

TULSA PUBLIC SCHOOLS

Kindergarten Learning Expectations

Administration

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Superintendent

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Tulsa Public Schools VISION and MISSION

Vision

Tulsa Public Schools—The District of Choice

Mission

We will provide quality learning experiences for every student, every day, without exception.

Dear Parent/Guardian:

Tulsa Public Schools is committed to providing a quality learning experience for your child every day. Parents and guardians are our partners in this effort. This booklet provides an overview of the new knowledge and skills that your child is expected to learn this year. This tool, along with the Parent Assisted Learning (PALS) Packets, is available from your child's teacher. PALS Packets are short activities, designed with parents in mind, to do with your child at home. They provide additional focus on practicing and reinforcing the learning that is taking place in your child's classroom. We strongly encourage you to use the Learning Expectations and the PALS Packets. Both will strengthen your child's education and support the efforts of the teacher to provide a quality learning experience every day.



The grade-level expectations are based on the State of Oklahoma's Core Curriculum which is known as Priority Academic Student Skills (PASS). From PASS, the District's learning expectations are developed and teachers use the standards and benchmarks that are found in PASS, along with the instructional Pacing Calendars, to plan and guide their teaching.

As your child's first and most important teacher, we encourage you to review these Learning Expectations and discuss them with your child's teacher. It is important that you know how your child is progressing in his/her efforts throughout the school year. You should ask your child's teacher about using the PALS Packets to assist your child in acquiring the necessary knowledge and skills. More information will be provided during Parent/Teacher Conferences about the PASS Standards and Benchmarks and what you can do at home to review and expand upon your child's school experiences. Our goal is to help your child to experience instruction that is challenging and relevant to his/her future success. You can assist the school in reaching this goal!

Thank you for being your child's most important teacher and for agreeing to serve as our educational partner. We are looking forward to our partnership with you as we work together to make certain that this school year is a great success.

School Board Members

Gary Percefull
President

Ruth Ann Fate
Vice President

Oma Jean Copeland

Bobbie Gray

Matt Livingood

Brian Hunt

Lana Turner-Addison

A handwritten signature in black ink, appearing to read "Michael E. Zolkoski".

Michael E. Zolkoski, Ph.D.
Superintendent



“Education is simply incomplete without a deep and abiding commitment in the home to independent reading, self-discipline, cooperation, communication, and an unending search for learning.

Standards in schools are powerless without standards at home; accountability for teachers is irrelevant without accountability for students and parents.

The most profound impact on your child’s education will not stem from the words of the President nor from the legislation passed by Congress, but from the discussions you have with your children tonight and for many evenings to come.”

Excerpts from
Crusade in the Classroom
by
Douglass B. Reeves, Ph.D.

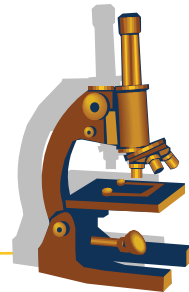
Science Standards

Content Standard 1: Physical—Investigates and describes objects that can be sorted in terms of physical properties.

Content Standard 2: Life—Observes and investigates plants and animals.

Content Standard 3: Earth/Space—Investigates and observes the basic concepts of the Earth.

Process Standard 1: Science Processes and Inquiry—Investigates and experiments with objects to discover information.



Mathematics Standards

Standard 1: Patterns—Sorts and classifies objects and analyzes simple patterns.

Standard 2: Number Sense—Understands relationship between numbers and quantities.

Standard 3: Geometry and Spatial Sense—Identifies common geometric shapes and explores the relationship of objects in the environment.

Standard 4: Measurement—Explores the concepts of nonstandard and standard measurement.

Standard 5: Data Analysis—Collects and analyzes data in a group setting.



Reading/Language Arts Standards

Standard I.1: Print Awareness—Understands characteristics of written language.

Standard I.2: Phonological/Phonemic Awareness—Hears, identifies, and manipulates spoken language and individual sounds in spoken words.

Standard I.3: Phonics/Decoding—Applies sound-symbol relationships.

Standard I.4: Vocabulary—Develops and expands knowledge of words and word meanings to increase vocabulary.

Standard I.5: Fluency—Identifies words in text.

Standard I.6: Comprehension—Associates meaning and understanding with reading.

Standard I.7: Literature—Reads to construct meaning and responds to a wide variety of literary forms.

Standard I.8: Research and Information—Conducts research and organizes information.

Standard II.1: Writing Process—Uses the writing process to write coherently.

Standard II.2: Grammar/Usage and Mechanics—Demonstrates appropriate practices in writing by applying standard English conventions.

Standard III.1: Listening—Listens for information and for pleasure.

Standard III.2: Speaking—Expresses ideas and opinions in group or individual situations.

Standard III.3: Group Interaction—Uses effective communication strategies in pairs and small groups.

Standard IV.1: Interpret Meaning—Interprets and evaluates the various ways visual image-makers, including artists, illustrations, and news photographers, represent meanings.



For a detailed description of each Standard, please refer to the Tulsa Public Schools Pacing Calendars at <http://www.tulsaschools.org/depts/currsvc/currsvc.shtm>



Social Studies Standards

Standard I.1: Exhibit traits of good citizenship.

Standard I.2: Recognize patriotic symbols and activities.

Standard I.3: Explain the importance of individual responsibility.

Standard II.1: Demonstrate knowledge of basic geographic concepts.

Standard II.2: Discuss how children in various communities and cultures are alike and different.

Standard III.1: Understand that history relates to events and people of other times and places.

Standard IV.1: Identifies basic economic concepts.

Standard IV.2: Explores various careers and the concept of employment.



“Promoting literacy at home does not mean creating an academic setting and formally teaching children. Parents and other caregivers can take advantage of opportunities that arise in daily life to develop language and literacy. Often, these are unplanned, casual acts, like commenting on words on an article of clothing or engaging children in conversation. At other times, it is a conscious effort to read good books with children or provide toys that promote good literacy development.”

Starting Out Right: A Guide to Promoting Children's Reading Success by the National Research Council

Print date 10-07

Community Guidelines

Creating a safe, threat-free environment takes deliberate effort on the part of the teacher who works to make every student feel included in the learning community. Community Guidelines focus students on clear expectations for citizenship and leadership. The Guidelines are identified below. We encourage parents to use the same language so that as children transition from home to school, they will recognize parents and schools are working together to reinforce positive expectations.

Mutual Respect: Considering and honoring individual and cultural differences

Attentive Listening: Listening silently, non-verbal encouragement, and reflecting

Trustworthiness: Practicing being dependable, reliable, honest, keeper of confidences

Truthfulness: Being honest with ourselves and others

Appreciations/No Put Downs: Positive statements rather than negative or derogatory remarks

Right to Pass: Choosing the extent to participate in a group activity when the activity does not involve academic responsibility

Personal Best: Quality work, the best possible performance given the time and resources available

-Adapted from *TRIBES* by Jean Gibbs and
Tools for Citizenship and Life by Sue Pearson

LIFESKILLS DEFINE OUR PERSONAL BEST

Caring: To feel and show concern for others

Common Sense: To use good judgment

Cooperation: To work together toward a common goal or purpose

Courage: To act according to one's beliefs despite fear of consequences

Curiosity: A desire to investigate and seek understanding of one's world

Effort: To do your best

Flexibility: To be willing to alter plans when necessary

Friendship: To make and keep a friend through mutual trust and caring

Initiative: To do something because it needs to be done

Integrity: To act according to a sense of what's right and wrong

Organization: To plan, arrange, and implement in an orderly way, to keep things orderly and ready to use

Patience: To wait calmly for someone or something

Perseverance: To keep at it

Pride: Satisfaction from doing your best

Problem Solving: To create solutions for difficult situation and everyday problems

Resourcefulness: To respond to challenges and opportunities in innovative and creative ways

Responsibility: To respond when appropriate, to be accountable for your actions

Sense of Humor: To laugh and be playful without harming others

-Adapted from Susan Kovalik and Associates, 2002