

TULSA PUBLIC SCHOOLS KINDERGARTEN

2009-2010 PACING CALENDARS

The Tulsa Public Schools **Pacing Guides & Calendars** are designed as a guidepost for curriculum and instruction for kindergarten students. As Kindergarten Teachers, you need to pace your instruction and implement ongoing observation and assessment of students to monitor each child's growth and development and progress toward grade level expectations.

The **Pacing Guide & Calendar** organize the Kindergarten Standards and Benchmarks (PASS Skills developed by Oklahoma State Department for Education) into school quarters to assist teachers in pacing instruction and assessment for the entire school year. **Beginning in the 2009-2010 school year, Kindergarten Teachers will monitor and assess each child's development and progress on a quarterly basis. Each student's Report of Student Progress & Development will be documented in Power Teacher and reports to parents will be sent each quarter in accordance with the district distribution of reports to parents.**

The Pacing Calendar is most useful as a tool to help the classroom teacher determine which learning expectations need to be assessed each quarter. Initial instruction and ongoing support and practice of learning expectations should begin well in advance of assessment period. The calendar format provides you the same kindergarten learning expectations as the Pacing Guide but in a format that reflects each quarter's areas of assessment.

In **Kindergarten**, it is the responsibility of the teacher to provide meaningful experiences that build a foundation for future learning. The language of the K Standards/Benchmarks indicates varying degrees of "knowing". The child's level of mastery can be determined by observing their performance of skill during daily routines, practice or application of learning expectation in learning centers, or during an on demand assessment situation. When observing and assessing young children in kindergarten consider these definitions related to the language found in the Standards/Benchmarks:

- **Begins to...** child has experienced the concept/idea in multiple settings and has a simple, basic understanding of the concept/idea
- **Recognizes.....**child can locate/point to the letter or number symbol, shape, or object when teacher names it for them; child cannot name it on their own yet; Example: teacher would say, "Show me the letter B" and child can point to correct letter.
- **Identifies/Names.....**child can identify or name the letter or number symbol, shape, or object on their own; Example: teacher would ask, "What is this letter?" Child then responds by naming the letter, number, shape, etc.
- **Describes.....**child can give details or characteristics related to object, event, or experience
- **Distinguishes...**child can tell the differences between people, objects, or symbols
- **Demonstrates.....** child has had numerous experiences and practice with the learning expectations and can show in some way a complete understanding of the learning expectation

If a kindergarten child demonstrates academic performance which is significantly below or above kindergarten grade level, the teacher should refer to grade level expectations below or above kindergarten and develop a plan for instruction for that child or group of children. It is also the responsibility of the teacher to communicate to parents/guardian the kind of support provided.

The EC Committee hopes that the **Pacing Guide & Calendar** will assist you in the planning and preparation of timely and meaningful experiences for your students. If you have other questions or concerns, please contact Pam Brooks, Early Childhood Curriculum Specialist at www.brookpa@tulsaschools.org.

Thanks to Early Childhood Committee for their hard work on this project and their dedication to young children: Kim Bigger, Pamela Boxley, Talitha Bray, Jene' Carpenter, Eva Coleman, Kathy Gilpin, Andrew McKenzie, and Angie Teas

APPROACHES TO LEARNING

Kindergarten

(adopted from the Early Learning Guidelines for Pre-K)

There are basic principles or approaches to learning present for all children. Each child has his/her own unique approach to learning that should be fostered and encouraged as they grow and develop.

The child demonstrates positive attitudes, habits, and learning styles.

1. Demonstrates an eagerness and interest in learning.
2. Develops and expands listening skills.
3. Demonstrates self-direction and independence.
4. Demonstrates increasing ability to set goals and develop and follow through on plans.
5. Manages transition between activities effectively.
6. Understands, accepts, and follows rules and routines.
7. Develops increasing ability to find more than one solution to a question, task or problem.
8. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults.

LANGUAGE ARTS PACING GUIDE

Kindergarten

First Quarter

Oral Language/Listening and Speaking

Standard 1: Listening - The student will listen for information or pleasure.

- 1.2 Listens with interest to stories read aloud.
- 1.3 Follows one- and two-step directions.

Reading and Literature

Standard 6: Comprehension - The student will associate meaning and understanding with reading.

- 6.4 Tells what is happening in a picture.

Writing

Standard 2: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing and applying standard English conventions.

2.2 Handwriting

- 2.2a. Traces, copies, and generates some letters. (Children may still be reversing some letters).
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Second Quarter

Oral Language/Listening and Speaking

Standard 1: Listening - The student will listen for information or pleasure.

- 1.1 Hears and repeats sounds in a sequence (e.g., hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence).

Standard 2: Speaking - The student will express ideas or opinions in group or individual settings.

- 2.1 Shares information and ideas speaking in clear, complete, coherent communication.
- 2.2 Recites short poems, rhymes, and songs.

Reading and Literature

Standard 1: Print Awareness - The student will understand the characteristics of written language.

- 1.1 Demonstrates correct book orientation by holding book correctly and indicating where to begin.
- 1.2 Identifies the front cover, back cover, title page of a book and title and author.
- 1.3 Follows words from left to right and from top to bottom on the printed page.
- 1.4 Understands that printed materials provide information.
- 1.7 Recognizes all capital and lower-case letters of the alphabet when named. (e.g. "Show me the letter y.")

Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g. words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

- 2.2 Identifies and counts syllables in spoken words.

Standard 6: Comprehension - The student will associate meaning and understanding with reading.

- 6.1 Uses pre-reading skills (connecting prior knowledge, predicting and using picture clues).
- 6.2 Retells, reenacts or dramatizes a story.
- 6.3 Makes predictions and confirms after reading or listening to text.

Writing

Standard 2: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing and applying standard English conventions.

2.2 Handwriting

- 2.2b. Prints his/her first and last name
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Third Quarter

Oral Language/Listening and Speaking

Standard 3: Group Interaction - The student will use effective communication strategies in pairs and in small group context.

- 3.1 Shows respect and consideration for others in **verbal** communications.
- 3.2 Shows respect and consideration for others in **physical** communications.

Reading and Literature

Standard 1: Print Awareness - The student will understand the characteristics of written language.

- 1.5 Recognizes that sentences in print are made up of separate words.
- 1.6 Distinguishes letters from words.

Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g. words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

- 2.1 Identifies and produces simple rhyming pairs. (e.g. bat/cat).
- 2.2 Identifies and counts syllables in spoken words.
- 2.3 Distinguishes onset and rime in one-syllable words. (e.g., onset - /b/ in bat, rime - at in bat).
- 2.5 Recognizes the same sounds in different words (e.g., /b/ in ball, big, and bun).

Standard 3: Phonics/Decoding - The student will demonstrate the ability to apply sound symbol relationships.

- 3.1a. Identifies all upper case letters of the alphabet by name.

Standard 4: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

- 4.1 Increase personal vocabulary by listening to variety of text and literature.
- 4.2 Uses new vocabulary and language in own writing.

Standard 5: Fluency - The student will demonstrate the ability to identify words in text.

5.1 "Reads" familiar texts emergently, not necessarily verbatim from the print.

Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

7.1 Distinguishes between fiction and non-fiction.

7.3 Summarizes main points and events of a simple story.

Writing

Standard 1: Writing Process - The student will use the writing process to write coherently.

1.1 Participates in frequent group and individual writing opportunities.

1.2 Dictates sentences about an event or experiences.

1.3 Reads his/her writing to the group, teacher and/or parent.

2.1 Spelling

2.1a. Recognizes that letters have different sounds.

2.1b. Recognizes and records some beginning and ending sounds in words.

2.1c. Generates temporary spelling using letters, particularly to represent initial and ending consonant sounds.

Fourth Quarter

Reading and Literature

Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g. words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

2.4 Recognizes ending sounds in spoken words (e.g., /t/ in bat).

2.6 Begins to blend phonemes to form a word (e.g., /b/ /a/ /t/ = bat).

2.7 Begins to segment phonemes of one syllable words (e.g., bat = /b/ /a/ /t/).

Standard 3: Phonics/Decoding - The student will demonstrate the ability to apply sound symbol relationships.

3.1 b. Identifies all lower case letters of the alphabet by name.

3.2 Identifies letters of the alphabet by sound.

Standard 4: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Standard 5: Fluency - The student will demonstrate the ability to identify words in text.

5.2 Recognizes some common words by sight (approx. 10-12—examples: a, the, I, my, you, is, are).

Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

7.2 Places events in sequential order by telling the beginning, middle, and ending

7.4 Recognizes cause/effect relationships in stories.

Standard 8: Research & Information - The student will conduct research and organize information.

8.1 Begins to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person).

Visual Literacy

Standard 4: Interpret Meaning - The student will interpret and evaluate various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

4.1 Responds to visual messages by distinguishing between reality and fantasy in books, videos, and television programs.

MATHEMATICS PACING GUIDE

Kindergarten (updated according to PASS revisions 4/2009)

First Quarter

Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will sort and classify objects and analyze simple patterns

- 1.1 Sort and group objects into a set and explain verbally what the objects have in common (for example color, size, shape).

Standard 2: Number Sense – The student will understand the relationship between numbers and quantities.

- 2.2 Pair and count objects using one-to-one correspondence (such as one napkin for each child at snack time).
 - 2.3a. Counts forward to 10
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Second Quarter

Standard 2: Number Sense – The student will understand the relationship between numbers and quantities.

- 2.1 Compare a group or set to another group, set or numerical quantity and verbally explain which has more, less or equivalent quantities.
- 2.3a. Count forward to **20** and backward from **20**.
- 2.4a. Count objects in a set one-by-one from **1-10**.
- 2.5a. Identify and create sets of objects **0-10**.

Standard 3: Geometry– The student will identify common geometric shapes and explore the relationship of objects in the environment.

- 3.1a. Recognize and describe a variety of two-dimensional shapes: square, triangle, circle, rectangle, oval, rhombus, hexagon, and trapezoid.

Standard 4: Measurement – The student will explore the concepts of nonstandard and standard measurement.

1. Linear Measurement

- 4.1b. Compares and describes objects according to observable attributes (such as long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).
- 4.1c. Compare and order objects in graduated order (e.g. shortest to tallest, thinnest to thickest).

Standard 5: Data Analysis – The student will collect and analyze data in a group setting.

1. Data Analysis

- 5.1a. Use numbers and counting as a means for solving problems and measuring quantity
 - 5.1b. Develops abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.
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Third Quarter

Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will sort and classify objects and analyze simple patterns

1.2 Explain verbally and extend simple patterns (e.g. ■○ ■○■○).

Standard 2: Number Sense – The student will understand the relationship between numbers and quantities.

2.3b. Count forward to **50**

2.6 Identify and write numeral zero through ten, in and out of sequence. Children may still be reversing some numerals.

2.8 Combine and remove objects from sets and verbally describe the result (e.g., adding object to a set makes the set larger, subtracting objects from a set makes the set smaller).

Standard 3: Geometry– The student will identify common geometric shapes and explore the relationship of objects in the environment.

3.2 Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).

Standard 4: Measurement – The student will explore the concepts of nonstandard and standard measurement.

2. Time

4.2b. Identify the days of the week and months of the year.

3. Money

4.3 Identify the coins penny, nickel, dime and quarter.

Standard 5: Data Analysis – The student will collect and analyze data in a group setting.

1. Data Analysis

5.1c. Describes similarities and differences between objects

Fourth Quarter

Standard 1: Algebraic Reasoning: Patterns and Relationships – The student will sort and classify objects and analyze simple patterns

1.3. Use objects to demonstrate “related facts” such as $3+4=7$, $7-3=4$, and $7-4=3$.

Standard 2: Number Sense – The student will understand the relationship between numbers and quantities.

2.3c. Count forward to **100**

2.4b. Count objects in a set one-by-one from **1-20**.

2.5b. Identify and create sets of objects **0-20**.

2.7 Identify the ordinal position (first through tenth) of objects.

Standard 3: Geometry– The student will identify common geometric shapes and explore the relationship of objects in the environment.

- 3.1b. Name/identify and compare a variety of two-dimensional shapes: square, triangle, circle, rectangle, oval, rhombus, hexagon, and trapezoid.
- 3.2 Recognize, identify/name, and describe a variety of three-dimensional geometric shapes: sphere, cube, cylinder, rectangular prism, cone

Standard 4: Measurement – The student will explore the concepts measurement.

1. Linear Measurement

- 4.1a. Measures object using nonstandard units of measurement (e.g., pencil, paper clip, block).
- 4.1d. Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar; day, month, year, season), and temperature (thermometer).

2. Time

- 4.2a. Tell time on digital and analog clocks to the hour

SOCIAL STUDIES PACING GUIDE

Kindergarten

First Quarter

No Assessments—Teach & observe Civics skills

Second Quarter

Civics

Standard 1: The student will exhibit traits of good citizenship.

- 1.1 Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).
- 1.2 Exhibits behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).
- 1.3 Listens to others while in large and small groups.
- 1.4 Shows respect for others and their property.

Standard 2: The student will recognize patriotic symbols and activities.

- 2.1 Identifies the American flag as a national symbol of our country and understands the etiquette of its use.

Geography

Standard 1: The child will demonstrate knowledge of basic geographic concepts.

- 1.1 Locates and describes familiar places.
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Third Quarter

Civics

Standard 2: The student will recognize patriotic symbols and activities.

- 2.2 Identifies the Oklahoma flag as a symbol of our state.

Standard 3: The student will explain the importance of individual responsibility.

- 3.1 Describes the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).

Geography

Standard 1: The child will demonstrate knowledge of basic geographic concepts.

- 1.2 Begins to develop an understanding of city/town, state, and country.
- 1.3 Identifies a map as a drawing of a particular location.
- 1.4 Recognizes Oklahoma on a map of the United States.

History

Standard 1: The student will understand that history relates to events and people of other times and places.

- 1.1 Explores through literature examples of past events and important Americans in legends and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross).
 - 1.2 Explores through literature the people and events honored in commemorative holidays (e.g. Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Thanksgiving).
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Fourth Quarter

Geography

Standard 2: The student will discuss how children in various communities and cultures are alike and different.

- 2.1 Explores how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).
- 2.2 Explores how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.

Economics

Standard 1: The student will identify basic economic concepts.

- 1.1 Recognizes money is used to purchase goods.
- 1.2 Understands the concept of saving.

Standard 2: The student will explore various careers and the concept of employment (e.g. school personnel, community helpers).

- 2.1 Identifies various school personnel and community helpers.
- 2.2 Understands the concept of work (jobs) and what is required to perform them.

SCIENCE PACING GUIDE

Kindergarten

Physical Science Quarter

Standard 1: The student will investigate and describe objects that can be sorted in terms of physical properties.

1.1 Observes, describes, sorts, and classifies the sensory attributes of objects according to taste, smell, hearing, touch, and sight.

1.2 Compares and describes the properties of some objects (e.g., heavy-light, rough-smooth, hard-soft, solid-liquid, wet-dry).

1.3 Observes and describes how objects move (e.g., slide, turn, twirl, roll).

Process Standard 1: The student will investigate and experiment with objects to discover information.

PS1.1 Observes, describes, sorts, and classifies objects according to their common properties (e.g., animals, plants, shells, rocks, buttons).

PS1.2 Participates in simple experiments to discover information (e.g., sink/float, melting/freezing, magnetic/non-magnetic, ramps/movement).

PS1.3 Asks questions, makes predictions, and communicates observations orally and/or in drawings.

Life Science Quarter

Standard 2: The student will observe and investigate plants and animals.

2.1 Observes and describes what various plants and animals need for growth.

2.2 Observes and describes the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).

2.3 Observes and describes how animals move (e.g., walk, crawl, hop, fly).

Process Standard 1: The student will investigate and experiment with objects to discover information.

PS1.1 Observe, describe, sort and classify objects according to their common properties (e.g., animals, plants, shells, rocks, buttons).

PS1.2 Participate in simple experiments to discover information(e.g., planting, observing living things).

PS1.3 Ask questions, make predictions, and communicate observations orally and/or in drawings.

Earth/Space Science Quarter

Standard 3: The student will investigate and observe the basic concepts of the Earth.

3.1 Explores and describes the properties of common earth materials (e.g., soil, rocks, water).

3.2 Observes and describes changes in daily weather.

3.3 Observes and describes characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).

3.4 Observes and participates in simple conservation measures used to protect the environment (e.g., recycling, careful use of water).

Process Standard 1: The student will investigate and experiment with objects to discover information.

PS1.1 Observes, describes, sorts, and classifies objects according to their common properties (e.g., animals, plants, shells, rocks, buttons).

PS1.2 Participates in simple experiments to discover information (e.g., compares earth materials, cloud/tornado in a bottle, sun/shadows).

PS1.3 Asks questions, makes predictions, and communicates observations orally and/or in drawings.

MOTOR SKILL, HEALTH & SAFETY PACING GUIDE

Kindergarten

First Quarter

Standard 1: The child will participate in activities that involve large motor skills.

1.2 Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

3.2 Experiences sustained moderate physical activity for short periods of time.

Second Quarter

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

1.3 Combines various movement patterns to music, but not necessarily in time.

1.4 Kicks a slowly rolling ball.

1.5 Balances on one foot for approximately five seconds.

1.7 Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, catching and tossing).

Standard 2: The child will participate in activities that involve small motor skills.

2.1 Demonstrates increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles.

2.2 Holds and uses pencils, crayons, and markers using thumb and two fingers.

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

3.1 Associates physical activity with the benefit of maintaining fitness and personal well-being

3.3 Discusses basic health needs of human beings (e.g. dental, hearing, vision care, exercise, and nutrition)

Third Quarter

Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.

1.1 Demonstrates the ability to move in various basic locomotor patterns (e.g.,

galloping, hopping, jumping, running, skipping, sliding).

1.6 Walks and balances on a four-inch line or balance beam.

Fourth Quarter

Standard 2: The child will participate in activities that involve small motor skills.

2.1 Demonstrates increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles.

2.2 Holds and uses pencils, crayons, and markers using thumb and two fingers.

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

3.3 Discusses basic health needs of human beings (e.g. dental, hearing, vision care, exercise, and nutrition)

VISUAL ART PACING GUIDE

Kindergarten

1st and 3rd Quarters: Provide initial instruction and ongoing support of the benchmark.
2nd and 4th Quarters: Provide appropriate time to assess that particular benchmark.

Standard 1: Language of Visual Art - The student will identify visual art terms

- 1.1 Names and describes elements of art: line, color, form, shape, texture, value and space.
- 1.2 Explores different art methods such as drawing, painting, weaving, and sculpting.

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from a historical and cultural perspective.

- 2.1 Identifies other art forms such as music, dance, and drama.
- 2.2 Discusses and identifies art used everyday in the home, community or school (e.g. signs, posters, cartoons, labels, menus)
- 2.3 Identifies other art forms such as music, dance, and drama.

Standard 3: Visual Art Expression – The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

- 3.1 Manipulates a variety of materials (media).
 - a. Drawing Media: markers, chalks, crayons.
 - b. Painting Media: finger paint.
 - c. Sculpture Media: clay, string, paper, foil, cardboard, found objects.
 - d. Mixed Media: tissue, photos, found objects, foil, fiber, paint, paper.
- 3.2 Uses objects to express creative ideas.
- 3.3 Uses art media and tools in a safe and responsible manner.

Standard 4: Visual Art Appreciation – The student will appreciate visual art as a vehicle of human expression

- 4.1 Demonstrates appropriate behavior while viewing art.
- 4.2 Demonstrates respect for student work and the work of others.
- 4.3 Demonstrates thoughtfulness and care in completion of artworks.

MUSIC PACING GUIDE

Kindergarten

*1st and 3rd Quarters: Provide initial instruction and ongoing support of the benchmark.
2nd and 4th Quarters: Provide appropriate time to assess that particular benchmark.*

Standard 1: Language of Music - The student will read, notate, and interpret music.

1.1 Identifies the elements of music: melody (up and down), harmony (sing with instruments, without instruments), tone color (classroom percussion instruments, sounds from nature, machines, or the environment), rhythm (strong and weak beats, steady beat, long and short sounds), form (same or different and solo/chorus), pitch (high or low), tempo (fast or slow), and dynamics (loud or soft).

1.2 Recognizes basic features of familiar and unfamiliar songs: Dynamics (loud and soft), tempo (fast and slow), and styles (action songs, chants, rhymes, finger plays).

Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.

2.1 Recognizes music from our country, work songs, holiday songs and music from different countries.

2.2 Sings and performs music from a variety of folk, ethnic, patriotic and contemporary songs.

Standard 3: Music Expression - The student will perform, imitate, compose a variety of music within specific guidelines.

3.1 Participates in music through singing and/or playing instruments.

3.2 Responds to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.

3.3 Participates in music through singing and/or playing instruments.

Standard 4: Music Appreciation - The student will learn to appreciate music and expand their listening beyond music currently familiar to the student

4.1 Demonstrates respect for music performed by the student and by other students and professional performers.

4.2 Discuss likes and dislikes of music of different styles.