

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 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.



**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***

- Begin to use a variety of reading comprehension strategies
- Locate the front and back of a book
- Read print from left to right and top to bottom
- Make predictions about text content using title, pictures, and portions of the text read aloud
- Retell the main events in a story
- Read independently a variety of literature
- Follow one-step and two-step directions

### ***Written and Oral Communication***

- Listen and respond to a variety of literature
- Write daily (pictures, labels, journals, lists)
- Share writing with others
- Begin to form letters correctly and to use appropriate spacing between letters, words, and sentences
- Begin to use capitalization and ending punctuation
- Participate in class lessons and class discussions
- Express thoughts in complete sentences

### ***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
- Identify the ordinal positions first, middle, and last through fifth

#### ***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

### ***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

## ***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 eight basic colors (red, orange, yellow, green, blue, purple, black, and white)
- Identify shapes (circle, triangle, square, and rectangle)
- 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 states 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

### ***Patterns***

- Observe and identify weather conditions
- Identify and describe patterns in daily schedule 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)

### ***Recycling***

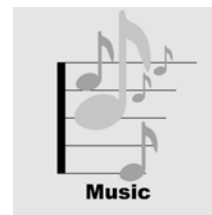
- Give examples of objects that can be recycled and describe how to recycle these materials



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

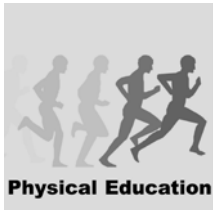


The study of general music in the elementary school focuses on the development of certain minimum skills, understandings, and attitudes essential to becoming an informed consumer of music. The student experiences music through a variety of related activities which include listening, singing, moving,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

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.

### ***Basic Operations and Concepts***

- Use technology to demonstrate the ability to perform a variety of tasks such as opening and closing programs, saving work, using pull-down menus, opening and closing windows, and responding to commands
- Demonstrate the use of a mouse, keyboard, and earphones
- Use multimedia resources such as interactive books and software with graphical interfaces
- Demonstrate basic keyboarding skills

### ***Social and Ethical Issues***

- Demonstrate the school's rules for using computers
- Demonstrate the importance of protecting personal information
- Demonstrate the responsible use of technology systems and software

### ***Technology Research Tools***

- Identify different formats such as text, video, audio, and graphics
- Demonstrate the use of technology resources for directed and independent research activities

### ***Problem-solving and Decision-making Tools***

- Demonstrate how a computer can be used to help solve problems such as looking up information

### ***Technology Communication Tools***

- Interact with or contribute to developmentally appropriate multimedia products
- Participate in directed and independent learning activities using a variety of media and technology resources
- Communicate about technology using developmentally appropriate and accurate terminology



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).

### ***Information Literacy***

- Locate the Library Media Center (LMC) and identify its purpose
- Identify the LMS and his/her role
- Recognize that the LMC has a variety of technology and print resources available
- Understand that books are arranged in a special order and that there are different sections of materials in the LMC
- Identify and locate the parts of the book such as the title page, spine, front, and back cover

### ***Independent Learning***

- Distinguish between fiction and nonfiction texts
- Select appropriate books for personal growth and pleasure

### ***Social Responsibility***

- Demonstrate appropriate library behavior and etiquette
- Take proper care of materials, equipment, and facilities
- Use the Internet appropriately as a means of personal learning and the respectful exchange of ideas and products

- Practice Internet safety
- Comply with the school division's Acceptable Use Policy



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 at 263-1405.



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 the identification, evaluation, and provision of an individualized education program (IEP) for students with disabilities who meet the eligibility requirements under the *Individuals with Disabilities Education Act*. The IEP addresses the student's individual needs. It includes goals and objectives to support the student's progress in the general education curriculum to the greatest extent possible. The delivery of instruction may include modifications and/or adaptations to instructional techniques, materials, equipment, and setting. For further information about special education, contact the Parent Resource Center at 263-2066.



**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 Instructional Services, at 263-1080.