

Content Area: Comprehensive Health and Physical Education

Standard: 3. Emotional and Social Wellness in Health

Prepared Graduates:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Exhibit understanding that one's actions impact others

Evidence Outcomes

Students can:

- a. Demonstrate ways to show respect, consideration, and care for others
- b. Explain the importance of respecting the personal space and boundaries of others
- c. Explain that feelings influence behavior

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does the way I feel change how I act?
2. How do my actions affect others?

Relevance and Application:

1. Families are places where personal space is practiced.
2. Feelings affect behavior at home and at school.

Nature of Health:

1. The understanding of how emotions influence behavior and physical feelings is important to emotional and mental health.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply knowledge and skills that promote healthy, violence-free relationships

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Identify the importance of respecting the personal space and boundaries of self and others

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify "appropriate" and "inappropriate" touchesb. Identify characteristic of a trusted adultc. Demonstrate how to tell a trusted adult if inappropriate touching occurs to self or othersd. Explain that each person has the right to tell others not to touch his or her body	Inquiry Questions: <ol style="list-style-type: none">1. What is respect?2. Why is it important to respect myself?3. What would it be like if nobody respected anybody else? What is privacy?
	Relevance and Application: <ol style="list-style-type: none">1. Different situations and settings have varied rules about personal space.2. Boundaries are applied to nations, cities and people
	Nature of Health: <ol style="list-style-type: none">1. Every individual has the right to personal space and boundaries.

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Effective communication skills in unsafe situations

Evidence Outcomes

Students can:

- Demonstrate verbal and nonverbal ways to ask an adult for help about an unsafe situation
- Demonstrate the ability to call 911 or other emergency numbers for help
- Define and explain the dangers of weapons and how to tell a trusted adult if you see or hear about someone having a weapon

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What would happen if you were lost and you didn't know how to ask for help?
- What would you do if you found a gun?
- In addition to a phone, how else could you get help when you are at home? In a car?
Without using words, what are ways you could let someone know you need help?

Relevance and Application:

- Effective communication is crucial in an emergency situation.
- Other forms of technology can be used to communicate in an emergency situation.

Nature of Health:

- Verbal and non-verbal communication is a creative task in an emergency situation.
- Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

Content Area: Dance**Standard: 4. Reflect, Connect, and Respond****Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

Grade Level Expectation: Kindergarten**Concepts and skills students master:**

1. Observe different dance styles, and describe one movement you remember

Evidence Outcomes**Students can:**

- a. Describe in writing or with a drawing the movement and mood of a particular dance work
- b. Describe a favorite movement from a dance
- c. Enjoy participating in and observing a variety of dance styles
- d. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement
- e. Describe the performer's use of space in a favorite movement from a dance

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How are characters portrayed in dance?
2. How do movement and music differ from one culture to another?
3. How do the basic elements of dance communicate feelings and thoughts?

Relevance and Application:

1. Understanding why it is important for performers to share space appropriately builds foundational collaborative skills needed in many activities and vocations.
2. Finding a personal connection to or a specific element of a dance work builds strong identification skills and self-direction, enabling personal decision-making and appropriate use of space in collaborative tasks.

Nature of Dance:

1. Dancers observe the movement of others, and create something new based on that knowledge.

Content Area: Drama and Theatre Arts

Standard: 2. Perform

Prepared Graduates:

- Express drama and theatre arts skills in a variety of performances, including plays, monologues, improvisation, purposeful movement, scenes, design, technical craftsmanship, media, ensemble works, and public speaking

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Express a feeling or emotion through dramatic play or creative drama

Evidence Outcomes

Students can:

- a. Use movement and facial expressions to convey feelings and emotions
- b. Use sounds to express character, feelings, and mood
- c. Demonstrate the ability to follow a simple set of steps in a dramatic task

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can a facial expression change a conversation?
2. How do actors move to express an emotion?
3. How can sound be used to express a feeling or emotion?

Relevance and Application:

1. Sequencing simple steps is done in math, science, and literacy too.
2. Mass media use sound effects to elicit emotion in their audience.
3. The ability to follow directions is an important skill in society.

Nature of Drama and Theatre Arts:

1. Emotions are the seeds of play and character creation.

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Perform independently

Evidence Outcomes

Students can:

- a. Distinguish between speaking and singing voice
- b. Sing a variety of simple songs and singing games
- c. Echo and perform simple melodic and rhythmic patterns
- d. Demonstrate basic performance skills and behaviors

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the difference between speaking and singing?
2. How does performing songs help you learn?

Relevance and Application:

1. Using music together with dance, theatre, and the visual arts aids in early reading skills such as storytelling and sequencing skills.
2. Music software and audio and/or video devices can be used to demonstrate speaking and singing voices, simple songs, and patterns.
3. Electronic keyboards can be used to echo and perform simple melodic and rhythmic patterns.

Nature of Music:

1. Musicality is the ability to perform and respond to music in meaningful ways.

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Respond to music with movement

Evidence Outcomes

Students can:

- a. Move to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting changes in mood or form
- b. Move to music, differentiating between sound and silence

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does different music change the way you feel?
2. How does music help to express the music you hear?
3. Is silence a part of music?

Relevance and Application:

1. Using developmentally appropriate movements to express music demonstrates ability to follow musical elements.
2. Using movement to respond to music aids in long-term memory development.
3. Gross motor skills are refined when responding to music through movement.
4. Audio devices can be used to demonstrate varying types of music and the use of rests within simple songs.

Nature of Music:

1. Expressing music through movement and dance is an important part of all cultures.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Oral communication skills are built within a language-rich environment

Evidence Outcomes

Students can:

- a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
- b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
- c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)
- d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
- e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
- f. Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)
- g. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. (CCSS: L.K.5d)
- h. Express words and word meanings as encountered in books and conversation
- i. Use new vocabulary that is directly taught through reading, speaking, and listening
- j. Relate new vocabulary to prior knowledge

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are the sounds and letters in words important?
2. Why is it important to learn new words and build speaking vocabularies?
3. When talking to a partner, why is important to speak clearly and use words the person understands?
4. How would the world be different if people didn't speak to each other?

Relevance and Application:

1. Provide opportunities and tools for students to see and use written language for a variety of purposes, drawing attention to specific letters and words. (Early math concepts require a student to identify and sort common shapes and identify simple patterns.)
2. Electronic sources provide a tool for displaying word and letters.
3. Animation can enhance story telling.

Nature of Reading, Writing, and Communicating:

1. Good communicators seek out opportunities to learn and use new words that build and enhance their oral language skills.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Communication relies on effective verbal and nonverbal skills

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.K.1)<ul style="list-style-type: none">i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)b. 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: SL.K.2)c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)d. Listen with comprehension to follow two-step directions.e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. What are proper ways for people to ask for something they need?2. Why is it important for people to wait their turn before speaking?3. What does it mean to be a good listener? <p>Relevance and Application:</p> <ul style="list-style-type: none">1. When asking for directions it is important to ask clarifying questions to avoid getting lost.2. Speaking politely to customers and acknowledging their concerns is important to people who work in stores and restaurants. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none">1. Good communicators are courteous and speak with respect for others.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness

Evidence Outcomes

Students can:

- Identify and create rhyming words
- Identify and create alliterations
- Identify words orally according to shared beginning or ending sounds
- Blend sounds orally to make one-syllable words
- Segment one-syllable words into sounds
- Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)
- Identify the initial, medial, and final phoneme (speech sound) of spoken words

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Why are phonemes (speech sounds) important?
- What is the difference between phonemes (speech sounds) and other sounds?
- Could people communicate well if they could only use five words?

Relevance and Application:

- Identifying differences between common sounds in the home is necessary for safety and everyday living (such as the phone and doorbell, smoke alarm and kitchen timer).
- Recorded sources of sample sounds are used to help clarify the spoken word.

Nature of Reading, Writing, and Communicating:

- The ability to segment and blend phonemes facilitates spelling and decoding.
- Phonological and phonemic awareness prepares the brain for reading and spelling.
- The ability to notice and manipulate phonemes orally is essential for successful reading development.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Use Key Ideas and Details to:</p> <ol style="list-style-type: none">i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) <p>b. Use Craft and Structure to:</p> <ol style="list-style-type: none">i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)ii. Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6) <p>c. Use Integration of Knowledge and Ideas to:</p> <ol style="list-style-type: none">i. 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). (CCSS: RL.K.7)ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9) <p>d. Use Range of Reading and Level of Text Complexity to:</p> <ol style="list-style-type: none">i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. During a picture-walk through a book, what do readers predict? Why?2. What words can readers use to describe the main character in a story?3. Was the title of this story a good title? What could be another title? <p>Relevance and Application:</p> <ol style="list-style-type: none">1. Thinking about the characters in a story helps make a connection to them.2. Online games and computer software provide a means to practice identifying main characters, setting, key events, arranging events in order. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none">1. Reading helps people understand themselves and make connections to the world.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)
 - ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
 - iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
- b. Use Craft and Structure to:
 - i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
 - ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)
 - iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)
- c. Use Integration of Knowledge and Ideas to:
 - i. 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: RI.K.7)
 - ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
 - iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9)
- d. Use Range of Reading and Level of Text Complexity to:
 - i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do the illustrations help you figure out the meaning of the text?
2. Explain why informational text is not read like a literary text.

Relevance and Application:

1. Environmental print, signs, or symbols help people follow directions (such as walk or wait street crossing signs, routine schedules).
2. Environmental print, signs, or symbols help to organize daily life (put materials or toys away).
3. When readers read or hear information, they remember what is learned and share information with others.

Nature of Reading, Writing, and Communicating:

1. Readers make connections to what they are reading

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Text types and purposes, labels, and familiar words are used to communicate information and ideas

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. 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., <i>My favorite book is...</i>). (CCSS: W.K.1)</p> <p>b. 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: W.K.2)</p> <p>c. 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. (CCSS: W.K.3)</p> <p>d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)</p> <p>e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none">1. How do people share ideas with print?2. What happened in this story? (If needed, prompt with a sentence stem.)3. Why did the author like writing this story? (He/she likes dogs.)4. What comes at the beginning of each sentence? What comes at the end? <p>Relevance and Application:</p> <ol style="list-style-type: none">1. Family photo albums are sequenced and labeled to tell a simple story.2. Drawing the scenes from an oral tale illustrates a person's interpretation of a story. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none">1. Writers can communicate their ideas in many forms.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Kindergarten

Concepts and skills students master:

- 2. Appropriate mechanics and conventions are used to create simple texts

Evidence Outcomes

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
 - i. Print many upper- and lowercase letters. (CCSS: L.K.1a)
 - ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
 - iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (CCSS: L.K.1c)
 - iv. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). (CCSS: L.K.1d)
 - v. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). (CCSS: L.K.1e)
 - vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
 - vii. Use proper spacing between words
 - viii. Write left to right and top to bottom
 - ix. Use appropriate pencil grip
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
 - i. Capitalize the first word in a sentence and the pronoun *I*. (CCSS: L.K.2a)
 - ii. Recognize and name end punctuation. (CCSS: L.K.2b)
 - iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
 - iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a sentence begin?
2. How does a sentence end?
3. How does a writer show that one sentence ends and another begins?

Relevance and Application:

1. Phonetically spelled words usually are seen in favorite children's books.
2. Video software has the advantage of audio and animation to emphasize the utility of punctuation and capital letters.

Nature of Reading, Writing, and Communicating:

1. Writers use upper- and lowercase letters when appropriate.
2. Writers use proper spacing between words.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates: <ul style="list-style-type: none">➤ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Kindergarten

Concepts and skills students master: <ul style="list-style-type: none">1. A variety of locations must be explored to find information that answers questions of interest

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Dictate questions that arise during instructionb. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry	Inquiry Questions: <ul style="list-style-type: none">1. How do people decide on a question to share and ask?2. How do people check questions to see if they are relevant and important to learning?3. If the author visited today, what would you ask?4. What resources can people use to help find possible answers to their question(s)?
	Relevance and Application: <ul style="list-style-type: none">1. Books are just one tool for finding answers.2. Life is full of questions and people need to know the avenues for answering them.3. Good readers ask questions while they are reading.4. Students use many different types of books to learn.
	Nature of Reading, Writing, and Communicating: <ul style="list-style-type: none">1. Researchers ask questions when they look at the pictures and words in their books.2. Researchers continually find resources to support, challenge, or change thinking.3. Questions are where learning begins.4. People redirect their thinking when the first ideas they have don't make sense.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates: <ul style="list-style-type: none"> ➤ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Kindergarten

Concepts and skills students master: <p>2. Identify purpose, information and question an issue</p>

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <p>a. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)</p> <ul style="list-style-type: none"> i. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?) ii. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve iii. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.) <p>b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What is the purpose? Is the purpose clear? 2. What is the question at issue? Is the question important? 3. Why is it important to solve problems? 4. What was a time when you wanted to solve a problem but you didn't know how? 5. Who helped you solve the problem? How did you feel when it was over? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Rumors relayed by a friend may not be true. 2. Stories about a topic not related to the issue are interesting but not always important at the time. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. All reasoning has a purpose based on information and is an attempt to figure something out. 2. Researchers know that for thinking to improve, it is necessary to ask critical questions.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Quality of thinking depends on the quality of questions

Evidence Outcomes

Students can:

- Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking
- State, elaborate, and exemplify the concept of fair-mindedness

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does this relate to the problem?
- How does that bear on the question?
- How does that help to resolve the issue?
- Is this the most important question to consider?
- How could check on that?
- How could we find out if that is true?
- How could verify or test that?
- Could the source illustrate what he/she means?
- What does it mean to be fair-minded?

Relevance and Application:

- People ask clarifying questions to think better.
- People think about clear ideas by asking questions.

Nature of Reading, Writing, and Communicating:

- Researchers understand that for thinking to improve, it is necessary to ask critical questions.
- All reasoning has a purpose based on information and an attempt to figure something out.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Ask questions, share information and discuss ideas about the past

Evidence Outcomes

Students can:

- Ask questions about the past using question starters. Questions to include but not limited to: What did? Where? When did? Which did? Who did? Why did? How did?
- Identify information from narrative stories that answer questions about the past and add to our collective memory and history
- Use correctly the word "because" in the context of personal experience or stories of the past using words. Words to include but not limited to past, present, future, change, first, next, last

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How are lives of people from the past similar and different from our lives today?
- Why is it important to ask questions about the past?
- What is history?

Relevance and Application:

- Individuals identify historical information in stories, photographs, buildings, and documents in their immediate surroundings such as movies, books, poems, paintings and other forms of art.
- The asking of questions about the past helps to understand the present and plan for the future. For example, newspaper reporters investigate the history of a topic in order to write a well-rounded piece.

Nature of History:

- Historical thinkers ask questions to guide investigations of people, places, and events in the past.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. The first component in the concept of chronology is to place information in sequential order

Evidence Outcomes

Students can:

- Order sequence information using words. Words to include but not limited to past, present future, days, weeks, months, years, first, next, last, before, and after
- Explore differences and similarities in the lives of children and families of long ago and today
- Explain why knowing the order of events is important

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to know the order of events?
2. Why do individuals use calendars and clocks?
3. What happened yesterday and today, and what might happen tomorrow?
4. How have you grown and changed over time?

Relevance and Application:

1. The recording of events in sequential order helps to create understanding and see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people.
2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner. For example, timelines use standard information such as date, time, month, and year for ease of communication.

Nature of History:

1. Historical thinkers use chronology to order information sequentially.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. People belong to different groups and live in different places around the world that can be found on a map or globe

Evidence Outcomes

Students can:

- a. Compare and contrast how people live in different settings around the world
- b. Give examples of food, clothing, and shelter and how they change in different environments
- c. Distinguish between a map and a globe as ways to show places people live

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What would it be like to live in another city, state, or country?
2. Why do people belong to different groups?
3. What makes a place special to the people who live there?

Relevance and Application:

1. People live in different settings and interact with their environment based on location. For example, people living in colder climates wear more clothes, and people in areas where there are floods live on higher ground or in houses on stilts.
2. People belong to different groups throughout their lives including sports teams, hobby clubs, political, or religious groups.

Nature of Geography:

1. Spatial thinkers investigate other cultures and how they have been influenced by the climate, physical geography, and cultures of an area.

Content Area: Social Studies
Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Discuss how purchases can be made to meet wants and needs (PFL)

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify the difference between personal wants and needsb. Give examples of the difference between spending income on something you want versus something you need	Inquiry Questions: <ol style="list-style-type: none">1. What are wants and needs?2. How do people balance between wants and needs?3. What is the difference between a want and a need?4. How can money help people to meet their wants and needs?
	Relevance and Application: <ol style="list-style-type: none">1. Individuals make choices about purchasing to serve wants and needs. For example, parents pay bills prior to purchasing movie tickets or toys.
	Nature of Economics: <ol style="list-style-type: none">1. Financially responsible individuals differentiate between needs and wants.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Civic participation takes place in multiple groups

Evidence Outcomes

Students can:

- Categorize examples of people and events that relate to civic participation
- Give examples of qualities of a good citizen
- Practice citizenship skills including courtesy, honesty, and fairness in working with others

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What qualities make people good citizens?
- Why would people want to have friends from different groups?
- What can you do to be an active and helpful member of your class and school?

Relevance and Application:

- The ability for civic participation differs with age and place. For example, children can volunteer and adults can run for elected office.
- Individual actions can make the community better. For example, people clean up the highways or volunteer in shelters.

Nature of Civics:

- Responsible community members exist across the globe and participation is influenced by cultural norms.
- Responsible community members study citizen participation and structures that bring security and stability to community life.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse
- Recognize, articulate, and debate that the visual arts are a means for expression

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Personal feelings are described in and through works of art

Evidence Outcomes

Students can:

- a. Use age appropriate simple art vocabulary to express opinions about works of art
- b. Tell a story to explain works of art
- c. Interpret and express works of art through multiple modalities

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the vocabulary of art?
2. How do we know what art says?
3. How can you use art to tell a story?

Relevance and Application:

1. Discuss the need for art in material culture.
2. Art, like other arts disciplines, promotes feeling.
3. Visual technology tools are used to respond to a variety of art concepts and media.

Nature of Visual Arts:

1. Art is our primary language.
2. Art tells the story of what we see.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Prepared Graduates:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

Range Level Expectation: Novice-High

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

Concepts and skills students master:

1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)

Evidence Outcomes

Students can:

- a. Exchange written communication
- b. Ask and answer questions to clarify information about familiar topics
- c. State and follow a short sequence of oral or written requests

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. What is the importance of accuracy in effective communication?
3. How do people communicate more effectively with a native speaker who is not accustomed to a language learner?

Relevance and Application:

1. Communicating via email and chat applications on websites takes place in multiple languages.
2. Exchanging information with people from different cultures can provide new perspectives on local and international issues.

Nature of World Languages:

1. Language learners understand that grammatical accuracy contributes to meaning.
2. Language learners take risks.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Prepared Graduates:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

1. Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)

Evidence Outcomes

Students can:

- a. Copy and exchange simple messages
- b. Imitate modeled words and phrases using intonation and pronunciation
- c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases
- d. Use words and phrases without awareness of grammatical structures
- e. Answer simple questions about very familiar topics

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. How do people show that they do not understand?
3. How does one know they are understood?

Relevance and Application:

1. Simple surveys on websites appear in multiple languages.
2. Exchanging words, phrases, and short messages with people from different cultures creates positive personal connections around the world.

Nature of World Languages:

1. Language learners start with words to make meaning.
2. Language learners acquire and retain.

Content Area: World Languages

Standard: 1. Communication in Languages Other Than English

Prepared Graduates:

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

3. Present on very familiar topics (written or oral) using isolated words and high-frequency phrases (presentational mode)

Evidence Outcomes

Students can:

- a. Reproduce high-frequency words and phrases
- b. Use words derived from cognates, prefixes, and thematic vocabulary
- c. Recite single-word or high-frequency responses to visual cues

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?
2. Why memorize?
3. What is the impact of culture on language?

Relevance and Application:

1. Record and play aural playback lists, chants, and songs using a tape recorder.
2. Bilingual or multilingual signs and labels on streets and buildings can provide information to people who speak a variety of languages.

Nature of World Languages:

1. Language learners start with words to make meaning.
2. Language learners acquire and retain.