Kindergarten Academic Standards (2005-2006)

I. CONCEPTS ABOUT PRINT

The student will demonstrate an understanding of concepts about print with books, words, and letters.

Performance Standards:

A. Hold book in appropriate position for reading.
B. Recognize that print conveys and preserves meaning.
C. Exhibit directionality.
D. Identify parts of books and their functions.
E. Name the letters of the alphabet.
F. Distinguish between capital and lower case letters.
G. Differentiate among written symbols (letters and numbers; letters and words).
H. Determine word and sentence boundaries.
I. Demonstrate one-to-one word correspondence between voice and print.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Book handling conventions	A. Hold book right-side up, facing front, for group, partner sharing, and individual reading. Turn pages carefully at appropriate time.
B. Print conveys and preserves meaning	B. Point to text as it is read by self or others. Demonstrate awareness that print does not change by consistently using the same words each time a story is read from text or from own writing.
C. Directional orientation of print	C. Demonstrate directionality: ♦ left-to-right progression ♦ return sweep ♦ top-to-bottom progression Point to appropriate spot to begin reading.
D. Parts of books and their functions	D. Identify parts of a book: ♦ front cover ♦ back cover ♦ pictures ♦ title ♦ title page Tell that the author writes the book and the illustrator draws the pictures.
E. Names of the letters of the alphabet	E. Identify letters in own name. Point to specified letters. Name most letters in isolation and in a word.
F. Capital and lower case letters	F. Identify letters as capital or lower case. Match capital to lower case letters.
G. Written symbols	G. Distinguish between letters and numbers. Distinguish between words and isolated letters.
H. Word and sentence boundaries	H. Identify word boundaries by pointing to spaces between words. Identify sentence boundaries by pointing to beginning word and ending word or punctuation.
I. One-to-one word correspondence of voice to print	I. Match voice to print in text read by self or others.

II. PHONOLOGICAL AWARENESS

The student will hear and orally manipulate sounds heard in words.

Performance Standards:

A. Listen to, discriminate, and interpret sounds.
B. Discriminate sounds for reproduction.
C. Demonstrate rhyme awareness.
D. Identify like sounds in spoken words.
E. Detect sounds in spoken words.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Discrimination and interpretation of sounds	A. Discriminate differences between letter sounds and between words that are similar.
B. Discrimination and reproduction of sounds	B. Participate in group songs. Participate in vocal play with the group. Recite chants, poems, songs, and rhymes.
C. Rhyming words	C. Identify rhyming words. Produce new rhyming words.
D. Like sounds in spoken words	D. Tell that the words have the same beginning sound. Tell that words have the same ending sound.
E. Sounds heard in spoken words	E. Listen to spoken words and give the beginning sound. Listen to spoken words and give the ending sound.

III. WORD IDENTIFICATION AND VOCABULARY

The student will apply word identification strategies to decode unknown words and to increase vocabulary.

Performance Standards:

A. Identify sounds usually associated with letters.
B. Use word identification strategies (letter-sound, meaning, and language structure or pattern cues) to read.
C. Build vocabulary through listening and reading experiences.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Sound and letter association	A. Name and/or provide letter when given a sound. Use initial letter sounds to attempt unknown words.
B. Strategies for identifying words	B. Use cues to identify words: ♦ pictures ♦ meaning ♦ language pattern ♦ letter sounds/patterns
C. Strategies for building vocabulary	C. Connect personal experience with context to determine word meaning in materials read by self or others. Ask for words and word meanings that go with pictures.

IV. FLUENT READING

The student will read fluently on grade level.

Performance Standards:

A. Read instructional level materials accurately with smooth, natural production.

Essential & Enduring Knowledge *(What the student must know….)*	Essential Skills *(What the student must do…)*
A. Characteristics of fluency: ▪ accuracy ▪ smoothness, natural production	A. Use pattern of familiar texts to read accurately with smooth, natural production.

V. COMPREHENSION AND CRITICAL READING/LITERARY ANALYSIS

The student will comprehend a variety of materials read by self or others.

Performance Standards:

A. Respond to instructional level text with at least 70% listening or reading comprehension.
B. Analyze materials by using critical thinking skills to compare and contrast, determine cause and effect state predictions, sequence details, and interpret emotions and feelings.
C. Identify main idea of a text.
D. Summarize text.
E. Identify story elements.
F. Retell a story using story elements.
G. Respond to texts in a variety of ways.
H. Ask relevant and interesting questions related to text.
I. Organize information.

Essential & Enduring Knowledge *(What the student must know….)*	Essential Skills *(What the student must do…)*
A. Comprehension strategies	A. Comprehend at least 70% of materials read by self or others.
B. Critical thinking processes: ♦ compare and contrast ♦ predictions ♦ sequencing ♦ cause and effect	B. Compare personal experiences relevant to text read by self or others. Use background knowledge, information from discussion, and/or picture cues to predict. Sequence four events or items. Supply elements of cause/effect or problem/solution relationship in class discussion of text. Tell how characters felt in the story.
C. Main idea of a text	C. Tell or draw to illustrate what text is mainly about.
D. Summarization strategies	D. State or draw to illustrate the topic of the text with some major supporting details.
E. Story elements	E. Name the following story elements: ♦ characters ♦ setting ♦ important events
F. Retelling strategies	F. Retell story read aloud: ♦ beginning and ending ♦ characters ♦ setting
G. Variety of story responses	G. Represent comprehension of text: ♦ orally ♦ artistically ♦ graphically ♦ in written format
H. How to generate relevant and interesting questions	H. Ask simple questions related to materials read by self or others: ♦ nursery rhymes ♦ fairy tales ♦ folk tales

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V. Comprehension and Critical Reading/Literary Analysis - Continued

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
I. Organizational skills	I. Sort information: ♦ sequencing ♦ categorizing ♦ labeling ♦ charting

VI. LISTENING AND SPEAKING

The student will use oral language skills to communicate effectively.

Performance Standards:

A. Adapt spoken language, using appropriate volume and rate.
B. Listen actively.
C. Respond appropriately to directions.
D. Ask relevant questions.
E. Acquire and use vocabulary and concepts associated with home, school, and community.
F. Use vocabulary to convey meaning.
G. Use verbal and non-verbal communication for social/emotional interaction.
H. Make dramatic representations.
I. Participate in conversations and discussions about books and stories.
J. Retell events/personal experiences in sequence.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Awareness of volume and rate requirements	A. Use appropriate volume in all situations. Speak fluently at an appropriate rate for clarity.
B. Listening skills	B. Attend for 5-10 minutes. Maintain appropriate eye contact. Sit quietly in place without excessive movement. Take turns in conversations. Listen to speakers without interrupting.
C. How to follow directions	C. Follow 3-4 step directions.
D. Questioning skills	D. Ask simple questions: what, where, who when, why, yes/no without prompting.
E. Vocabulary and concepts associated with home, school, and community	E. Use words relating to body, emotions, clothing, social amenities, numerals, home, school, community, safety, action words, space, time, quantity.
F. Specific vocabulary to express concepts and convey meaning	F. Use appropriate vocabulary in sentences of varying lengths (up to 5+ words). Use accurate rather than vague language.
G. Verbal and non-verbal communication for social/emotional interaction	G. Use language to solve problems and conflicts. Create rules for play.
H. How to make dramatic presentations in different contexts	H. Sing/act parts of songs, rhymes, and finger plays. Act out fairy tales and nursery rhymes. Participate in singing and vocal play with group.
I. Ways to discuss books and stories	I. Participate in small and large group conversations about books and stories.
J. Ways to sequence events and experiences	J. Sequence three daily events: ♦ day or night ♦ morning or afternoon Use yesterday, today, and tomorrow to tell about events. Retell steps of a simple, frequent procedure (e.g., making a sandwich, getting ready to go home).

VII. FOUNDATIONS OF WRITING

The student will apply emergent and early writing skills to demonstrate knowledge of symbols, directionality, spacing, and punctuation.

Performance Standards:

A. Demonstrate the concept that symbols convey meaning.
B. Demonstrate the concept of directionality, spacing, and punctuation.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Symbols convey meaning	A. Write strings of random letters. Label pictures. Copy and write familiar words from the environment. Write letters for sounds heard in words. Preserve word choice and sequence when reading own writing.
B. Concept of directionality	B. Demonstrate left-to-right movement in writing. Demonstrate top-to-bottom progression. Demonstrate return sweep. Locate spaces between words in printed text. Recognize that punctuation marks an ending.

VIII. CONVENTIONS OF WRITING

The student will apply conventions of writing to communicate.

Performance Standards:

A. Position paper and body for writing.
B. Hold writing instrument functionally.
C. Form letters correctly.
D. Evidence stages of spelling in writing.
E. Use resources for spelling.
F. Use capitalization with accuracy.
G. Locate punctuation with accuracy.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Positioning of paper and body for writing	A. Control paper, pencil, and body position.
B. How to hold writing instrument functionally	B. Develop hand/motor control for holding writing instruments. Hold writing instruments with a functional grasp.
C. Letter formations, starting points	C. Form letters with correct starting point on unlined paper.
D. Strategies for spelling	D. Progress through the following stages of spelling: ♦ scribble ♦ character writing ♦ pre-communicative ♦ semi-phonetic
E. Spelling resources	E. Use resources to improve spelling accuracy: ♦ charts
F. Capitalization rules	F. Capitalize targeted proper nouns correctly, including own name.
G. Punctuation for grade level	G. Locate punctuation in written text: ♦ periods ♦ question marks ♦ exclamation points

IX. WRITING – PURPOSE AND AUDIENCE

The student will write for a variety of purposes and audiences.

Performance Standards:

A. Dictate of contribute to a personal narrative or to a (shared) class writing.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Dictate or contribute to a personal narrative or to a (shared) class writing	A. Dictate or contribute to a personal narrative with beginning, three or more events, and an ending: ♦ (shared) class writing ♦ dictated stories

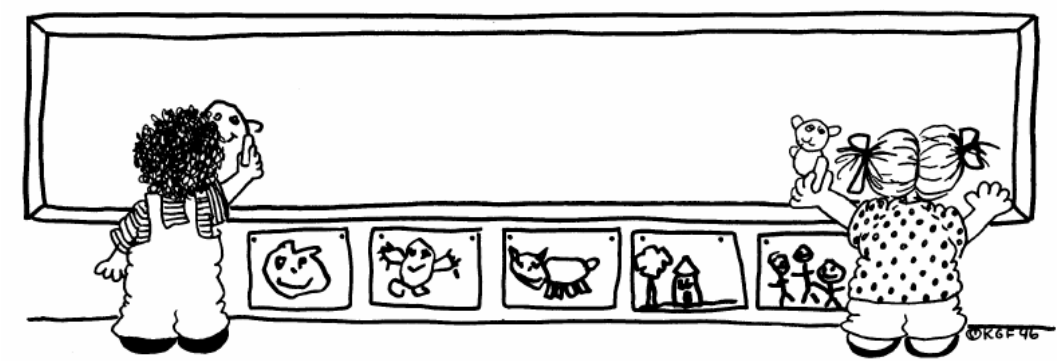
X. INQUIRY AND RESEARCH

The student will collect information to support inquiry.

Performance Standards:

A. Ask questions.
B. Make notes
C. Create a picture or collage to enhance an oral presentation.
D. Generate ideas and topics for writing.
E. Access information from a variety of print and non-print sources.
F. Draw conclusions.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Strategies for posing questions	A. Generate questions to guide class or small group inquiry and research.
B. Note-taking skills	B. Record information through field note drawings and mathematical or other visual representations.
C. Create visuals to enhance an oral presentation	C. Represent information through a variety of visual displays.
D. Idea and topic generation strategies	D. Generate ideas for various types of communication: ♦ drawing ♦ class writing ♦ own writing
E. Strategies for accessing information	E. Acquire information using the following resources: ♦ questioning others ♦ books, including graphic sources ♦ informational texts ♦ picture dictionaries ♦ maps ♦ computer tools ♦ other technology and media sources ♦ observations
F. Strategies for drawing conclusions	F. Draw conclusions in class discussions from information gathered. Use details to support conclusions.



MATHEMATICS

I. NUMBER CONCEPTS

The student will demonstrate how number concepts are used to represent whole numbers and fractions.

Performance Standards:

A. Use numbers to describe quantities through 20.
B. Describe order of events/objects.
C. Recognize that two equal parts make a whole.
D. Identify coins.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Numbers represent a quantity	A. Use one-to-one correspondence and language, such as "more than," "less than," "same as," "one more/less than," or "two more/less than" to describe and compare sizes of sets of concrete objects. Use sets of concrete objects to create combinations of quantities given in verbal or written form (through 9). Use numbers to describe how many objects are in a set (through 20). Write digits 0-9. Use numbers to 31 to read dates on a calendar.
B. Events and objects can be ordered	B. Use language such as "before" or "after" to describe relative position in a sequence (first through fifth). Name ordinal positions in a sequence (first through fifth).
C. Part/whole	C. Share a whole by separating it into equal parts (whole/halves). Explain why a given part is half of the whole. Explore the concept of fourths.
D. Money	D. Name the coins: penny, nickel, dime, and quarter.

II. PATTERNS AND NUMBER RELATIONSHIPS

The student will describe relationships and make predictions for concrete, pictorial, and number patterns.

Performance Standards:

A. Identify, extend, and create different types of patterns.
B. Use patterns to make predictions.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A.-B. Types of patterns	A. Describe, sort, and classify by color, size, or shape. Identify, extend, and create patterns of sounds, physical movements, and concrete objects.
	B. Use patterns to describe and predict what comes next, including cause and effect relationships.
	A.-B. Use number patterns to 1) count to 100 by ones. 2) skip count to 100 by tens. 3) count backward from 10 or less. 4) introduce skip counting to 20 by twos. 5) introduce skip counting to 50 by fives. Use calculators to describe and explore number patterns. Use computers to explore and create patterns.

III. GEOMETRY

The student will use mathematical terms, including relative position, to identify, compare, and contrast two-dimensional shapes and three-dimensional solids as found in real life.

Performance Standards:

A. Describe the relative position of objects in real life.
B. Determine how objects are alike/different using mathematical attributes.
C. Recognize characteristics (attributes) of shapes and solids.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A.-C. Positional/geometric vocabulary (e.g., under, over, etc.) How to compare and contrast between objects Characteristics (attributes) of shapes and solids	A. Describe one object in relation to another, such as “over,” “under,” “below,” and “above.” Place an object in a specified position.
	B.-C. Identify, describe, and compare circles, triangles, and rectangles, including squares. Describe and compare real-life objects or models of solids. Describe and identify an object by its characteristics (attributes). Compare two objects based on their characteristics. Sort objects by characteristics (attributes) and describe how those groups are formed. Recognize shapes of real-life objects or models of solids.

IV. MEASUREMENT

The student will use characteristics (attributes), such as length, capacity, weight, temperature, and time to compare and order events, situations, and objects.

Performance Standards:

A. Compare situations or objects according to length, capacity, weight, and temperature.
B. Compare daily events according to duration.
C. Sequence events.
D. Read a calendar.
E. Recite the days of the week and months of the year.
F. Read time to the hour from analog and digital clocks.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. Objects can be compared by attributes, such as length, capacity, weight, and temperature	A. Compare length according to "taller/longer" or "shorter," capacity according to "holds more or less," weight according to "heavier or lighter," and temperature according to "hotter or colder." Find concrete objects that are about the same as, less than, or greater than a given object according to length, capacity, and weight.
	A.-C. Identify ordinal numbers.
B.-F. Concept of passage of time and time connections to daily, weekly, and monthly events.	B.-D. Describe events by time of day (e.g., morning, noon, or night). Sort and classify events by categories, such as yesterday, today, and tomorrow. Sequence events by duration.
	D.-E. Name days of the week and months of the year. Read a calendar.
	F. Read time to the hour. Count and recognize numbers 1-12.

V. PROBABILITY AND STATISTICS

The student will construct and use graphs.

Performance Standards:

A. Construct a graph using real objects or pictures.
B. Use information from a graph to answer questions.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A.-B. Types of graphs (real objects or pictures)	A. Construct graphs (data provided) using real objects or pictures in order to answer questions.
	A.-B. Sort and classify real objects and pictures.
	B. Interpret and sue information from graphs to answer questions.

VI. PROBLEM SOLVING

The student will apply mathematics to his/her world using problem-solving processes and strategies.

Performance Standards:

A. Apply a problem-solving model (with teacher guidance) to solve word problems: find the important facts in the problem, identify the key actions, solve the problem, and evaluate the solution for reasonableness.
B. Solve problems using an appropriate strategy, such as: draw a picture, look for a pattern, guess and check, or act it out.
C. Explain problem-solving processes using pictures, number sentences, and words.
D. Solve word problems using a variety of tools, such as manipulatives, calculators, and/or computers.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A. The problem-solving model (process for applying math to a given situation or word problem)	A. Identify math in everyday situations. Use a problem-solving model with guidance from teacher. Determine reasonableness and unreasonableness of an answer. Explain the solution plan.
B. Problem-solving strategies	B. Select or develop problem-solving strategies with guidance: draw a picture, look for a pattern, guess and check systematically, and act it out.
C. Problem-solving process	C. Use pictures, numbers, objects, words (orally or written), calculators, and/or computers to explain and record observations (in response to teacher prompts). Relate language to math language and symbols.
D. Word problems	D. Use tools, including manipulatives, calculators, and computers to solve problems.

VIII. NUMBER OPERATIONS

The student will model addition and subtraction to solve problems for a given situation.

Performance Standards:

A. Use objects to model, create, and explain addition problems for everyday situations.
B. Use objects to model, create, and explain subtraction problems for everyday situations.
C. Apply the key actions in addition and subtraction word problems.

Essential & Enduring Knowledge *(What the student must know….)*	**Essential Skills** *(What the student must do…)*
A.-B. Operations, actions Vocabulary related to mathematical operations (action) Objects and pictures can be used to solve problems	A.-B. Model and create addition and subtraction in problem situations with concrete objects and pictures (through 9). Explain why a solution is reasonable or unreasonable.
C. Key actions: ▪ put together ▪ take away	C. Apply the following key actions in word problems: ♦ put together ♦ take away

I. NATURE OF SCIENCE

The student will demonstrate an understanding of the nature of science.

Performance Standards:

A. Participate in classroom and field investigations following home and school safety procedures.
B. Develop abilities necessary to conduct scientific inquiry in the field and classroom.
C. Use information and critical thinking skills in making decisions.
D. Use age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Classroom and field safety procedures Conservation and use of materials and resources	A. Demonstrate safe practices during classroom and field investigations. Learn how to use and conserve resources and materials.
B. Scientific inquiry	B. Ask questions about organisms, objects, and events. Plan and conduct simple descriptive investigations. Gather information using simple equipment and tools to extend the senses. Construct reasonable explanations using information. Communicate findings about simple investigations.
C. Critical thinking skills	C. Make decisions using information. Discuss and justify the merits of decisions. Explain a problem in his/her own words and propose a solution.
D. Tools and models used to conduct scientific inquiry	D. Identify and use senses as tools of observation. Make observations using tools, including hand lenses, balances, cups, bowls, and computers.

II. LIFE SCIENCE

The student will demonstrate an understanding of the life sciences.

Performance Standards:

A. Describe properties and patterns of organisms.
B. Observe systems composed of organisms and identify the parts of those systems.
C. Identify types of change that occur.
D. Differentiate between living organisms and nonliving objects.
E. Demonstrate that living organisms have basic needs.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Properties and patterns	A. Describe characteristics (attributes) of organisms. Observe and identify patterns in growth and predict what happens next. Recognize and copy patterns seen in charts and graphs.
B. Systems and parts of systems Ecosystem: ponds Parts of plants Parts of animals	B. Sort organisms into groups according to their parts and describe how the groups are formed. Record observations about parts of plants, including leaves, roots, stems, and flowers. Record observations about parts of animals, including wings, feet, heads, and tails. Identify parts that, when separated from the whole, may result in the part or the whole not working, such as plants without roots.
C. Life cycle of a butterfly and/or frog	C. Observe and record stages in the life cycle of organisms in their natural environment.
D. Living organisms vs. nonliving objects	D. Identify a particular organism or object as living or nonliving. Group organisms and objects as living or nonliving.
E. Basic needs Interdependence	E. Identify basic needs of organisms. Give examples of how living organisms depend on each other.

III. PHYSICAL SCIENCE

The student will demonstrate an understanding of the physical sciences.

Performance Standards:

A. Describe properties and patterns of objects.
B. Observe systems composed of objects and identify the parts of those systems.
C. Identify types of change that occur.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Properties and patterns	A. Describe properties of objects. Recognize and copy patterns seen in charts and graphs.
B. Parts of a system	B. Sort objects into groups according to their parts and describe how the groups are formed. Identify parts that, when separated from the whole, may result in the part or the whole not working, such as cars without wheels. Manipulate parts of objects, such as toys, vehicles, or construction sets that, when put together, can do things they cannot do by themselves.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
C. Changes in matter Heat causes change	C. Observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement. Identify that heat causes change, such as ice melting, and compare objects according to temperature.

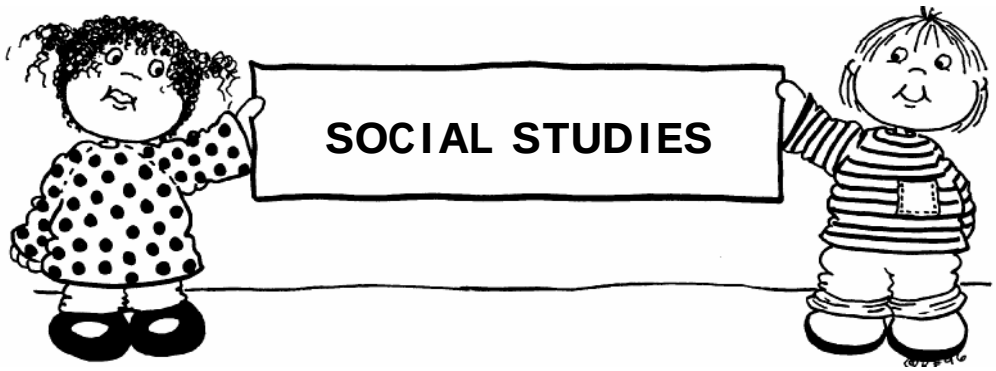
IV. EARTH/SPACE

The student will demonstrate an understanding of the earth and space sciences.

Performance Standards:

A. Describe properties and patterns of events.
B. Observe systems composed of objects and identify the parts of those systems.
C. Identify types of change that occur.
D. Demonstrate that living organisms have basic needs.
E. Explain that the natural world includes rocks, soil, and water.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Properties and patterns Light and shadows Day and night Seasons	A. Observe and identify patterns in seasons or day and night, and predict what happens next. Recognize and copy patterns seen in charts and graphs.
B. Parts of systems	B. Identify parts that, when separated from the whole, may result in the part or the whole not working.
C. Changes in temperature Weather and seasonal changes	C. Identify that heat cause change, such as the sun warming the air, and compare objects according to temperature. Observe and record weather changes from day to day and over seasons.
D. Earth's resources	D. Identify the ways that the Earth can provide resources for life.
E. Properties of the natural world Rocks, soil, and water	E. Observe and describe properties of rocks, soil, and water. Give examples of ways that rocks, soil, and water can be useful.



I. HISTORY

The student will understand that events occur in chronological order and that patriotic holidays are events that celebrate the lives of important Americans.

Performance Standards:

A. Identify customs and explain why we celebrate patriotic holidays.
B. Identify the contributions of historical people.
C. Use vocabulary related to time and chronology.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Patriotic Holidays: ▪ President's Day ▪ Independence Day	A. Explain the reason for celebrating President's Day. Identify customs associated with patriotic holidays, such as: ♦ parades ♦ wearing red, white, and blue ♦ flying flags
B. The President is the leader of our country Contributions made by our country's presidents, including George Washington, Abraham Lincoln, and current President	B. Identify contributions made by George Washington and Abraham Lincoln.
C. Daily events in the classroom schedule Vocabulary related to time and chronology: ♦ first ♦ last ♦ next ♦ before ♦ after	C. Sequence and arrange daily classroom events in chronological order. Use and demonstrate the meaning of vocabulary related to time and chronology, including: ♦ first ♦ last ♦ next ♦ before ♦ after

II. GEOGRAPHY

The student will understand how maps help locate places.

Performance Standards:

A. Find places on a map and describe their relative location.
B. Identify the physical and human characteristics of places.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Maps are tools that represent real places Vocabulary related to relative location: ♦ top ♦ bottom ♦ over ♦ under ♦ near ♦ far ♦ left ♦ right ♦ concept of location	A. Use vocabulary to describe relative location. Develop a school and classroom map and locate places on the map.
B. The physical characteristics of places, such as: ♦ weather ♦ landforms (mountain, hill) ♦ bodies of water (ocean, river) ♦ natural resources (water and air) The human characteristics of places, such as: ♦ ways of earning a living ♦ types of houses	B. Identify the physical characteristics (attributes) of places. Identify the human characteristics (attributes) of places.

III. ECONOMICS

The student will understand that working provides a way for people to meet their needs.

Performance Standards:

A. Identify basic human needs and explain how these basic needs can be met.
B. Identify and describe jobs in the home, school, and community and explain why we have jobs.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Basic human needs (things we all need in order to live): ♦ food ♦ water ♦ clothing ♦ shelter How families meet the basic needs	A. Identify basic human needs. Explain how families help meet needs.
B. Jobs (responsibilities, duties, tasks): ♦ home ♦ school ♦ community Why people have jobs	B. Identify and describe jobs in the home, school, and community. Explain why people have jobs.

IV. GOVERNMENT

The student will understand the purpose of rules and the role of authority figures.

Performance Standards:

A. Identify classroom/school rules and explain why they are important.
B. Explain consequences for choosing not to follow classroom/school rules.
C. Identify persons of authority at home and school.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Why rules are important (order, security, safety) Examples of home, classroom, and school rules	A. Identify classroom/school rules and explain why they are important.
B. Consequences for choosing not to follow school rules	B. Explain consequences for choosing not to follow school rules.
C. Authority figures use rules to help us maintain order, security, and safety	C. Identify persons of authority at home and school.

V. CITIZENSHIP

The student will understand his/her role as a classroom citizen.

Performance Standards:

A. Identify the United States flag and the Texas flag.
B. Describe the characteristics of good citizenship.
C. Explain the use of voting as a method for group decision-making.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. National and State flag	A. Identify the United States flag and the Texas flag. Describe the characteristics (attributes) of the United States and Texas flag.
B. Characteristics of good citizenship: ♦ treat people with respect ♦ be responsible for yourself ♦ share ♦ take turns ♦ be fair ♦ make things better for others	B. Identify/explain ways to be a good classroom citizen. Identify ordinary people who have shaped the school and community.
C. Voting	C. Use voting as a method for group decision-making.

VI. CULTURE

The student will understand similarities and differences among people.

Performance Standards:

A. Identify ways people are alike and different.
B. Identify and compare family customs and traditions.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Attributes common to all people, such as physical characteristics Differences among people	A. Observe and identify physical characteristics (attributes) of people. Compare/contrast personal attributes.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
B. All families have customs and traditions, such as: ♦ vacation spots ♦ celebrations ♦ special dinners ♦ birthdays ♦ anniversaries Traditions are important to family members	B. Identify and compare family customs and traditions. Explain the importance of family traditions and customs.

VII. SCIENCE AND TECHNOLOGY

The student will understand how technology/machines help us.

Performance Standards:

A. Describe how technology/machines help us in everyday life.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Ways technology and machines help us in everyday life	A. Identify examples of technology/machines used in the home and school. Explain ways technology/machines help us in everyday life.

VIII. SOCIAL STUDIES SKILLS

The student will understand that information can be gathered from people, pictures, and print.

Performance Standards:

A. Gather and share information from a variety of sources.
B. Apply problem-solving and decision-making skills in Kindergarten situations.

Essential & Enduring Knowledge *(What the student must know…)*	**Essential Skills** *(What the student must do…)*
A. Types of information sources: ♦ oral sources, such as conversations ♦ objects, printed, graphic, media, and technology sources Ways to share information in oral and visual forms	A. Gather information from a variety of sources. Present and share information orally using visuals.
B. Problem-solving steps: ♦ identify problem ♦ list and consider options ♦ consider advantages and disadvantages ♦ choose and implement a solution ♦ evaluate the effectiveness of the solution Decision-making steps: ♦ identify a situation that requires a decision ♦ identify options ♦ predict consequences ♦ take action to implement a decision	B. Use problem-solving and decision-making processes in Kindergarten situations.