

Grade K2 Benchmarks for Learning



Map of the ASP Lower School Curriculum

Navigating ASP Grade K2

All information valid as of January 2015.
For the most up-to-date information, the ASP Curriculum database can be accessed through:

<http://asparis-public.rubiconatlas.org/>



AMERICAN SCHOOL OF PARIS
founded 1946

www.asparis.org

Health, Enjoyment and Social Interaction

- 9. Students like the challenge of experiencing new movements and learning new skills.
- 10. They begin to function as members of a group and to work cooperatively for brief periods of time.

Guidance

Academic Domain

The Academic standards for students guide the counseling program to implement strategies and activities to support and maximize student learning. Academic development includes:

- 1. Acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- 2. Employing strategies to achieve success in school and choose from a wide range of post secondary options.
- 3. Understanding the relationship of academics to the world of work and to life at home and in the community.

Career Domain

The student content standards for career development guide the school counseling program to provide the foundation for students to acquire skills, attitudes and knowledge enabling students to:

- 4. Acquire skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and to make informed career decisions.
- 5. Employ strategies to achieve future career goals and satisfaction.
- 6. Foster an understanding of the relationship between personal qualities, education, training and the world of work.

Personal/Social Domain

The content standards for personal/social development provide the foundation for personal and social growth as students progress through school and into adulthood. This domain includes the acquisition of skills, attitudes and knowledge to help students:

- 7. Acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.
- 8. Make decisions, set goals and take necessary actions to achieve goals.
- 9. Understand safety and survival skills.

Global Perspective Domain

The content standards for global perspective provide the foundation for counseling programs to help students acquire the skills, attitudes and knowledge to:

- 10. Develop an understanding of culture as a social construct.
- 11. Acquire an awareness of their family culture and own cultural identity.
- 12. Understand their host country and home(s) country's cultures.
- 13. Develop a personal practice for applying intercultural competence and bridging successfully across cultural difference.
- 14. Acquire knowledge and attitudes to manage transition effectively.

Physical Activity

4. They participate in a wide variety of gross motor activities that involve locomotion, non-locomotion, and manipulation of objects.

Physical Fitness

5. They enjoy physical activities for the pleasure experienced from simply moving and may not associate the activity with the development of physical fitness.

Personal and Social Behavior

6. Young children discover the joy of playing with friends and how social interaction can make activities more fun.

7. They know safe practices, physical education class rules and procedures, and are able to apply them with little or no reinforcement.

8. Children know how to utilize acceptable behaviors for physical activity settings and are building a foundation for successful interpersonal communication during group activity.



DESIGN | lauren@shutterstock.com PHOTO | CALIWA Photography
Printed on recycled paper

Perception and Evaluation

- 9. Communicate ideas and feelings about works of art.
- 10. Use basic art concepts and vocabulary when communicating ideas and feelings about work.
- 11. Evaluate works of art based on personal points of view.
- 12. Use basic art concepts and vocabulary when evaluating works of art.

Connections

- 13. Identify art concepts that cross disciplines (e.g. pattern, shape, scale, form, balance, repetition, and rhythm).
- 14. Demonstrate understanding of the relationship between words and images by applying text to images and images to text.
- 15. Identify the different forms of the arts.
- 16. Understand what the arts have in common.
- 17. Be aware that the arts can relate and combine for one purpose.
- 18. Describe how art enriches people's lives.
- 19. Identify products that artists design and make and the careers of those who make them.

Responding to Music with Paint

- 20. Children invent and use original graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas.
- 21. Children identify the sources of a wide variety of sounds.
- 22. Children respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

Performing on Instruments, Alone and with Others, a Varied Repertoire of Music

- 7. Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- 8. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

Composing and Arranging Music within Specified Guidelines

- 17. Students create and arrange music to accompany readings or dramatizations.
- 18. Students use a variety of sound sources when composing.
- 19. Students identify simple music forms when presented aurally.
- 20. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- 21. Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 22. Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 23. Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

Listening to, Analyzing, and Describing Music

- 19. Students identify simple music forms when presented aurally.
- 20. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- 21. Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 22. Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 23. Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

Understanding Music in Relation to History and Culture

- 28. Students identify by genre or style aural examples of music from various historical periods and cultures.
- 29. Students describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 30. Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 31. Students identify and describe roles of musicians (e.g. orchestra conductor, folksinger, church organist) in various music settings and cultures.
- 32. Students demonstrate audience behavior appropriate for the context and style of music performed.

Evaluating Music and Music Performances

- 24. Students devise criteria for evaluating performances and compositions.

Culture

- 10. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.
- 11. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.

Society and Identity

- 12. Identify connections between who they are as a person and their place in the world.
- 13. Distinguish themselves as individuals from others.
- 14. Recognize that individual people are part of a group.
- 15. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.
- 16. Identify roles and behaviors that people demonstrate when in group situations.
- 17. Identify opportunities for choice in personal identity.

Government

- 18. Identify rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 19. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher).
- 20. Describe rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 21. Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens.
- 22. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).

History and Nature of Science

- 33. Explain why anyone can be a scientist.
- 34. Identify ways (e.g., create things, ask questions, make observations, figure things out) that everybody can do science.
- 35. Identify ways scientists work together to solve problems (e.g., share results, teamwork, investigate).
- 36. Identify safety rules for school and home.

Forms of Energy

- 12. Classify objects in terms of their relative temperature (e.g., hotter and colder).
- 13. Demonstrate and identify sounds as soft or loud.

History of the Earth

- 14. Observe seasonal and weather changes throughout the school year.
- 15. Observe and record seasonal and weather changes throughout the school year.

Properties of Earth's Materials

- 16. Use the senses to observe and describe the properties of a variety of earth materials (e.g., rock, soil, sand, water).
- 17. Identify which materials are best for different uses (e.g., soils for growing plants, sand for the sand box).

Climate and Weather

- 18. Identify and describe short- and longer-term patterns of events (including weather and seasons) that occur on the Earth and in the sky.

Organization and Development

- 19. Identify the basic needs of most plants (e.g., air, water, light).
- 20. Predict and investigate the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water).
- 21. Identify the structures in plants (leaves, roots, flowers, stem, bark, wood) that are responsible for food production, support, water transport, reproduction, growth, and protection.

Measurement and Data

- 16. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- 17. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
- 18. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Counting and Cardinality

- 1. Count to 100 by ones and by tens.
- 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- 5. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- 6. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- 7. Understand that each successive number name refers to a quantity that is one larger.
- 8. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- 9. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).
- 10. Compare two numbers between 1 and 10 presented as writing numerals.

Operations and Algebraic Thinking

- 11. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.
- 12. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).

Language Foundations

- 25. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- 26. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- 27. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- 28. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Fluency

- 29. Read emergent-reader texts with purpose and understanding.
- 30. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 31. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.
- 32. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- 33. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 34. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Listening and Speaking Comprehension and Collaboration

- 35. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- 36. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 37. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Reading - Foundational Skills Phonics and Word Recognition

- 17. Follow words from left to right, top to bottom, and page by page.
- 18. Recognize that spoken words are represented in written language by specific sequences of letters.
- 19. Understand that words are separated by spaces in print.
- 20. Recognize and name all upper- and lowercase letters of the alphabet.
- 21. Recognize and produce rhyming words.
- 22. Count, pronounce, blend, and segment syllables in spoken words.
- 23. Blend and segment onsets and rimes of single-syllable spoken words.
- 24. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/).

Reading - Foundational Skills Phonics and Word Recognition

- 1. With prompting and support, ask and answer questions about key details in a text.
- 2. With prompting and support, retell familiar stories, including key details.
- 3. With prompting and support, identify characters, settings, and major events in a story.
- 4. Ask and answer questions about unknown words in a text.
- 5. Recognize common types of texts (e.g., storybooks, poems).
- 6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what person, place, thing, or idea in the text an illustration).
- 7. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 8. Actively engage in group reading activities with purpose and understanding.

Listening and Speaking Comprehension and Collaboration

- 35. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- 36. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 37. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Reading - Foundational Skills Phonics and Word Recognition

- 17. Follow words from left to right, top to bottom, and page by page.
- 18. Recognize that spoken words are represented in written language by specific sequences of letters.
- 19. Understand that words are separated by spaces in print.
- 20. Recognize and name all upper- and lowercase letters of the alphabet.
- 21. Recognize and produce rhyming words.
- 22. Count, pronounce, blend, and segment syllables in spoken words.
- 23. Blend and segment onsets and rimes of single-syllable spoken words.
- 24. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/).

States of Matter

- 4. Identify matter that can be a liquid or solid (e.g., water).
- 5. Identify and compare solids (e.g. have a definite shape) and liquids (e.g. take the shape of their containers).
- 6. Investigate and recognize water can change from a liquid to a solid (freeze), and back again to a liquid (melt), as the result of temperature changes.
- 7. Compare the observable physical properties of solids, liquids, or gases (air) (e.g., visible vs. invisible, changes in shape, changes in the amount of space occupied).
- 8. Make a prediction about what might happen when heated or cooled; or categorize materials as solid, liquid, or gas.

Interdependence

- 26. Describe how people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste changes.

Scientific Inquiry and Critical Thinking

- 27. Generate questions and predictions using observations and exploration about the natural world.
- 28. Generate and follow simple plans using systematic observations to explore questions and predictions.
- 29. Collect data using observations, simple tools such as thermometers, balances, watches, and magnifiers.
- 30. Compare data with others to examine and question results.
- 31. Use nonstandard measures to estimate and compare the sizes of objects.
- 32. Use appropriate safety procedures when conducting investigations.

History and Nature of Science

- 33. Explain why anyone can be a scientist.
- 34. Identify ways (e.g., create things, ask questions, make observations, figure things out) that everybody can do science.
- 35. Identify ways scientists work together to solve problems (e.g., share results, teamwork, investigate).
- 36. Identify safety rules for school and home.

Social Studies

Time, Continuity, and Change

- 1. Identify stories about past events, people, places or situations.
- 2. Differentiate between people, places, and events in the past, present and future.
- 3. Relate stories about past events, people, places, or situations to help understand of the past and present.

Connections and Conflict

- 4. Identify and describe factors that contribute to cooperation and factors that may cause conflict.

Geography

- 5. Describe ways in which people depend on the physical environment.
- 6. Explain the concept of location.
- 7. Use maps and graphs, tables, and diagrams to read and display geographic information.
- 8. Describe the influence of landforms and geographic features on human population and cultures.
- 9. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.

Vocabulary Acquisition and Use

- 43. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, ur-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Counting and Cardinality

- 1. Count to 100 by ones and by tens.
- 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- 4. Understand the relationship between numbers and quantities; connect counting to cardinality.
- 5. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- 6. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- 7. Understand that each successive number name refers to a quantity that is one larger.
- 8. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- 9. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (e.g., by using matching and counting strategies).
- 10. Compare two numbers between 1 and 10 presented as writing numerals.

Operations and Algebraic Thinking

- 11. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions, or equations.
- 12. Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).

Language Foundations

- 25. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- 26. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- 27. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- 28. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Fluency

- 29. Read emergent-reader texts with purpose and understanding.
- 30. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 31. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.
- 32. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- 33. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- 34. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Listening and Speaking Comprehension and Collaboration

- 35. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- 36. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 37. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

English Language Arts

Reading - Literature

- 1. With prompting and support, ask and answer questions about key details in a text.
- 2. With prompting and support, retell familiar stories, including key details.
- 3. With prompting and support, identify characters, settings, and major events in a story.
- 4. Ask and answer questions about unknown words in a text.
- 5. Recognize common types of texts (e.g., storybooks, poems).
- 6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- 7. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- 8. Actively engage in group reading activities with purpose and understanding.

Reading - Informational Text

- 9. With prompting and support, ask and answer questions about key details in a text.
- 10. With prompting and support, retell familiar stories, including key details.
- 11. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 12. With prompting and support, ask and answer questions about unknown words in a text.
- 13. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- 14. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration).
- 15. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- 16. Actively engage in group reading activities with purpose and understanding.

Listening and Speaking Comprehension and Collaboration

- 35. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- 36. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 37. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Reading - Foundational Skills Phonics and Word Recognition

- 17. Follow words from left to right, top to bottom, and page by page.
- 18. Recognize that spoken words are represented in written language by specific sequences of letters.
- 19. Understand that words are separated by spaces in print.
- 20. Recognize and name all upper- and lowercase letters of the alphabet.
- 21. Recognize and produce rhyming words.
- 22. Count, pronounce, blend, and segment syllables in spoken words.
- 23. Blend and segment onsets and rimes of single-syllable spoken words.
- 24. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/).

Listening and Speaking Comprehension and Collaboration

- 35. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.
- 36. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 37. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.