

# North Carolina Standard Course of Study: Kindergarten

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## **ART EDUCATION:**

### Dance

Kindergarten is the entry level for study in dance. Learning is primarily experiential. The focus areas at this level include: Beginning to develop kinesthetic awareness.

- Beginning to explore the elements of dance and basic components of choreography.
- Recognizing dance as a form of human expression that can be enjoyed by all.
- Beginning to make connections between dance and other content areas.
- Developing the ability to participate appropriately in movement activities and as audience members.

**Strands:** Creating, Performing, Responding, Understanding

➤ **COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

#### **Objectives**

1.01 Identify body parts and range of motion.

1.02 Demonstrate the element of space in dance through exploration: personal/general, locomotor/non-locomotor movement, axial movement, shape, level, direction, and pathways.

1.03 Demonstrate the element of time in dance through exploration: tempo and rhythm.

1.04 Demonstrate the element of energy/dynamics in dance through exploration.

➤ **COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

#### **Objectives**

2.01 Demonstrate the difference between spontaneous and planned movement.

2.02 Demonstrate patterns in dance.

2.03 Demonstrate that dance has a beginning, middle, and end.

2.04 Improvise movement based on own ideas and ideas from other sources.

2.05 Move alone and with others.

➤ **COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

#### **Objectives**

3.01 Express ideas, feelings, and stories through dance movement.

3.02 Respond to dance movement experiences in a variety of ways.

3.03 Identify similarities and differences between dance and other forms of human movement.

➤ **COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

#### **Objectives**

4.01 Demonstrate at least one solution to a given creative movement problem in dance.

4.02 Identify similarities and differences in dance movement sequences.

4.03 Evaluate dance movement sequences.

➤ **COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

## Objectives

5.01 Identify the existence of dance in communities and cultures.

5.02 Identify and explore dances from various cultures.

- **COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

## Objectives

6.01 Demonstrate self-awareness through dance movement activities.

6.02 Identify that dance requires concentration.

6.03 Identify how warming-up enhances the ability to dance.

- **COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

## Objectives

7.01 Identify connections between dance and one other content area.

7.02 Identify various applications of technology in dance.

- **COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

## Objectives

8.01 Show respect and appreciation for the dance movement efforts of others.

8.02 Demonstrate ways that one can be involved through dance as a performer and as an audience member.

## Music

Kindergarten is the entry level for study in music. Learning is primarily experiential. Focus areas at this level include:

- Developing appropriate vocal and instrumental practices
- Developing beginning skills in improvising and creating music
- Reading simple rhythmic and melodic notation
- Developing beginning skills in listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

- **COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

## Objectives

1.01 Recognize and demonstrate the difference between speaking and singing voices.

1.02 Match pitch within a developmentally appropriate range.

1.03 Sing with correct posture.

1.04 Respond to the cues of a conductor.

1.05 Sing a variety of music.

1.06 Show respect for the singing efforts of others.

- **COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

## Objectives

2.01 Recognize and play pitched and unpitched instruments.

2.02 Echo simple rhythmic patterns.

2.03 Play with appropriate technique and posture.

2.04 Demonstrate a steady beat.

2.05 Respond to the cues of a conductor.

2.06 Play a varied repertoire of music.

2.07 Show respect for the instrumental playing efforts of others.

► **COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

### **Objectives**

3.01 Improvise a response by singing, playing, and or moving to given rhythmic and melodic phrases.

3.02 Improvise simple rhythmic and melodic ostinati.

3.03 Improvise simple rhythmic variations using familiar pentatonic melodies.

3.04 Improvise short songs and instrumental pieces using a variety of sound sources.

3.05 Show respect for the improvisational efforts of others.

► **COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

### **Objectives**

4.01 Select musical sounds to accompany readings or dramatizations.

4.02 Compose a simple melody using at least two pitches.

4.03 Compose a simple rhythmic pattern using quarter and eighth note and quarter rest durations.

4.04 Show respect for the composing and arranging efforts of others.

► **COMPETENCY GOAL 5: The learner will read and notate music.** (National Standard 5)

### **Objectives**

5.01 Read simple rhythmic notation including quarter notes, eighth notes, and quarter rests.

5.02 Read simple melodic notation.

5.03 Show respect for the reading and notating efforts of others.

► **COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.**  
(National Standard 6)

### **Objectives**

6.01 Identify same/different and call/response sections in music.

6.02 Demonstrate perceptual skills by answering questions about aural musical examples of various styles and cultures.

6.03 Identify sound sources visually and aurally.

6.04 Respond through purposeful movement to prominent music characteristics while listening to music.

6.05 Show respect while listening to and analyzing music.

► **COMPETENCY GOAL 7: The learner will evaluate music and music performances.**  
(National Standard 7)

### **Objectives**

7.01 Relate personal reactions to music selections.

7.02 Demonstrate respect for the musical efforts and opinions of others.

► **COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

### **Objectives**

8.01 Recognize commonalities between music and the other arts.

8.02 Identify ways in which the principles and subject matter of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

► **COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

**Objectives**

- 9.01 Identify aural examples of music from various historical periods and cultures.
- 9.02 Identify various uses of music.
- 9.03 Identify roles of musicians.
- 9.04 Show respect for music from various cultures and historical periods.

Theatre Arts

The focus of theatre arts at the kindergarten level is to explore the role/s of the family unit and its members. Students explore the senses, movement and age appropriate literature through dramatic play. Students are exposed, through guided practice, to the beginning stages of drama and pretend play. The emphasis at this grade level is on:

- Building movement and imitation skills
- Experiencing a variety of dramatic stories
- Adapting, enacting, or repeating
- Simulating events
- Expressing character choices
- Understanding acceptable audience behaviors and responses
- Sharing and viewing of creative drama activities

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, Critiquing, Imitating

► **COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

**Objectives**

- 1.01 Restate setting, characters, and story events through pictorial, visual and physical aides.
- 1.02 Retell stories through guided dramatic play from text read aloud.
- 1.03 Recall the character/family relationships in stories, plays, puppet shows, etc.
- 1.04 Repeat sequence of events through verbal and nonverbal communication.
- 1.05 Recognize patterns in stories.

► **COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

**Objectives**

- 2.01 Recognize that pretend play is dramatic.
- 2.02 Differentiate between dramatic play and creative drama.
- 2.03 Imitate a variety of roles in family life.
- 2.04 Express various ideas and emotions through gestures, movement and voice.
- 2.05 Role play a variety of real and non-real characters through guided dramatic play.

► **COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

**Objectives**

- 3.01 Identify the setting for the story.
- 3.02 Adapt a space for playing out a story.
- 3.03 Distinguish between playing space and audience space.
- 3.04 Understand acceptable audience behaviors and responses.
- 3.05 Recognize the role of simple props, scenery and costumes in the dramatic process.

3.06 Imagine a variety of real and non-real environments.

➤ **COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

**Objectives**

4.01 Repeat dialogue for retelling a story through guided practice.

4.02 Imitate the sounds and movements of objects, animals and people.

4.03 Listen and respond to directions and side coaching in dramatic activities.

4.04 Participate in group decision-making about artistic choices.

➤ **COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

**Objectives**

5.01 Manipulate simple props and costumes to support the character or story.

5.02 Choose or imitate movement to support the playing of the character.

5.03 Choose or imitate vocal levels and ranges to support the playing of a character.

5.04 Notice character traits in visual aides such as storybook pictures.

5.05 Identify character traits using verbal and nonverbal expression.

5.06 Discuss the five senses as they relate to objects, animals, and people.

➤ **COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

**Objectives**

6.01 Use sound, movement and drawing through dramatic play.

6.02 Use puppets in dramatic play.

6.03 Participate in and use the art form of pantomime.

6.04 Begin to be aware that a variety of art forms are infused into theatre and come from all cultures.

6.05 Discuss basic similarities and differences.

➤ **COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

**Objectives**

7.01 Engage in discussion about dramatic process.

7.02 Listen to and demonstrate respect for the thoughts and opinions of others.

7.03 Look for the results of characters' actions in a variety of literary forms.

7.04 Discuss likes and dislikes of audience members.

7.05 Describe characters, setting and events seen or portrayed in formal or informal productions.

➤ **COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.** (National Standard 8)

**Objectives**

8.01 Share the role of film and television in one's family life.

8.02 Share the role of electronic media such as radio and computer in one's family life.

8.03 Experience live or recorded performances.

8.04 Participate in creative drama.

## Visual Arts

The study of visual arts begins in Kindergarten with the introduction of skills and concepts that will be completely new for most of the children. Because of the children's different developmental levels when entering Kindergarten, it is expected that this year will emphasize joyful exploration and discovery; mastery is a process that will require repetition at subsequent grades.

The emphasis at this level is on:

- Personal experience and/or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements - color, shape and line

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

➤ **COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### **Objectives**

- 1.01 Use immediate environment, including family, home and surroundings, as source of ideas.
- 1.02 Use imagination as a source of ideas.
- 1.03 Understand and follow step-by-step presentation of art activities.
- 1.04 Begin to develop appropriate art vocabulary
- 1.05 Develop symbols for visual expression
- 1.06 Select color according to emotional appeal
- 1.07 Explore a variety of media
- 1.08 Create work that does not conform to adult standards of realism.
- 1.09 Select artwork they "like the best" and simply explain why.
- 1.10 Illustrate poems, stories and rhymes
- 1.11 Use all the senses to gain information and awareness about their environment.
- 1.12 Perhaps find inspiration from a variety of artwork.

➤ **COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard1)

### **Objectives**

2.01 Become familiar with a limited number of basic art media, techniques and processes which may include:

Drawing - crayons, oil pastels, non-toxic markers, brushes, computers, pencils, sidewalk chalk

Cut paper - glue, scissors, folding, bending 3-D - clay, paper, found objects, including wood scraps

Printmaking - stamps, gadgets, found objects, vegetables, monoprint

Painting - tempera, watercolors, large brushes, sponges, finger paint

Ceramics - pinch, coil, found stamps.

2.02 Explore media freely.

2.03 Develop fine and gross motor control

2.04 Utilize entire page when using 2-D materials.

2.05 Create a variety of lines, like thick and thin, curved or zigzag, etc.

2.06 Cut large and small shapes; double layers to produce identical shapes

2.07 Model clay by pressing; pulling, pinching, incising, stamping with found objects.

2.08 Create original pictures of self, others, animals and objects.

- 2.09 Render own thoughts and feelings visually.
- 2.10 Demonstrate proper use and care of materials and tools.
- 2.11 Use the art room rules for behavior, care and safety of equipment, tools and materials.

➤ **COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2)

### **Objectives**

- 3.01 Name and identify colors.
- 3.02 Identify primary and secondary colors.
- 3.03 Mix secondary colors
- 3.04 Identify different types of line: straight, crooked, curved, zig-zag, wide and thin.
- 3.05 Recognize that line can be used to define contour of shapes and forms.
- 3.06 Name different textures on surfaces, for example: rough, smooth, bumpy.
- 3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.
- 3.08 Recognize some shapes have names; some do not.
- 3.09 Begin to discuss his or her own work and that of others in terms of color, line, shape and texture.
- 3.10 Use the entire page as part of the composition.
- 3.11 Use solutions that do not rely on copying or tracing others work.
- 3.12 Recognize others may view or interpret differently.
- 3.13 Use his or her own ideas and feelings when creating artwork.
- 3.14 Respect the work of others when discussing art.
- 3.15 Explore a variety of materials.

➤ **COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

### **Objectives**

- 4.01 Create art depicting self, family, friends, pets, home, school and community.
- 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.
- 4.03 Invent original and personal imagery from observation and imagination to convey meaning and not rely on copying or tracing another's work.
- 4.04 Find inspiration in the work of other artists from many cultures.

➤ **COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

### **Objectives**

- 5.01 Recognize that people in many times and places have made art.
- 5.02 Recognize that art is created to fulfill personal and/or societal needs or purposes.
- 5.03 Recognize that an artwork may serve functional purposes.
- 5.04 Begin to relate to the concept of time personally ("when my grandfather was young"), to famous people ("when George Washington was alive"), and units of time (day, week, years).
- 5.05 Recognize that human beings create art to tell a story about their ideas and lives without words.

➤ **COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

### **Objectives**

- 6.01 Relate important experiences in life to one's own art.
- 6.02 Accept others' work and ideas.
- 6.03 Recognize that no two people are alike; therefore, their artwork should be alike.
- 6.04 Begin to use art vocabulary for discussion.

6.05 Begin to describe and explain his or her own art and the art of others in response to guided questions.

6.06 Express one's feelings about a specific artwork.

6.07 Begin to understand there are varied responses to specific art works

➤ **COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

**Objectives**

7.01 Make use of commonalities in the subject matter of visual arts and other disciplines.

7.02 Begin to realize what each discipline encompasses.

7.03 Begin to observe that objects can be handmade or machine made and that both have value.

7.04 Use current technology to learn about art and create one's own artwork.

➤ **COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

**Objectives**

8.01 Develop a positive attitude about working with art materials and the art making process.

8.02 Understand that people of all ages can enjoy making art based on shared knowledge of self, family and friends.

8.03 Begin to differentiate between man-made objects and natural objects.

## COMPUTER/TECHNOLOGY SKILLS

### Focus Areas

- Parts of the computer and how to operate
- Keyboard familiarity
- Grouping and sequencing
- Respect for the work of others
- Responsible care of resources
- Exploring multimedia
- Observing online resources

**Strands:** 1= Societal/Ethical Issues; 2 = Database; 3 = Spreadsheet; 4= Keyboard Utilization/Word Processing/Desk Top Publishing; 5 = Multimedia/Presentation; 6 = Telecommunications/Internet; number in parentheses after each objective below indicates the strand under which it falls.

► **COMPETENCY GOAL 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

**Objectives:**

- 1.01 Identify the computer as a machine that helps people work and play. (1)
- 1.02 Identify, discuss, and use common hardware terms/concepts (e.g., CPU, monitor, keyboard, mouse). (1)
- 1.03 Identify and discuss correct and responsible use and care of computers and resources (AUP/IUP). (1)
- 1.04 Demonstrate respect for the work of others. (1)
- 1.05 Identify and discuss common features and functions of computer software (e.g., file, open, save, retrieve, draw). (1)
- 1.06 Identify graphing as a tool for organizing information as a class. (3)
- 1.07 Identify and discuss terms/concepts such as collect, organize, and classify. (3)
- 1.08 Identify basic word processing terms (e.g., file, menu bar, cursor, open, save, print). (4)
- 1.09 Identify and discuss characteristics of multimedia (e.g., text, sound, images, color) as a class. (5)
- 1.10 Identify and discuss multimedia terms/concepts beginning, middle, and end by arranging pictures in linear/sequential order as class/group. (5)
- 1.11 Recognize and discuss responsible use of multimedia resources and why it is important as a class. (5)
- 1.12 Discuss ownership of created works as a class/group. (5)
- 1.13 Identify and discuss the Internet as a source of information at school and home. (6)
- 1.14 Identify and discuss terms/concepts (online, digital information, Internet, links). (6)

► **COMPETENCY GOAL 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

**Objectives:**

- 2.01 Use manipulatives and graphing software to organize and display data as a class. (3)
- 2.02 Identify, discuss, and use word processing as a tool to enter letters, numbers and words. (4)
- 2.03 Identify, locate and use special keys (e.g., arrow keys, space bar, Shift, Enter/Return, Backspace, Delete), letters, and numbers on the keyboard. (4)
- 2.04 Use multimedia software to identify and practice letters, numbers, shapes, and colors as a class/group. (5)
- 2.05 Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity. (6)
- 2.06 Use teacher-selected Internet resources/information to discuss ownership of creative works of individuals/groups/companies as a class activity. (6)

## ENGLISH/LANGUAGE ARTS

During the kindergarten year, students need to experience the enjoyment of reading while they learn the foundational strategies and skills that will enable them to read independently. Students learn these enabling skills of phonemic awareness, letter names, sound-letter correspondences, decoding skills, high frequency vocabulary, and comprehension skills as they listen and respond to a variety of texts. They enjoy listening to stories, relating characters and events to their own life experiences, dramatizing stories, and responding to stories through art and writing activities. They can extend their oral language skills when given opportunities to express themselves, and they can learn how oral language is recorded to convey experiences and ideas as they observe their experiences and ideas being written. Kindergarten students will:

- Engage in word play.
- Listen and respond to children's literature.
- Build reading and writing concepts, skills, and strategies.

**Strands:** Oral Language, Written Language, and Other Media/Technology

➤ **COMPETENCY GOAL 1: The learner will develop and apply enabling strategies and skills to read and write.**

1.01 Develop book and print awareness:

- Identify the parts of books and function of each part.
- Demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
- Demonstrate an understanding of letters, words, sentence and story.
- Identify the title, name of the author and the name of the illustrator.

1.02 Develop phonemic awareness and knowledge of alphabetic principle:

- Demonstrate understanding that spoken language is a sequence of identifiable speech sounds.
- Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
- Demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).

1.03 Demonstrate decoding and word recognition strategies and skills:

- Recognize and name upper and lower case letters of the alphabet.
- Recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
- Recognize most beginning consonant letter-sound associations in one syllable words.

1.04 Read or begin to read:

- Read or attempt to read own dictated story.
- Attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.

1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.

➤ **COMPETENCY GOAL 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**

2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).

2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).

- 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.
- 2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).
- 2.05 Predict possible events in texts before and during reading.
- 2.06 Understand and follow oral-graphic directions.
- 2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.
- 2.08 Distinguish fantasy from reality when reading text.
- 2.09 Identify the sequence of events in a story.
- **COMPETENCY GOAL 3: The learner will make connections through the use of oral language, written language, and media and technology.**
- 3.01 Connect information and events in text to experience.
- 3.02 Discuss concepts and information in a text to clarify and extend knowledge.
- 3.03 Associate target words with prior knowledge and explore an author's choice of words.
- 3.04 Use speaking and listening skills and media to connect experiences and text:
- Listening to and re-visiting stories.
  - Discussing, illustrating, and dramatizing stories.
  - Discovering Relationships.
- **COMPETENCY GOAL 4: The learner will apply strategies and skills to create oral, written, and visual texts.**
- 4.01 Use new vocabulary in own speech and writing.
- 4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).
- 4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.
- 4.04 Maintain conversation and discussions:
- Attending to oral presentations.
  - Taking turns expressing ideas and asking questions.
- 4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).
- Write from left to right and from top to bottom.
  - Write most letters and some words when dictated.
- 4.06 Write and/or participate in writing behaviors by using authors' models of language.
- **COMPETENCY GOAL 5: The learner will apply grammar and language conventions to communicate effectively.**
- 5.01 Develop spelling strategies and skills by:
- Representing spoken language with temporary and/or conventional spelling.
  - Writing most letters of the alphabet.
  - Analyzing sounds in a word and writing dominant consonant letters.
- 5.02 Use capital letters to write the word I and the first letter in own name.
- 5.03 Use legible manuscript handwriting.

## HEALTHFUL LIVING

### Focus Areas

- Personal hygiene
- Personal responsibility
- Personal safety
- Recognize categories of My Pyramid and identify healthy food and beverage choices
- Develop emerging skills of catching, kicking, throwing, and striking
- Heart Rate identification
- Respectful participation

**Strands:** Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Health-Related Fitness, Appreciation for Diversity/Social Responsibility

➤ **COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.**

### Objectives

1.01 Identify specific feelings by name and demonstrate the ability to verbalize feelings in an appropriate manner.

1.02 Demonstrate the ability to accept and act on personal responsibilities.

➤ **COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.**

### Objectives

2.01 Predict situations that should include hand washing and demonstrate correct hand washing technique.

2.02 Demonstrate proper technique for brushing teeth and summarize reasons for not sharing a toothbrush.

2.03 Recognize and describe the meanings of traffic signs and signals.

2.04 Demonstrate the stop and search technique when entering or crossing a street.

2.05 Evaluate the benefits of wearing seat belts and bicycle helmets.

2.06 Demonstrate how to get help in an emergency.

2.07 Demonstrate appropriate responses to warning signs, sounds, and labels.

➤ **COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.**

### Objectives

3.01 Demonstrate the ability to share objects and time.

### Focus Areas

- Personal hygiene
- Personal responsibility
- Personal safety
- Recognize categories of My Pyramid and identify healthy food and beverage choices
- Develop emerging skills of catching, kicking, throwing, and striking
- Heart Rate identification
- Respectful participation

3.02 Conclude and acknowledge that each person is unique and special.

3.03 Demonstrate protective behaviors to use when approached by strangers.

3.04 Recognize and respond appropriately to bullying, teasing, and aggressive behaviors.

- **COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.**

#### **Objectives**

- 4.01 Recognize the categories of My Pyramid.
- 4.02 Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.
- 4.03 Identify foods and beverages that are healthy choices for teeth and bones.
- 4.04 Associate common foods with their origins.
- 4.05 Demonstrate the ability to select a healthy breakfast and lunch with a variety of whole grains, vegetables, fruits, and low fat dairy products.
- 4.06 Generate examples of opportunities to participate in physical activity during non-school hours.

- **COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.**

#### **Objectives**

- 5.01 Demonstrate how to recognize and be careful with medicines.
- 5.02 Distinguish between medicinal and non-medicinal drug use.
- 5.03 Identify reliable sources of information regarding medicines and substances.

- **COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).**

#### **Objectives**

- 6.01 Demonstrate non-locomotor movements using different parts of the body.
- 6.02 Demonstrate a variety of beginner locomotor and combination skills in a movement pattern.
- 6.03 Develop movement control for safe participation in games and sports.
- 6.04 Demonstrate rolling movements.

- **COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).**

#### **Objectives**

- 7.01 Identify fundamental movement patterns.
- 7.02 Establish a beginning movement vocabulary.
- 7.03 Apply age appropriate concepts to performance.

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- **COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).**

#### **Objectives**

- 8.01 Identify likes and dislikes connected with participation in physical activity.
- 8.02 Begin to identify opportunities for increased physical activity (e.g., taking the stairs).

- **COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health related fitness and be familiar with factors that benefit performance (NASPE Standard 4).**

#### **Objectives**

- 9.01 Identify physiological signs of moderate physical activity.
- 9.02 Recognize two appropriate sites on the body to monitor the heart rate.
- 9.03 Sustain moderate to vigorous physical activity for short periods of time.
- 9.04 Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.

- **COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).**

**Objectives**

- 10.01 Identify 1-2 reasons why participation in physical activity is important and enjoyable.
- 10.02 Identify 1-2 ways physical activity improves health.
- 10.03 Demonstrate respect for self, others, and equipment.

## **INFORMATION SKILLS**

In the primary grades K-2 the curriculum provides structured, supervised learning experiences that include selection of materials for pleasure and leisure as well as for information.

Focus Areas

The learners will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal tastes through guided practice
- contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share information and activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

**Strands:** Literacy and Research Process Skills (Information Literacy)

► **COMPETENCY GOAL 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.**

- 1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- 1.02 Demonstrate competence and self motivation as a beginning reader.
- 1.03 Demonstrate appropriate care of resources.
- 1.04 Acknowledge ownership of ideas.
- 1.05 Demonstrate sense of story (e. g., beginning, middle, end, characters, details).
- 1.06 Demonstrate familiarity with a variety of types of books and resources (print, non-print, electronic).
- 1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
- 1.08 Select resources both within and outside the school for personal and informational purposes.
- 1.09 Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia).

► **COMPETENCY GOAL 3: The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.**

- 2.01 Identify published criteria of excellence for resources.
- 2.02 Apply identified criteria in selecting resources.
- 2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia).
- 2.04 Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- 2.05 Recognize the power of media to influence.

► **COMPETENCY GOAL 3: The learner will RELATE ideas and information to life experiences.**

- 3.01 Describe personal cultural heritage and environment.
- 3.02 Collect information about diverse cultures, environments, and peoples.
- 3.03 Identify bias and stereotypes.
- 3.04 Relate cultural similarities and differences to personal life experiences.
- 3.05 Describe how information and ideas are influenced by prior knowledge and personal experience.

► **COMPETENCY GOAL 4: The learner will EXPLORE and USE research processes to meet information needs.**

- 4.01 Identify information needs and formulate questions about those needs.
- 4.02 Describe several research models.
- 4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
- 4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
- 4.05 Gather information.

- 4.06 Comply with the Copyright Law (P. L. 94-553).
- 4.07 Organize and use information.
- 4.08 Credit sources of information.
- 4.09 Present information in a variety of formats (print, graphical, audio, video, multimedia).
- 4.10 Evaluate the product. Competency Goal 5 The learner will COMMUNICATE reading, listening, and viewing experiences. 5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats. 5.02 Produce media in various formats (e.g., pictorial, multimedia).
- 5.03 Acknowledge resources used in all print, non-print, and electronic products.
- 5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

## MATHEMATICS

Focus areas:

- Number sense 0 - 30
- Calendar time
- Recognize basic shapes
- Create and extend patterns
- Sort and classify

**Strands:** Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra

➤ **COMPETENCY GOAL 1: The learner will recognize, model, and write whole numbers through 30.**

**Objectives**

1.01 Develop number sense for whole numbers through 30.

- Connect model, number word (orally), and number, using a variety of representations.
- Count objects in a set.
- Read and write numerals.
- Compare and order sets and numbers.
- Use ordinals (1st-10th).
- Estimate quantities fewer than or equal to 10.
- Recognize equivalence in sets and numbers 1-10.

1.02 Share equally (divide) between two people; explain.

1.03 Solve problems and share solutions to problems in small groups.

➤ **COMPETENCY GOAL 2: The learner will explore concepts of measurement.**

**Objectives**

2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).

2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).

➤ **COMPETENCY GOAL 3: The learner will explore concepts of geometry.**

**Objectives**

3.01 Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.

3.02 Compare geometric shapes (identify likenesses and differences).

3.03 Model and use directional and positional vocabulary.

3.04 Complete simple spatial visualization tasks and puzzles.

➤ **COMPETENCY GOAL 4: The learner will collect, organize and display data.**

**Objectives**

4.01 Collect and organize data as a group activity.

4.02 Display and describe data with concrete and pictorial graphs as a group activity.

➤ **COMPETENCY GOAL 5: The learner will model simple patterns and sort objects.**

**Objectives**

5.01 Sort and classify objects by one attribute.

5.02 Create and extend patterns with actions, words, and objects.

## **SECOND LANGUAGES**

The Kindergarten program described in this document begins a sequence of instruction leading to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades.

The emphasis at this grade level is on:

- Oral language development with a focus on listening and speaking skills
- Awareness of other cultures
- Comparison of language and culture to the students' own language and culture
- Connections to the kindergarten curriculum
- Awareness that the target language is used outside the classroom

Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development within a social setting involving face to face interaction with the teacher. Students communicate through basic words and short memorized phrases within a given context. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time.

**Strands:** Listening, Speaking

➤ **COMPETENCY GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.**

### **Objectives**

- 1.01 Interact using greetings, farewells, and expressions of courtesy.
- 1.02 Use basic words and short memorized phrases during oral interactions.
- 1.03 Ask and answer simple questions orally.
- 1.04 Share likes and dislikes, feelings and emotions orally.
- 1.05 Exchange personal information orally with the teacher.

➤ **COMPETENCY GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.**

### **Objectives**

- 2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
- 2.02 Demonstrate understanding of statements about the immediate environment and needs.
- 2.03 Follow oral directions and commands.
- 2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
- 2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

➤ **COMPETENCY GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.**

### **Objectives**

- 3.01 Name people, places, and things using simple words and phrases.
- 3.02 Recite simple poetry and sing songs.
- 3.03 Give oral commands.

- **COMPETENCY GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.**

#### **Objectives**

- 4.01 Recognize and use learned everyday greetings, gestures, and behaviors of the target cultures.
- 4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.
- 4.03 Participate in activities related to major holidays, festivals, and special dates celebrated by children of the target cultures.
- 4.04 Demonstrate understanding of children's stories, poetry, and folktales of the target cultures.
- 4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

- **COMPETENCY GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.**

#### **Objectives**

- 5.01 Demonstrate an awareness that behaviors such as gestures and greetings may differ among cultures.
- 5.02 Identify similarities and differences of tangible products (e.g., toys, sports equipment, food) of the target cultures and his/her own.
- 5.03 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

- **COMPETENCY GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.**

#### **Objectives**

- 6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.
- 6.02 Recognize and apply learning strategies and processes from other disciplines.
- 6.03 Develop learning strategies in the target language which can be used in other disciplines.

- **COMPETENCY GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.**

#### **Objectives**

- 7.01 Perform and/or participate in a school or community celebration.
- 7.02 Share knowledge of the target language and cultures with others.
- 7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.
- 7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
- 7.05 View and listen to various forms of media that utilize the target language and reflect the target cultures.

## **SCIENCE**

The focus for kindergarten students is on using the five senses to make observations of events in both indoor and outdoor settings that make up their world. The observations that students make provide evidence and data on which to base their scientific explanations. Guide student learning of all goals on the unifying concepts of evidence, explanation, and measurement. The strands provide a context for teaching the content throughout all goals.

**Strands:** Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

➤ **Competency Goal 1: The learner will make observations and build an understanding of similarities and differences in animals.**

### **Objectives**

1.01 Observe and describe the similarities and differences among animals including:

- Structure.
- Growth.
- Changes.
- Movement.

1.02 Observe how animals interact with their surroundings.

1.03 Observe the behaviors of several common animals.

1.04 Demonstrate how to care for a variety of animals.

1.05 Observe the similarities of humans to other animals including:

- Basic needs.
- Growth and change.
- Movement

➤ **Competency Goal 2: The learner will make observations and build an understanding of weather concepts.**

### **Objectives**

2.01 Observe and report daily weather changes throughout the year.

2.02 Identify different weather features including:

- Precipitation.
- Wind.
- Temperature.
- Cloud cover.

2.03 Identify types of precipitation, changes in wind, force, direction and sky conditions.

2.04 Observe and determine the effects of weather on human activities.

2.05 Use common tools to measure weather.

➤ **Competency Goal 3: The learner will make observations and build an understanding of the properties of common objects.**

### **Objectives**

3.01 Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used.

3.02 Develop and use a vocabulary associated with the properties of materials:

- Color.
- Size.
- Shape.
- Texture.

3.03 Describe how objects look, feel, smell, taste, and sound using their own senses.

3.04 Observe that objects can be described and sorted by their properties.

3.05 Identify some common objects and organisms that are considered to be natural resources in our world.

➤ **Competency Goal 4: The learner will use appropriate tools and measurements to increase their ability to describe their world.**

**Objectives**

4.01 Describe how tools can be used to make comparisons.

4.02 Observe and describe how various tools and units of measure are useful:

- Scissors.
- Pencils.
- Crayons.
- Paper clips.
- Hammers.

4.03 Use nonstandard units of measure to describe and compare objects.

4.04 Demonstrate the use of standard units of measure and compare with nonstandard units of measure. (Teacher demonstration)

4.05 Demonstrate that standard units of measure produce more consistent results than nonstandard units, allowing information to be shared.(Teacher demonstration)

## **SOCIAL STUDIES**

### **KINDERGARTEN SELF AND FAMILIES AROUND THE WORLD**

Students begin a global approach to social studies with a study of themselves, their families, and other families around the world. They learn how individuals and families grow and change and compare how they are alike and different. Students approach the understanding of self and family while developing and defining concepts about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways. Goals in kindergarten focus on developing positive attitudes about themselves, their families, and families of diverse cultures.

**Strands:** Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

➤ **COMPETENCY GOAL 1: The learner will investigate how individuals, families, and groups are similar and different.**

#### **Objectives**

- 1.01 Describe how individuals are unique and valued.
- 1.02 Identify different groups to which individuals belong.
- 1.03 Examine diverse family structures around the world.
- 1.04 Recognize that families and groups have similarities and differences.
- 1.05 Compare and contrast customs of families in communities around the world.

➤ **COMPETENCY GOAL 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.**

#### **Objectives**

- 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
- 2.02 Participate in democratic decision making.
- 2.03 Describe the importance of rules and laws.
- 2.04 Analyze classroom problems and suggest fair solutions.

➤ **COMPETENCY GOAL 3: The learner will recognize and understand the concept of change in various settings.**

#### **Objectives**

- 3.01 Observe and describe how individuals and families grow and change.
- 3.02 Evaluate how the lives of individuals and families of the past are different from what they are today.
- 3.03 Observe and summarize changes within communities.
- 3.04 Recognize changes in the classroom and school environments.

➤ **COMPETENCY GOAL 4: The learner will explain celebrated holidays and special days in communities.**

#### **Objectives**

- 4.01 Explore how families express their cultures through celebrations, rituals, and traditions.
- 4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.
- 4.03 State reasons for observing special, religious, and secular holidays of diverse cultures.

➤ **COMPETENCY GOAL 5: The learner will express basic geographic concepts in real life situations.**

#### **Objectives**

- 5.01 Locate and describe familiar places in the home, school, and other environments.

5.02 Create and interpret simple maps, models, and drawings of the home, school, and other environments.

5.03 Describe the functions of places in the home, school, and other environments.

5.04 Recognize and explain seasonal changes of the environment.

5.05 Identify and state how natural and human resources are used within the community.

➤ **COMPETENCY GOAL 6: The learner will apply basic economic concepts to home, school, and the community.**

**Objectives**

6.01 Distinguish between wants and needs.

6.02 Examine the concept of scarcity and how it influences the economy.

6.03 Identify examples of how families and communities work together to meet their basic needs and wants.

6.04 Give examples of how money is used within the communities, such as spending and savings.

6.05 Explore goods and services provided in communities.

➤ **COMPETENCY GOAL 7: The learner will recognize how technology is used at home, school, and the community.**

**Objectives**

7.01 Identify different types of media and forms of communication.

7.02 Explore modes of transportation at home and around the world.

7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.