

Burlington Public Schools

**Parent Guide to  
Learning Expectations  
for Grades K-2**

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Dear Parents and Caregivers:

Parents often ask “*What will my child learn in school this year?*” We hope this overview will highlight for you the learning expectations we have for your child. Being explicit about our expectations provides an opportunity to strengthen students' understanding - especially by developing shared expectations with you. Research indicates that parent involvement leads to improved student achievement; the more engaged parents are in school and with their child’s learning, the better children perform. Only by working together can we provide the learning environment and the degree of focus that maximizes your child’s learning.

Parents have always been our partners in making learning a positive and meaningful experience. We hope clarity about curriculum expectations provides you information to support your child’s growth and development. This document can serve as a guide for asking your child more direct questions about his/her daily classroom activities and assignments, a source for raising questions at parent-teacher conferences, and as a context for supplementing your child’s learning experiences.

These expectations are the result of curriculum committee reviews, many teachers’ input and the leadership of our curriculum specialists. The staff works diligently on a continuous basis to align curriculum to Massachusetts’ State Frameworks and to address priorities within the Burlington Schools. These grade level expectations reflect best practice and the current Department of Education guidelines. Learning is intended to be cumulative, built on the knowledge and skills students acquire in earlier grades.

We hope you will find this informative and useful. Thanks for your continued involvement.

Sincerely,

*Cynthia M. Marchand*  
Assistant Superintendent,  
Curriculum and Instruction

One question that we are frequently asked by parents is “What can we do at home to help with our child’s education?” We have included some of our most helpful ideas.

There is a direct correlation between being responsible at home and being responsible in school. Many school tasks require high levels of responsibility and children with experience in this area are more likely to succeed in school.

Show children that school is important by:

- Establishing routines for getting a good night’s sleep, eating a healthy breakfast, completing homework assignments, getting to school on time, and attending school regularly.
- Identifying a “study area” at home for doing homework and preparing for tests.
- Joining the PTO.
- Attending school meetings.
- Getting involved in school activities.
- Sharing important information with school to help teachers understand your child.
- Working to develop your child’s passion for reading, writing, along with their other interests.

Encourage reading by:

- Being a reading role model
- Going to the library often
- Reading aloud with the family
- Discussing books

Identify a “study area” at home for doing homework and preparing for tests.

Encourage your child to become a writer by:

- Keeping a daily log
- Writing to family and friends
- Writing creative stories.

Take advantage of extra curricular school activities like after school programs and homework clinics.

Thank you for support, interest, and cooperation.

*Susan P. Astone, Principal*  
Francis Wyman Elementary School  
*Jane Graham-Dwyer, Principal*  
Pine Glen Elementary School  
*Eric Sprung, Principal*  
Fox Hill Elementary School  
*Karen Rickershauser, Principal*  
Memorial Elementary School

## English Language Arts

KINDERGARTEN	GRADE 1	GRADE 2
<p style="text-align: center;"><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Talks about personal experiences or interests, using clear enunciation and adequate rate and volume.</li> <li>• Answers questions, expresses feelings appropriately, gives opinions and remains on topic when speaking.</li> <li>• Takes turns as speaker/listener with teacher support.</li> <li>• Uses active listening skills (eye contact).</li> <li>• Classifies words according to common characteristics, example colors, animals.</li> <li>• Uses words referring to space and time (up, after).</li> <li>• Recognizes the conventions of print (directionality, words are separated by spaces and sentences are made up of separate words).</li> <li>• Becomes aware of correct capitalization for names, places, and dates.</li> <li>• Becomes aware of end marks.</li> <li>• Recognizes that the names of things can also be the names of actions.</li> <li>• Contributes to a list of questions about a specific person/topic during class discussion.</li> <li>• Becomes aware of dialogue as children spontaneously use it in dramatic plays, puppet shows and plays.</li> </ul> <p style="text-align: center;"><b><u>Reading and Literature</u></b></p> <ul style="list-style-type: none"> <li>• Knows how to handle a book, and knows that print contains message.</li> <li>• Develops an awareness of the relationship between sounds and letters.</li> <li>• Recognizes and produces</li> </ul>	<p style="text-align: center;"><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Follows agreed-upon rules for discussion.</li> <li>• Listens for information.</li> <li>• Listens to the views of others.</li> <li>• Recounts personal experience including who, what, where, and when.</li> <li>• Gives oral presentations about personal experiences or interests and performs stories, plays, and poems using clear enunciation and appropriate volume.</li> <li>• Knows purpose of dictionary.</li> <li>• Understands that some words have multiple meanings (saw/saw).</li> <li>• Identifies base words (look) and their inflectional forms (looks, looked, looking).</li> <li>• Identifies and sorts common words into conceptual categories (opposites, living things).</li> <li>• Uses correct capitalization for names, place, and dates.</li> <li>• Uses appropriate end of sentence punctuation (period, question mark).</li> <li>• Recognizes that the names of things can also be names of action.</li> </ul> <p style="text-align: center;"><b><u>Reading and Literature</u></b></p> <ul style="list-style-type: none"> <li>• Uses graphic organizers to classify facts and ideas with teacher direction.</li> <li>• Matches oral words to printed words.</li> <li>• Identifies the author and title of a book.</li> </ul>	<p style="text-align: center;"><b><u>Language</u></b></p> <ul style="list-style-type: none"> <li>• Follows agreed-upon rules for discussion.</li> <li>• Participates in discussion and gives relevant descriptions and opinions.</li> <li>• Listens for information.</li> <li>• Listens to the views of others.</li> <li>• Gives oral presentations about personal experiences or interests and performs stories, plays and poems, using clear enunciation and appropriate volume.</li> <li>• Begins to determine meaning of words by using a beginning dictionary.</li> <li>• Identifies common antonyms, synonyms, prefixes, suffixes, compound words, plurals and contractions.</li> <li>• Identifies the relevant meaning of a word with multiple meanings using its context.</li> <li>• Identifies and uses nouns and verbs.</li> <li>• Uses correct capitalization for titles, months, days and holidays.</li> <li>• Uses punctuation at the end of sentences and apostrophes in contractions.</li> <li>• Recognizes the purpose of quotation marks.</li> <li>• Notices formal and informal language and the use of dialect in literature.</li> </ul> <p style="text-align: center;"><b><u>Reading and Literature</u></b></p> <ul style="list-style-type: none"> <li>• Uses graphic organizers for comprehension, to sort, to compare and contrast.</li> <li>• Uses a table of contents.</li> <li>• Uses knowledge of vowel pairs, and r-controlled letter-sound associations (star) to</li> </ul>

KINDERGARTEN	GRADE 1	GRADE 2
<p>rhyming words.</p> <ul style="list-style-type: none"> <li>• Identifies upper and lower-case letter names and sounds.</li> <li>• Knows the order of letters in the alphabet.</li> <li>• Links sounds and letters.</li> <li>• Blends sounds to make words.</li> <li>• Identifies initial, medial, and final sounds in words.</li> <li>• Uses picture clues for understanding stories and for predicting outcomes.</li> <li>• Relates literature to his/her personal experiences.</li> <li>• Sequences events in stories.</li> <li>• Identifies main characters, main idea and pattern in stories.</li> <li>• Identifies different interpretations of the same work by different illustrators (alphabet books, nursery rhymes).</li> <li>• Recognizes the difference between a poem and a story and between fiction and nonfiction.</li> <li>• Identifies words that relate to the senses (bumpy, itchy).</li> <li>• Uses dialogue in acting out puppet shows, plays, and dramatic play.</li> <li>• Participates in rhymes, songs, and choral speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads independently, the most common letter-sound relationships including the sounds represented by single letters, consonant blends, and single vowels.</li> <li>• Becomes aware of word parts (syllables).</li> <li>• Reads first grade books aloud with fluency and comprehension (<i>More Spaghetti I Say</i>, Rita Gelman, <i>Each Peach Pear Plum</i>, Allen &amp; Janet Ahlberg).</li> <li>• Uses picture clues, surrounding text, background knowledge, and preview strategies to understand text.</li> <li>• Discusses stories and begins to use book language appropriately (Once upon a time...).</li> <li>• Reads for information and pleasure across genres.</li> <li>• Relates themes in works of fiction and nonfiction to personal experience with teacher support.</li> <li>• Distinguishes cause from effect with teacher support.</li> <li>• Retells a story's beginning, middle and end.</li> <li>• Restates main ideas of informational and fictional texts with teacher support.</li> <li>• Identifies similarities among the works of an author or illustrator.</li> <li>• Recognizes fantasy vs. reality.</li> <li>• Retells stories including plot, setting, characters, problem and solution.</li> <li>• Uses prior knowledge and makes predictions about what will happen next in a story.</li> <li>• Makes predictions using prior knowledge and common textual and graphic features.</li> <li>• Identifies the rhyming pattern and responds to rhythm in different types of poems (e.g., cinquain, acrostic, free verse).</li> </ul>	<p>read words.</p> <ul style="list-style-type: none"> <li>• Identifies syllables and reads words with several syllables.</li> <li>• Reads second grade books aloud with fluency and comprehension (<i>Arthur's Loose Tooth</i>, Lillian Hoban, <i>Clifford</i>, <i>The Big Red Dog</i>, Norman Bridwell).</li> <li>• Uses two to three sentences to retell each component of a story (beginning, middle, end).</li> <li>• Distinguishes cause from effect.</li> <li>• Uses the following structures to gain meaning from appropriate information material: key words, diagrams, illustrations, charts, maps, table of contents.</li> <li>• Identifies similarities among the works of an author or illustrator.</li> <li>• Identifies differences among the common features of literature: poetry, fiction, nonfiction and dramatic literature.</li> <li>• Relates theme in work of fiction and nonfiction to personal experience.</li> <li>• Uses elements of plot (problem, solution) and story elements (characters, setting, problem, solution) to retell a story.</li> <li>• Restates main idea of information and fictional texts.</li> <li>• Identifies and uses knowledge of common textual and graphic features (title, headings, captions, key words, table of contents, illustrations type size).</li> <li>• Uses prior knowledge and makes predictions about what will happen next in a story.</li> <li>• Makes predictions using prior knowledge and common textual and graphic features.</li> <li>• Recognizes different types of</li> </ul>

<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p style="text-align: center;"><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Uses letter sound knowledge to write words.</li> <li>• Records words, with and without conventional spelling, in beginning attempts at sentence writing.</li> <li>• Contributes to interactive whole group writing using a variety of forms or genres.</li> <li>• Shares stories and pictures.</li> <li>• Adds details to stories/pictures.</li> <li>• Prints most upper and lower case letters.</li> <li>• Arranges events in order when writing or dictating.</li> <li>• Formulates questions and develops responses using a variety of sources.</li> <li>• Explores research methods such as observation and gathering data, using grade-appropriate materials.</li> <li>• Records information by taking notes, by drawing pictures and labeling</li> <li>• Self-selects his/her best work (pictorial or written).</li> </ul>	<p style="text-align: center;"><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Reads/listens to literature with examples of personification and identifies words that relate to the senses or suggest mood.</li> <li>• Dramatizes and identifies familiar forms of traditional literature.</li> </ul> <p style="text-align: center;"><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Uses webs before writing.</li> <li>• Writes simple sentences independently.</li> <li>• Writes or dictates several sentences on a topic in a logical order.</li> <li>• Writes or dictates stories that have beginning, middle, and end.</li> <li>• Writes or dictates variety of writing forms (e.g., poetry, friendly letter, report).</li> <li>• Rereads piece of writing to determine clarity with teacher/peer support.</li> <li>• Begins to edit for capitalization, end punctuation, and spacing of words and sentences.</li> <li>• Uses group discussion/brainstorming before writing about what they've learned or what they want to learn more about.</li> <li>• Generates questions and discussions using who, what, where, why and when.</li> <li>• Explores research methods such as observation and gathering data, using grade-appropriate materials.</li> <li>• Records information by taking notes, by drawing pictures and labeling.</li> <li>• Uses brainstormed criteria for teacher/peer feedback or self-</li> </ul>	<p style="text-align: center;"><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>poetry.</li> <li>• Identifies the rhyming pattern in a poem.</li> <li>• Uses movement to respond to the rhythm of a poem.</li> <li>• Reads and listens to literature and identifies words that relate to the senses and suggests mood.</li> <li>• Identifies and dramatizes familiar forms of traditional literature.</li> </ul> <p style="text-align: center;"><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Uses graphic organizers and webs to organize ideas.</li> <li>• Writes or dictates stories that have a beginning, middle and end.</li> <li>• Writes or dictates stories, poems, character and object descriptions.</li> <li>• Writes longer sentences by combining two or three shorter ones.</li> <li>• Writes a paragraph using a topic sentence and three supporting details.</li> <li>• Indents at the beginning of a paragraph.</li> <li>• Uses peer/teacher questions/checklist to add words or phrases to a written draft.</li> <li>• Generates questions about a topic (who, what, when, where, why).</li> <li>• Explores research methods such as observation and gathering data, using grade-appropriate materials.</li> <li>• Records information by taking notes, by drawing pictures and labeling.</li> <li>• Uses brainstormed-criteria for teacher/peer feedback or self-assessment.</li> <li>• Prints all upper and lower case letters with appropriate spacing.</li> </ul>

<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
	<p>assessment.</p> <ul style="list-style-type: none"><li>• Prints all upper and lower case letters with appropriate spacing.</li><li>• Spells correctly the designated high-frequency words, and uses grade-appropriate word patterns and spelling rules.</li></ul>	<ul style="list-style-type: none"><li>• Spells correctly the designated high-frequency words, and uses grade-appropriate word patterns and spelling rules.</li></ul>

## Mathematics

Although the acquisition of mathematical skills and basic facts are fundamental pieces of mathematics education, their importance lies in the application of this knowledge to solve problems, communicate, reason, and connect mathematics to real life.

<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p><b><u>Number Sense and Operations</u></b></p> <ul style="list-style-type: none"> <li>• Counts by rote to 10 or more.</li> <li>• Matches amounts using 1 to 1 correspondence.</li> <li>• Shows cardinal and ordinal sense of numbers 0-5 (e.g., 1, 2 ... 1<sup>st</sup>, 2<sup>nd</sup> ...).</li> <li>• Understands relationships between quantities (more, less).</li> <li>• Recognizes, describes, and uses numbers from 0-31 in a variety of familiar settings.</li> <li>• Recognizes and writes numerals 0-5.</li> <li>• Identifies word names for zero-five.</li> <li>• Learns addition facts for sums up to 5.</li> <li>• Identifies coins.</li> </ul> <p style="text-align: center;"><b><u>Patterns, Relations, and Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Duplicates, extends, and creates patterns.</li> <li>• Sorts and orders objects using one or more attributes (e.g., size).</li> </ul>	<p><b><u>Number Sense and Operations</u></b></p> <ul style="list-style-type: none"> <li>• Counts by rote to 31 or more.</li> <li>• Shows cardinal and ordinal sense of numbers 0-9 (e.g., 1, 2... and 1<sup>st</sup>, 2<sup>nd</sup>,...).</li> <li>• Understands relationships between quantities (more, less, equal).</li> <li>• Recognizes, describes, and uses numbers 100 or less in a variety of familiar settings.</li> <li>• Recognizes and writes numerals 0-9.</li> <li>• Identifies word names for zero – nine.</li> <li>• Demonstrates and uses a number of methods to show the processes of addition and subtraction of one-digit numbers.</li> <li>• Learns addition and facts for sums/ differences up to, and from 9.</li> <li>• Explores place value of tens and ones using materials.</li> <li>• Identifies coins and their values.</li> </ul> <p style="text-align: center;"><b><u>Patterns, Relations, and Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Identifies, duplicates, extends, and creates patterns using actions, objects, and words.</li> <li>• Sorts, classifies, and compares objects using one or more attributes (e.g., size, shape).</li> </ul>	<p><b><u>Number Sense and Operations</u></b></p> <ul style="list-style-type: none"> <li>• Understands place value of numbers 100 or less.</li> <li>• Counts by rote to 100 or more.</li> <li>• Explores skip counting by 10, 5, 2.</li> <li>• Shows cardinal and ordinal sense of numbers 0-31 (e.g., 1, 2,... and 1<sup>st</sup>, 2<sup>nd</sup>,...).</li> <li>• Recognizes and writes numbers 0-31.</li> <li>• Uses a variety of strategies to apply addition and subtraction of whole numbers to problem solving.</li> <li>• Learns addition and subtraction facts for sums/differences up to 9+9, 18-9.</li> <li>• Uses place value concept of tens and ones to compare numbers.</li> <li>• Adds and subtracts with trading up to, from 31 (e.g. 15+16...31-18).</li> <li>• Determines the value of coins up to 25 cents.</li> <li>• Explores fractional parts of a whole (1/2, 1/3, 1/4).</li> </ul> <p style="text-align: center;"><b><u>Patterns, Relations, and Algebra</u></b></p> <ul style="list-style-type: none"> <li>• Makes, copies, extends patterns with actions, objects, and words.</li> <li>• Explores number patterns.</li> <li>• Sorts, classifies, and compares objects and numbers (e.g., odd/even).</li> </ul>

<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p style="text-align: center;"><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Identifies and creates a variety of 2-D and 3-D figures.</li> <li>• Uses positional words accurately (e.g., before, after).</li> </ul> <p style="text-align: center;"><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Understands and uses comparative words (e.g., longer, shorter).</li> <li>• Estimates and measures using non-standard units (e.g., paper clip).</li> <li>• Develops a beginning understanding of time, (e.g., first, second, days, seasons).</li> </ul> <p style="text-align: center;"><b><u>Data Analysis, Statistics, and Probability</u></b></p> <ul style="list-style-type: none"> <li>• Collects data and records using lists or graphs with assistance.</li> <li>• Compares data (e.g., more, less).</li> </ul>	<p style="text-align: center;"><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Recognizes, creates, and uses 2-D and 3-D figures to solve problems.</li> <li>• Explores relationships among 2-D figures.</li> <li>• Recognizes properties of shapes (e.g., corners, sides).</li> </ul> <p style="text-align: center;"><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Estimates and measures objects using a variety of non-standard and standard units (e.g., inch, foot, centimeter).</li> <li>• Explores area and perimeter of objects.</li> <li>• Uses simple common instruments for measuring weight and capacity (e.g., balance scale, cups, spoons).</li> <li>• Tells time to the nearest hour.</li> <li>• Uses time related words (e.g., before, after, next).</li> <li>• Reads and enters data onto calendar.</li> </ul> <p style="text-align: center;"><b><u>Data Analysis, Statistics, and Probability</u></b></p> <ul style="list-style-type: none"> <li>• Collects and records data as tallies, lists, charts, and graphs (e.g., lunch count, birthdays).</li> <li>• Makes observations about data (e.g., more, less).</li> <li>• Reads simple graphs, makes predictions, and draws conclusions based on data.</li> <li>• Describes concepts of chance and chance events using ordinary vocabulary.</li> </ul>	<p style="text-align: center;"><b><u>Geometry</u></b></p> <ul style="list-style-type: none"> <li>• Identifies properties of 2-D and 3-D figures (e.g., corner, face, edge).</li> <li>• Compares and uses 2-D and 3-D figures to solve problems.</li> <li>• Recognizes relationships among shapes.</li> <li>• Determines symmetry in common objects.</li> <li>• Creates designs or figures that have one line of symmetry.</li> <li>• Explores flips, turns, slides.</li> </ul> <p style="text-align: center;"><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>• Estimates and measures objects to the nearest inch, foot, centimeter, or meter.</li> <li>• Estimates, measures, and compares capacity and weight of 2 or more objects.</li> <li>• Explores use of measurement tools (ex. ruler, measuring cup, scales, etc.)</li> <li>• Uses the calendar to learn days, months, and dates.</li> <li>• Tells time to the 1/2 hour, 1/4 hour.</li> <li>• Explores area and perimeter of rectangles and squares.</li> </ul> <p style="text-align: center;"><b><u>Data Analysis, Statistics, and Probability</u></b></p> <ul style="list-style-type: none"> <li>• Collects and records data using pictographs and bar graphs.</li> <li>• Uses graphs to compare data, make predictions, and draw conclusions.</li> <li>• Explores simple probability (e.g., likely, unlikely, certain, impossible).</li> <li>• Uses simple experiments to illustrate and explain probability and chance.</li> </ul>

## Social Studies\*

KINDERGARTEN	GRADE 1	GRADE 2
<ul style="list-style-type: none"> <li>• Develops appropriate language relating to location and direction.</li> <li>• Sequences events chronologically.</li> <li>• Reads, re-tells and reports on informational texts.</li> <li>• Identifies and distinguishes between a map and a globe.</li> <li>• Identifies common symbols of Patriotism (the flag, the National Anthem, and the Pledge of Allegiance).</li> <li>• Identifies and describes events surrounding US National Holidays (Columbus Day, Thanksgiving, Martin Luther King Jr. Day, and Presidents’ Day).</li> <li>• Explores and explains conflict resolution through literature.</li> <li>• Identifies and describes the lives of children and families from other cultures, countries and eras.</li> <li>• Re-tells stories of historical characters demonstrating characteristics of good citizenship. (honesty, courage, responsibility).</li> <li>• Identifies the child’s own address (street, city, state and country).</li> <li>• Identifies and describes community helpers in terms of citizenship and occupations.</li> <li>• Explains how and why people earn and spend money.</li> </ul>	<ul style="list-style-type: none"> <li>• Draws and describes a simple map of a school or classroom.</li> <li>• Identifies cardinal directions (north, east, south, west).</li> <li>• Locates the North and South Poles and the equator on a map.</li> <li>• Locates Washington, DC as the United States capital and Boston as the capital of Massachusetts.</li> <li>• Identifies the current president of the United States.</li> <li>• Explains the meaning of American national symbols such as the American flag, and the White House.</li> <li>• Demonstrates the ability to recite the Pledge of Allegiance and sing national songs such as <i>America the Beautiful</i>, <i>My Country ‘Tis of Thee</i>, <i>God Bless America</i>, or <i>The Star Spangled Banner</i>.</li> <li>• Identifies and describes events surrounding US National holidays such as Columbus Day, Thanksgiving, Martin Luther King Jr. Day, and Presidents’ Day.</li> <li>• Identifies, sequences, and reads dates on a calendar such as days, weeks, months, years, and seasons.</li> <li>• Identifies the words: <i>fairness</i>, <i>politeness</i>, <i>courage</i>, <i>honesty</i>, and <i>reliability</i>.</li> <li>• Gives examples of products that people use and services that people do for each other.</li> <li>• Explains why Americans have a variety of different religious, community, and family celebrations.</li> <li>• Listens to folktales, legends, and true stories from America</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how globes and maps depict geographical information.</li> <li>• Identifies cardinal directions (north, south, east, west) and applies to maps and locations in the community.</li> <li>• Uses correctly words and phrases related to time (past, future), changing historical periods (other times, other places).</li> <li>• Describes how people are producers, consumers, and buyers and sellers.</li> <li>• Generates questions and gathers information from several sources on a specific topic such as the town of Burlington or Native Americans.</li> <li>• Locates continents and countries on maps and globes.</li> <li>• Describes topographical features such as rivers and mountains.</li> <li>• Identifies and describes common symbols of our country such as the flag, and the White House.</li> <li>• Demonstrates the ability to recite the Pledge of Allegiance and sing national songs such as <i>America the Beautiful</i>, <i>My Country ‘Tis of Thee</i>, <i>God Bless America</i>, or <i>The Star Spangled Banner</i>.</li> <li>• Explores the lives of various historical figures such as Columbus, George Washington, and Martin Luther King Jr.</li> <li>• Listens to folktales, legends, and true stories from America and around the world.</li> <li>• Describes the function of</li> </ul>

\* Under review for changes to align with emerging Department of Education Social Studies Frameworks.

<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
	and around the world. • Identifies the need for laws and the basic rights and responsibilities of a person in a community.	money and how money makes trade easier.

## World Language

KINDERGARTEN	GRADE 1	GRADE 2
	<ul style="list-style-type: none"> <li>• Greets and responds to greetings (Ciao, Buon giorno, Arrivederci).</li> <li>• Responds to instructions (Come ti chiami? Mi chiamo. .).</li> <li>• Follows simple directions in Italian.</li> <li>• Counts from 1-39.</li> <li>• Identifies colors.</li> <li>• Recites days, months, and seasons.</li> <li>• Gives name of day and date.</li> <li>• Describes weather.</li> <li>• Names body parts.</li> <li>• Names farm animals.</li> <li>• Identifies the Italian flag.</li> <li>• Identifies Italy by its shape on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>• Asks and answers questions (Quanti anni hai? Io ho. . .anni? Di che colore è?).</li> <li>• Responds to requests (Conta! Scrive! Cancella! Prendi! Dammi!).</li> <li>• Expresses likes and dislikes.</li> <li>• Counts to 100 by 10's.</li> <li>• Learns and uses vocabulary pertaining to body parts, family, clothing and food.</li> <li>• Uses colors to describe objects.</li> <li>• Learns about some famous Italian explorers (e.g., Columbus, Marco Polo).</li> <li>• Learns Italian songs and poems.</li> <li>• Learns about some famous places in Italy.</li> </ul>

## Science

KINDERGARTEN	GRADE 1	GRADE 2
<p style="text-align: center;"><b><u>Physical Science</u></b></p> <ul style="list-style-type: none"> <li>• Sorts objects by their properties: size, shape, color, weight and texture.</li> <li>• Experiments with water. Observes that some materials sink, others float.</li> <li>• Experiments with magnets. Observes that some materials will stick to a magnet, others will not.</li> </ul>	<p style="text-align: center;"><b><u>Physical Science</u></b></p> <ul style="list-style-type: none"> <li>• Understands that our world is made up of matter. Matter can be found in three forms: solid, liquid and gas.</li> <li>• Simple machines help to make work easier.</li> <li>• Experiments with the six simple machines: lever, wheel and axle, inclined plane, pulley, wedge and screw.</li> </ul>	<p style="text-align: center;"><b><u>Physical Science</u></b></p> <ul style="list-style-type: none"> <li>• Learns how to use and read a thermometer.</li> <li>• Demonstrates the ability to read both Fahrenheit and Celsius temperature scales.</li> <li>• Observes that light casts shadows and how they change as the position of the light source moves.</li> <li>• Learns the basic properties of water: evaporation, freezing and boiling. Water takes the shape of its container.</li> <li>• Describes the various ways that objects can move, such as in a straight line, zigzag, back and forth, round and round, fast and slow.</li> </ul>
<p style="text-align: center;"><b><u>Life Science</u></b></p> <ul style="list-style-type: none"> <li>• Understands the difference between living and non-living things.</li> <li>• Knows the difference between natural and manmade objects.</li> <li>• Discovers seeds develop into plants.</li> <li>• Becomes familiar with the common groups of animals (fish, mammals, birds, insects, reptiles and amphibians).</li> </ul>	<p style="text-align: center;"><b><u>Life Science</u></b></p> <ul style="list-style-type: none"> <li>• Learns the basic parts of a plant and their functions: roots, stem, leaves, flower and seeds.</li> <li>• Understands that plants change as they grow from a seed. They need soil, sunlight, water and air to grow.</li> <li>• Learns about birds, mammals and common New England tide pool animals.</li> <li>• Becomes familiar with the five senses.</li> </ul>	<p style="text-align: center;"><b><u>Life Science</u></b></p> <ul style="list-style-type: none"> <li>• Learns about trees (evergreen and deciduous). Studies the parts of a tree (roots, trunk, bark, annual rings and leaves).</li> <li>• Studies the characteristics of amphibians, reptiles and insects.</li> <li>• Learns that we inherit many traits from our parents (eye color, hair color and many body features).</li> <li>• Becomes familiar with the basic parts of the human body (heart, brain, lungs, muscles, stomach, liver and skeleton).</li> </ul>
<p style="text-align: center;"><b><u>Earth and Space Science</u></b></p> <ul style="list-style-type: none"> <li>• Explores the daily changes in our weather.</li> </ul>	<p style="text-align: center;"><b><u>Earth and Space Science</u></b></p> <ul style="list-style-type: none"> <li>• Learns about the four seasons.</li> <li>• Studies that the sun is the center of our solar system.</li> </ul>	<p style="text-align: center;"><b><u>Earth and Space Science</u></b></p> <ul style="list-style-type: none"> <li>• Studies that fossils are a sign or evidence of the past. They may be a bone, a tooth, a whole plant or an animal that have been preserved in rocks.</li> <li>• Learns about the moon. Observes and records the phases of the moon.</li> </ul>

KINDERGARTEN	GRADE 1	GRADE 2
<p><b><u>Technology and Engineering</u></b></p> <ul style="list-style-type: none"> <li>• Explores the use of simple tools.</li> </ul>	<p><b><u>Technology and Engineering</u></b></p> <ul style="list-style-type: none"> <li>• Identifies tools and simple machines are used for a specific purpose.</li> </ul>	<p><b><u>Technology and Engineering</u></b></p> <ul style="list-style-type: none"> <li>• Designs and builds a structure using a variety of everyday materials (paper, cardboard, straws, toothpicks cups, rubber bands, tape and glue).</li> <li>• Learns how human body parts can be used as tools.</li> <li>• Position and motion of objects:</li> <li>• Describes the various ways different shaped objects move. How do different forces effect the movement of an object.</li> </ul>

## Fine Arts

KINDERGARTEN	GRADE 1	GRADE 2
<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>• Experiments with a variety of mediums (paint, clay, marker, textured papers, etc.).</li> <li>• Develops an appreciation of artistic techniques.</li> <li>• Creates art projects that integrate social studies, science, language arts, and mathematics curriculum.</li> </ul> <p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Participates in a variety of singing, rhythmic and dance experiences.</li> <li>• Experiments with original compositions.</li> <li>• Develops an appreciation of music in daily life.</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>• Draws from observation, memory and imagination using a variety of materials and media.</li> <li>• Draws using crayons, markers, oil pastels and pencils.</li> <li>• Paints from observation, memory and imagination.</li> <li>• Paints expressively using finger paints, tempera and watercolors.</li> <li>• Uses paper in a variety of ways, bending, folding, curling, constructing, attaching, and as collage.</li> <li>• Models with clay to create pottery and sculpture.</li> <li>• Explores the printmaking process using sponges, cardboard, styrofoam and found objects.</li> <li>• Engages in crafts such as weaving, stitchery, mask-making and puppetry.</li> <li>• Creates art projects that integrate social studies, science, language arts, and mathematics curriculum.</li> <li>• Creates art based on awareness of design in objects from nature: shells, leaves, pine cones, flowers, etc.</li> </ul> <p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Differentiates between speaking and singing voice.</li> <li>• Sings simple songs with appropriate pitch and speaks rhythm chants.</li> <li>• Differentiates between long and short sounds and silences.</li> <li>• Identifies and demonstrates</li> </ul>	<p style="text-align: center;"><b>Art</b></p> <ul style="list-style-type: none"> <li>• Draws from observation, memory and imagination using a variety of materials and media.</li> <li>• Draws using crayons, markers, oil pastels and pencils.</li> <li>• Paints more detailed, complex pictures derived from experiences, observation or imagination.</li> <li>• Paints expressively using finger paints, tempera and watercolors.</li> <li>• Creates projects using mixed media.</li> <li>• Uses paper in a variety of ways, bending, folding, curling, constructing, attaching, and as collage.</li> <li>• Models with clay to create pottery and sculpture.</li> <li>• Explores the printmaking process using sponges, cardboard, styrofoam and found objects.</li> <li>• Engages in crafts such as weaving, stitchery, mask-making and puppetry.</li> <li>• Creates art based on awareness of design in objects from nature: shells, leaves, pine cones, flowers, etc.</li> <li>• Creates art projects that integrate social studies, science, language arts, and mathematics curriculum.</li> </ul> <p style="text-align: center;"><b>Music</b></p> <ul style="list-style-type: none"> <li>• Continues to build upon and develop skills learned in Grade 1.</li> <li>• Performs, recognizes, and notates half notes and rests.</li> <li>• Perceives, describes, and responds to basic elements of music including beat, tempo</li> </ul>

<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
	<p>steady beat using varying tempos of fast and slow.</p> <ul style="list-style-type: none"> <li>• Uses body movement, singing, and playing instruments demonstrates high and low pitches and melodic direction.</li> <li>• Through writing and playing, recognizes and notates quarter notes, eighth notes, and quarter rests.</li> <li>• Listens to, sings and performs songs from a variety of cultures including American, European, Asian and African.</li> </ul>	<p>(fast/slow), rhythm, pitch, melody dynamics (loud/soft), and form.</p> <ul style="list-style-type: none"> <li>• Identifies and demonstrates steady beat and rhythmic patterns using varying tempos.</li> <li>• Identifies and demonstrates that melody moves in three ways (by step, by skip, or by staying the same).</li> <li>• Improvises and composes simple melodies and rhythms.</li> <li>• Listens to, sings, dances, and performs songs, games, and movements from a variety of cultures and time periods.</li> </ul>

## Information Media

KINDERGARTEN	GRADE 1	GRADE 2
<p style="text-align: center;"><b>Computer Technology</b></p> <ul style="list-style-type: none"> <li>• Develops basic skills for using hardware and applications.</li> <li>• Uses correct terminology for basic components of a computer system and develops understanding of their basic uses.</li> <li>• Uses a drawing and/or painting application (e.g., KidPix Deluxe 3) for class projects.</li> <li>• Follows classroom rules for responsible use of computers.</li> <li>• Uses curriculum-specific software/web site to gather information/practice acquired skills.</li> </ul>	<p style="text-align: center;"><b>Computer Technology</b></p> <ul style="list-style-type: none"> <li>• Opens/closes a file; create a new file; prints a file.</li> <li>• Navigates screen using mouse and special keys (arrow keys, backspace, enter).</li> <li>• Demonstrates use of basic word processing tools (i.e., use of fonts, text sizes, text wrap, shift and cap lock keys).</li> <li>• Opens a web site from a hyperlink or favorites list.</li> <li>• Navigates a web site to locate the desired information.</li> <li>• Creates a curriculum-related picture using creates tool (e.g., pencil, paint bucket in <i>Kid Pix Deluxe 3</i>).</li> <li>• Demonstrates responsible/respectful use of equipment and software.</li> <li>• Works collaboratively with peers when using/sharing technology.</li> <li>• Abides to district Acceptable Use Policy.</li> <li>• Respects ownership of others' work.</li> <li>• Utilizes software/web site to acquire information/practice skills relevant to task/curriculum area.</li> <li>• Explains/demonstrates safe practices when using computer equipment.</li> <li>• Creates a simple graph using a template.</li> <li>• Organizes/manipulates information using graphic organizer.</li> <li>• Contributes completed document to class project to share with an audience.</li> </ul>	<p style="text-align: center;"><b>Computer Technology</b></p> <ul style="list-style-type: none"> <li>• Opens/closes; creates; prints documents; names/saves a file to document folder.</li> <li>• Navigates using mouse, scroll bars, and special keys (arrow keys, backspace, enter).</li> <li>• Independently turns on, and shuts down the computer.</li> <li>• Opens an application using desktop shortcut; quit an application.</li> <li>• Identifies monitor, keyboard, mouse, printer, CPU (tower), CD-ROM, disk, digital camera.</li> <li>• Explores home row placement and use of two hands for special tasks (Shift + 1 = !).</li> <li>• Inserts graphic and adjusts placement and size in document.</li> <li>• Works cooperatively and collaboratively with peers when using/sharing technology.</li> <li>• Explains/demonstrates safe practices when utilizing electronic equipment.</li> <li>• Uses curriculum-specific teacher selected software/web site to gather information and practice acquired skills.</li> <li>• Participates in creation of a class slideshow utilizing individually created pages (slides).</li> <li>• Suggests transitions, use of graphics/audio.</li> </ul>

<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<p style="text-align: center;"><b>Library Media</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to and responding to a variety of stories.</li> <li>• Derives meaning from picture book illustrations.</li> <li>• Knows the location of Easy books in the school library.</li> <li>• Understands checkout procedures.</li> <li>• Comprehends terms: title, author, and illustrator.</li> <li>• Creates and shares pictures which communicate ideas and information.</li> </ul>	<p style="text-align: center;"><b>Library Media</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to and reading a variety of stories.</li> <li>• Recognizes that Caldecott Award picture books reflect artistic excellence.</li> <li>• Selects picture and series books from the school library based on personal interest.</li> <li>• Recognizes authors and illustrators whose work he/she enjoys.</li> <li>• Differentiates between Information books and Fiction.</li> <li>• Gathers and/or reads or listens to information on a topic.</li> <li>• Browses through magazines and books for visual information.</li> <li>• Orally contributes new ideas into the understanding of a topic.</li> </ul>	<p style="text-align: center;"><b>Library Media</b></p> <ul style="list-style-type: none"> <li>• Enjoys listening to and reading a variety of stories.</li> <li>• Contributes to class discussion about particular stories.</li> <li>• Retells stories in own words.</li> <li>• Completes a Topic chart "What I know," "What I think I know," "What I need to find out."</li> <li>• Lists some types of informational resources on a topic that might be helpful.</li> <li>• Reads/listens to/views to gather information on a subject from a variety of resources.</li> <li>• Uses a simple table of contents and index.</li> </ul>