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# DoDEA Curriculum Content Standards

English Language Arts

## Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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Strand:

**E1 Reading**

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

**E1a: Print-Sound Code**

Kindergarten children should learn the basics of the print-sound code: how letters stand for sounds; how words are constructed from individual sounds; and how words break up into individual sounds. In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words.

Component:

**E1a.1: Knowledge of Letters and Their Sounds**

By the end of the year, we expect kindergarten students to:

- recognize and name most letters;
- recognize and say the common sounds of most letters and write a letter that goes with a spoken sound; and
- use their knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

Component:

**E1a.2 Phonemic Awareness.**

In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words. Specifically, by the end of the year, we expect kindergarten students to be able to:

- produce rhyming words and recognize pairs of rhyming words;
- isolate initial consonants in single-syllable words;
- when a single-syllable word is pronounced, identify the onset and rime and begin to fully separate the sounds by saying each sound aloud; and
- blend onsets and rimes to form words and begin to blend separately spoken phonemes to make a meaningful one-syllable word.

Component:

**E1a.3: Reading Words**

By the end of kindergarten, children should have caught on to the alphabetic idea; i.e., how the writing system works with respect to sounds. By the end of the year, we expect kindergarten students to:

- use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words;
- read simple texts containing familiar letter-sound correspondences and high-frequency words; and
- read some words on their own, including a small number (about 20) of simple, high-frequency words by “sight”—that is, when children encounter the words in a story, they do not need to sound the words out.

Standard:

**E1b: Getting the Meaning**

Getting the meaning is a complex task that doesn't just happen by reading individual words. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts,

to build a sense of what the author means to say. Children at the end of kindergarten should understand that every word in a text says something specific.

Component:

**E1b.1: Accuracy and Fluency**

By the end of the year, we expect kindergarten students to:

- read level B books that they have not seen before, but that have been previewed for them, attending to each word in sequence and getting most of them correct; and
- read “emergently”—that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said.

Component:

**E1b.2: Self-Monitoring and Self-Correcting Strategies**

When students are rereading a familiar book at the end of kindergarten, we expect them to use self-monitoring and self-correcting skills when necessary to:

- look at the correct page;
- say the word to which they are pointing;
- read to make sense.

When listening to stories read aloud, children should monitor whether the story is making sense to them. By the end of the year, we expect kindergarten students to:

- ask why a character would do that;
- say they don’t understand something; and
- say the character “is scared because…” or “did that because…”.

Component:

**E1b.3: Comprehension**

In addition to recognizing words, kindergartners should be able to get the gist of texts they read. When they read on their own with expected levels of accuracy and fluency, by the end of the year we expect kindergarten students to:

- give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing).

Kindergarten children also should be able to concentrate on and make sense of texts they hear read to them. The following are visible indicators that comprehension is taking place. By the end of the year, we expect kindergarten students to:

- retell the story in their own words or re-enact it, getting the events in the correct sequence;
- respond to simple questions about the book’s content (for example, “Can you tell me what this story was about?” “What was Maria trying to do?” “Why did Antoine hide under the bed?”);
- create artwork or a written response that shows comprehension of the story that was read;
- use knowledge from their own experience to make sense of and talk about the text; and
- make predictions based on illustrations or portions of stories.

Standard:

**E1c: Reading Habits**

To be true readers, primary students must develop the habit of reading—a lot. Reading wisely and deeply is a way for students to master reading

skills and to acquire background knowledge that helps them construct meaning. Primary students should read and hear a variety of texts and authors, in a variety of ways, every day.

Component:

**E1c.1: Reading a Lot**

By the end of the year, we expect kindergarten students to:

- choose reading as a way to enjoy free time and ask for books to be read aloud to them;
- listen to one or two books read aloud each day in school and discuss these books with teacher guidance;
- hear another one or two books read to them each day at home or in after-school care;
- “reread” or read along—alone or with a partner or adult—two to four familiar books each day; and
- engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to books, signs, labels, messages); and informational texts (all-about books, attribute texts).

Component:

**E1c.2: Reading Behaviors**

By the end of the year, we expect kindergarten students to:

- hold a book right side up and turn pages in the correct direction;
- be able to follow text with a finger, pointing to each word as it is read; and
- pay attention to what the words they read are saying.

Component:

**E1c.3: Discussing Books**

We expect children to discuss books every day. Such discussions allow children to use and extend their vocabularies, to explore the ideas presented in books, to develop and use comprehension strategies, and to show that they can engage in “accountable talk”—conversations in which children build ideas together as a group, argue respectfully and logically with one another, and attend carefully to the language of texts. By the end of the year, we expect kindergarten students to:

- give reactions to the book, with backup reasons;
- listen carefully to each other;
- relate their contributions to what others have said;
- ask each other to clarify things they say; and
- use newly learned vocabulary.

Component:

**E1c.4: Vocabulary**

Most children enter kindergarten with vocabularies that are more than ample for what they read. But because the vocabulary of the books they will read in the first, second and third grades expands dramatically, children’s vocabularies also must grow—even in kindergarten. Children should learn not only new words but also new meanings and uses for familiar words. By the end of the year, we expect kindergarten students to:

- notice words that they don’t know when they are read to and talked with and guess what the words mean from how they are used;
- talk about words and word meanings as they are encountered in books and conversations;
- show an interest in collecting words and playing with ones they like; and
- learn new words every day from talk and books read aloud.

Strand:

**E2 Writing**

Children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and/or acted out

along with their attempts to print letters and words. With partners, they respond to one another's work and help each other—most often by encouraging “add that”—to extend the story and make it more interesting to a reader.

Standard:

**E2a: Habits and Processes**

As early as kindergarten, children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and acted out along with their attempts to print letters and words.

With partners, they respond to one another's work and help each other—most often by encouraging “add that” to extend the story and make it more interesting to a reader. Young writers don't always make the suggested additions in writing because the physical act of forming letters and the concentration required to sound out and spell words tire them out.

What appears on the page usually only hints at the rich composing kindergarten children do mentally. By the end of the year, we expect kindergarten students to:

- write daily;
- generate content and topics for writing;
- write without resistance when given the time, place and materials;
- use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices; and
- make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

Standard:

**E2b: Writing Purposes and Resulting Genres**

Kindergartners write to understand and make themselves understood and to participate in the grown-up world of written words and communication. Typically, they are determined and inventive in their often hybrid productions of writing. Kindergarten writing is practically a genre unto itself until children learn to control word boundaries.

Component:

**E2b.1: Sharing Events, Telling Stories: Narrative Writing**

By the end of the year, we expect kindergarten students to produce narratives that:

- contain a “story” that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together;
- tell events as they move through time (control for chronological ordering);
- may include gestures, drawing and/or intonations that support meaning; and
- may incorporate storybook language (for example, “and they lived happily ever after”).

Component:

**E2b.2: Informing Others: Report or Information Writing**

Kindergarten writers on target to meet standards usually are full of their own new knowledge, and they delight in reporting it to others. They make lists that tell “all about” a particular topic (for example, “all about my brother”, “about whales”, “about me”) and with prompting can reread these texts, leaving out information that is not about the topic. They may mimic

the informational reporting style of books they have encountered in the classroom. By the end of the year, we expect kindergarten students to:

- gather, collect and share information about a topic;
- maintain a focus—stay on topic; and
- exclude extraneous information when prompted.

Component:

**E2b.3: Getting Things Done: Functional Writing**

Kindergartners should write for functional purposes both within the classroom and outside of school. Youngsters on their way to meeting standards find innumerable reasons for writing to get things done. A child who has erected a block castle might post a warning to classmates not to wreck it. A student whose birthday is coming up might create invitations to a party. By the end of the year, we expect kindergarten students to be able to use writing to:

- tell someone what to do (for example, give directions, send messages); and
- name or label objects and places.

Component:

**E2b.4: Producing and Responding to Literature**

Children on target for meeting the standards re-enact, retell, borrow and burrow into all forms of literature, including stories, songs, poems and plays. They do this both formally and informally throughout the day. Initially, children's engagement with literature is mostly oral. Over the course of the year, children also will respond to literature in writing. It is important to emphasize that children's proficiency at producing literature is dependent upon how deeply they are immersed in literary reading activities. By the end of the year, we expect kindergarten students to:

- re-enact and retell stories;
- create their own stories, poems, plays and songs; and
- use literary forms and language.

Standard:

**E2c: Language Use and Conventions**

Kindergartners freely write in whatever manner they can, showing little or no concern for spelling, punctuation, capitalization and other conventions that will become important later. As a result, most of their writing is readable only by the author.

Component:

**E2c.1: Style and Syntax**

Kindergarten is early for young writers to notice conventional elements of style; however, the writings of kindergarten children do have a strong voice, even if it consistently one of naïveté' and wonder. The kindergarten writer's voice usually conveys a sense that the author is central to the message. As children grow, their voices will change; their writing will become easier to read aloud and will sound more like natural or story language. By the end of the year, we expect kindergarten students to produce writing that:

*Use one's own language:*

- uses the syntax of oral language so it is easy to read aloud.

*Take on language of authors:*

- approximates some of the phrasing and rhythms of literacy language.

Component:

**E2c.2: Vocabulary and Word Choice**

Just as kindergarten writers get their sense of syntax from the language they hear spoken, so do they rely on oral language for the vocabulary

that captures their ideas. By the end of the year, we expect kindergarten students to:

*Use one's own language:*

- use words in their writing that they use in their conversation, usually represented phonetically.

*Take on language of authors:*

- use in their writing some words they like from the books read to them.
- make choices about which words to use on the basis of whether they accurately convey the child's meaning.

Component:

**E2c.3: Spelling**

By the end of the year, we expect kindergarten students to:

- independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher;
- reread their own text, with a match between what they say and the words they have written on paper;
- pause voluntarily in the midst of writing to reread what they have written (tracking);
- leave space between words;
- control for directionality (left to right, top to bottom); and
- represent words frequently with the initial consonant sound.

Component:

**E2c.4: Punctuation, Capitalization, and Other Conventions**

At this stage we do not expect the child to show any regularity in-or even awareness of-punctuation and conventions. Most kindergartners are so preoccupied with the letter-sound puzzle that they literally don't see or react to such marks as capital letters and commas. When they do become aware of punctuation, kindergarten writers frequently use a period as a marker to separate words or designate the end of each line or page. Eventually, they will use the conventional placement of a period at the end of a sentence.

Strand:

**E3 Speaking  
And Listening**

The most significant feature of language development among kindergartners and first graders is the enormous growth in vocabulary. They continue to talk about topics that are familiar and engaging to them. By this age, they can tell stories that make sense. They can define new words and explain all sorts of things to other students. They are starting to understand the rules of socializing with others.

Standard:

**E3a: Habits**

Talking in a variety of situations and for different purposes is important as children are beginning to write because their early writings are very dependent on their oral language. They can be expected to listen much more attentively now, and they may begin adapting their speech for different audiences. They engage in longer turns of conversation.

Components:

**E3a.1: Talking a Lot**

Children's talk that once primarily took place in one-on-one or small-group settings—now encompasses larger groups and audiences. Their comments and questions become more specific that expressing basic ideas needs or feelings. Language play continues to be an important part of their development. By the end of first grade we expect children to:

- talk about their ideas, experiences and feelings;

- listen to others, signaling comprehension by clarifying, agreeing, empathizing or commenting as appropriate;
- playfully manipulate language;
- listen to and engage in sentence play;
- negotiate how to work and play;
- ask or answer focused questions for the purpose of learning something; and
- share and talk about what they are reading or learning.

In kindergarten and first grade, children transition from speech to print and begin writing daily. We expect children to:

- share and talk about their writing daily; and
- give and receive feedback by asking questions or making comments about truth, clarity, extent, and relevance.

Components:

**E3a.2: Talking to One’s Self**

By kindergarten, children begin to recognize the value of talking aloud. They move from a nearly unconscious use of language to purposefully articulating problem-solving strategies and self-correcting while reading aloud. By the end of first grade we expect children to:

- make spontaneous corrections to their own behavior, actions or language;
- talk to themselves out loud to make plans, guide behavior or monitor thinking; and
- mimic the language of adults.

While they are reading we expect children to:

- monitor themselves at the word and sentence levels; and
- use a variety of self-correcting strategies.

Components:

**E3a.3: Conversing at Length on a Topic**

Children know the difference between questions requiring brief responses and invitations to converse. In addition, their ability to make topic-relevant responses and their attempts to initiate and sustain conversation result in lengthier exchanges. By the end of first grade we expect children to:

- initiate conversations by bringing up topics that are likely to interest others;
- initiate and sustain a conversation with comments or questions through at least six or seven exchanges;
- occasionally ask for or provide clarification;
- solicit others’ contributions; and
- mark new topics explicitly.

Components:

**E3a.4: Discussing Books**

By the end of kindergarten, children use newly learned vocabulary to discuss books that they have read or enjoyed in read-alouds, partner reading or independent reading. They use their own experiences to make sense of and talk about texts and to make predictions. They can retell or reenact events in sequence, respond to simple content questions, and create artwork or written responses that show their comprehension. By the end of first grade, we expect children to:

- compare two works by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending acclaim;
- politely disagree when appropriate;

- ask each other questions that seek elaboration and justification; attempt to explain why their interpretation of a book is valid;
- extend the story;
- make predictions and explain their reasoning;
- talk about the motives of characters;
- describe the causes and effects of specific events;
- retell or summarize the story; and
- describe in their own words new information they gained from the text.

Standard:

**E3b: Kinds of Talk and Resulting Genres**

In kindergarten and first grade, children engage in a variety of genres to manage their activities, school, playtime and social interactions. These four genres are identified as narrative explaining and seeking information, getting things done, and producing and responding to performances.

Components:

**E3b.1: Narrative**

Children should require little or no adult prompting to complete a narrative. Their ability to put events in chronological order increases and their level of detail goes beyond basic information and response. They can learn techniques that make their narratives more interesting. They tend to end their narrative before the climax so resolutions require special attention. By the end of first grade, we expect children to:

- independently give a detailed narrative account of an experience in which the actual sequence of numerous events is clear.

Kindergarten and first grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener's attention directly or indirectly before going into the full account;
- orient the listener to the setting;
- describe information and evaluate or reflect on it;
- develop characters by portraying themselves as one or by talking about another character's goals and motivations;
- include quotations;
- build the sequence of events to a climax and comment on how things were resolved; or
- mark the end of the story directly with a coda to bring the impact of the past experience up to the present time.

Components:

**E3b.2: Explaining and Seeking Information**

Children's efforts to seek information from books or conversations with others become more focused and organized. Descriptions broaden from physical features, location and position to multiple characteristics. Their descriptions extend beyond themselves to include the emotions, thinking and intentions of others. By the end of first grade, we expect children to:

- seek or provide information by observing; going to the library; or asking teachers, parents or peers;
- listen to information and exhibit comprehension;
- request or provide explanations of their own and others' intentions and thinking, especially;
- describe things by focusing on multiple characteristics;
- describe things in more evaluative terms, giving reasons for evaluations; and

- share information that is organized on a topic and supported by a visual aid.

Components:

**E3b.3: Getting Things Done**

Children should argue an opinion, yet their viewpoint remains primarily self-centered. They can consider the perspective and needs of another person, giving and/or receiving direction for a lengthier or more complicated sequence of steps. They continue to ask for clarification and take more responsibility for understanding information. By the end of first grade we expect children to:

- listen to, comprehend and carry out directions with five or six simple steps;
- give directions that include several sequenced steps, explaining and elaborating when necessary;
- ask for clarification to carry out more complicated directions, [persisting if necessary];
- use actions, writing or drawing to augment language; and
- engage in extended conversations about a problem with both sides presenting and listening to arguments and solutions.

Components:

**E3b.4: Producing and Responding to Performances**

Children's responses to performances of all kinds move beyond simple reactions to include more evaluative statements. Their performances include rehearsal and memorization of a few lines of a play or poem. Producing performances begins to become more public. They can add read-alouds to the memorized performances. By the end of first grade we expect children to:

- give simple evaluative expressions about a performance and explain their reasoning;
- critique a performance based on agreed-upon criteria;
- ask questions about things that they don't understand;
- draw from a rehearsed repertoire to give a brief performance;
- rehearse and memorize short poems or lines of a play; and
- give a brief author performance or presentation of work.

Standard:

**E3c: Language Use and Conventions**

Children advance from knowing the most basic rules of interaction to knowing more subtle nuances in speech and social convention. Frequent playful interchanges with the sounds and meanings of words help to establish the critical connection between oral language and reading and writing. They continue to increase their vocabulary daily.

Components:

**E3c.1: Rules of Interaction**

Children have generally adjusted to the social conventions of the school setting and understand the need for civility and polite interactions. They are more accountable and are ready to expand their awareness of speaking effectively and appropriately in different circumstances. By the end of first grade we expect children to:

- know and be able to describe rules for school interactions;
- learn rules for polite interactions;
- hold self and others accountable to the rules by using verbal reminders to self and others; and
- speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting.

Components:

**E3c.2: Word Play, Phonological Awareness and Language Awareness**

At this age, children are ready to extend word play, as they have developed an appreciation for rhyme and alliteration and have a general awareness of word meanings. Now they are ready to produce certain types of words and become more conscious of their own grammatical constructions. By the end of first grade we expect children to:

- produce rhyming words and recognize pairs of rhyming words;
- isolate initial consonants in single-syllable words;
- segment the onset and the rime in single-syllable words;
- segment the individual sounds in single-syllable words by saying each sound aloud;
- blend onsets and rimes to form words;
- blend separately spoken phonemes to make a meaningful work;
- play with alliteration, tongue twisters, and onomatopoeia;
- begin to use double meanings or multiple meanings of words for riddles or jokes;
- vary sentence openers and use a wide range of syntactic patterns; and
- examine and discuss the structure of words.

Components:

**E3c.3: Vocabulary and Word Choice**

Through conversation, daily interaction with adults and peers, and especially reading and being read to, children in kindergarten and first grade continue to increase their vocabulary at an astounding rate. By the end of first grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- begin to define words they know using simple superordinants;
- show flexibility within the domain;
- learn new words from reading being read to daily and classroom study experiences;
- study word families;
- know more than one way to describe a particular referent or verb;
- recognize multiple meanings or words;
- understand that clusters of words refer to the same events or phenomena but from different perspectives; and
- increase vocabulary of verbs, adjectives and adverbs to gain fluency and exercise options in word choice.

The process standards of **problem solving, reasoning and proof, connections communication, and representation** are interwoven and independent with the content standards and are necessary for the comprehensive understanding of mathematics.

Strand: **M1 Numbers and Operations**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand numbers, ways of representing numbers, relationships among numbers and number systems;
- understand meanings of operations and how they relate to one another;
- understand how to compute fluently and make reasonable estimates.

In Kindergarten, all students should:

- Standards:
- M1a:** recognize, write and name cardinal numbers up to 20;
  - M1b:** count and recognize “how many” are in sets of objects;
  - M1c:** compare and order objects using ordinal numbers;
  - M1d:** represent and use sets of objects in multiple ways, including separating (decompose), joining (compose), and ordering sets;
  - M1e:** model and represent addition as combining sets and subtraction as taking away sets;
  - M1f:** demonstrate one-one correspondence using manipulatives or objects from their environment;
  - M1g:** estimate quantities of objects within multiple sets using comparative language, i.e., more than, less than, or about the same.

Essential To Know: Students recognize the relationship between numbers and quantities.

Strand: **M2 Algebra**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand patterns, relations, and functions;
- represent and analyze mathematical situations and structures using algebraic symbols;
- use mathematical models to represent and understand quantitative relationships;
- analyze change in various contexts.

In Kindergarten, all students should:

- Standards:
- M2a:** describe how objects are alike and different using one or two properties;
  - M2b:** sort, classify, and order objects in more than one way;
  - M2c:** identify, create, copy, and describe sequences of sounds, shapes, motions, and numbers;
  - M2d:** describe, model, and extend AB and ABC patterns;
  - M2e:** model a problem situation using actual objects;
  - M2f:** recognize changes that are measurable.

Essential To Know: Students sort and order objects according to attributes.

Strand: **M3 Geometry**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships;
- specify locations and describe spatial relationships using coordinate geometry and other representational systems;
- apply transformations and use symmetry to analyze mathematical situations;
- uses visualization, spatial reasoning, and geometric modeling to solve problems.

In Kindergarten, all students should:

- Standards:
- M3a:** identify, compare, and sort two- and three-dimensional shapes;
  - M3b:** describe locations to include direction and distance using the language of relative position;
  - M3c:** recognize that two objects having the same shape but oriented differently in space are congruent;
  - M3d:** draw common two-dimensional shapes from memory.

Essential To Know: Students name and describe objects and two- and three-dimensional shapes by their position, direction, and distance.

Strand: **M4 Measurement**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- understand measurable attributes of objects and the units, systems, and processes of measurement;
- apply appropriate techniques, tools, and formulas to determine measurements.

In Kindergarten, all students should:

- Standards:
- M4a:** compare and order objects according length, height, capacity, and weight by using descriptors, i.e., longer, shorter, and heavier;
  - M4b:** order events based on time;
  - M4c:** explore ways to measure different attributes of objects;
  - M4d:** explore common instruments for measuring, i.e., scales, rulers, cups, etc., and identify the unit measure of each instrument;
  - M4e:** use measuring instruments or non-standard measurement tools to compare objects, liquids, spaces, and people.

Essential To Know: Students identify and measure attributes of objects.  
Students use nonstandard units to measure.

Strand: **M5 Data Analysis and Probability**

Pre-Kindergarten through Grade 12 instructional programs should enable all students to:

- formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
- select and use appropriate statistical methods to analyze data;
- develop and evaluate inferences and predictions that are based on data;
- understand and apply basic concepts of probability.

In Kindergarten, all students should:

- Standards:
- M5a:** gather, sort, and interpret data in response to questions posed, e.g., by class surveys, or teacher/student questions;

**M5b:** organize and represent data using concrete objects, pictures, and graphs;

**M5c:** ask and answer questions and make predictions based on data collected.

Essential To Know: Students organize and represent data to formulate a response to a question.

Strand: **M6 Problem Solving**

Standard: **M6a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- build new mathematical knowledge through problem solving;
- solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.

Strand: **M7 Reasoning and Proof**

Standard: **M7a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- recognize reasoning and proof as fundamental aspects of mathematics;
- make and investigate mathematical conjectures;
- develop and evaluate mathematical arguments and proofs;
- select and use various types of reasoning and methods of proof.

Strand: **M8 Communication**

Standard: **M8a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- organize and consolidate their mathematical thinking through communication;
- communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
- analyze and evaluate the mathematical thinking and strategies of others;
- use the language of mathematics to express mathematical ideas precisely.

Strand: **M9 Connections**

Standard: **M9a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- recognize and use connections among mathematical ideas;
- understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
- recognize and apply mathematics in contexts outside of mathematics.

Strand: **M10 Representation**

Standard: **M10a:** Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- create and use representations to organize, record, and communicate mathematical ideas;
- select, apply, and translate among mathematical representations to solve problems;
- use representations to model and interpret physical, social, and mathematical phenomena.

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**Science Standards  
Grades K**

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Strand:

**S1 Scientific Inquiry:** The student develops abilities necessary to do scientific inquiry and an understanding about scientific inquiry; that is, the student:

Standards:

S1a: asks questions about objects, organisms, and events.

S1b: uses observations to make simple predictions.

S1c: conducts simple explorations and investigations.

Components:

S1c1. Records by drawing or dictating

S1c2. discusses how the class' questions might be answered.

S1c3. is exposed to a variety of teacher-selected resources.

S1c4. uses simple tools such as hand lenses and measuring devices to make observations and collect data.

S1c5. displays data in graphs.

Standards:

S1d: identifies a pattern based on observations.

S1e: compares objects based on observable and measurable characteristics (e.g., faster/slower)

S1f: analyzes and makes statements about data displayed in a graph.

S1g: communicates scientific explorations through discussions with peers and through drawings, graphs, and dictation.

S1h: identifies examples of safe practices in science.

Components:

S1h1. demonstrates safe sky viewing procedures.

S1h2. demonstrates appropriate uses of scissors, weather measuring devices, and hand lenses in science investigations.

Strand:

**S2 History and Nature of Science**: The student develops an awareness of science as a human endeavor; that is, the student:

Standards: S2a: realizes that people have been doing science for a long time.

S2b: expresses that science involves thinking, asking questions about the world, and trying to answer those questions.

S2c: recognizes that in science people share ideas and findings.

S2d: provides examples of how diverse people (children, fathers, mothers, teachers, weather reporters, etc.) participate in doing science.

Components:

S2d1. demonstrates knowledge of some of the things meteorologists study.

S2d2. demonstrates knowledge of some of things geologists study.

Strand:

**S3 Personal & Social Perspectives**: The student develops an understanding of safety and types of resources as it relates to their immediate environment; that is, the student:

Standards: S3a: describes basic resources that are found in their environments, such as soil, water, and trees, and other resources that are produced from these resources, such as building materials.

Strand:

**S4 Science and Technology**: The student develops an understanding about science and technology, and the nature of technological design; that is, the student:

Standards: S4a: identifies a simple problem, proposes a solution for the problem, and then evaluates the solution in terms of its ability to solve the problem.

S4b: recognizes that technological solutions are human designed.

S4c: recognizes that things found in nature are different from those that are made by humans.

Components:

S4c1. compares grow lights with the Sun's

Strand:

**S5 Physical Science:** The student develops an understanding of matter, motion, and energy; that is, the student:

Standards: S5a: builds awareness that objects can be described by their physical properties.

Components:

S5a1. observes and identifies properties of common objects (e.g., size, shape, color).

S5a2. observes and identifies uses of common objects based on their properties.

Standards:

S5b: recognizes that objects can move in a variety of ways.

Components:

S5b1. explores the motion of a variety of objects (e.g., balls, rolling objects pinwheels, windsocks, leaves).

S5b2. identifies the movement of objects (i.e. straight, round and round, zig-zag, back and forth, fast and slow).

S5b3. explains how the physical properties of an object may affect its motion (e.g., shape, size).

Standards:

S5c: explores sources of light and heat within the environment.

Components:

S5c1. explains that that heat has many sources (e.g., the Sun, flames, light bulbs, flashlights, heating elements).

S5c2. demonstrates that many things that produce light also produce heat.

Strand:

**S6 Life Science:** The student develops an understanding of the characteristics of organisms, their life cycles, and their environments; that is, the student:

Standards: S6a: identifies differences between living and nonliving things.

Components:

S6a1. identifies attributes and behaviors that help differentiate living from non-living things.

S6a2. describes examples of likenesses and differences in the appearance and behavior of some living things.

Standards:

S6b: describes ways in which animals resemble their parents.

Components:

S6b1. Provides examples of how animals (including humans) are alike and different from their biological parents.

Standards: S6c: builds an awareness of the basic needs of living things.

Components:

S6c1. Investigates and identifies resources (light, water, and air) that plants need to survive.

S6c2. Investigates and identifies resources (food, water, and air) that animals need to survive.

Strand:

**S7 Earth & Space Sciences:** The student develops an understanding of Earth materials, objects in the sky, and changes in Earth and sky; that is, the student:

Standards: S7a: recognizes and describes the variety of earth materials.

Components:

S7a1. Identifies rocks, sand, soil, air, and water as earth materials.

S7a2. Describes the various sizes, shapes, colors, and textures of rocks.

Standards:

S7b: investigates how weather can change from day to day.

Components:

S7b1. Identifies basic weather features (e.g., temperature, wind, rain, clouds).

S7b2. describes changes in weather, based on observations.

S7b3. demonstrates that wind is moving air that has direction and force.

Standards:

S7c: recognizes that the Sun is the major source of light and warmth on earth.

Components:

S7c1. identifies day and night as a repeating pattern.

S7c2. investigates and describes how the Sun warms the land, air, and water.

Standards:

S7d: examines the celestial objects that can be seen at various times in the daytime sky and nighttime sky.

Components:

S7d1. compares the things that can be seen in the day sky with those that that can be seen at night.

## Social Studies: Kindergarten

Standards Introduction: The standards for the students in kindergarten include the basic concepts of the individual, family, and neighborhood. Instruction centers on the similar and different ways that individuals and groups address human needs and concerns. Students learn vocabulary associated with time such as past, present, future, and long ago. Students use maps and globes to identify and locate some places and geographic features. They learn the concepts of self-control, fairness, and leadership. Citizenship education emphasizes following rules and respecting the rights of people. Students build time lines, identify the purposes of government, and use economic concepts. They also explore ways that language, art, music, and other cultural elements lead to global understanding.

### SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills:

- SK1a:** follow directions.
- SK1b:** locate places on a map and globe.
- SK1c:** acquire information through listening and observing.
- SK1d:** arrange events and ideas in sequence.
- SK1e:** construct simple picture maps and graphs.
- SK1f:** participate in making rules and guidelines.
- SK1g:** participate in simulations using technology.

Strand/Theme:

### SS1 Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

Standards:

- SS1a:** identify examples of good citizenship.
- SS1b:** work with a partner.
- SS1c:** participate in a sharing experience.
- SS1d:** use compromise as one way to cooperate.
- SS1e:** recognize the flag as a symbol of the United States.

Strand/Theme:

### SS2 Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

Standards:

- SS2a:** identify various family structures (e.g., extended families, changing families).
- SS2b:** define and use vocabulary appropriate to the family structure (e.g., grandparent, aunt, and uncle).
- SS2c:** identify various types of shelters, food, and clothing.
- SS2d:** describe customs of specific holiday celebrations.

Strand/Theme:

### SS3 Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the way human beings view themselves in and over time, so that the learner can:

Standards:                   **SS3a:** identify personal information about oneself.  
                                     **SS3b:** recognize people from different times and places.  
                                     **SS3c:** sequence the events of a daily routine.

Strand/Theme:  
**SS4 Space and Place**                   Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

Standards:                   **SS4a:** describe how maps show where people live.  
                                     **SS4b:** recognize that the globe is a model of the earth.  
                                     **SS4c:** use a globe to describe features of the earth.  
                                     **SS4d:** compare/contrast relative location of people, places, and things (e.g., near, far, over, under).

Strand/Theme:  
**SS5 Individual Development and Identity**                   Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

Standards:                   **SS5a:** recognize and describe feelings.  
                                     **SS5b:** exhibit friendliness, thoughtfulness and helpfulness.  
                                     **SS5c:** demonstrate self-control.  
                                     **SS5d:** show respect and concern for the rights of others.

Strand/Theme:  
**SS6 Individuals, Groups, and Institutions**                   Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

Standards:                   **SS6a:** explain the need for rules.  
                                     **SS6b:** recognize the need for authority.  
                                     **SS6c:** identify community helpers and their roles.  
                                     **SS6d:** participate in walks or trips to places in the community and relate what has been seen.

Strand/Theme:  
**SS7 Production, Distribution, and Consumption**                   Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

Standards:                   **SS7a:** distinguish between wants and needs.  
                                     **SS7b:** participate in activities that require division of jobs.  
                                     **SS7c:** Identify uses of money.

Strand/Theme:  
**SS8 Power, Authority, and Governance**                   Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

Standards:                   **SS8a:** explain rights and responsibilities of students.  
                                     **SS8b:** identify rules that provide order, security, and safety in home and school.  
                                     **SS8c:** describe consequences of breaking rules.

Strand/Theme:  
**SS9 Science,**                   Social studies programs should include experiences that provide for the study

**Technology,  
and Society**

Standards:

of the relationships among science, technology, and society, so that the learner can:

**SS9a:** recycle, reuse, reduce.

**SS9b:** explore the uses of technology.

Strand/Theme:

**SS10 Global  
Connections**

Standards:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

**SS10a:** develop friendships with people of varying backgrounds.

**SS10b:** develop and use skills to communicate with individual and groups.

**SS10c:** participate in activities with people from diverse backgrounds.

## Health Education: Kindergarten

In addition to the content standards, Health Education teachers must instill health literacy skills (HESK) into classroom activities. The six HESK have a two-fold benefit. First, they promote personal, family, and community health. Second, they teach essential and transferable skills that include accessing data, analyzing information, setting goals, and communicating ideas.

Strand:

### **HESK Health Literacy Skills**

The student applies health literacy skills in concert with health concepts to enhance personal, family and community health; that is, the student will:

Standards:

- HESK1:** access valid health information;
- HESK2:** practice health-enhancing behavior;
- HESK3:** analyze influences on health;
- HESK4:** use interpersonal communications skills to enhance health;
- HESK5:** use goal setting and decision making skills to enhance health; and
- HESK6:** advocate for health.

Strand:

### **HE1 Personal and Community Health**

The student understands the basic concepts of hygiene, health habits, and health promotion; that is, the student will:

Standards:

- HE1a:** list ways germs are spread;
- HE1b:** cite proper dental care procedures;
- HE1c:** describe how to protect self from health dangers such as open cuts, sharing food and toys, physical contact; and
- HE1d:** demonstrate habits of cleanliness related to personal hygiene and belongings.

Strand:

### **HE2 Safety and Injury Prevention**

The student demonstrates understanding of basic concepts related to safety, injury prevention or sudden illness, and prevention of child abuse and child neglect; that is, the student will:

Standards:

- HE2a:** name several safe behaviors practiced at home, at school, and in the community;
- HE2b:** explain appropriate strategies for getting adult help in an emergency; and
- HE2c:** follow playground, school bus, and classroom safety rules.

Strand:

### **HE3 Nutrition and Physical Activity**

The student understands how healthful nutrition and physical activity contribute to growth and energy and help prevent chronic diseases such as heart disease, cancer, and diabetes; that is, the student will:

Standards:

- HE3a:** identify snack foods that help the teeth and body;
- HE3b:** demonstrate appropriate food-handling practices; and
- HE3c:** identify physical activities that are fun to do at school and at home.

Strand

### **HE4 Mental Health**

The student understands how mental health contributes to general well-being; that is, the student will:

Standards:

- HE4a:** describe types of emotions;

- HE4b:** describe appropriate ways to express needs, wants, and feelings; and
- HE4c:** describe ways to communicate care, consideration, and respect of self and others.

Strand

**HE5 Alcohol, Tobacco, and Other Drugs**

The student understands licit and illicit drugs and how to prevent abuse and access intervention and treatment resources; that is, the student will:

Standards:

- HE5a:** explain how to be careful with medicines; and
- HE5b:** recognize that some medicines and candies look alike and when found must be avoided and reported to a responsible adult.

Strand

**HE6 Family Life and Human Sexuality**

The student understands the developmental changes that occur as he or she grows and matures through childhood to young adulthood and how these changes prepare one for adult roles in the family and society; that is, the student will:

Standards:

- HE6a:** describe different family structures and customs;
- HE6b:** recognize that humans grow and change; and
- HE6c:** recognize what a friend is and what a friend does.

## Physical Education: Kindergarten

To a greater extent than in the core academic subjects, Physical Education teachers must infuse personal and social skill development in helping students meet and exceed the content standards. Consequently, the presentation of the Physical Education Standards is preceded by a list of complementary Personal and Social Development Skills (PESK). Including the PESK components in teaching the Physical Education standards is critical in promoting lifelong, healthy physical activity and in realizing the wide range of benefits associated with participation in dance, sports, games, and other physical activities.

Strand:

**PESK Personal and Social Development Skills** The student applies responsible personal and social development skills in a physical activity setting. In Kindergarten all students will:

Standards:

- PESK1:** participate fully and communicate cooperatively with others;
- PESK2:** perform activities safely and follow rules of etiquette and ethical behavior;
- PESK3:** display age appropriate self-control and discipline;
- PESK4:** display a willingness to receive and use feedback to improve performance;
- PESK5:** accept the decisions of and respond positively to teachers/officials in charge of games/activities;
- PESL6:** choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction;
- PESK7:** display an interest in and assist and encourage others' efforts;
- PESK8:** display behaviors that are supportive and inclusive;
- PESK9:** self-initiate behaviors that contribute to personal and partner/group effort;
- PESK10:** adjust behavior to prevent/reconcile conflicts.

Strand:

**PE1 Motor Skills and Movement Patterns** Competency in motor skills and movement patterns is needed to perform a variety of physical activities. In Kindergarten all students will:

Standards:

- PE1a:** use personal, general and shared space appropriately;
- PE1b:** demonstrate locomotor skills (e.g., crawl, walk, run, hop, jump, gallop, slide);
- PE1c:** explore shapes (e.g., wide, narrow, round, square), pathways (e.g., straight, curved, zigzag, etc.), balance (e.g., weight transfer using hands, feet, and other body parts), levels (e.g., high, middle, low), and speed (e.g., quick, slow), in movements while interacting with others;
- PE1d:** demonstrate throw, catch, drop and catch, and kick from a stationary position;
- PE1e:** explore movement through different rhythmic beats;
- PE1f:** demonstrate fundamental motor patterns by imitating animal movements;
- PE1g:** follow simple rules and safety procedures given by the teacher; and
- PE1h:** explain how wearing proper shoes and clothing promotes safe play and prevents injury.

Strand:

**PE2 Physical Activity and Fitness** A physically active lifestyle is essential to maintain a health-enhancing level of physical fitness. In Kindergarten all students will:

Standards:

- PE2a:** participate regularly in moderate physical activities during physical education class and recess;
- PE2b:** engage for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration (e.g., running, galloping, skipping, hopping);
- PE2c:** lift and support one's own weight in selected activities that develop muscular strength and endurance of arms, shoulders, abdomen, and legs (e.g., hanging, hopping, jumping);
- PE2d:** demonstrate a stretch that will increase the range of motion of a joint (e.g., perform a sit-and-reach stretch to demonstrate how to stretch the hamstrings and lower back muscles);
- PE2e:** demonstrate the ability to breathe slowly and deeply to relax;
- PE2f:** recognize that physical activity promotes good health;
- PE2g:** identify changes in the body (e.g., breathing and heart rate) and the importance of replenishing the body with water during physical activity.

## Visual Arts: Kindergarten

Strand:

### **VA1 Media, Techniques, and Processes**

Demonstrates understanding and can apply media, techniques, and processes.

Standards:

- VA1a:** The student experiments and practices using media and techniques to discover possibilities and limitations.
- VA1b:** The student experiments with materials, media, technology, techniques, and processes as a means of expressing visual ideas.
- VA1c:** The student shares artwork with others and tells why and how it was done.
- VA1d:** The student uses art materials and tools, including technology, in a safe and responsible manner.

Strand:

### **VA2 Structures and Functions**

Demonstrates knowledge of structures and functions.

Standards:

- VA2a:** The student identifies and discusses elements of art with special emphasis on line, shape/form, or color.
- VA2b:** The student identifies and discusses principles of art with special focus on emphasis, rhythm, or pattern.
- VA2c:** The student interprets the expression of ideas, moods, and feeling in art forms.

Strand:

### **VA3 Subject Matter, Symbols, and Ideas**

Chooses and evaluates a range of subject matter, symbols, and ideas.

Standards:

- VA3a:** The student discovers that works of art can express ideas and elicit different responses.
- VA3b:** The student creates works of art with a variety of subjects, symbols, and ideas artwork.
- VA3c:** The student identifies themes found in works of art.
- VA3d:** The student recognizes purpose and uses themes, styles, and subject matter in artwork.

Strand:

### **VA4 History and Culture**

Demonstrates understanding of the visual arts in relation to history and culture.

Standards:

- VA4a:** The student demonstrates knowledge that artists from different times and cultures have made images and objects for many purposes.
- VA4b:** The student demonstrates understanding the cultural contributions of the arts appropriate to their development level.
- VA4c:** The student creates art based on historical periods or cultures different than their own.

Strand:

**VA5 Characteristics and Merits of Work**

Reflects upon and assesses the characteristics and merits of their work and the work of others.

Standards:

**VA5a:** The student describes their artwork and the artwork of others using art concepts and vocabulary.

**VA5b:** The student examines artwork and identifies reasons the artist may have had for creating that work.

**VA5c:** The student uses developmentally appropriate criteria and vocabulary to discuss and evaluate works of art.

Strand:

**VA6 Connections to Other Disciplines**

Makes connections between the visual arts and the other disciplines.

Standards:

**VA6a:** The student identifies connections between the visual arts and other disciplines in the curriculum.

**VA6b:** The student names and discusses art career opportunities.

**VA6c:** The student integrates what is learned in art with other curricular areas.

Strand:

**VA7 Technology Integration**

The student understands and creates art through technology.

Standards:

**VA7a:** The student acquires technical skills and vocabulary that are developmentally appropriate.

**VA7b:** The student expands and uses technical skills to create art.

**VA7c:** The student integrates traditional art production techniques with new technology to create art.

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Music: Kindergarten

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Strand:

**MU1**

Performs alone and/or with others a varied repertoire of music.

Standards:

**MU1a:** The student sings a variety of songs in various keys, meters, and styles.

**MU1b:** The student repeats short rhythmic and melodic patterns.

**MU1c:** The student experiments with a variety of classroom instruments and other sound sources.

Strand:

**MU2**

Reads and notates music.

Standard:

**MU2a:** The student experiments with notation systems to represent musical sounds and ideas.

Strand:

**MU3**

Listens to, responds to, and describes music.

Standards:

**MU3a:** The student listens to music of various tempos, meters, dynamics and styles.

**MU3b:** The student responds to music with a steady beat, no-beat, various tempos, meters, dynamics, and styles.

**MU3c:** The student describes music of various tempos, meters, dynamics, and styles.

**MU3d:** The student explores simple improvisation.

Strand:

**MU4 History and Culture**

Demonstrates understanding of music in relation to history and culture.

Standard:

**MU4a:** The student responds to music that reflects differences in history and culture, including the host nation.

Strand:

**MU5 Characteristics and Merits of Works and Performances**

Reflects upon and assesses the characteristics and merits in performances in their music and the music of others.

Standard:

**MU5a:** The student describes music and identifies what they like and dislike about a work by using developmentally appropriate vocabulary.

Strand:

**MU6 Connections to Other Disciplines**

Makes connections between music and the other disciplines.

Standard:

**MU6a:** The student explores connections between music and other disciplines in the curriculum.

Strand:

**MU7 Technology Integration**

Understands and creates music through technology.

Standard:

**MU7a:** The student acquires technology skills and vocabulary that are developmentally appropriate.