

Kindergarten
Parent Guide
to
Grade-Level Standards



Miami Shores Presbyterian Church School
Unleashing the Potential of Every Student

602 NE 96th Street, Miami Shores, Florida 33138

MSPC School Commission



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MISSION STATEMENT

To offer a Christ-inspired educational experience that empowers students to reach their full potential in life, where academic excellence is nurtured and students are treasured and respected.

VISION STATEMENT

We believe all children are unique in the eyes of God. Therefore, our vision is to promote Spiritual knowledge, develop emotional growth and cultivate life readiness.

Promote Spiritual Knowledge by:

- appreciating the diversity of God's creation
- embracing the beauty of the world
- participating in Christ-inspired experiences

Develop Emotional Growth by:

- realizing we are part of a greater whole
- demonstrating respectful attitudes and behaviors
- understanding we gain strength and stamina by the grace of the Spirit

Cultivate Life Readiness by:

- seeing the importance of education
- experiencing continual learning and self-reflection
- gaining knowledge and skills for success

SCHOOL GOALS

1. To provide a program of instruction that will foster student inquiry, critical thinking, and reflection in their pursuit of being a life-long learner.
2. To seek all opportunities to integrate The Arts - physical education, music, visual arts and foreign languages - within the core classroom curriculum.
3. To continue to grow the MSPCS family through positive word of mouth, participation in area activities, and advertisement.

No person in this district, shall on the basis of race, national origin, sex, disability, marital status, religion, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in employment conditions or practices conducted by Miami Shores Presbyterian Church School.

UNDERSTANDING AND USING THIS BOOKLET

Use this booklet as a guide throughout the school year. It will help you work with your child to achieve the Common Core Standards. This brochure lists the essential skills and concepts in the CC Standards which students will be expected to be skillful with this year in English Language Arts and Mathematics. The standards are the expectations that represent what students are expected to know and be able to do as a result of the year in kindergarten. At the end of the booklet are the Florida Sunshine State Standards for science, social studies, physical education, health, music, visual arts, and technology.

KINDERGARTEN INFORMATION

Instructional Approach: Teachers use a variety of approaches to teaching and learning in order to meet the wide range of student needs within the classroom. These include whole group instruction, flexible grouping based on interest and/or ability and individual student work. The subject areas are integrated, including technology, as much as possible so that the students see the relationships among the subjects. Emphasis is placed on applying knowledge and skills learned to real world problems.

Homework: Homework is assigned at the discretion of the teacher. If homework is assigned, it should take no more than 10 minutes to complete. If you have any questions or find your child is struggling with the work, please contact the teacher.

Assessment: The primary purpose of assessment is the improvement of student learning. The assessment process will highlight and promote those practices that are most effective, determine action for improvement where needed and provide evidence of program quality and student learning.

Assessment is the ongoing process of:

- Establishing clear, measurable objectives (expected outcomes) of student learning.
- Ensuring that students have sufficient opportunities to achieve those outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.

- Using the resulting information to understand and to improve student learning.
(Linda Suskie, *Assessing Student Learning*, 2004)

Our beliefs on assessment:

Students should be given multiple opportunities to demonstrate “what they know” without penalty.
The type of assessment tool should be determined by the learning outcomes it is designed to assess.
Assessment results should be used regularly to inform and modify instruction.
To be effective, assessment feedback should be as immediate as possible.

Progress Reporting: The purpose for grading and reporting is to present students and parents with frequent updates on individual progress. Progress is measured based upon the individual student’s performance of identified learning standards. Your child’s progress will be reported on a Standards–Based report quarterly. This report provides detailed information on how well your child is progressing toward the goals established for year-end standards in each subject area. All curricular areas report on the standards-based progress report. Effort, attitude and behavior are reported in a separate *Basic Values* and *Personal Growth* sections. Another purpose of progress reporting is to provide the school with data about our teaching practices and curriculum. We analyze the standards within the classroom, as well as throughout the school to determine what we are doing well and what needs to be adjusted.

Students meeting school expectations for kindergarten will be promoted to first grade at the end of the year. Some students may need more time to develop these critical foundational skills and may be retained at the end of the year.

Family/School Connection: We welcome your visits and phone calls. You are encouraged to make the most of all opportunities to be involved in your child’s educational experience. One of the most critical factors to success in school is parent interest and involvement. It is a good idea to discuss your child’s activities at school, go over all homework and assignments, and read with your child. Call the school to learn how to become involved in the Parent Association.

KINDERGARTEN EXPECTATIONS

English Language Arts and Mathematics are COMMON CORE STANDARDS.
Science, Social Studies, Art, Music, Health and Physical Education are FLORIDA SUNSHINE STATE STANDARDS (shown with this unique font).

ENGLISH LANGUAGE ARTS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:

LITERATURE

Key Ideas and Details

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.K.7 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).

(RL.1.8 not applicable to literature)

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS: INFORMATIONAL TEXT

Key Ideas and Details

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.

CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.K.7 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 depicts).

CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.

**THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:
FOUNDATIONAL SKILLS**

Print Concepts

CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.

CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS: **WRITING**

Text Types and Purposes

CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CCSS.ELA-Literacy.W.K.3 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.

Production and Distribution of Writing

(W.K.4 begins in grade 3)

CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(W.K.9 begins in grade 4)

Range of Writing

(W.K.10 begins in grade 3)

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:
SPEAKING & LISTENING

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.2 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.

CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:

LANGUAGE

Conventions of Standard English

CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.

CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.

CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun I.

CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.

CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

(L.K.3 begins in grade 2)

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

MATHEMATICS

In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

Counting and Cardinality

Know number names and the count sequence.
Count to tell the number of objects.
Compare numbers.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

Describe and compare measurable attributes.
Classify objects and count the number of objects in each category

Geometry

Identify and describe shapes.
Analyze, compare, create, and compose shapes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

THE PRACTICE OF MATHEMATICS:
COUNTING & CARDINALITY

Know number names and the count sequence.

CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.

CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

CCSS.Math.Content.K.CC.A.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).

Count to tell the number of objects.

CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

CCSS.Math.Content.K.CC.B.4a 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.

CCSS.Math.Content.K.CC.B.4b 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.

CCSS.Math.Content.K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.

CCSS.Math.Content.K.CC.B.5 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.

Compare numbers.

CCSS.Math.Content.K.CC.C.6 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.1

CCSS.Math.Content.K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.

THE PRACTICE OF MATHEMATICS: OPERATIONS & ALGEBRAIC THINKING

Understand addition, and understand subtraction.

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

CCSS.Math.Content.K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

CCSS.Math.Content.K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

CCSS.Math.Content.K.OA.A.5 Fluently add and subtract within 5.

THE PRACTICE OF MATHEMATICS: NUMBER & OPERATIONS IN BASE TEN

Work with numbers 11-19 to gain foundations for place value.

CCSS.Math.Content.K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

THE PRACTICE OF MATHEMATICS:
MEASUREMENT & DATA

Describe and compare measurable attributes.

CCSS.Math.Content.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

CCSS.Math.Content.K.MD.A.2 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. For example, directly compare the heights of two children and describe one child as taller/shorter.

Classify objects and count the number of objects in each category.

CCSS.Math.Content.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

THE PRACTICE OF MATHEMATICS:
GEOMETRY

Identify and describe shapes.

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

CCSS.Math.Content.K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

CCSS.Math.Content.K.G.A.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

CCSS.Math.Content.K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

CCSS.Math.Content.K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

CCSS.Math.Content.K.G.B.6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

SCIENCE

THE PRACTICE OF SCIENCE

SCIENCE

Applies the practices of science working with a partner to collect information, make and record observations. The student:

- collaborates with a partner to collect information.
- makes observations of the natural world and knows that they are descriptors collected using the five senses.
- keeps records of investigations conducted (e.g., pictorial records).
- observes and creates a visual representation of an object which includes its major features.
- recognizes that learning can come from careful observation.

EARTH IN SPACE AND TIME

Describes the concepts related to Earth and space in time. The student:

- explores the law of gravity by investigating how objects are pulled toward the ground unless something holds them up.
- recognizes the repeating pattern of day and night.
- recognizes that the Sun can only be seen in the daytime.
- observes that sometimes the Moon can be seen at night and sometimes during the day.
- observes that things can be big and things can be small as seen from Earth.
- observes that some objects are far away and some are nearby as seen from Earth.

PROPERTIES OF MATTER

Demonstrates an understanding of the properties of matter. The student:

- sorts objects by observable properties (e.g., size, shape, color, temperature – hot/cold, weight – heavy/light, texture).

CHANGES IN MATTER

Demonstrates an understanding of the properties of matter. The student:

- recognizes that the shape of materials (e.g., paper, clay) can be changed by cutting, tearing, crumpling, smashing, or rolling.

FORMS OF ENERGY

The student:

- observes that things that make sound vibrate.

MOTION OF OBJECTS

Explains that a force can move an object and objects move in different ways. The student:

- investigates that things move in different ways (e.g., fast, slow, etc.).

FORCES AND CHANGES IN MOTION

Explains that a force can move an object and objects move in different ways. The student:

- observes that a push or a pull can change the way an object is moving.

ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

Demonstrates an understanding of the organization and development of living organisms. The student:

- recognizes the five senses and related body parts.
- recognizes that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- observes plants and animals, describes how they are alike and how they are different in the way they look and in the things they do.

SOCIAL SCIENCE (STUDIES)

AMERICAN HISTORY

Retells stories about people in the past who have shown honesty, courage, and responsibility. Explains the importance of United States symbols. The student:

- develops an understanding of how to use and create a timeline.
- develops an awareness of a primary source.
- compares children and families of today with those in the past.
- recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
- compares our nation's holidays with holidays of other cultures.

- listens to and retells stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- recognizes the importance of U.S. symbols.
- uses words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
- explains that calendars represent days of the week and months of the year.

CIVICS AND GOVERNMENT

Explains why school and classroom rules are necessary. The student:

- defines and gives examples of rules and laws, and why they are important.
- explains the purpose and necessity of rules and laws, and why they are important.
- demonstrates the characteristics of being a good citizen.
- demonstrates that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- describes fair ways for groups to make decisions.

BEGINNING ECONOMICS

Explains the difference between wants and needs. Identifies the basic skills and/or tools associated with them. The student:

- describes different kinds of jobs that people do and the tools or equipment used.
- recognizes that United States currency comes in different forms.
- recognizes that people work to earn money to buy things they need or want.
- identifies the difference between basic needs and wants.

GEOGRAPHY

Demonstrates basic map skills. The student:

- describes the relative location of people, places, and things by using positional words.
- explains that maps and globes help to locate different places and that globes are a model of the Earth.

PHYSICAL EDUCATION

MOVEMENT SKILLS

Performs basic movement skills. Participates in a variety of physical activities . The student:

- is able to use a variety of locomotor movements.
- strikes objects using body parts forcefully.
- balances a lightweight object on a paddle while moving.
- strikes an object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.
- uses two hands to bounce and catch a large playground ball.
- catch a variety of self-tossed objects.
- rolls and throws a variety of objects using an underhand motion.
- kicks stationary and rolled balls with strong force while maintaining balance.
- performs a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.
- balances on a variety of body parts.
- performs a variety of rolling actions.
- moves in a variety of ways in relation to others.

COGNITIVE ABILITIES

Uses/comprehends vocabulary associated with movement skills. The student:

- recognizes that physical activities have safety rules and procedures.
- is able to distinguish the dominant hand/foot in relation to bouncing a ball or kicking a ball.
- recognizes locomotor skills.
- recognizes technology can be utilized during physical activity.
- recognizes there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.
- recites cues for a variety of movement patterns and skills.
- identifies personal and general space.
- recognizes movement concepts.

LIFETIME FITNESS

The student:

- participates in moderate to vigorous physical activity on a daily basis.
- identifies opportunities for involvement in physical activities both during and after the school day.

- describes physical activity goal-setting.
- invites others to participate in physical activities with him/her.
- recognizes that physical activity is good for you.
- verbally states the search (look left, look right, look left again) used before crossing a roadway.
- recognizes that strong muscles help the body perform physical activities.
- recognizes the physiological signs of physical activity.
- recognizes the difference in the activity of the heart during rest and while physically active.
- participates in a variety of games that increase breathing and heart rate.
- recognizes that flexibility is important.
- differentiates between healthy and unhealthy food choices.

RESPONSIBLE BEHAVIOR AND VALUES

Interacts cooperatively with others. Demonstrates safety practices/rules. Uses feedback to improve skills. The student:

- treats others with respect during play.
- practices specific skills as assigned until the teacher signals the end of practice.
- uses equipment safely and properly.
- identifies sharing with a partner as a way to cooperate.
- identifies physical activities that are enjoyable.
- tries new movements and motor skills willingly.
- continues to participate when not successful on the first attempt.
- enjoys participation alone and with others.

HEALTH EDUCATION

HEALTH ENHANCEMENT AND DISEASE PREVENTION CONCEPTS

Recognizes positive, healthy, and safe behaviors. The student:

- recognizes healthy behaviors.
- recognizes the physical dimension of health.
- recognizes ways to prevent common communicable diseases.
- recognizes childhood injuries.
- names healthy behaviors that family members should practice.

- identifies members of the school and community that support personal health practices and behaviors.
- explains the importance of rules to maintain health.
- names various types of media and technology that influence health.

RESPONSIBLE BEHAVIORS

Recognizes ways to express needs, wants, and feeling. The student:

- recognizes school and community health helpers.
- recognize warning labels and signs on hazardous products and places.

Recognize advertisements for health products.

- recognizes healthy ways to express needs, wants, and feelings.
- demonstrates listening skills to enhance health.
- identifies the appropriate responses to unwanted and threatening situations.
- states ways to tell a trusted adult if threatened or harmed.
- names situations when a health-related decision can be made individually or when assistance is needed.
- recognizes healthy options to health-related issues or problems.
- recognizes the consequences of not following rules/practices when making healthy and safe decisions.

PROMOTING HEALTH

The student:

- identifies healthy practices and behaviors to maintain or improve personal health.
- helps others to make positive health choices.

MUSIC

CRITICAL THINKING AND REFLECTION

Uses appropriate music vocabulary when describing music. The student:

- responds to music from various sound sources to show awareness of steady beat.
- identifies various sounds in a piece of music.
- identifies, visually and aurally, pitched and unpitched classroom instruments.

- identifies singing, speaking, and whispering voices.
- identifies similarities and/or differences in a performance.
- shares opinions about selected pieces of music.

SKILLS, TECHNIQUES, AND PROCESSES

Sings a variety of music with appropriate pitch and rhythm. Performs a variety of music on instruments using correct rhythm and techniques. The student:

- improvises a response to a musical question sung or played by someone else.
- sings or plays songs from memory.
- sings songs of limited range appropriate to the young child and uses the head voice.
- performs simple songs and accompaniments.
- matches pitches in a song or musical phrase in one or more keys.
- imitates simple rhythm patterns played by the teachers or a peer.

ORGANIZATIONAL STRUCTURE

Sings a variety of music with appropriate pitch and rhythm. Performs a variety of music on instruments using correct rhythm and techniques. Uses appropriate music vocabulary when describing music. The student:

- identifies similarities and differences in melodic phrases and/or rhythm patterns.
- responds to music to demonstrate how it makes one feel.

HISTORICAL AND GLOBAL CONNECTIONS

Sings a variety of music with appropriate pitch and rhythm. Performs a variety of music on instruments using correct rhythm and techniques. The student:

- responds to music from diverse cultures through singing and movement.
- responds to and/or performs folk music of American cultural sub-groups.
- performs simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

INNOVATION TECHNOLOGY, AND THE FUTURE

Uses appropriate music vocabulary when describing music. The student:

- responds to and explores music through creative play and found sounds in the music classroom.
- exhibits age-appropriate music and life skills that will add to the success in the music classroom.

VISUAL ARTS

CRITICAL THINKING AND REFLECTION

Understands and uses art vocabulary. The student:

- creates and shares personal works of art with others.
- describes personal choices made in the creation of artwork.
- identifies media used by self or peers.

SKILLS, TECHNIQUES, AND PROCESSES

Develops beginning skills in the use of tools and techniques. The student:

- explores art processes and media to produce artworks.
- produces artwork influenced by personal decisions and ideas.
- develops artistic skills through the repeated use of tools, processes, and media.
- practices skills to develop craftsmanship.
- handles art tools and media safely in the art room.

ORGANIZATIONAL STRUCTURE

Recognizes and uses the elements of art. The student:

- explores the placement of the structural elements of art in personal works of art.
- generates ideas and images for artworks based on memory, imagination, and experiences.
- creates works of art to document experiences of self and community.

HISTORICAL AND GLOBAL CONNECTIONS

Understands and uses art vocabulary. Recognizes and uses the elements of art. The student:

- describes art from selected cultures and places.
- follows directions for suitable behavior in an art audience.
- explains how art-making can help people express ideas and feelings.
- compares selected artworks from various cultures to find differences and similarities.
- explores everyday objects that have been designed and created by artists.
- describes where artwork is displayed in school or other places.
- expresses ideas related to non-art content areas through personal artworks.

INNOVATION, TECHNOLOGY, AND THE FUTURE:

Develops beginning skills in the use of tools and techniques. Recognizes and uses the elements of art. The student:

- experiments with art media for personal satisfaction and perceptual awareness.
- identifies real and imaginary subject matter in works of art.
- describes where art ideas or products can be found in stores.
- creates artwork that communicates an awareness of self as part of the community.

INSTRUCTIONAL TECHNOLOGY

TECHNOLOGY OPERATIONS AND CONCEPTS

Understands and applies technology concepts, systems and operations. The student:

- demonstrates basic technology operations.
- locates District standard software to complete tasks and projects.
- utilizes District standard software to complete tasks and projects.
- demonstrates how to be a responsible and safe digital citizen.

RESEARCH AND INFORMATION FLUENCY

Applies technology research skills to gather, evaluate and use information. The student:

- utilizes web resources assigned by the teacher for learning.

CREATIVITY AND INNOVATION

Demonstrates creative thinking, constructs knowledge and develops innovative products and processes using technology. The student:

- creates a simple project.