

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. This guide contains a list of the grade-level instructional objectives for each subject area. The instructional program focuses on these Virginia Beach objectives that include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning and enhanced academic achievement. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

*Sincerely,
Department of Curriculum and Instruction*

USING THE GUIDE

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

INVITE SUCCESS

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

GENERAL INFORMATION

Elementary Guidance Program

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

Parent/Student Handbook

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, availability of school services and materials, the school division calendar, regulations, and general guidelines.

Report Cards

The Grades K-2 Report Card formally advises parents of their child's progress/performance. It is issued four times a year. In addition, parents who register for the online Parent Portal can access their children's grades throughout the year.



Language Arts

The kindergarten language arts program focuses on the broad areas of oral language, reading, writing, and word study. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in reading. Following are the major concepts addressed in language arts at this grade level.

Reading

- Use a variety of reading comprehension strategies (e.g. predicting, inferring, making connections)
- Read independently a variety of literature
- Respond to literature orally and in writing

Written and Oral Communication

- Write for a variety of reasons to various audiences using different formats
- Form letters correctly and use appropriate spacing between letters, words, and sentences
- Communicate ideas in writing using legible handwriting, punctuation, and capitalization
- Demonstrate effective oral communication

Word Study

- Identify by name both upper-case and lower-case letters of the alphabet
- Identify beginning sounds of pictures and objects
- Identify letter sounds in the initial, medial, and final position in words
- Recognize rhyming words



Mathematics

A good mathematics foundation is essential since skill development is sequential. Instruction will be provided daily through a program called *Everyday Mathematics*. This is a teacher-directed program that allows children to develop an understanding of mathematics through the use of concrete materials and problem solving.

Number and Numeration

Understand the Meanings, Uses, and Representations of Numbers

- Count forward to 100 by 1s, 2s, 5s, and 10s
- Count backward by 1s
- Identify the number of objects in a set with 0–20 members, count numbers orally, and write the corresponding number
- Represent numbers with manipulatives and exchange 1s for 10s and 10s for 100s
- Represent half of a region or collection using manipulatives

Understand Equivalent Names for Numbers

- Use manipulatives, drawings, or numerical expressions to give equivalent names for numbers up to 20

Understand Common Numerical Relations

- Recognize the relationships between two sets of objects or two numbers: same; equal to; different, not equal to; less than, fewer, smaller; greater than, more, larger
- Identify ordinal positions—first, middle, and last through fifth

Operations and Computation

Compute Accurately

- Solve addition and subtraction problems using manipulatives, number lines, and mental arithmetic

Make Reasonable Estimates

- Estimate the number of objects in a given set

Understand Meanings of Operations

- Identify join and take-away situations

Data and Chance

Select and Create Appropriate Graphical Representations of Collected or Given Data

- Collect and organize data to create tally charts, tables, and bar graphs

Analyze and Interpret Data

- Use graphs to answer simple questions

Understand and Apply Basic Concepts of Probability

- Describe events using *certain*, *possible*, *impossible*, and other basic probability terms

Measurement and Reference Frames

Understand the Systems and Processes of Measurement: Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements

- Use nonstandard tools (e.g., hands, fingers, feet, pieces of string, paper clips, blocks) and techniques to estimate and compare weight and length
- Identify standard measuring tools – length (ruler), weight (scale), temperature (thermometer)
- Identify pennies, nickels, dimes, quarters, and dollar bills

Use and Understand Reference Frames

- Describe temperature using words such as *hot*, *warm*, and *cold*
- Identify a thermometer as a tool for measuring temperature
- Describe and use time measures in days and weeks
- Identify tools that measure time
- Tell time to the hour

Geometry

Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes

- Identify, describe, and compare circles, triangles, squares, rectangles, spheres, and cubes
- Identify representations of plane geometric figures, regardless of their position and orientation in space

Apply Transformations and Symmetry in Geometric Situations

- Identify shapes having line symmetry

Patterns, Functions, and Algebra

Understand Patterns and Functions

- Extend, describe, and create visual, rhythmic, numeric, and movement patterns
- Use rules to sort, make patterns, and play “What’s My Rule?” and other games

Use Algebraic Notation to Represent and Analyze Situations and Structures

- Use the symbols +, -, and =



Science skills and processes are developed within each unit of study. Children will use their five senses to explore the world through active discovery. Indoor and outdoor projects are planned to help children learn science concepts.

Describing Our World

- Observe and describe basic properties of objects
- Classify objects based on a single attribute (size, color, texture, and weight)
- Determine the placement of pictures or objects in order to complete a graph (10 or fewer items)
- Identify the position of an object using position words (over/under, in/out, above/below, left/right)

My Five Senses

- Identify the five senses and the body parts responsible for each sense

Investigating Magnets

- Classify objects as being attracted or not attracted to magnets

Sunlight and Shadows

- Identify sources of light that can produce shadows

Investigating Water

- Identify examples of the different phases of water (solid-ice, liquid-water, gas-steam)
- Observe and explain that heating or cooling can change water

Investigating Plants and Animals

- Describe the life needs of plants and animals
- Describe simple changes plants and animals undergo during their life cycle

Patterns

- Observe and identify weather conditions
- Identify and describe patterns in daily schedules at home and at school

Change

- Identify changes that people experience over time (e.g., height, weight, color of hair)
- Describe how people cause things to change (e.g., construction and demolition of buildings, planting and cutting down trees, building highways)
- Describe how things change naturally (e.g., seasonal changes, weather, growth in plants and animals)

Recycling

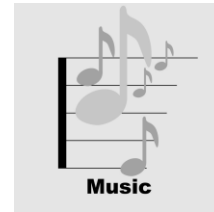
- Give examples of objects that can be recycled and describe how to recycle these materials



In kindergarten, students learn social studies concepts that build a foundation for learning independently and cooperatively with others.

- Recognize himself or herself as an individual
- Identify his or her birthday, telephone number, address, and city
- Demonstrate an understanding of the rules to be followed in school, on the playground, to and from school, and the consequences of breaking them
- Recognize that people make choices because they cannot have everything they want
- Explain that people work to earn money to buy the things they want
- Describe the location of people, places, and things by using positional words, (e.g., near/far, left/right)
- Recognize that there are many different kinds of jobs, and identify jobs performed by adults in school and community
- Recognize and use maps and globes
- Recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States
- Identify Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln
- Identify Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day
- Demonstrate traits of a good citizen

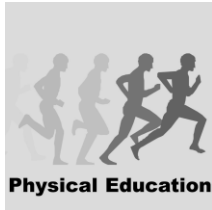
- Recognize the difference between past and present
- Begin to recognize that things change over time



The study of general music in the elementary school focuses on the development of certain minimum skills, understandings, and attitudes essential to becoming an informed consumer and producer of music. The student experiences music through a variety of related activities which include listening, singing, moving, and playing melodic and chordal instruments. Emphasis is placed on exploration, appreciation, creativity, and expression. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the National Standards for Music Education, the Virginia Standards of Learning for Music, and reinforces instruction in specific core Standards of Learning.

- Demonstrate singing songs and playing instruments
- Demonstrate the difference between sound and silence
- Demonstrate the ability to respond to music with movement
- Demonstrate a singing voice and a speaking voice
- Demonstrate steady beat
- Identify and demonstrate tempo and dynamic contrast
- Identify classroom instruments by sight and sound, separate and together
- Demonstrate respect for self, others, and equipment
- Demonstrate an understanding between music and other disciplines



Daily activities will be planned to provide a variety of meaningful and enjoyable experiences for children to develop physically, emotionally, cognitively, socially, and creatively.

- Recognize the need for regular physical activity
- Participate in daily activities to develop muscle strength, including stretching exercises
- Identify basic body parts used in movement
- Participate in physical activities safely and efficiently within a given space
- Demonstrate an awareness of space and direction while moving
- Demonstrate balance in various positions using different body parts
- Manipulate body and/or props creatively to action songs, dances, and activities
- Perform basic locomotor skills
- Demonstrate rhythmically the concepts of fast, slow, loud, and soft
- Move on straight and curved lines
- Participate in low-organizational games
- Demonstrate dexterity (hands and feet)



The kindergarten technology proficiencies offer children a variety of experiences in the utilization of technology. All technology experiences are to be integrated into the subject areas of language arts, mathematics, science, and social studies, emphasizing the use of technology as a tool for learning.

Creativity and Innovation

- Create a picture to illustrate a concept or idea using a simple drawing/art program with various tools
- Create a simple graphic organizer, flow chart, character map, word web, story web, or cause and effect chart
- Interact with, create or contribute to developmentally appropriate multimedia products
- Interact with simulations to explore age-appropriate concepts

Communication and Collaboration

- Demonstrate the use of digital tools for communication (i.e., word processing, graphics software, etc.)
- Contribute to the creation of a collaborative, digital product

Research and Information Fluency

- Demonstrate an awareness of online resources as a source of information

Critical Thinking, Problem Solving, and Decision Making

- Use electronic probes to gather data
- Use electronic tools to collect, organize, and analyze data; solve problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage, and visually represent information and ideas

Digital Citizenship

- Comply with the school division's Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Demonstrate an awareness of internet safety principles (i.e., do not share passwords; do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; be respectful when you are online; use the internet responsibly)
- Demonstrate the cooperative use of technology



Essential Information Literacy Skills (EILS)

The kindergarten Essential Information Literacy Skills (EILS) enhances student experiences for developing skills in information literacy, independent learning, and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire, think critically, and gain knowledge

- Recognize that the Library Media Center (LMC) has a variety of technology and print resources available
- Distinguish between fiction and nonfiction texts
- Understand that books are arranged in a special order with fiction arranged in alphabetical order by author's last name and nonfiction arranged in numerical order by subject
- Identify and locate the parts of the book such as the title page, spine, and the call number, table of contents, glossary, and index
- Collaborate with others to broaden and deepen understandings

Draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge

- Use technology and other tools to create products demonstrating knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

Share knowledge and participate ethically and productively as members of our democratic society

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning product

- Use internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

Pursue personal and aesthetic growth

- Read, listen, and respond to a variety of literature
- Select and use appropriate books and other sources of information for personal growth and pleasure
- Demonstrate appropriate library behavior and etiquette



Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum, but is differentiated, modified, and expanded to provide appropriate learning challenges. Opportunities are provided for students through whole group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes towards themselves and others. Gifted resource teachers support kindergarten teachers in differentiation of curriculum and instruction for students. For further information contact the Office of Gifted Education and Curriculum Development at 263-1405.



Remedial

Remedial education programs designed to strengthen and improve academic achievement of students who are educationally at-risk, are available to students in grades kindergarten through twelve. Remediation goals will be established for eligible students, and student progress will be monitored. For further information, call the principal of your child's school.

Special Education



Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP). The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.



**English as a
Second Language**

English as a Second Language

The kindergarten English as a Second Language (ESL) program supports grade-level language arts Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English language learners, so that they may acquire the language communication skills and the academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in all areas of the regular curriculum. For further information concerning ESL, call the coordinator of English as a Second Language, Office of Compensatory Programs and Remediation at 263-1077.