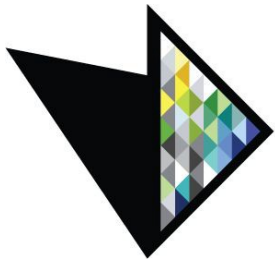


Kindergarten Curriculum Handbook





Midland Public Schools

Inspiring Excellence

Mission Statement

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

Welcome to Midland Public Schools

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public Schools' (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards. Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public Schools' elementary assessment policy can be found at: <https://www.midlandps.org/pyp-policies>

The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based programme allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Knowledge** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Skills** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The programme uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

Progress Report

Approaches to Learning

Approaches to Learning are a set of strategies and skills that promote inquiry and learning across all subject areas. Development of these skills supports life-long learning and assists students in learning and succeeding inside and outside of the school setting.

Indicators for Approaches to Learning :

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectations
Limited Development (LIM)	Does not yet exhibit the expected behaviors

Thinking Skills:

- **Acquires knowledge:** Recalls knowledge over time
- **Understands, applies and analyzes over time:** Understands what is read or taught, uses knowledge in new situations, compares and contrasts; makes connections
- **Synthesizes learning:** Creates, designs, and/or invents
- **Evaluates and reflects:** Expresses and defends an opinion and reflects on one's own learning

Social Skills:

- **Accepts responsibility:** Takes responsibility within the school community
- **Respects others:** Respects the thoughts, feelings and beliefs of others
- **Cooperates:** Works together by being courteous, shares and takes turns
- **Resolves conflict:** Accepts responsibility, compromises, is fair

Communication Skills:

- **Listening:** Listens to directions, listens to others, listens to information, participates in collaborative conversations
- **Speaking:** Speaks clearly; expresses feelings, thoughts and opinions; uses standard English grammar
- **Presentation skills:** Shares learning and information in a group setting
- **Non-verbal communication:** Recognizes the meaning of visual and kinesthetic communication; recognizes and creates signs; interpretes and uses symbols

Self-Management Skills:

- **Organization:** Plans and carries out activities effectively
- **Time management:** Uses time effectively and appropriately
- **Codes of behavior:** Follows all school essential agreements

Research Skills:

- **Formulates questions:** Asks questions; is curious about finding out more about something that can be researched
- **Observes, collects, and records information:** Uses all senses to learn new things; notices relevant details; gathers information; describes and records using pictures and words
- **Interprets data:** Draws conclusions from information

Academic Indicators for the Progress Report:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectations
Limited Development (LIM)	Does not yet exhibit the expected behaviors
In Progress (IP)	Currently being taught
Not Assessed (NA)	Not assessed during this marking period

Literacy

Reading, writing, word study, listening, speaking, viewing, presenting, and literature are included in literacy instruction in all grades. Although each subject may be taught separately at times, they are integrated for learning and mutually reinforced across the curriculum.

Reading

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interaction between the child and print, enabling the reader to build meaning. Through instruction, children learn a variety of strategies to derive meaning from print, to value reading as a learning tool and to view reading as pleasurable.

Foundational Skills

1. Demonstrates understanding of organization and basic features of print
 - Follows words from left to right, top to bottom and page by page
 - Recognizes spoken words are represented in written language by specific sequence of letters
 - Understands words are separated by spaces in print
 - Recognizes and names all upper and lowercase letters of the alphabet
 - Identifies the front cover, back cover and title page of a book
2. Demonstrates understanding of words, syllables and sounds (phonemes)
 - Recognizes and supplies rhyming words
 - Counts, produces, blends and segments syllables in spoken words
 - Blends and segments onsets and rimes of single-syllable spoken words
 - Isolates and produces the initial, medial vowel and final sounds (phonemes) in three –phoneme (consonant/vowel/consonant, or CVC) words
 - Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words
3. Knows and applies grade-level phonics and word analysis skills in decoding words
 - Demonstrates basic knowledge of letter-sound correspondence

- o Knows both long and short sounds of vowels (a, e, i, o, u)
 - o Distinguishes between similarly spelled words by identifying the sounds of the letters that differ
4. Reads emergent reader text with sufficient accuracy and fluency to support comprehension
 - o Reads grade-level text with purpose and understanding
 - o Reads grade-level text orally with accuracy, appropriate rate and expression
 - o Uses context to confirm or self-correct word recognition and understanding, rereading as necessary
 - o Reads common high-frequency words by sight

Reading Literature

1. Constructs meaning from a narrative text
 - o Asks and answers questions about key details in a text
 - o Retells familiar stories including key details
 - o Describes the relationship between illustrations and the story in which they appear
 - o Compares and contrasts the adventures and experiences of characters in familiar stories
2. Recognizes craft elements and structures in narrative text
 - o Identifies characters, settings, and major events in a story
 - o Asks and answers questions about unknown words in a text
 - o Recognizes common types of texts
 - o Names the author and illustrator of a story and defines the role of each in telling the story

Reading Informational

1. Constructs meaning from an informational text
 - o Asks and answers questions about key details in a text
 - o Identifies the main topic and retells key details of a text
 - o Describes the connection between two individuals, events, ideas, or pieces of information in a text
 - o Asks and answers questions about unknown words in a text
 - o Describes the relationship between illustrations and the text in which they appear
 - o Identifies the reasons an author gives to support points in a text
 - o Identifies basic similarities in and differences between two texts on the same topic
2. Recognizes craft elements and structures in informational texts
 - o Names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text
 - o Describes the relationship between illustrations and the text in which they appear

Writing

Writing is an ongoing process. Writing is a means of thinking and communicating. Kindergarten children communicate their ideas through pictures and words using various tools.

1. Hears and records sounds in words
2. Communicates ideas on paper and/or digitally with pictures and words

- o Uses a combination of drawing and writing to compose narrative, opinion and informational pieces
- o Responds to questions and adds details to strengthen writing
- o Demonstrates grade-appropriate expectations of standard English capitalization, punctuation and spelling when writing

Fine Motor Skills

The kindergarten classroom emphasizes the acquisition of fine motor skills. The classroom teacher provides lessons and activities to aid physical development of large and small muscles to gain proficiency in body coordination.

1. Demonstrates fine motor skills (forms letters and numbers conventionally, uses scissors, draws, uses zippers, etc.)

Mathematics

In kindergarten mathematics, instructional time focuses on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten is devoted to numbers than to other topics.

Grade K Overview:

Counting and Cardinality

- Knows number names and count sequence
- Counts to tell the number of objects
- Compare numbers

Operations and Algebraic Thinking

- Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Works with numbers to gain foundations for place value

Measurement and Data

- Describes and compare measurable attributes
- Classifies objects and counts the number of objects in each category

Geometry

- Identifies and describes shapes
- Analyzes, compares, creates, and composes shapes

Mathematical Practices-The standard for mathematical practices describe a variety of expertise that should be developed in students in order to develop a mathematical mindset and to become a problem solver.

1. Makes sense of problems and perseveres in solving them
2. Reasons abstractly and quantitatively
3. Constructs viable arguments and critiques the reasoning of others
4. Models with mathematics
5. Uses appropriate tools strategically
6. Attends to precision
7. Looks for and makes use of structure
8. Looks for and expresses regularity in repeated reasoning

Counting and Cardinality

1. Counts in a sequence
 - o Counts to 100 by ones and by tens
 - o Counts forward beginning from a given number within the known sequence (instead of having to begin at 1)
 - o Understands the relationship between numbers and quantities; connects counts to cardinality
 - o Counts to answer “how many” question
2. Reads and writes numbers
 - o Writes numbers from 0 to 20. Represents a number of objects with a written numeral 0-20
3. Compares numbers
 - o Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
 - o Compares two numbers presented as written numerals

Operations and Algebraic Thinking

4. Represents Addition and Subtraction to solve problems
 - o Understands addition as putting together and adding to, and understand subtraction as taking apart and taking from. Also understands decomposing numbers
 - o Solves addition and subtraction word problems and adds and subtracts within 10 by using objects or drawings to represent the problem
5. Knows Addition and Subtraction up to 5
 - o Fluently knows addition and subtraction up to 5

Numbers and Operations in Base Ten

6. Works with numbers to gain foundations for place value

Measurement and Data

7. Describes and compares measurable attributes
 - o Describes measurable attributes of objects, such as length or weight. Describes several

- measurable attributes of a single object
 - o Directly compares two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute and describe the difference.
8. Classifies Objects
- o Classifies objects into given categories, counts the numbers of objects in each category and sorts the categories

Geometry

9. Describes & compares shapes
- o Describes shapes and their positions
 - o Identifies shapes as two-dimensional or three-dimensional
 - o Analyzes and compares two- and three-dimensional shapes
 - o Compose simple shapes to form larger shapes

Science

Students will be given opportunities to discover, reinforce, and apply scientific concepts. Concepts are determined by the Michigan Academic Standards. The engineering design process will be applied and extended through the use of Project Lead the Way modular units and grade level units.

Students will:

- 1. Demonstrate an understanding of Engineering, Technology, and Applications of Science**
- 2. Demonstrate an understanding of Life Science**
- 3. Demonstrate an understanding of Earth and Space Science**
- 4. Demonstrate an understanding of Physical Science**

Project Lead the Way

Project Lead the Way is the STEM Curriculum for Midland Public Schools. Each grade level engages in four interdisciplinary modules in the areas of life science, physical science, earth and space science, technology and engineering. The modules are designed with compelling activities, projects, and problems that build upon each other and relates to the world around them.

In kindergarten, students will be given opportunities to discover and reinforce scientific concepts. The scientific process skills will continue to be stressed and extended through the use of the following modular units:

- **Structure and Function: Exploring Design** - Students discover the design process and how engineers

influence their lives. They explore the elements of structure and function by identifying products around them designed by engineers and asking questions engineers might ask. They are introduced to a design problem through a story in which Angelina wants to design a paintbrush. Students apply their knowledge from the module to design their own paintbrushes.

- **Pushes and Pulls** - Students investigate pushes and pulls on the motion of an object and develop knowledge and skills related to forces of differing strengths and directions. Their explorations include pushes and pulls found in their everyday world, such as pushing a friend on a swing or pulling a wagon. In this module’s design problem, Suzi needs to move rocks from her yard so she can install a swing set. Students work through the problem by applying what they learn about forces.
- **Structure and Function: Human Body** - Students explore the relationship between structure and function in the human body. They examine major organs within the body and investigate how the structure of each is related to its function. Students are introduced to the design problem through a story in which Angelina falls off the monkey bars and breaks her arm. Students learn about the diagnosis and treatment of her injury and then work to design and build a cast for Angelina.
- **Animals and Algorithms** - Students explore the nature of computers and the ways humans control and use technology. Starting with an unplugged activity, students learn about the sequential nature of computer programs. Students are inspired by a story in which Angelina, Mylo, and Suzi make videos to teach preschoolers about animals in their habitats. Then, students work in small groups to design and program a simple digital animation about an animal in its habitat.

Social Studies

In Kindergarten, students will learn about the social studies disciplines (history, geography, civics and government, and economics) through the lens of “Myself and Others”.

Expectations

1. Understands the relationship between people and the environment
2. Understands the connections between causes and consequences
3. Understands how societies construct organizations and systems
4. Understands how geography and human experiences give a place its identity
5. Understands the role of public discourse, decision making, and citizen involvement
6. Understands the impact of economic activities

The Arts

Experiences in kindergarten provide opportunities for children to use their imagination, express their feelings and emotions, and let their creativity blossom. Children learn to value uniqueness and individuality along with developing their own sense of what is beautiful. Effort and participation in dramatization, visual arts, music, creative movement and construction are promoted. Open-ended experiences in which the process is emphasized rather than the product build divergent thinking, problem-solving skills, and self-confidence.

Effort, participation and innovation in construction are promoted in the classroom setting. The classroom teacher provides the instruction and assessment in this area.

1. Creative Development – Shows imagination in construction (may include blocks, manipulatives, Legos®, etc.)

Ach: Makes own creation

Dev: Follows peers' creations

NY: Must be guided

Music

Effort and participation in music and creative movement are promoted. A certified teacher provides the instruction and assessment in this area.

2. Demonstrates understanding of basic musical concepts

Ach: Willing to participate

Dev: Joins in with encouragement

NY: Does not participate appropriately

Art

Effort and participation in visual arts and construction are promoted. A certified art teacher provides the instruction and assessment in this area.

3. Shows effort and originality in visual arts

Ach: Participates willingly; chooses to create on own; shows pride and enthusiasm for own product; takes time and makes a good effort; adds details

Dev: Prefers to imitate peers' work; occasionally chooses visual art activity; adds some details; will show work to others, but without much enthusiasm; seeks teacher approval at each step in the process

NY: Does not choose visual art activity on own; works quickly without details; needs major encouragement to participate; shows little or no excitement for own product; seeks teacher help for each step

Physical Development / Education

The kindergarten physical education program's primary emphasis is the acquisition of gross motor skills. The physical education specialist provides lessons, activities and experiences that allow children to develop the awareness, attitudes, and skills that lead to improved body control, wellness, and physical fitness. They also help the child in using large and small muscles to gain proficiency in body coordination. The physical education assessment is provided by the certified physical education teacher.

1. Demonstrates body control (Includes observations made in gym, classroom and outside time)

Ach: Controls body to avoid collisions; understands concept of space (own, others', room); demonstrates large motor dexterity

Dev: Sometimes collides with others; beginning to judge space appropriately; improving large motor dexterity

NY: Bumps into people and/or objects; falls or trips frequently; lacks large motor dexterity

2. Participates appropriately in physical activities (Includes observations made in gym, classroom and outside time)

Ach: Joins in appropriately during physical activities; enjoys physical activities; follows directions and rules of the game; understands use of equipment and uses it appropriately

Dev: Self-conscious during physical activities; seeks adult support often; general follows directions; understands use of equipment but does not always use it appropriately; learning to play with classmates

NY: Avoids physical activities; refuses to participate; has difficulty following directions; does not use equipment correctly or appropriately

3. Demonstrates cooperative behavior

Ach: Follows directions; follows rules of game; works well with classmates

Dev: Generally follows directions; understands use of equipment, but does not always use good

NY: Misuses equipment; uses inappropriate language; disrespectful of others

Spanish

Children today begin to learn a world language through an approach different from when their parents were in school. All world language instruction is presented in Spanish. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when pronunciation and flexibility in thinking skills (such as concept learning, problem-solving, and critical and divergent thinking) can be developed over time.

The kindergarten Spanish program reinforces basic skill areas by offering children a range of experiences connecting with Mathematics, Global Awareness, Language Arts, Music, Physical Activities, Technology, Art, and Science. Activities take into account different learning styles and abilities and include cultural games, songs, rhymes, storytelling, physical expression, and drawing. Developing listening comprehension in

kindergarten is a very important part of the communication process. It precedes speaking and pre-reading.

1. Demonstrates listening comprehension (following directions, repeating and responding)

Ach: Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues consistently

Dev: Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues

NY: Is not able to follow verbal directions, repeat or respond; is unable to respond to simple verbal, total physical response or concrete clues

2. Comprehends and uses vocabulary on familiar topics

Ach: Comprehends general information and produces vocabulary consistently when using objects, visuals, gestures and illustrations; imitates modeled words and phrases and begins to use them independently

Dev: Comprehends general information and uses some vocabulary when using objects, visuals, gestures and illustrations in speaking; imitates modeled words and phrases

NY: Is not able to comprehend general information or use vocabulary when manipulating objects, visuals, gestures or illustrations in speaking; is unable to imitate modeled words and phrases

3. Is a cooperative learner

Ach: Makes eye contact with speaker and is an engaged listener; often demonstrates initiative; attempts new activities once introduced; volunteers often; contributes appropriately in learning activities

Dev: Inconsistently makes eye contact with speaker; is hesitant but occasionally tries new activities with assistance and/or encouragement; contributes to learning activities with prompting

NY: Rarely makes eye contact with speaker; seldom contributes to learning activities even with prompting; demonstrates uncooperative behaviors with teachers and classmates