



AKS

ACADEMIC KNOWLEDGE AND SKILLS
GWINNETT COUNTY PUBLIC SCHOOLS

KINDERGARTEN 2019–20 COMPLETE AKS

Gwinnett's curriculum for grades K–12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Georgia Standards of Excellence (GSE) in Language Arts, Mathematics, Science, and Social Studies for elementary school students. Gwinnett's AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spells out the essential things students are expected to know and be able to do in that grade or subject. The AKS offers a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, technology, and instructional resources to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills curriculum was developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools' mission statement:

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.

In this booklet, you will find a complete list of the AKS for Kindergarten. We encourage you to talk to your child about what he or she is learning.

WELCOME TO KINDERGARTEN!



About the Academic Knowledge and Skills (AKS) Curriculum

The AKS is Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett’s AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state’s standards, including the state-adopted Georgia Standards of Excellence (GSE) in the areas of Mathematics, Language Arts, Science, and Social Studies for elementary students. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement.

Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

About Testing in Kindergarten

Gwinnett County Public Schools measures student achievement in a number of ways to ensure students are learning the curriculum. Our assessment program helps teachers monitor students’ academic progress. Assessment data and information pinpoints students’ strengths and weaknesses. This focus allows teachers to plan targeted instruction that promotes each student’s success. The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment used statewide. GKIDS will document your child’s progress this year in mastering the state’s standards— the Georgia Standards of Excellence (GSE) in Language Arts, Mathematics, Science, and Social Studies. (Gwinnett’s AKS curriculum is aligned to the state’s standards.) This ongoing assessment serves as a diagnostic tool during the school year and is not an assessment with a “score” that determines a child’s promotion to 1st grade. A number of areas or domains of learning are assessed as part of GKIDS. The four academic areas include English/Language Arts, Mathematics, Social Studies, and Science. The three non-academic areas— Approaches to Learning, Personal and Social Development, and Motor Skills— also contribute to a child’s readiness for 1st grade.

Notes about this Booklet

- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- This book includes the AKS for Kindergarten. AKS booklets are available for grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) and Career and Technical Education. In addition, comprehensive books (blue cover) include the AKS for all elementary school grade levels (K–5) as well as the AKS in middle grades (6–8) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to www.gwinnett.k12.ga.us. From the pull-down menu on the left, select “I want to... Get a copy of... The AKS.”
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.” Parents receive a printed copy of their student’s grade-level AKS brochure (K–8) at the start of the school year, and rising 9th graders receive a printed copy of The Choice Book later in the year.

Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. Society and culture are tied together through common threads that guide the way we live, work, and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions, and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

courage	respect for	self-control	generosity	respect for	creativity
patriotism	others	courtesy	punctuality	environment	sportsmanship
citizenship	cooperation	compassion	cleanliness	respect for	loyalty
honesty	kindness	tolerance	cheerfulness	creator	perseverance
fairness	self-respect	diligence	school pride	patience	virtue

Parent Involvement

Research shows that when parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children's achievement increases and the schools they attend become even stronger. Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful kindergarten experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



Suggestions for Helping Your Child Achieve Academically

The school system encourages parents to be an active part of their child's education. The following are just a few ways you can be involved:

- **Review the AKS** for your child's grade. You also can access the AKS on the system's website— www.gwinnett.k12.ga.us.
- **Ask to see your child's work.**
- **Support your child** and communicate that his or her academic success is important to you.
- **Read and write with your child often.** Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- **Ask children to show their work** in their assignments, making sure they answer the question asked, not just provide information that may or may not be relevant.
- **Participate in parent-teacher conferences.**

Share these Keys to School Success with Your Child

- ☞ **Be prepared each day.** Have the needed materials and assignments for each class.
- ☞ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
- ☞ **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
- ☞ **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
- ☞ **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
- ☞ **Study** for every test and quiz.
- ☞ **Ask your teacher questions** if you do not understand a lesson or an assignment.
- ☞ **Get involved** in at least one extracurricular activity.

Language Arts

A - Reading Literary Text

- ask and answer questions about key details in a text, with prompting and support
- retell familiar stories, including key details, with prompting and support
- identify characters, settings, and major events in a story, with prompting and support
- ask and answer questions about unknown words in a text, with prompting and support
- recognize common types of texts (e.g., storybooks, poems)
- name the author and illustrator of a story and define the role of each in telling the story, with prompting and support
- describe the relationship between illustrations and the story (how illustrations support the text), with prompting and support
- compare and contrast the adventures and experiences of characters in familiar stories, with prompting and support
- engage in group reading activities, including choral speaking and creative drama, with purpose and understanding

B - Reading Informational Text

- ask and answer questions about key details in a text, with prompting and support
- identify the main topic (main idea) and retell key details of a text (supporting details), with prompting and support
- describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support
- ask and answer questions about unknown words in a text, with prompting and support
- identify the front cover, back cover, and title page of a book
- name the author, title, and illustrator of a text and define the role of each in presenting the ideas or information in a text
- describe the relationship between illustrations and the text (how illustrations support the text), with prompting and support
- identify the reasons an author gives to support points in a text, with prompting and support

Kindergarten Language Arts

B - Reading Informational Text *(continued)*

- identify basic similarities in and differences between two texts on the same topic, with prompting and support (e.g., in illustrations, descriptions, or procedures)
- engage actively in group reading of informational text with purpose and understanding

C - Reading Foundation

- demonstrate understanding of the organization and basic features of print
- demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- know and apply grade-level phonics and word analysis skills in decoding words
- read emergent-reader texts, with purpose and understanding

D - Writing

- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
- use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance and support from adults
- use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults
- participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults

E - Speaking and Listening

- participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- confirm understanding of written texts read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

Kindergarten Language Arts

E - Speaking and Listening *(continued)*

- ask and answer questions in order to seek help, get information, or clarify something that is not understood
- describe familiar people, places, things, and events and, with prompting and support, provide additional detail
- add drawings or other visual displays to descriptions as desired to provide additional detail
- speak audibly and express thoughts, feelings, and ideas clearly

F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support
- explore word relationships and nuances in word meanings, with guidance and support from adults
- use words and phrases acquired through conversations, reading and being read to, and responding to texts

Mathematics

A - Counting and Cardinality

- count to 100 by ones and tens
- count forward by ones, beginning from a given number within the known sequence (instead of having to begin at 1)
- write numerals from 0 to 20 and represent a number of objects with a written numeral 0 - 20, with 0 representing a count of no objects
- demonstrate the relationship between numbers and quantities to 20; connect counting to cardinality
- count objects by stating number names in the standard order, pairing each object with one, and only one, number name and each number name with one, and only one, object (one to one correspondence)
- demonstrate that the last number name said tells the number of objects counted (cardinality) ; the number of objects is the same regardless of their arrangement or the order in which they were counted
- demonstrate that each successive number name refers to a quantity that is one larger
- count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects; identify and be able to count pennies within 20.(use pennies as manipulatives in multiple mathematical contexts)
- compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies
- compare two numbers between 1 and 10 presented as written numerals
- identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills

B - Operations and Algebraic Thinking

- represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations
- solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem)
- decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawing), and record each decomposition by a drawing or equations (e.g., $5 = 2 + 3$ and $5 = 4 + 1$)

Kindergarten Mathematics

B - Operations and Algebraic Thinking *(continued)*

- find the number that makes 10 when added to the given number, for any number from 1 to 9 (e.g., by using objects or drawings, and record the answer with a drawing or equation)
- add and subtract within 5 fluently
- identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes

C - Number and Operations in Base Ten

- compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

D - Measurement and Data

- describe several measurable attributes of an object, such as length or weight; for example an object may be described as heavy or light or long or short
- directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter)
- classify objects into given categories; count the numbers of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10)

E - Geometry

- describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
- name shapes correctly regardless of their orientations or overall size
- classify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
- analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length)
- model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes
- compose simple shapes to form larger shapes (e.g., "Can you join these two triangles with full sides touching to make a rectangle?")

Mathematics Grade K Enrichment

A - Counting and Cardinality

- demonstrate the relationship between numbers and quantities to 20; connect counting to cardinality
- count objects by stating number names in the standard order, pairing each object with one and only one, number name and each number name with one, and only one, object (one to one correspondence)
- demonstrate that the last number name said tells the number of objects counted (cardinality); the number of objects is the same regardless of their arrangement or the order in which they were counted
- identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills
- compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies
- compare two numbers between 1 and 10 presented as written numerals

B - Operations and Algebraic Thinking

- identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes
- decompose numbers less than or equal to 10 into pairs in more than one way, and record each decomposition by a drawing or equations
- find the number that makes 10 when added to the given number, for any number from 1 to 9

C - Number and Operations in Base Ten

- compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

D - Measurement and Data

- directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference

E - Geometry

- compose simple shapes to form larger shapes
- analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts, and other attributes

Kindergarten Mathematics

E - Geometry *(continued)*

- model shapes in the world by building shapes from components and drawing shapes

Kindergarten Science

Science

A - Physical Science

- obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes
- obtain, evaluate, and communicate information to compare and describe different types of motion

B - Earth Science

- obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky
- obtain, evaluate, and communicate information to describe the physical attributes of Earth materials (soil, rocks, water, and air)

C - Life Science

- obtain, evaluate, and communicate information about how organisms (living and once living) and non-living objects are grouped
- obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms

Science Grade K Enrichment

A - Content

- plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float
- plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (e.g., straight, circular, back and forth, fast and slow, and motionless) when a force is applied (e.g., toss, drop, push, and pull)
- develop a model to communicate the earth's rotation and the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words
- present the ways for how rocks can be grouped by physical attributes (e.g., size, weight, texture, and color) and explain why using evidence
- develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes
- present the ways for how animals can be grouped according to their features and explain why using evidence

STEM Exploratory/Grade K

A - Technology, Programming, and Robotics

- create algorithms, or series of ordered steps, to solve problems
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- implement problem solutions using a programming language, including sequence

B - Science

- obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes
- obtain, evaluate, and communicate information to compare and describe different types of motion
- obtain, evaluate, and communicate information to describe the physical attributes of Earth materials (e.g., soil, rocks, water, and air)
- obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms

C - Math

- count objects by stating number names in the standard order, pairing each object with one and only one, number name and each number name with one, and only one, object (i.e., one to one correspondence)
- classify objects into given categories; count the numbers of objects in each category and sort the categories by count (i.e., limit category counts to be less than or equal to 10)
- directly compare two objects on the basis of length (i.e., longer/shorter), capacity (i.e., more/less), height (i.e., taller/shorter), and weight (i.e., heavier/lighter) and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter)
- describe several measurable attributes of an object, such as length or weight (e.g., an object may be described as heavy or light or long or short)

Kindergarten Social Studies

Social Studies

A - Map and Globe Skills

- use cardinal directions

B - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems

C - Our Nation

- explain that a map is a drawing of a place and a globe is a model of Earth
- state the street address, city, state, and country in which one lives
- identify the following American symbols related to our nation
- describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, self-control and following rules
- demonstrate an understanding of good citizenship

D - Observing Labor Day

- identify the national holidays, describing the people and/or events related to Labor Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Labor Day
- use correct words and phrases related to chronology and time to discuss historical events and figures related to Labor Day
- describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, self-control and following rules related to Labor Day
- describe and discuss the work that people do such as police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

E - Observing Columbus Day

- identify the national holidays and describe the people and/or events related to Columbus Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Columbus Day

Kindergarten Social Studies

E - Observing Columbus Day *(continued)*

- use correct words and phrases related to chronology and time to discuss historical events and figures related to Columbus Day
- discuss examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Columbus Day

F - Observing Veterans Day

- identify the national holidays, describing the people and/or events related to Veterans Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Veterans Day
- identify important American symbols
- use correct words and phrases related to chronology and time to discuss historical events and figures related to Veterans Day
- describe examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Veterans Day

G - Observing Thanksgiving Day

- identify the national holidays, describing the people and/or events related to Thanksgiving
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Thanksgiving
- use correct words and phrases related to chronology and time to discuss historical events and figures related to Thanksgiving
- discuss examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Thanksgiving
- retell stories related to Thanksgiving that illustrate positive character traits and explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

H - Customs and Traditions around the World

- identify the national holidays and describe the people and/or events related to customs around the world
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to customs around the world

Kindergarten Social Studies

H - Customs and Traditions around the World *(continued)*

- use correct words and phrases related to chronology and time to discuss historical events and figures related to customs around the world
- retell stories related to customs and traditions around the world
- discuss examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control around the world

I - Observing MLK Day

- identify the national holidays, describing the people and/or events related to Martin Luther King Jr. Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Martin Luther King Jr. Day
- use correct words and phrases related to chronology and time to discuss historical events and figures related to Martin Luther King Jr. Day
- retell stories related to Martin Luther King Jr. Day that illustrate positive character traits and explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

J - Observing Presidents' Day

- identify the national holidays, describing the people and/or events related to Presidents' Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Presidents' Day
- identify American symbols related to Presidents' Day
- use correct words and phrases related to chronology and time to discuss historical events and figures related to Presidents' Day
- discuss examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Presidents' Day
- retell stories related to Presidents' Day that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

K - Personal Finance

- describe the work done by people such as police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.
- explain that people earn income by working

Kindergarten Social Studies

K - Personal Finance *(continued)*

- explain how money is used to purchase goods and services
- explain that people must make choices because they cannot have everything they want

L - Observing Memorial Day

- identify the national holidays, describing the people and/or events related to Memorial Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Memorial Day
- use correct words and phrases related to chronology and time in discussions about historical events and figures related to Memorial Day
- discuss examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Memorial Day
- retell stories related to Memorial Day; that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

M - Observing Flag Day

- identify the national holidays, describing; the people and/or events related to Flag Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Flag Day
- use correct words and phrases related to chronology and time to discuss historical events and figures related to Flag Day
- discuss examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Flag Day
- retell stories related to Flag Day that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

N - Observing Independence Day

- identify the national holidays, describing the people and/or events related to Independence Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Independence Day
- use correct words and phrases related to chronology and time to discuss historical events and figures related to Independence Day

Kindergarten Social Studies

N - Observing Independence Day *(continued)*

- discuss examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Independence Day
- retell stories related to Independence Day that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

English to Speakers of Other Languages (ESOL)

A - Reading Foundations

- ask and answer questions about fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper-and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and non-fiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles read aloud in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- retell familiar texts read aloud with beginning, middle, and end with visual support, modeling and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

B - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

Kindergarten ESOL

B - Vocabulary Development *(continued)*

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, colors, shapes, feelings, spatial relations, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, safety and hygiene, interests, pets, hobbies and recreational activities, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- sort common objects (e.g., shapes, foods, colors) or words into categories to gain a sense of the concepts the categories represent using manipulatives or with visual support as appropriate and with scaffolding appropriate to the proficiency level

C - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- begin to use and understand vocabulary appropriate to content area or genre with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts with visual support, modeling, and scaffolding to the proficiency level

D - Writing

- create simple texts using a combination of drawing, copying, labeling, dictation, and writing that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing with visual support, modeling, and scaffolding to the proficiency level

E - Grammar and Conventions

- print legibly, using appropriate letter formation and spacing between letters, words, and sentences, scaffolding appropriate to the proficiency level

F - United States Culture and Values

- identify the name and value of United States currency, with visual support, modeling, and scaffolding appropriate to the proficiency level

Kindergarten ESOL

F - United States Culture and Values *(continued)*

- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- begin to understand non-verbal communication or body language typical for the United States (e.g., eye contact, gestures, and space)
- compare the beliefs, customs, ceremonies, traditions, and social practices of various cultures

Kindergarten Fine Arts

Chorus/Kindergarten

A - Creating

- generate and conceptualize musical ideas and works
- organize, develop, and revise musical ideas and works

B - Performing

- analyze, interpret, and select musical works for presentation
- develop and refine musical techniques and works for presentation
- convey meaning through the presentation of musical works as the school setting permits

C - Responding

- perceive, analyze, and interpret meaning in musical works
- apply criteria to evaluate musical works

D - Connecting

- synthesize and relate knowledge and personal experiences to make music
- relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding

Kindergarten Fine Arts

Dance K

A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

B - Performing

- identify and demonstrate movement elements, skills, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts to dance

C - Responding

- demonstrate critical and creative thinking in dance

D - Connecting

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance, wellness, and safety
- identify connections between dance and other areas of knowledge

Kindergarten Fine Arts

General Music K

A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

B - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

D - Connecting

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

Kindergarten Fine Arts

Media Art Grade K

A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

B - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of media artworks

C - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

D - Connecting

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

Kindergarten Fine Arts

Orchestra/Kindergarten

A - Creating

- improvise, compose, and arrange music within specified guidelines

B - Performing

- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances

D - Connecting

- demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

Kindergarten Fine Arts

Theatre Arts

A - Creating

- organize, design, and refine theatrical works
- develop scripts through theatrical techniques

B - Performing

- act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

C - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

D - Connecting

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

Kindergarten Fine Arts

Visual Arts

A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- identify and apply media, techniques, and processes of two-dimensional art
- identify and apply media, techniques, and processes of three-dimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

B - Presenting

- participate in appropriate exhibition(s) of works of art to develop identity of self as artist

C - Responding

- discuss personal works of art and the artwork of others to enhance visual literacy

D - Connecting

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

Kindergarten Health and PE

Health

A - First Aid

- demonstrate the ability to use decision-making skills in an emergency situation
- demonstrate the ability to practice health-enhancing behaviors in an emergency situation

B - Safety

- demonstrate the ability to use decision-making skills to enhance health in safety-related situations
- demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks
- demonstrate the ability to advocate for personal, family, and community safety

C - Personal Care

- comprehend concepts related to personal health promotion
- demonstrate the ability to access valid information and services to enhance health
- demonstrate the ability to use goal-setting skills to enhance personal health
- analyze the influence of family, peers, culture, and media/technology on health behaviors

D - Disease Prevention

- comprehend concepts related to health promotion and disease prevention to enhance health
- demonstrate the ability to advocate for personal health to prevent disease transmission

E - Tobacco, Alcohol, and Other Drugs

- demonstrate the ability to use decision-making skills, related to use of tobacco and other drugs

F - Nutrition

- comprehend concepts related to health promotion and disease prevention to enhance health
- analyze the influence of family, peers, culture, media/technology, and other factors on nutritional choices
- demonstrate the ability to advocate for personal, family, and community nutritional health

Kindergarten Health and PE

G - Emotional Expression/Mental Health

- demonstrate the ability to access valid information and products and services to enhance health
- demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks
- demonstrate the ability to use decision-making skills to enhance health

H - Family Life

- analyze the influence of family on healthy behaviors

I - Anatomy and Physiology

- comprehend anatomical concepts related to health promotion and disease prevention to enhance health

Physical Education

A - Fitness

- participate regularly in physical activity in order to achieve a healthy level of physical fitness
- achieve and maintain a health-enhancing level of physical fitness

B - Motor Skills and Movement Patterns

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

C - Movement Concepts and Principles

- demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

D - Personal and Social Behavior

- exhibit responsible personal and social behavior that respects self and others in physical activity settings
- value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction



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