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

Prepared Graduates:

- Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Identify the major food groups and the benefits of eating a variety of foods

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Recognize major food groups b. Identify foods and beverages that are healthy choices for teeth and bones c. Explain how food is fuel and that different activities need different fuel d. Explain the health benefits of choosing healthy foods and beverages	**Inquiry Questions:** 1. How do healthy foods help your body? 2. How does food fuel our bodies? 3. What can you do besides brushing and flossing your teeth to help make your teeth and bones strong and healthy? 4. What would happen to your body if you only ate cookies and candy?
	Relevance and Application: 1. Some automobiles run on gasolines as fuel, humans rely on food as fuel. 2. Foods like apples, celery, and carrots are known to help keep teeth clean between brushing. 3. Different people like different foods (culture, geography, family).
	Nature of Health: 1. Healthy foods provide nutrients that give energy for daily activities and are necessary for proper growth and good health.

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. Explain safe behavior as a pedestrian and with motor vehicles

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Explain safe behavior when getting on and off and while riding on school buses b. Explain the importance of riding in the back seat and using safety belts and motor vehicle booster seats when one is a passenger in a motor vehicle c. Recognize and describe the meaning of traffic signs d. Describe how rules at school can help to prevent injuries e. Demonstrate safe pedestrian behaviors	**Inquiry Questions:** 1. What are some things that can happen if everyone runs around and pushes each other? 2. What would it be like if there weren't any rules for cars or pedestrians? **Relevance and Application:** 1. Crosswalk and traffic signs change based on new research about how children see and react to symbols. **Nature of Health:** 1. Vehicles and streets are places with hazards and require careful attention. 2. Personal strategies can be learned to develop and to avoid, reduce, and cope with unhealthy, risky, or potentially unsafe situations.

Content Area: Comprehensive Health and Physical Education
Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Demonstrate body and spatial awareness through movement

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Travel within a large group without bumping into others or falling while using a variety of locomotor skills b. Demonstrate contrasts between slow and fast speeds while using locomotor skills c. Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations d. Travel in straight, curved, and zigzag pathways e. Move in opposition and alternately f. Move synchronously with others g. Participate in chase-and-flee activities that include various spatial relationships	**Inquiry Questions:** 1. When is moving at a fast speed safer, and when is moving at a slow speed safer? 2. Which animals use the same movements? 3. When moving in a group, how do you keep from bumping into each other? 4. Why is it easier to move in the same direction in which a group is moving than to move against the group? **Relevance and Application:** 1. Individuals participate in games that require movement as a group. 2. Individuals travel successfully and safely in a variety of activities with a large group of friends and family members such as to the movies or a county fair. 3. Individuals create letters of the alphabet using their arms, legs, and torso. **Nature of Physical Education:** 1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2. Spatial awareness is critical for success in any movement-based activity. 3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Comprehensive Health and Physical Education
Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Locate the major parts of the body

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Move specified body parts in response to a variety of sensory cues such as auditory or visual b. Identify body planes such as front, back, and side	**Inquiry Questions:** 1. Which body parts are unable to move? 2. Why do we walk on two feet? 3. Which are stronger – arms or legs? Why? 4. What in their arms and legs helps people to move? 5. When would it be important to be able to change directions quickly?
	Relevance and Application: 1. Individuals play “head, shoulders, knees, and toes” with parents. 2. Individuals identify body parts correctly. 3. Individuals identify the front, back, and side of the body.
	Nature of Physical Education: 1. Understanding the important relationship between the brain and its impact on physical performance and academic learning is integral in the development of the whole child. 2. The brain helps the body to learn how to move.

Content Area: Dance
Standard: 1. Movement, Technique, and Performance

Prepared Graduates:

- Understand that dance performance requires technical competency

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Move with intent to music and other stimuli

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Improvise in silence to varying rhythms and to music in many tones and genres b. Improvise to express a feeling or mood c. Improvise in response to shapes, colors, and words d. Imitate movement from nature such as animals, trees, and clouds e. Improvise with objects such as scarves, feathers, and balls f. Improvise with a partner	**Inquiry Questions:** 1. How does music make you want to move? 2. How can you show with your body that you are happy? Sad? Angry? **Relevance and Application:** 1. Improvising using existing knowledge is how new ideas are formed. 2. Working collaboratively with partners and in groups creates opportunities to expand ideas and develop solutions to problems. **Nature of Dance:** 1. Dancers move with confidence.

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	21st Century Skills and Readiness Competencies
Students can: a. Imitate or create people, creatures, or things based on observation using body and facial expression b. Use body and movement to create environments c. Create dramatizations or scenes that highlight cultural events	**Inquiry Questions:** 1. How does observing people help you create characters? 2. How do people in other cultures move differently? 3. How do people alter environments?
	Relevance and Application: 1. Character creation is used in video game simulations. 2. Many societies around the globe recognize dramatic play as a key component in the human developmental process.
	Nature of Drama and Theatre Arts: 1. Using dramatic play as the catalyst for character creation allows for the developmentally appropriate acquisition of drama and theatre skills.

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	**21st Century Skills and Readiness Competencies**
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[1] or three dimensional.[2] (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[3] and other attributes.[4] (CCSS: K.G.4) ii. Model shapes in the world by building shapes from components[5] and drawing shapes. (CCSS: K.G.5) iii. Compose simple shapes to form larger shapes.[6] (CCSS: K.G.6)	**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)

[1] lying in a plane, "flat". (CCSS: K.G.3)
[2] "solid". (CCSS: K.G.3)
[3] e.g., number of sides and vertices/"corners". (CCSS: K.G.4)
[4] e.g., having sides of equal length. (CCSS: K.G.4)
[5] e.g., sticks and clay balls. (CCSS: K.G.5)
[6] For example, "Can you join these two triangles with full sides touching to make a rectangle?" (CCSS: K.G.6)

Content Area: Mathematics
Standard: 4. Shape, Dimension, and Geometric Relationships

Prepared Graduates:

- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Measurement is used to compare and order objects

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: a. Describe and compare measurable attributes. (CCSS: K.MD) i. Describe measurable attributes of objects, such as length or weight. (CCSS: K.MD.1) ii. Describe several measurable attributes of a single object. (CCSS: K.MD.1) iii. 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.[1] (CCSS: K.MD.2) iv. Order several objects by length, height, weight, or price (PFL) b. Classify objects and count the number of objects in each category. (CCSS: K.MD) i. Classify objects into given categories. (CCSS: K.MD.3) ii. Count the numbers of objects in each category. (CCSS: K.MD.3) iii. Sort the categories by count. (CCSS: K.MD.3)	**Inquiry Questions:** 1. How can you tell when one thing is bigger than another? 2. How is height different from length? **Relevance and Application:** 1. Measurement helps to understand and describe the world such as in cooking, playing, or pretending. 2. People compare objects to communicate and collaborate with others. For example, we describe items like the long ski, the heavy book, the expensive toy. **Nature of Mathematics:** 1. A system of measurement provides a common language that everyone can use to communicate about objects. 2. Mathematicians use appropriate tools strategically. (MP) 3. Mathematicians attend to precision. (MP)

[1] For example, directly compare the heights of two children and describe one child as taller/shorter. (CCSS: K.MD.2)

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	**21st Century Skills and Readiness Competencies**
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.[1] (CCSS: K.CC.2) iii. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.[2] (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.[3] (CCSS: K.CC.4) ii. Count and represent objects to 20.[4] (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.[5] (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	**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)

[1] instead of having to begin at 1. (CCSS: K.CC.2)
[2] with 0 representing a count of no objects. (CCSS: K.CC.3)
[3] 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)
[4] 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)
[5] e.g., by using matching and counting strategies. (CCSS: K.CC.6)

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Comprehension of musical opposites

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Use their own vocabulary to describe musical opposites b. Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat	**Inquiry Questions:** 1. How do opposites make music more interesting to listen to? 2. What other opposites can be found in other disciplines?
	Relevance and Application: 1. Identifying musical opposites in various historical periods, cultural styles, and genres of music and mass media strengthens one's ability to comprehend the range of the continuum of musical opposites in specific areas. 2. Demonstrating musical opposites through movement helps to assess one's understanding of what an opposite is kinesthetically. 3. Demonstrating opposites aurally and kinesthetically builds long-term memory and connections to literary and societal opposites.
	Nature of Music: 1. The application of expressive elements enhances musical performance. 2. Specific vocabulary is necessary to describe music.

Content Area: Music
Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Identify different vocal and instrumental tone colors

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify male/female voices b. Describe vocal and instrumental sounds using personal vocabulary	**Inquiry Questions:** 1. Why do voices and instruments sound different? 2. What are differences and similarities between two sounds?
	Relevance and Application: 1. Using music from various cultures, historical periods, genres, and styles to hear male/female voices and varying vocal and instrumental sound provides a global context for the ways music is used. 2. Using examples such as cartoons, computer games, community, and home events to identify male/female voices and varying instrumental sounds provides a connection to the real ways music is used in the community.
	Nature of Music: 1. Unique tone qualities are found in varying styles and genres of music.

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:

- 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:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

1. 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).
2. Recorded sources of sample sounds are used to help clarify the spoken word.

Nature of Reading, Writing, and Communicating:

1. The ability to segment and blend phonemes facilitates spelling and decoding.
2. Phonological and phonemic awareness prepares the brain for reading and spelling.
3. 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	21st Century Skills and Readiness Competencies
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)	**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	21st Century Skills and Readiness Competencies
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)	**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.K3)
   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)

21st 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: 4. Research and Reasoning

Prepared Graduates:

- 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:

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: a. Dictate questions that arise during instruction b. 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:** 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: 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: 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: Science
Standard: Life Science

Prepared Graduates:

- Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Organisms can be described and sorted by their physical characteristics

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Sort a group of items based on observable characteristics b. Communicate and justify an evidence-based scientific rationale for sorting organisms into categories	**Inquiry Questions:** • What do living things have in common? • What characteristics are useful for sorting and classifying organisms?
	Relevance and Application: • There are patterns in the natural world. • There are many ways to classify a group of organisms.
	Nature of Science: • Ask questions about physical characteristics that will help them sort organisms. • Share scientific ideas verbally in a clear way. • Question peers about reasons for how they sort organisms, and encourage them to use evidence to support their ideas. • Use scientific tools such as magnifying glasses, sorting blocks, and rulers in investigations and play.

Content Area: Science
Standard: Physical Science

Prepared Graduates:

- Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Objects can be sorted by physical properties, which can be observed and measured

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Observe, investigate, and describe how objects can be sorted using their physical properties b. Explain why objects are sorted into categories c. Sort a set of objects based on their physical characteristics, and then explain how the objects are sorted	**Inquiry Questions:** • How can objects belong to more than one group? • How do you decide which properties are most important when putting objects into groups?
	Relevance and Application: • Materials have uses based on properties such as whether they are glass or plastic. • Machines such as coin sorting machines can be designed to sort things efficiently.
	Nature of Science: • Recognize that scientists try to be clear and specific when they describe things. • Share observations with others; be clear and precise like scientists.

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	21st Century Skills and Readiness Competencies
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	**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	21st Century Skills and Readiness Competencies
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	**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: 1. Observe and Learn to Comprehend

Prepared Graduates:

- Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Artists and viewers recognize characteristics and expressive features within works of art

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Recognize characteristics and expressive features of art and design in works of art b. Name sensory qualities using age appropriate art vocabulary c. Use a variety of methods to reproduce basic sensory qualities and expressive features	**Inquiry Questions:** 1. How do expressive features and sensory qualities convey feelings in works of art? 2. How are characteristics and expressive features used in works of art?
	Relevance and Application: 1. Art-making relates characteristics and expressive features of art and design to everyday objects such as common toys and video games. 2. Digital software is used to identify characteristics and expressive features of art. 3. Relate patterns and components of art to everyday objects.
	Nature of Visual Arts: 1. Humankind is a possible subject matter of art. 2. Art is a personal rendering tool.