

**Achieve and Maintain Health**

- describe how to stay healthy and safe
- describe how family influences one's health
- explain how information and use of time influences health
- demonstrate how to locate school and community health helpers

**Responsible Personal and Social Behaviors**

- show healthy ways to express needs, wants, and feelings
- identify skills for problem solving and decision making
- identify responsible health behaviors

**Safety and Environmental Health Issues**

- identify safe behaviors at home, in school, and in the community

**Motor Skills and Movement Concepts**

- try to walk, hop, gallop, run, jump, sideslide, skip and balance
- try to catch, hand dribble and kick
- move in one's own personal space
- move forward, backwards or sideways at different speeds

**Participate and Show Responsibility**

- participate actively in physical education class
- state the need to exercise every day and how exercise helps one's body
- play a game without needing a rest break
- learn and play games
- follow directions when the teacher asks
- move safely in the gym and outside
- share and take turns

**Music Foundations**

- move to show awareness of loud/soft, high/low, and fast/slow
- improvise or compose musical ideas using voice or instrument
- read symbols representing beats of sound and silence

**Sing and Play**

- use the voice in a variety of ways including singing, speaking, whispering, calling
- play pitched and unpitched instruments with a steady beat
- sing a variety of songs from memory while learning to match pitches

**Participate and Show Responsibility**

- participate and show how to be responsible in activities and performances

**Create and Present**

- build skills in various approaches to media and artmaking
- describe what an image represents
- identify the purpose of an artwork

**Participate and Show Responsibility**

- use tools and materials responsibly

# Kindergarten

## Report Card Guide

**Duluth Public Schools** Duluth Public Schools values the reporting of student progress in order to provide families with timely, accurate, and useful information on student achievement.

**Philosophy:** All learners, given the opportunity, can pursue their highest potential. A standards-based reporting system is an objective means of communicating progress and mastery of grade level specific standards.

The content listed in this guide represents goals that children must meet by the end of the year.

**Academic Performance Indicators:**

The following are used in the student's progress report to indicate the level of performance in relation to the standards based on evidence of student performance:

**Mastering (4)** = The student exhibits knowledge and understanding of the concepts, skills, and processes the standard requires and can readily apply this knowledge in a variety of settings.

**Meeting (3)** = The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires.

**Developing (2)** = The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.

**Beginning (1)** = The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support

**Characteristics of Successful Learners:**

*Listens and follows directions  
Works cooperatively  
Takes responsibility  
Displays self-discipline  
Completes daily work  
Respects self and others*

**Reading Comprehension**

- ask and answer questions about a text
- retell familiar stories
- identify characters, settings, and events in stories
- explain how texts are different and alike

**Foundational Skills**

- learn the names of uppercase and lowercase letters
- make letter sounds
- blend and separate the sounds in words
- read many high frequency words such as *the, it, was*

**Writing**

- dictate, draw, and write to express ideas
- write simple words using familiar letter sounds

**Speaking, Listening, Viewing, and Media Literacy**

- participate in collaborative conversations
- speak audibly and express ideas clearly

**Grammar and Vocabulary**

- expand vocabulary knowledge
- print letters
- recognize that sentences begin with capital letters
- recognize end punctuation (period, question mark, exclamation point)

**Whole Number Counting**

- count forward and backward by 1s to 20

**Represents and Compares Whole Numbers**

- read, write and represent numbers from 0 to 31
- compare and order numbers from 0 to 20

**Addition and Subtraction**

- use objects to model addition and subtraction situations
- find one more- and one less-than a given number to 20
- find sums and differences of numbers between 0-10
- compose and decompose numbers to 10

**Patterns**

- create and extend repeating, growing, and shrinking patterns

**Shapes**

- recognize two- and three-dimensional shapes
- use shapes to model real-world objects
- sort objects by shape, size, color, and thickness

**Measurement**

- compare and order objects by length, size, and weight

**Problem Solving**

- use math talk to explain thinking
- use problem solving strategies

**Using Observations**

- use senses to make observations
- talk about and describe observations
- compare observations with the observations of others

**Nature vs. Human Made**

- recognize and differentiate between natural and human-made objects

**Sorting Objects**

- sort objects according to physical properties

**Weather Observations**

- observe and record daily weather events over time
- observe and describe changes in weather
- describe what happens in nature when the seasons change

**Observing the Sun**

- observe and record that the sun is found in different places in the sky at different times of the day
- tell where the earth gets heat and light

**Plants vs. Animals**

- observe and compare different plants with different animals

**External Parts**

- identify and name the outside parts of plants, animals, including people

**Living vs Nonliving**

- differentiate between living and nonliving things

**Natural Systems**

- observe a natural system and identify living and nonliving parts

**Civics Skills: Rights and Responsibilities**

- demonstrate skills that reflect an understanding of civic values
- describe symbols, songs and traditions that identify our nation and state
- identify school rules and explain why it is beneficial to follow them

**Economics: Goods and Services**

- distinguish between needs and wants and goods and services
- identify goods and services that could satisfy a specific need or want

**Geography: Maps and Globes**

- describe spatial information depicted in simple drawings and pictures
- distinguish between maps and globes
- identify the physical and human characteristics of places, including real and imagined places

**Historical Thinking Skills**

- use a variety of words to reference time in the past, present, and future
- describe ways people learn about the past

**People, Cultures, and Change Over Time**

- compare and contrast traditions in a family with those of other families, including those from diverse backgrounds