledge of the right to have their body boundaries respected is reinforced by learning how to use their personal power to access help and being heard.

- Makes healthy eating choices, including eating a variety of foods that are lower in added sugar, fat and sodium.
- Explains safe practices of using medicines, including over the counter medicines and prescriptions.
- Identifies similarities and differences between one's thinking, actions, appearance and lifestyles and those of others.
- Develops conflict resolution strategies.
- Practices effective communication skills, including how to make conversations and ways to use assertive strategies when necessary.
- Practices using problem-solving strategies in social situations, such as resisting peer pressure and resisting the impulse to steal or lie.
- Demonstrates calming-down techniques in a variety of situations, including times when they are stressed.
- Identifies ways to access help or support when needed from trusted adults, including if on the internet.
- Practices using the internet safely with an emphasis on netiquette

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
	CT Alternate Science Assessment	5 & 8 5, 8 & 11	End of March—Early June 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