

# *Student Expectations*

## **Promotion Requirement**

Beginning with the 2002-2003 school year, social promotions are eliminated by state law. Students scoring Level 1 on the Reading FCAT at the end of third grade must be retained. The state law defines six “good cause” exemptions that may be used for promotion. Please contact your local school for more details. Students who are experiencing reading difficulties will receive intensive reading instruction.



**PINELLAS COUNTY  
SCHOOLS**

**A Family Guide for Student Success**

**LEVEL K**

**SECOND EDITION**

**Pinellas County Schools**  
<http://sage.pinellas.k12.fl.us>

# A Family Guide for Student Success Kindergarten

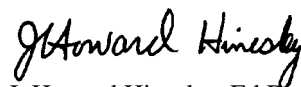
## Dear Parent or Guardian:

The Pinellas County Schools Student Expectations outline what your student should learn at this grade level. You can encourage your student's learning by becoming familiar with the Pinellas County Schools Student Expectations and by reinforcing classroom activities at home.

The Pinellas County Schools' aim of "Highest Student Achievement" defines student expectations as the essential content knowledge, reasoning, performance, or skill that all students should know and be able to do at the end of each grade level. Pinellas County teachers and administrators developed these expectations based on Florida's Sunshine State Standards, national standards, and current research. Achievement of these expectations will help your student score well on the new Florida Comprehensive Assessment Test (FCAT).

We would like to thank the teachers, administrators, and parent focus groups who have created, reviewed, and revised this family guide. We welcome your suggestions and have included a postage-free evaluation form at the end of this guide.

If you have specific questions regarding curriculum or school programs, please call your student's teacher. Additional information on these expectations is available on our Pinellas County Home Page under [www.pinellas.k12.fl.us](http://www.pinellas.k12.fl.us).

  
J. Howard Hinesley, Ed.D.  
Superintendent of Schools

## Help for Using This Guide

1. The nine core subject areas for which expectations have been developed appear in a colored rectangle at the top of each page.
2. The words underlined are **strands**, which begin in kindergarten and grow more complex as your student progresses through school.
3. Beneath the strands are the •standards, which are the content knowledge, reasoning proficiency, performance, or skill that students should know and be able to do at the end of each grade.
4. At the end of each subject area is a description of activities you can do with your student at home to reinforce what your student is learning at school.

**This Family Guide for Student Success was developed by teachers, parents, administrators, and the Division of Curriculum and Instruction through the Goals 2000 Student Achievement Grant.**

## Members of the School Board of Pinellas County

**Lee Benjamin**  
**Nancy N. Bostock**  
**Mary L. Tyus Brown**  
**Carol J. Cook**  
**Jane Gallucci**  
**Linda S. Lerner**  
**Mary L. Russell**

**J. Howard Hinesley, Ed.D.**  
**Superintendent of Schools**



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# Language Arts

In **Reading**, your student:

- identifies where to begin reading and which way to go (e.g., begins on the first word of the page and moves to the right).
- identifies the alphabet (upper and lower cases).
- understands letter-sound correspondence (phonics).
- predicts, retells, summarizes a story.
- chooses to read for pleasure.
- recognizes rhyming words.

In **Writing**, your student:

- expresses ideas using print.
- progresses through stages of writing (from scribble - to sight words).
- communicates using a variety of methods.

In **Listening, Viewing, and Speaking**, your student:

- asks questions or comments on a topic.
- speaks clearly in large and small groups.

In **Language**, your student:

- uses sentences that include two or more ideas with descriptive details.
- makes up and tells well-developed, detailed stories, rhymes, or songs.
- uses words appropriate to a situation.

In **Literature**, your student:

- listens to a variety of literature and other reading materials.
- participates in varied story activities (e.g., art, drama, writing).



## Helpful Hints to Use at Home

- Read a variety of materials with your student.
- Discuss stories (e.g., ask what happened in previous parts and what might happen next).
- Listen to your student tell you a story.
- Use the library on a regular basis.
- Ask your student to write or dictate for real purposes (e.g., grocery lists and letters to family members).
- Ask your student to read back what he or she has dictated to you.
- Chat with your student about his or her interests every day (car trips are good times to talk and listen).
- Celebrate your student's successes.

# Mathematics

In **Number Sense, Concepts, and Operations**, your student:

- matches verbal names and numerals less than 10.
- understands sets of greater or lesser.
- can count from 1 to 9 and backwards from 9 to 1.
- uses objects to explore addition and subtraction.
- estimates quantities.

In **Measurement**, your student:

- can measure length, weight, time, temperature, and capacity.
- makes comparisons (e.g., taller/shorter, heavier/lighter, hotter/colder).
- uses nonstandard units, such as links or blocks, to measure.
- estimates measurements (e.g., time, length, and money).
- compares day, week, month, and year.
- selects and uses appropriate measurement tools (e.g., scales, rulers, and clocks).

In **Geometry and Spatial Sense**, your student:

- names the common shapes (e.g., circle, square, cube).
- identifies shapes in the environment.
- explores shapes by combining, dividing, or changing.
- uses a number line.

In **Algebraic Thinking**, your student:

- classifies and sorts objects.
- makes patterns.

In **Data Analysis and Probability**, your student:

- uses a simple graph to record information.
- predicts which simple event is more likely or less likely to occur.
- solves story problems using pictures, objects, or technology.

## Helpful Hints to Use at Home

- Use household objects to form patterns.
- Let your student help you sort the laundry into piles or sort coins to be counted.
- Create a list of telephone numbers and display them by the phone.
- Practice dialing on a pretend phone.
- Use magnetic numerals on the refrigerator.
- Provide opportunities to measure (e.g., cooking, measuring cups in the bathtub).
- Use blocks to build.



## Evaluation of A Family Guide for Student Success (Pinellas County Schools Student Expectations)

My Student's School \_\_\_\_\_

Today's Date \_\_\_\_\_ Grade Level **K**

On a scale of 1 (no, not at all) to 5 (yes, definitely), please rate each of the following:

	No Not at all	1	2	3	4	5 Yes Definitely
1. Are the expectations in this guide appropriate for the grade level?	1	2	3	4	5	
2. Are the expectations in this guide clearly stated?	1	2	3	4	5	
3. Are the expectations in this guide possible?	1	2	3	4	5	
4. Do you understand these expectations?	1	2	3	4	5	
5. Are the "Helpful Hints to Use at Home" useful?	1	2	3	4	5	

Comments or suggestions to improve the  
Pinellas County Schools Student Expectations:

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Please return this survey to your student's teacher.

Teachers:

Please return surveys to the SAGE office, Administration Building.

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# Graduation Expectations

The Pinellas County Graduate is a **Knowledgeable Individual** who:

- ❑ acquires essential knowledge in the areas of language arts, mathematics, social studies, science, related arts, world languages, health, human movement and fitness, and technology.
- ❑ is diversely educated and informed of the geographies, histories, and cultures of the community, state, nation, and world.

The Pinellas County Graduate is a **Collaborative Team Worker** who:

- ❑ shows appreciation and consideration for others when negotiating solutions and resolving conflicts.
- ❑ works well with men and women from diverse backgrounds and ages.
- ❑ uses effective leadership skills to define and delegate tasks and achieve goals.
- ❑ shares the responsibility of the team personally and as a team member.



# Science

In **The Nature of Matter**, your student:

- classifies objects in many different ways (e.g., colors, size, and shape).
- recognizes that the same material exists in different states (e.g., water, ice, and steam).

In **Energy**, your student:

- recognizes that heat and light energy comes from the sun.
- identifies objects which light can or cannot pass through.

In **Force and Motion**, your student:

- recognizes push and pull as two ways to move an object.
- understands that things move at different speeds (e.g., bike, car, plane).

In **Processes that Shape the Earth**, your student:

- recognizes that the earth is made up of materials of all sizes (e.g., sand, boulders).
- knows that life occurs in land, air, and water.

In **Earth and Space**, your student:

- knows the difference between day and night.
- knows there are many objects in the sky.

In **Processes of Life**, your student:

- sorts living and nonliving things.
- knows that many living things look like their parents.

In **Environmental Interaction**, your student:

- recognizes that plants and animals need each other.

In **Nature of Science**, your student:

- recognizes the scientific process (e.g., observe, compare, and record the same things often).
- experiences team work and sharing.
- recognizes consistent patterns.



**Helpful Hints to Use at Home**

- ❑ Visit science museums, libraries, science fairs, zoos, and write about your experiences.
- ❑ View the sky and discuss the weather.
- ❑ Take nature walks, talk about what you see, and make a nature collection.
- ❑ Take part in recycling efforts.

# Social Studies

In **Time, Continuity, and Change [History]**, your student:

- listens to, views, and discusses stories, poems, and other media about people from other places and times.
- understands that history tells the story of people and events of other times and places.
- knows selected roles of family members in various settings (for example, work, play, home).
- distinguishes among past, present, and future.

In **People, Places, and Environments [Geography]**, your student:

- knows terms that describe relative location (for example, near, far, up, down, left, right, behind, in front).
- knows the locations of various places in the school (for example, office, library, playground, cafeteria, bathrooms).
- knows that the globe is a model of the earth.
- identifies physical and human features of familiar places.

In **Government and the Citizen [Civics and Government]**, your student:

- understands why rules are necessary.
- listens to, views, and discusses stories, poems, and other media about qualities of a good citizen.
- knows some actions associated with good citizenship (for example, taking turns, sharing).
- knows that a responsibility is a duty to do something or not to do something.
- knows examples of situations involving responsibility (for example, in the home, classroom).

In **Production, Distribution, and Consumption [Economics]**, your student:

- knows some examples of scarcity.
- knows simple descriptions of work and jobs that people do.
- understands the basic concept of exchanging money for goods.
- understands the concept of saving money for future needs and wants.

## Helpful Hints to Use at Home

- Talk with your student about current events.
- Talk about times when you (or grandparent) were a student.
- Make a family scrapbook.
- Play store.
- Provide opportunities to be responsible (e.g., feed the dog, set the table).
- Visit community resources (e.g., library, fire station).
- Discuss community rules (e.g., pool safety, traffic signs).



# Graduation Expectations

The Graduation Expectations reflect the district, state, community, and workplace requirements. The expectations are in all subjects and focus on broad life-related skills and characteristics that make students quality producers. They incorporate future trends that will influence the lives of students and will help them make responsible, ethical, financial, and civic decisions. The graduation expectations are listed in **bold** below followed by selected descriptors created by educators, parents, business representatives, and the community.

The Pinellas County Graduate is a **Problem Solver** who:

- identifies problems and challenges of a rapidly changing world.
- demonstrates creative and critical thinking skills in order to solve real-life problems.
- recognizes and proposes nonviolent solutions to local, national, and world issues.
- makes decisions by researching, collecting, recording, and analyzing pertinent data from a variety of sources using diverse thinking processes and applying effective strategies.

The Pinellas County Graduate is a **Responsible Individual** who:

- is accountable for his or her actions.
- adapts to changes in order to live a physically, mentally, and emotionally balanced life.
- recognizes the contribution of diversity to society.
- displays a commitment to family.
- contributes to the community.
- demonstrates respect for the environment.



The Pinellas County Graduate is a **Self-directed Learner** who:

- creates a positive vision with multiple options for his or her own future.
- sets aims and goals and takes responsibility for executing a success plan.
- is a lifelong learner who monitors and evaluates his or her own progress.

The Pinellas County Graduate is an **Effective Communicator** who:

- receives and presents information in a variety of forms and ways.
- interacts effectively with a variety of audiences by demonstrating effective skills in reading, writing, speaking, and listening.
- interprets human experiences through media, literature, and the arts.
- uses technology as a communication tool.

# Visual Arts

In **Skills and Techniques**, your student:

- creates artwork using various materials and techniques (e.g., finger painting, sponge printing).
- demonstrates safe practices with art tools (e.g., carries scissors correctly).
- uses the elements of art and design to create a product (e.g., line, color, shape).

In **Creation and Communication**, your student:

- explains how the parts of a picture are related to his or her own experience.
- names colors, lines, and shapes within a piece of art.
- explores reasons people create art (e.g., a picture tells a story).

In **Cultural and Historical Connections**, your student:

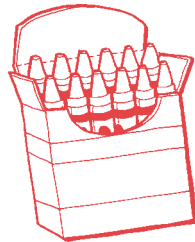
- makes connections between art and culture.

In **Aesthetic and Critical Analysis**, your student:

- responds to works of art (e.g., “That’s a painting of the circus!”).
- tells a story about what’s happening in a work of art.
- views a variety of types and styles of art.
- understands that personal art work is original.

In **Applications to Life**, your student:

- recognizes various art careers (e.g., artists make art, paint signs, illustrate books).
- knows where artwork can be found (e.g., museums, galleries, art fairs).



## Helpful Hints to Use at Home

- Display your student’s art work around the home.
- Set up an “art place” and keep a variety of art materials readily available.
- Create with your student!
- Encourage appropriate use of materials (e.g., holding scissors correctly) and clean up practices.
- Talk about the art work in your home.
- Have something created by your student framed or professionally printed.
- Take a photo of your student holding their art work and make an art album.

# Health

In **Health Literacy**, your student:

- demonstrates some knowledge of the inside and outside of the body.
- discovers how to prevent injuries.
- names foods according to the Food Guide Pyramid.
- recognizes warning labels and signs on hazardous substances (e.g., medicines).

In **Responsible Health Behavior**, your student:

- discovers and practices good health habits.
- comprehends and practices ways to prevent injuries.
- demonstrates the ability to listen (e.g., not talking while others are talking).
- explores healthy ways to handle feelings.

In **Health Advocacy and Promotion**, your student:

- discusses health problems that require the help of a trusted adult (e.g., child abuse).
- chooses between decisions that may be healthy or unhealthy (e.g., obeying pedestrian rules, smoking).
- shares ways for assisting others to make positive choices (e.g., safety belts).
- demonstrates the ability to work with others toward a common goal.



## Helpful Hints to Use at Home

- Teach and practice safety rules related to fire, traffic, strangers, guns, and medicines.
- Require your student to wear a seat belt and a bike helmet.
- Provide swimming instruction.
- Teach daily hygiene (e.g., brushing teeth, washing hands before meals).
- Discuss healthy food choices when preparing meals and dining out.

# Music

In **Skills and Techniques**, your student:

- sings a variety of songs (e.g., folk, nursery rhymes, singing games).
- sings and plays instruments.
- reads simple patterns using picture symbols.
- recognizes high and low, loud and soft sounds.

In **Creation and Communication**, your student:

- creates a new ending to a familiar tune.
- creates simple patterns on classroom instruments to accompany a song.

In **Cultural and Historical Connections**, your student:

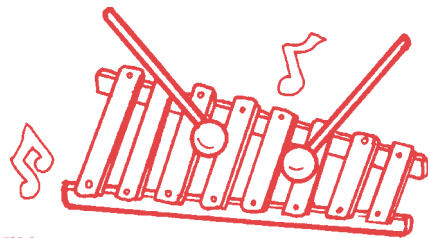
- listens to music from various styles and cultures (e.g., African, Hispanic, Native American).
- listens to vocal and instrumental sounds from various cultures.

In **Critical Thinking**, your student:

- expresses characteristics of music (e.g., tiptoeing as soft, running as fast).
- listens to and identifies familiar instruments and voice types.
- understands how music can communicate feelings, moods, or images.
- compares two versions of the same song and decides how they are the same or different.

In **Applications to Life**, your student:

- makes connections among music, the visual and other performing arts.
- makes connections between music and other subjects (e.g., math, science).
- demonstrates appropriate audience behavior.
- expresses own music preferences based on life experiences.



## Helpful Hints to Use at Home

- ❑ Sing nursery rhymes, game songs (Farmer in the Dell), folk songs.
- ❑ Listen to and discuss sounds found in nature.
- ❑ Move to a piece of music (e.g., walk, run, jump, gallop).
- ❑ Attend children's concerts and musical theater productions.
- ❑ Listen to a variety of children's performances (e.g., choirs, school concerts).

# Physical Education

In **Movement**, your student:

- participates in physical activities.
- moves body parts and objects (e.g., backward and forward, up and down, left and right).
- moves in different ways in personal space or on equipment (e.g., slides, jumps, gallops).
- understands body parts, body surfaces and body shapes.

In **Motor Skills**, your student:

- develops the skills of throwing, catching, and kicking.

In **Physical Activity, Personal Fitness, and Wellness**, your student:

- understands that physical activity is a major part of good health.
- recognizes the importance of physical fitness (e.g., heart rate, strength, endurance).
- participates in group activities.
- shares and cooperates with others.
- states safety rules.



## Helpful Hints to Use at Home

- ❑ Ask your student to follow movement directions (e.g., over and under, up and down).
- ❑ Provide opportunities for your student to play with balls and jump ropes.
- ❑ Regularly participate in family activities that involve fitness and motor skills.
- ❑ Use seat belts and safety equipment.
- ❑ Take your student to a playground and use the equipment.
- ❑ Model sharing and cooperating in the family setting.
- ❑ Provide practice opportunities of throwing, catching, kicking, and skipping.