

**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

**21<sup>st</sup> 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: 2. Physical and Personal Wellness in Health**

**Prepared Graduates:**

- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

1. Explain how personal hygiene and cleanliness affect wellness

**Evidence Outcomes**

**Students can:**

- a. Describe what it means to be healthy
- b. Explain why hygiene is important for good health
- c. Demonstrate the steps for proper hand washing
- d. Explain positive outcomes from brushing and flossing teeth daily
- e. Demonstrate steps for proper brushing and flossing of teeth
- f. Explain why sleep and rest are important for proper growth and good health

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

**Inquiry Questions:**

1. What does it mean to be healthy?
2. How would your teeth look and feel if you did not brush them?
3. What if nobody ever washed their hands?

**Relevance and Application:**

1. Lack of sleep affects concentration and mood.
2. Effective hand washing can reduce the spread of germs that cause colds and flu.

**Nature of Health:**

1. Good hygiene promotes good physical health.

**Content Area: Comprehensive Health and Physical Education**  
**Standard: 3. Emotional and Social Wellness in Physical Education**

**Prepared Graduates:**  
➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
1. Demonstrate the ability to follow directions

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. Start and stop on an auditory and visual signal</li><li>b. Follow a simple series of instructions for an activity</li><li>c. Speak at appropriate times</li><li>d. Follow established class protocols</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. Why is it important to follow directions when participating in physical education?</li><li>2. How is playing "red light, green light" similar to crossing the street?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Individuals follow established rules when engaging in physical activity in settings such as the community pool public playground.</li><li>2. Individuals identify traffic rules that they see on the street.</li></ul> <p><b>Nature of Physical Education:</b></p> <ul style="list-style-type: none"><li>1. Respect for and commitment to rules is an underlying foundation of game play.</li></ul>

**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:**  
1. **Demonstrate simple phrases of movement in time and space**

**Evidence Outcomes**

**Students can:**

- a. Move the body safely in time and space
- b. Identify body parts used in basic locomotor movements such as walk, run, hop, jump, leap, gallop, slide, and skip
- c. Explore movement in personal and general space using shape, size, level, direction, stillness, and transference of weight (stepping)
- d. Practice shapes in space alone and in groups using high, middle, and low levels; and travel forwards, backwards, sideways, diagonally – and turn
- e. **Perform simple phrases of movement to experience movements in sequence, rhythm, and relationships**
- f. Perform simple folk dances
- g. Identify simple movement notation symbols

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

**Inquiry Questions:**

- 1. How many different ways can you get from one side of the room to another?
- 2. How can you move with your whole body?
- 3. How do you feel when you move?
- 4. What is the difference between moving and dancing?

**Relevance and Application:**

- 1. Stories and rhythms from other cultures allow dancers to explore and experiment with movements and newly developed ideas for dance.
- 2. Movement and dancing are exciting elements of communication in all cultures.

**Nature of Dance:**

- 1. Dancers use time and space in different ways to create new dance phrases and movements.

## 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**

##### 21<sup>st</sup> 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: 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

###### Students can:

- Describe and compare measurable attributes. (CCSS: K.MD)
  - Describe measurable attributes of objects, such as length or weight. (CCSS: K.MD.1)
  - Describe several measurable attributes of a single object. (CCSS: K.MD.1)
  - 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.<sup>1</sup> (CCSS: K.MD.2)
  - Order several objects by length, height, weight, or price (PFL)
- Classify objects and count the number of objects in each category. (CCSS: K.MD)
  - Classify objects into given categories. (CCSS: K.MD.3)
  - Count the numbers of objects in each category. (CCSS: K.MD.3)
  - Sort the categories by count. (CCSS: K.MD.3)

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

###### Inquiry Questions:

- How can you tell when one thing is bigger than another?
- How is height different from length?

###### Relevance and Application:

- Measurement helps to understand and describe the world such as in cooking, playing, or pretending.
- 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:

- A system of measurement provides a common language that everyone can use to communicate about objects.
- Mathematicians use appropriate tools strategically. (MP)
- Mathematicians attend to precision. (MP)

**Standard: 4. Shape, Dimension, and Geometric Relationships**  
**Kindergarten**

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<sup>1</sup> 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

##### Students can:

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

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

##### Inquiry Questions:

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

##### Relevance and Application:

- 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.
- Numerals are used to represent quantities.
- 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:

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

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

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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: Music**

**Standard: 3. Theory of Music**

<b>Prepared Graduates:</b> <ul style="list-style-type: none"><li>➤ 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</li></ul>
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**Grade Level Expectation: Kindergarten**

<b>Concepts and skills students master:</b> 2. <b>Comprehension of basic elements of musical form</b>
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<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"><li>a. Aurally identify same/different patterns and phrases</li><li>b. Use body movement to interpret musical phrases</li></ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"><li>1. In what ways will a person’s hearing help when listening to a song?</li></ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"><li>1. Various musical styles (American folk music, marches, lullabies) can be used to provide examples of same and different phrases.</li><li>2. The ability to hear same and different phrases is a foundational skill to developing aural discrimination in musical works.</li></ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"><li>1. Most musical compositions have a specific structure.</li></ul>

**Content Area: Music**

**Standard: 3. Theory of Music**

**Prepared Graduates:**

- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**

4. Identify simple rhythmic patterns

<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. Move to demonstrate steady beat</li><li>b. Identify short/long and strong/weak beats</li><li>c. Use icons or invented symbols to represent beat</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. Why is it important to keep a steady beat?</li><li>2. How is a steady beat or pulse used in music?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Recognizing that patterns occur in music and other subjects is preliminary to pattern identification, pattern matching, and understanding the function of patterns.</li><li>2. Identifying similar themes, patterns, and textures in stories, songs, and art forms provides practice and exploration in how themes/patterns and textures are used in the world.</li></ul>
	<p><b>Nature of Music:</b></p> <ul style="list-style-type: none"><li>1. Music notation is a visual representation of organized sound and silence.</li><li>2. Patterns occur in music and in the world.</li></ul>

## 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

##### Students can:

- a. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (CCSS: SL.K.1)
  - 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)

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

##### Inquiry Questions:

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?

##### Relevance and Application:

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.

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

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:**

- 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

**21<sup>st</sup> 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

##### 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

**Evidence Outcomes**

**Students can:**

- 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., *My favorite book is...*). (CCSS: W.K.1)
- 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)
- 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)
- 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)
- 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)

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

**Inquiry Questions:**

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?

**Relevance and Application:**

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.

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

1. Writers can communicate their ideas in many forms.

**Content Area: Science**  
**Standard: Physical Science**

**Prepared Graduates:**  
➤ Observe, explain, and predict natural phenomena governed by Newton's laws of motion, acknowledging the limitations of their application to very small or very fast objects

**Grade Level Expectation: Kindergarten**

**Concepts and skills students master:**  
1. Objects can move in a variety of ways that can be described by speed and direction

**Evidence Outcomes**

**Students can:**  
a. Observe, investigate, and describe how different objects move  
b. Describe the motion of a child who is playing

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

**Inquiry Questions:**

- What can change how fast or slow an object travels?
- What indicates which objects will be easier or harder to move?

**Relevance and Application:**

- People must push harder to move their bikes, skateboards, or scooters as they go faster or as they go up a hill.
- Information about motion can be represented in pictures, illustrations, and simple charts.

**Nature of Science**

- Recognize that scientists try to be clear and specific when they describe things.
- Make predictions about the motion of an object.
- Ask testable questions about the movement of objects.

**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: 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:**

1. Participate in making decisions using democratic traditions

**Evidence Outcomes**

**Students can:**

- a. Explain why rules are needed
- b. Create and follow classroom rules
- c. Explain how a class rule promotes fairness and resolves conflict
- d. Contribute to making and maintaining class community decisions
- e. Give examples of the difference between democratic voting and decisions made by authorities including but not limited to the parent, teacher, or principal

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

**Inquiry Questions:**

1. What would it look like to have no rules?
2. How can we solve conflict in a fair manner?
3. Why do we consider voting fair?

**Relevance and Application:**

1. Rules help to ensure a safe society. For example, everyone wears seat belts in the car and games have rules to create fairness.
2. Decisions are made cooperatively. For example, families vote on which movie to see and classes vote to see what project they will do.

**Nature of Civics:**

1. Responsible community members take an active role in their communities.
2. Responsible community members know the importance of participation in democratic societies.
3. Responsible community members know the importance of fairness and conflict resolution.



## Content Area: Visual Arts

### Standard: 3. Invent and Discover to Create

#### Prepared Graduates:

- Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
- Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design

#### Grade Level Expectation: Kindergarten

##### Concepts and skills students master:

1. Create two- and three-dimensional works of art based on personal relevance

##### Evidence Outcomes

###### Students can:

- a. Use trial and error and reorganize materials and processes to create works of art
- b. Make plans to create works of art
- c. Explain the outcomes of the art-making process
- d. Use materials safely

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

###### Inquiry Questions:

1. How can art tell your story?
2. Why do artists choose certain art materials over others?

###### Relevance and Application:

1. Art interprets the visual qualities of media through traditional and new technological approaches.
2. The art process demonstrates a variety of planning strategies.

###### Nature of Visual Arts:

1. Personal stories live through art and can communicate intent.

## 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-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:

2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode)

#### Evidence Outcomes

##### Students can:

- Identify main ideas from oral, visual, or written sources
- Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages)
- Interpret meaning using oral, visual, and contextual clues

#### 21<sup>st</sup> Century Skill and Postsecondary and Workforce Readiness

##### Inquiry Questions:

- What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?
- How does sentence structure aid in comprehension?
- Why is it important to follow instructions?

##### Relevance and Application:

- Written and spoken information on web pages and in videos is available in multiple languages.
- Determining meaning in short stories and informational documents from different cultures contributes to mutual understanding in international relations.

##### Nature of World Languages:

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