

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 2. Physical and Personal Wellness in Physical Education**

**Prepared Graduates:**

- Achieve and maintain a health-enhancing level of physical fitness

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Understand that physical activity increases the heart rate, making the heart stronger

**Evidence Outcomes**

**Students can:**

- a. Identify the heart rate as an indicator of moderate to vigorous activity
- b. Sustain moderate to vigorous physical activity for short periods of time
- c. Identify activities that will increase the heart rate

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. Which activities can you do for the longest time? Shortest time?
2. Are there other ways other than checking your heart rate to know that your heart is working hard?

**Relevance and Application:**

1. Individuals participate in fitness activities to strengthen their heart.
2. Individuals identify technology that will allow heart rate monitoring and checking.

**Nature of Physical Education:**

1. The heart is the most important muscle in the body.
2. Exercise directly influences heart rate and overall health and fitness.
3. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active life.

**Content Area: Dance**

**Standard: 2. Create, Compose and Choreograph**

**Prepared Graduates:**  
➤ Improvise and create movement based on an intent or meaning

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
2. Translate simple ideas and stories into movement phrases alone and with a partner

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Explore and experiment with movement that expresses different feelings in personal and general space</li><li>b. Create a “one-part” movement phrase (beginning, middle, and end) with a partner to convey simple concepts such as cooperation and working together</li><li>c. Use movement to show an expression to share with others</li><li>d. Use repetition to create simple movement phrases during an instructor-directed exercise</li><li>e. Learn to transpose movement to different body parts</li><li>f. Use sensory stimuli and real-life situations as an impetus for moving and creating original work</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What movement should you use?</li><li>2. What do you see when you listen to music?</li><li>3. What do you need to do to copy someone’s dance movement?</li><li>4. Where does movement come from?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Using individual ideas to create a movement or dance provides an authentic and unique personal connection between what is heard or seen to what is felt.</li><li>2. Using collaboration to build movements and improvise dances provides a foundational awareness of personal needs and how they affect others.</li></ul>
	<p><b>Nature of Dance:</b></p> <ul style="list-style-type: none"><li>1. Dance is the language of expression.</li><li>2. Dance communicates ideas and stories.</li><li>3. Patterns move in time and space.</li><li>4. To dance is to create.</li></ul>

**Content Area: Dance**

**Standard: 3. Historical and Cultural Context**

**Prepared Graduates:**

- Understand and appreciate a dance in terms of the culture in which it is performed

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Perform simple social dances that communicate an idea

**Evidence Outcomes**

**Students can:**

- a. Dance cooperatively with others
- b. Recognize that social dances are designed in circles, lines, and free formations
- c. Recognize the movements in performance of historical, cultural, social, sacred, and theatrical dances

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How does dance help us to think about people from the past?
2. How does dance help us to learn about other people?
3. How do you know what is happening in a dance?

**Relevance and Application:**

1. Understanding folk dances and their origins brings insights into the many diverse cultures that immigrated to America.
2. Identifying and performing using dance shapes and formations builds collaboration and self-direction skills, and connects shape and form in other disciplines such as mathematics, visual art, and stories.

**Nature of Dance:**

1. Dancers see patterns and structures in dances of all kinds.

## Content Area: Drama and Theatre Arts

### Standard: 1. Create

#### Prepared Graduates:

- Employ drama and theatre skills, and articulate the aesthetics of a variety of characters and roles

### Grade Level Expectation: Kindergarten

#### Concepts and skills students master:

#### 1. Demonstrate characters through dramatic play

#### Evidence Outcomes

##### Students can:

- Imitate or create people, creatures, or things based on observation using body and facial expression
- Use body and movement to create environments
- Create dramatizations or scenes that highlight cultural events

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How does observing people help you create characters?
- How do people in other cultures move differently?
- How do people alter environments?

##### Relevance and Application:

- Character creation is used in video game simulations.
- Many societies around the globe recognize dramatic play as a key component in the human developmental process.

##### Nature of Drama and Theatre Arts:

- Using dramatic play as the catalyst for character creation allows for the developmentally appropriate acquisition of drama and theatre skills.

## 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:

#### 2. Dramatize ideas and events through dramatic play

#### Evidence Outcomes

##### Students can:

- Use body and voice to create characters from various ideas and events
- Use body and voice to create environments from various ideas and events
- Use body and voice to demonstrate knowledge of holidays and other cultural events

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How does where a character lives affect how it acts?
- How do different cultures celebrate special events?
- What events do local communities celebrate?

##### Relevance and Application:

- Dramatizing connects to the understanding of various cultures.
- Viewing videos of various cultural events and celebrations is a window in to understanding global cultures.

##### Nature of Drama and Theatre Arts:

- Using dramatic play to dramatize events and ideas is the catalyst to scene creation.

## Content Area: Mathematics

### Standard: 4. Shape, Dimension, and Geometric Relationships

#### Prepared Graduates:

- Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics

#### Grade Level Expectation: Kindergarten

##### Concepts and skills students master:

1. Shapes can be described by characteristics and position and created by composing and decomposing

##### Evidence Outcomes

Students can:

- a. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). (CCSS: K.G)
  - i. 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: K.G.1)
  - ii. Correctly name shapes regardless of their orientations or overall size. (CCSS: K.G.2)
  - iii. Identify shapes as two-dimensional<sup>1</sup> or three dimensional.<sup>2</sup> (CCSS: K.G.3)
- b. Analyze, compare, create, and compose shapes. (CCSS: K.G)
  - i. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts<sup>3</sup> and other attributes.<sup>4</sup> (CCSS: K.G.4)
  - ii. Model shapes in the world by building shapes from components<sup>5</sup> and drawing shapes. (CCSS: K.G.5)
  - iii. Compose simple shapes to form larger shapes.<sup>6</sup> (CCSS: K.G.6)

##### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. What are the ways to describe where an object is?
2. What are all the things you can think of that are round? What is the same about these things?
3. How are these shapes alike and how are they different?
4. Can you make one shape with other shapes?

##### Relevance and Application:

1. Shapes help people describe the world. For example, a box is a cube, the Sun looks like a circle, and the side of a dresser looks like a rectangle.
2. People communicate where things are by their location in space using words like next to, below, or between.

##### Nature of Mathematics:

1. Geometry helps discriminate one characteristic from another.
2. Geometry clarifies relationships between and among different objects.
3. **Mathematicians model with mathematics. (MP)**
4. **Mathematicians look for and make use of structure. (MP)**

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<sup>1</sup> lying in a plane, “flat”. (CCSS: K.G.3)

<sup>2</sup> “solid”. (CCSS: K.G.3)

<sup>3</sup> e.g., number of sides and vertices/“corners”. (CCSS: K.G.4)

<sup>4</sup> e.g., having sides of equal length. (CCSS: K.G.4)

<sup>5</sup> e.g., sticks and clay balls. (CCSS: K.G.5)

<sup>6</sup> For example, “Can you join these two triangles with full sides touching to make a rectangle?” (CCSS: K.G.6)

**Content Area: Mathematics**

**Standard: 1. Number Sense, Properties, and Operations**

**Prepared Graduates:**

- Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

- 1. Whole numbers can be used to name, count, represent, and order quantity

**Evidence Outcomes**

**Students can:**

- a. Use number names and the count sequence. (CCSS: K.CC)
  - i. Count to 100 by ones and by tens. (CCSS: K.CC.1)
  - ii. Count forward beginning from a given number within the known sequence.<sup>1</sup> (CCSS: K.CC.2)
  - iii. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.<sup>2</sup> (CCSS: K.CC.3)
- b. Count to determine the number of objects. (CCSS: K.CC)
  - i. Apply the relationship between numbers and quantities and connect counting to cardinality.<sup>3</sup> (CCSS: K.CC.4)
  - ii. Count and represent objects to 20.<sup>4</sup> (CCSS: K.CC.5)
- c. Compare and instantly recognize numbers. (CCSS: K.CC)
  - i. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.<sup>5</sup> (CCSS: K.CC.6)
  - ii. Compare two numbers between 1 and 10 presented as written numerals. (CCSS: K.CC.7)
  - iii. Identify small groups of objects fewer than five without counting

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. Why do we count things?
- 2. Is there a wrong way to count? Why?
- 3. How do you know when you have more or less?
- 4. What does it mean to be second and how is it different than two?

**Relevance and Application:**

- 1. Counting is used constantly in everyday life such as counting plates for the dinner table, people on a team, pets in the home, or trees in a yard.
- 2. Numerals are used to represent quantities.
- 3. People use numbers to communicate with others such as two more forks for the dinner table, one less sister than my friend, or six more dollars for a new toy.

**Nature of Mathematics:**

- 1. Mathematics involves visualization and representation of ideas.
- 2. Numbers are used to count and order both real and imaginary objects.
- 3. Mathematicians attend to precision. (MP)
- 4. Mathematicians look for and make use of structure. (MP)



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<sup>1</sup> instead of having to begin at 1. (CCSS: K.CC.2)

<sup>2</sup> with 0 representing a count of no objects. (CCSS: K.CC.3)

<sup>3</sup> 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: K.CC.4a)

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: K.CC.4b)

Understand that each successive number name refers to a quantity that is one larger. (CCSS: K.CC.4c)

<sup>4</sup> 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. (CCSS: K.CC.5)

Given a number from 1–20, count out that many objects. (CCSS: K.CC.5)

<sup>5</sup> e.g., by using matching and counting strategies. (CCSS: K.CC.6)

**Content Area: Mathematics**

**Standard: 1. Number Sense, Properties, and Operations**

**Prepared Graduates:**

- Apply transformation to numbers, shapes, functional representations, and data

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

2. Composing and decomposing quantity forms the foundation for addition and subtraction

**Evidence Outcomes**

**Students can:**

- a. Model and describe addition as putting together and adding to, and subtraction as taking apart and taking from, using objects or drawings. (CCSS: K.OA)
  - i. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds,<sup>1</sup> acting out situations, verbal explanations, expressions, or equations. (CCSS: K.OA.1)
  - ii. Solve addition and subtraction word problems, and add and subtract within 10.<sup>2</sup> (CCSS: K.OA.2)
  - iii. Decompose numbers less than or equal to 10 into pairs in more than one way.<sup>3</sup> (CCSS: K.OA.3)
  - iv. For any number from 1 to 9, find the number that makes 10 when added to the given number.<sup>4</sup> (CCSS: K.OA.4)
  - v. Use objects including coins and drawings to model addition and subtraction problems to 10 (PFL)
- b. Fluently add and subtract within 5. (CCSS: K.OA.5)
- c. Compose and decompose numbers 11–19 to gain foundations for place value using objects and drawings.<sup>5</sup> (CCSS: K.NBT)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. What happens when two quantities are combined?
- 2. What happens when a set of objects is separated into different sets?

**Relevance and Application:**

- 1. People combine quantities to find a total such as number of boys and girls in a classroom or coins for a purchase.
- 2. People use subtraction to find what is left over such as coins left after a purchase, number of toys left after giving some away.

**Nature of Mathematics:**

- 1. Mathematicians create models of problems that reveal relationships and meaning.
- 2. Mathematics involves the creative use of imagination.
- 3. Mathematicians reason abstractly and quantitatively. (MP)
- 4. Mathematicians model with mathematics. (MP)

## **Standard: 1. Number Sense, Properties, and Operations Kindergarten**

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<sup>1</sup> e.g., claps. (CCSS: K.OA.1)

<sup>2</sup> e.g., by using objects or drawings to represent the problem. (CCSS: K.OA.2)

<sup>3</sup> 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: K.OA.3)

<sup>4</sup> e.g., by using objects or drawings, and record the answer with a drawing or equation. (CCSS: K.OA.4)

<sup>5</sup> 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 (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. (CCSS: K.NBT.1)

## Content Area: Music

### Standard: 2. Creation of Music

#### Prepared Graduates:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

## Grade Level Expectation: Kindergarten

### Concepts and skills students master:

#### 1. Create music through a variety of experiences

#### Evidence Outcomes

##### Students can:

- a. Improvise sound effects and simple songs to stories or poems
- b. Use movement to demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why do some melodies sound better than others?
2. How does movement demonstrate what people hear?
3. How does music tell a story?

##### Relevance and Application:

1. Using software and other technology to demonstrate musical opposites of loud/soft, fast/slow, high/low, sound/silence, and beat/no beat provides an opportunity to give a multitude of global, musical examples.
2. Using developmentally appropriate movement when responding to musical opposites aids in assessing understanding of opposites in language.
3. Explaining where opposites can be found in other disciplines (reading, mathematic symbols +/-, visual art) provides an opportunity for transfer of knowledge, building long-term memory.
4. Explaining why certain sounds can be matched with certain characters (loud and low = Papa Bear, soft and high = Baby Bear) gives a multisensory opportunity to experience literature or drama.

##### Nature of Music:

1. Music tells a story.

**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	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)</li> <li>b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)</li> <li>c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)</li> <li>d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)</li> <li>e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)</li> <li>f. Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)</li> <li>g. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (CCSS: L.K.5d)</li> <li>h. Express words and word meanings as encountered in books and conversation</li> <li>i. Use new vocabulary that is directly taught through reading, speaking, and listening</li> <li>j. Relate new vocabulary to prior knowledge</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. Why are the sounds and letters in words important?</li> <li>2. Why is it important to learn new words and build speaking vocabularies?</li> <li>3. When talking to a partner, why is important to speak clearly and use words the person understands?</li> <li>4. How would the world be different if people didn't speak to each other?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>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.)</li> <li>2. Electronic sources provide a tool for displaying word and letters.</li> <li>3. Animation can enhance story telling.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>1. Good communicators seek out opportunities to learn and use new words that build and enhance their oral language skills.</li> </ul>

**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

**21<sup>st</sup> 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

##### 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: 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)
- b. Use Craft and Structure to:
  - 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)
- c. Use Integration of Knowledge and Ideas to:
  - 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)
- d. Use Range of Reading and Level of Text Complexity to:
  - i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

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?

##### Relevance and Application:

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.

##### Nature of Reading, Writing, and Communicating:

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)

#### 21<sup>st</sup> 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: 2. Reading for All Purposes**

**Prepared Graduates:**

Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

3. Decoding words in print requires alphabet recognition and knowledge of letter sounds

**Evidence Outcomes**

**Students can:**

- a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)
  - i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
  - ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)
  - iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c)
  - iv. **Recognize and name all upper- and lowercase letters of the alphabet.** (CCSS: RF.K.1d)
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
  - i. **Recognize and produce rhyming words.** (CCSS: RF.K.2a)
  - ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)
  - iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)
  - iv. 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/.) (CCSS: RF.K.2d)
  - v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)
  - vi. **Identify phonemes for letters.**
- c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
  - i. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). (CCSS: L.K.4a)
  - ii. 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: L.K.4b)
- d. **Know and apply grade-level phonics and word analysis skills in decoding words.** (CCSS: RF.K.3)
  - i. **Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.** (CCSS: RF.K.3a)
  - ii. **Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.** (CCSS: RF.K.3b)
  - iii. **Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).** (CCSS: RF.K.3c)
  - iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)
- e. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
2. What letters are needed to spell the word \_\_\_\_\_?
3. What sounds are in the word \_\_\_\_\_?
4. How many sounds are in the word "cat"? (/k/ /a/ /t/ – three sounds)
5. Where do you find other letters in our room that are like letters in your name?
6. Why is an uppercase letter used at the beginning of a name?

**Relevance and Application:**

1. Readers can play with letter-sounds to make many new words (am, tam, Sam).
2. Readers recognize common words that have similar spelling patterns (ant/plant, Tim/rim/brim, sun/run/fun).
3. Using digital and video recording devices offer practice letter-sounds in order to hear and analyze their own voice.

**Nature of Reading, Writing, and Communicating:**

1. Readers understand that phonemes (speech sounds) are connected to print using graphemes (letters).
2. Readers know all of the letter sounds and letter names.

**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

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- 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: W.K.1)
- 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)
- 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)
- 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)
- 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)

**Inquiry Questions:**

- How do people share ideas with print?
- What happened in this story? (If needed, prompt with a sentence stem.)
- Why did the author like writing this story? (He/she likes dogs.)
- What comes at the beginning of each sentence? What comes at the end?

**Relevance and Application:**

- Family photo albums are sequenced and labeled to tell a simple story.
- Drawing the scenes from an oral tale illustrates a person's interpretation of a story.

**Nature of Reading, Writing, and Communicating:**

- 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)

**21<sup>st</sup> 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: 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:**

- a. 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
- b. Explore differences and similarities in the lives of children and families of long ago and today
- c. Explain why knowing the order of events is important

**21<sup>st</sup> 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

**21<sup>st</sup> 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: Visual Arts**

**Standard: 2. Envision and Critique to Reflect**

**Prepared Graduates:**

- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Identify that art represents and tells the stories of people, places, or things

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Recognize and discuss the concept of culture in art as it relates to self, family and community</li><li>b. Articulate personal stories from works of art</li><li>c. Create visual narratives</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What is your art story?</li><li>2. How does art tell a story about who you are?</li><li>3. How does art connect to your family traditions?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Cultures are composed of different and respected art styles, food, music, dance, norms, customs, and traditions.</li><li>2. Personal cultural relevance in and among family, school, and community can be captured through visual narratives.</li></ul>
	<p><b>Nature of Visual Arts:</b></p> <ul style="list-style-type: none"><li>1. Art-making is an experiment of the senses.</li></ul>

## Content Area: Visual Arts

### Standard: 4. Relate and Connect to Transfer

#### Prepared Graduates:

- Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas
- Transfer the value of visual arts to lifelong learning and the human experience

#### Grade Level Expectation: Kindergarten

##### Concepts and skills students master:

1. Artists and viewers contribute and connect to their communities

##### Evidence Outcomes

###### Students can:

- a. Identify the activities in which artists participate in everyday life
- b. Locate where art is displayed in schools and homes
- c. Role-play an artist's place in a community
- d. Recognize ways art is captured in everyday life

##### 21st Century Skills and Readiness Competencies

###### Inquiry Questions:

1. How are artists part of familiar culture?
2. What are artists like in other parts of the world?
3. What is it like to be an artist?

###### Relevance and Application:

1. Artists are important members of our communities.
2. Art is used in mass media, industry, and other art forms such as cartoons, picture books, magazines, t-shirt designs, movies, and clothes.
3. Photography and communication devices are contemporary tools for documenting art.

###### Nature of Visual Arts:

1. Art tells the story of the place we live in.

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Prepared Graduates:**  
➤ Understand and interpret written and spoken language on a variety of topics (interpretive 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:**  
2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Understand short, simple conversations and narratives when using objects, visuals, and gestures</li><li>b. Respond to questions seeking clarification (for example, do you understand? What is this?)</li><li>c. Follow simple commands</li><li>d. Recognize the symbols of the target language writing system</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?</li><li>2. Why do cognates exist?</li><li>3. Why are there many languages in the world?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Information on writing systems for languages around the world is available on web pages.</li><li>2. Understanding basic questions and commands in different languages helps people from different cultures create positive personal connections.</li></ul>
	<p><b>Nature of World Languages:</b></p> <ul style="list-style-type: none"><li>1. Language learners start with words to make meaning.</li><li>2. Language learners acquire and preserve connections.</li></ul>