



Alignment of



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Teaching Strategies GOLD®  
Objectives for Development & Learning:  
Birth *Through* Kindergarten

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WITH

**Alignment of the *Teaching Strategies GOLD*<sup>®</sup> Objectives for Development & Learning: Birth Through Kindergarten  
With  
*Nevada Academic Content Standards-Kindergarten***

This document aligns the content in the *Nevada Academic Content Standards-Kindergarten* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

State of Nevada Department of Education. (2010). *Nevada academic content standards*. Carson City, NV: (Author). Retrieved from [http://www.doe.nv.gov/Standards\\_Assessments/](http://www.doe.nv.gov/Standards_Assessments/)

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. S. (2010). *Teaching Strategies GOLD<sup>®</sup> objectives for development & learning: Birth through kindergarten*. Bethesda, MD: Teaching Strategies, LLC.

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| <b>English Language Arts</b>  |   |
| <b>Reading</b>  |   |
| <b>RL. Literature</b>   |   |
| <b>Key Ideas and Details</b>  |   |
| 1. With prompting and support, ask and answer questions about key details in a text.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| 2. With prompting and support, retell familiar stories, including key details.  | 18. Comprehends and responds to books and other texts<br>18c. Retells stories<br>5 emerging to 6. Retells a familiar story in proper sequence, including major events and characters  |
| 3. With prompting and support, identify characters, settings, and major events in a story.                                  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult |
| <b>Craft and Structure</b>  |   |
| 4. Ask and answer questions about unknown words in a text.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>4. Asks and answers questions about the text; refers to pictures   |
| 5. Recognize common types of texts (e.g., storybooks, poems).   | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>8. Uses various types of books for their intended purposes   |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>6. Knows some features of a book (title, author, illustrator); connects specific books to authors  |

| <b>Integration of Knowledge and Ideas</b>   |   |
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| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| <b>Range of Reading and Level of Text Complexity</b>  |   |
| 10. Actively engage in group reading activities with purpose and understanding.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>6. Identifies story-related problems, events, and resolutions during conversations with an adult                     |
| <b>RI. Informational Text</b>   |   |
| <b>Key Ideas and Details</b>  |   |
| 1. With prompting and support, ask and answer questions about key details in a text.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult       |
| 2. With prompting and support, identify the main topic and retell key details of a text.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>5 emerging to 6. Identifies story-related problems, events, and resolutions during conversations with an adult       |

| <b>Craft and Structure</b>   |   |
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| 4. With prompting and support, ask and answer questions about unknown words in a text.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>4. Asks and answers questions about the text; refers to pictures   |
| 5. Identify the front cover, back cover, and title page of a book.   | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>6. Knows some features of a book (title, author, illustrator); connects specific books to authors  |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.   | 17. Demonstrates knowledge of print and its uses<br>17a. Uses and appreciates books<br>6. Knows some features of a book (title, author, illustrator); connects specific books to authors  |
| <b>Integration of Knowledge and Ideas</b>  |   |
| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 8. With prompting and support, identify the reasons an author gives to support points in a text.   | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                         | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions |
| <b>Range of Reading and Level of Text Complexity</b>   |   |
| 10. Actively engage in group reading activities with purpose and understanding.  | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>6. Identifies story-related problems, events, and resolutions during conversations with an adult                     |

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| <b>RF. Foundational Skills</b>   |   |
| <b>Print Concepts</b>  |   |
| <b>1. Demonstrate understanding of the organization and basic features of print.</b>                 |   |
| a. Follow words from left to right, top to bottom, and page by page.                                 | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>4. Indicates where to start reading and the direction to follow   |
| b. Recognize that spoken words are represented in written language by specific sequences of letters. | 16. Demonstrates knowledge of the alphabet<br>16b. Uses letter–sound knowledge<br>6. Shows understanding that a sequence of letters represents a sequence of spoken sounds                              |
| c. Understand that words are separated by spaces in print.   | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation |
| d. Recognize and name all upper- and lowercase letters of the alphabet.                              | 16. Demonstrates knowledge of the alphabet<br>16a. Identifies and names letters<br>8. Identifies and names all upper- and lowercase letters when presented in random order                              |
| <b>Phonological Awareness</b>  |   |
| <b>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>               |   |
| a. Recognize and produce rhyming words.  | 15. Demonstrates phonological awareness<br>15a. Notices and discriminates rhyme<br>8. Generates a group of rhyming words when given a word  |
| b. Count, pronounce, blend, and segment syllables in spoken words.                                   | 15. Demonstrates phonological awareness<br>15c. Notices and discriminates smaller and smaller units of sound<br>6. Verbally separates and blends onset and rime   |
| c. Blend and segment onsets and rimes of single-syllable spoken words.                               | 15. Demonstrates phonological awareness<br>15c. Notices and discriminates smaller and smaller units of sound<br>6. Verbally separates and blends onset and rime   |

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| d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) | 15. Demonstrates phonological awareness<br>15c. Notices and discriminates smaller and smaller units of sound<br>8. Verbally separates and blends individual phonemes in words  |
| e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   | 15. Demonstrates phonological awareness<br>15b. Notices and discriminates alliteration<br>8. Isolates and identifies the beginning sound of a word   |
| <b>Phonics and Word Recognition</b>  |  |
| <b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>   |  |
| a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.   | 16. Demonstrates knowledge of the alphabet<br>16b. Uses letter-sound knowledge<br>4. Produces the correct sounds for 10–20 letters   |
| b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  | 16. Demonstrates knowledge of the alphabet<br>16b. Uses letter-sound knowledge<br>8. Applies letter-sound correspondence when attempting to read and write   |
| c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).   | 16. Demonstrates knowledge of the alphabet<br>16b. Uses letter-sound knowledge<br>8. Applies letter-sound correspondence when attempting to read and write   |
| d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   | 16. Demonstrates knowledge of the alphabet<br>16b. Uses letter-sound knowledge<br>8. Applies letter-sound correspondence when attempting to read and write<br><br>18. Comprehends and responds to books and other texts<br>18b. Uses emergent reading skills<br>8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print |
| <b>Fluency</b>   |  |
| 4. Read emergent-reader texts with purpose and understanding.  | 18. Comprehends and responds to books and other texts<br>18b. Uses emergent reading skills<br>8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words, and patterns in text) to make meaning from print   |

| <b>Writing</b>   |  |
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| <b>Text Types and Purposes</b>   |  |
| <p>1. 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...).</p> | <p>14. Uses symbols and images to represent something not present<br/>                     14a. Thinks symbolically<br/>                     8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills<br/>                     19b. Writes to convey meaning<br/>                     6. Late invented spelling</p>   |
| <p>2. 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.</p>  | <p>14. Uses symbols and images to represent something not present<br/>                     14a. Thinks symbolically<br/>                     8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills<br/>                     19b. Writes to convey meaning<br/>                     6. Late invented spelling</p>   |
| <p>3. 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.</p>   | <p>9. Uses language to express thoughts and needs<br/>                     9d. Tells about another time or place<br/>                     8. Tells elaborate stories that refer to other times and places</p> <p>14. Uses symbols and images to represent something not present<br/>                     14a. Thinks symbolically<br/>                     8. Represents objects, places, and ideas with increasingly abstract symbols</p> <p>19. Demonstrates emergent writing skills<br/>                     19b. Writes to convey meaning<br/>                     6. Late invented spelling</p> |



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| <b>Production and Distribution of Writing</b>  |   |
| 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.                       | 11. Demonstrates positive approaches to learning<br>11b. Persists<br>7 emerging to 8. Plans and pursues own goal until it is reached<br><br>11. Demonstrates positive approaches to learning<br>11c. Solves problems<br>7 emerging to 8. Thinks problems through, considering several possibilities and analyzing results |
| 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.              | 28. Uses tools and other technology to perform tasks  |
| <b>Research to Build and Present Knowledge</b>   |   |
| 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).                   | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>8. Uses a variety of resources to find answers to questions  |
| 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.                  | 12. Remembers and connects experiences<br>12b. Makes connections<br>6. Draws on everyday experiences and applies this knowledge to a similar situation  |
| <b>Speaking and Listening</b>  |   |
| <b>Comprehension and Collaboration</b>   |   |
| <b>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b> |   |
| a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).                   | 10. Uses appropriate conversational and other communication skills<br>10b. Uses social rules of language<br>8. Uses acceptable language and social rules during communication with others   |
| b. Continue a conversation through multiple exchanges.   | 10. Uses appropriate conversational and other communication skills<br>10a. Engages in conversations<br>8. Engages in complex, lengthy conversations (five or more exchanges)  |

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| <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> | <p>8. Listens to and understands increasingly complex language<br/>             8a. Comprehends language<br/>             8. Responds appropriately to complex statements, questions, vocabulary, and stories</p>  |
| <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>  | <p>11. Demonstrates positive approaches to learning<br/>             11d. Shows curiosity and motivation<br/>             8. Uses a variety of resources to find answers to questions</p>  |
| <p><b>Presentation of Knowledge and Ideas</b></p>  |  |
| <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>   | <p>9. Uses language to express thoughts and needs<br/>             9a. Uses an expanding expressive vocabulary<br/>             8. Incorporates new, less familiar or technical words in everyday conversations<br/><br/>             12. Remembers and connects experiences<br/>             12a. Recognizes and recalls<br/>             6. Tells about experiences in order, provides details, and evaluates the experience; recalls 3 or 4 items removed from view</p> |
| <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>   | <p>14. Uses symbols and images to represent something not present<br/>             14a. Thinks symbolically<br/>             8. Represents objects, places, and ideas with increasingly abstract symbols</p>   |
| <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>   | <p>9. Uses language to express thoughts and needs<br/>             9b. Speaks clearly<br/>             8. Pronounces multisyllabic or unusual words correctly</p>  |

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| <b>Language</b>  |  |
| <b>Conventions of Standard English</b>   |  |
| <b>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>             |  |
| a. Print many upper- and lowercase letters.  | 19. Demonstrates emergent writing skills<br>19b. Writes to convey meaning<br>6. Late invented spelling   |
| b. Use frequently occurring nouns and verbs.   | 9. Uses language to express thoughts and needs<br>9c. Uses conventional grammar<br>8. Uses long, complex sentences and follows most grammatical rules  |
| c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).                                   | 9. Uses language to express thoughts and needs<br>9c. Uses conventional grammar<br>8. Uses long, complex sentences and follows most grammatical rules  |
| d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).                              | 9. Uses language to express thoughts and needs<br>9a. Uses an expanding expressive vocabulary<br>7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations               |
| e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).                     | 21. Explores and describes spatial relationships and shapes<br>21a. Understands spatial relationships<br>6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| f. Produce and expand complete sentences in shared language activities.  | 9. Uses language to express thoughts and needs<br>9c. Uses conventional grammar<br>8. Uses long, complex sentences and follows most grammatical rules  |
| <b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |  |
| a. Capitalize the first word in a sentence and the pronoun I.  | 19. Demonstrates emergent writing skills<br>19b. Writes to convey meaning<br>6. Late invented spelling   |
| b. Recognize and name end punctuation.   | 17. Demonstrates knowledge of print and its uses<br>17b. Uses print concepts<br>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation      |

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| <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>   | <p>19. Demonstrates emergent writing skills<br/>19b. Writes to convey meaning<br/>6. Late invented spelling</p>   |
| <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>  | <p>19. Demonstrates emergent writing skills<br/>19b. Writes to convey meaning<br/>6. Late invented spelling</p>   |
| <p><b>Vocabulary Acquisition and Use</b></p>  |   |
| <p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b></p>                |   |
| <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>                    | <p>9. Uses language to express thoughts and needs<br/>9a. Uses an expanding expressive vocabulary<br/>8. Incorporates new, less familiar or technical words in everyday conversations</p>             |
| <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> | <p>9. Uses language to express thoughts and needs<br/>9a. Uses an expanding expressive vocabulary<br/>8. Incorporates new, less familiar or technical words in everyday conversations</p>             |
| <p><b>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</b></p>  |   |
| <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>                                 | <p>13. Uses classification skills<br/>6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason</p>                                       |
| <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>                              | <p>8. Listens to and understands increasingly complex language<br/>8a. Comprehends language<br/>7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> |

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| <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>                                 | <p>8. Listens to and understands increasingly complex language<br/>             8a. Comprehends language<br/>                 7 emerging to 8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>12. Remembers and connects experiences<br/>             12b. Makes connections<br/>                 7 emerging to 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context</p> |
| <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> | <p>9. Uses language to express thoughts and needs<br/>             9a. Uses an expanding expressive vocabulary<br/>                 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations</p>  |
| <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>                                   | <p>9. Uses language to express thoughts and needs<br/>             9a. Uses an expanding expressive vocabulary<br/>                 8. Incorporates new, less familiar or technical words in everyday conversations</p>  |

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| <b>Mathematics</b>   |   |
| <b>Kindergarten</b>  |   |
| <b>K.CC. Counting and Cardinality</b>  |   |
| <b>Know number names and the count sequence.</b>   |   |
| 1. Count to 100 by ones and by tens.   | 20. Uses number concepts and operations<br>20a. Counts<br>8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20                    |
| 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).  | 20. Uses number concepts and operations<br>20a. Counts<br>8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20                    |
| 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  | 20. Uses number concepts and operations<br>20a. Counts<br>8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20                    |
| <b>Count to tell the number of objects.</b>  |   |
| <b>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</b>   |   |
| a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | 20. Uses number concepts and operations<br>20a. Counts<br>6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting |

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| <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p>   | <p>20. Uses number concepts and operations<br/>                 20a. Counts<br/>                 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>  |
| <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>  | <p>20. Uses number concepts and operations<br/>                 20a. Counts<br/>                 8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20<br/><br/>                 23. Demonstrates knowledge of patterns<br/>                 8. Recognizes, creates, and explains more complex repeating and simple growing patterns</p>   |
| <p>5. 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.</p> | <p>20. Uses number concepts and operations<br/>                 20b. Quantifies<br/>                 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects</p>   |
| <p><b>Compare numbers.</b></p>  |   |
| <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>  | <p>20. Uses number concepts and operations<br/>                 20b. Quantifies<br/>                 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many</p>  |
| <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>   | <p>20. Uses number concepts and operations<br/>                 20b. Quantifies<br/>                 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many<br/><br/>                 20. Uses number concepts and operations<br/>                 20c. Connects numerals with their quantities<br/>                 6. Identifies numerals to 10 by name and connects each to counted objects</p> |

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| <b>K.OA. Operations and Algebraic Thinking</b>   |   |
| <b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>  |   |
| 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.   | 20. Uses number concepts and operations<br>20b. Quantifies<br>8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects                            |
| 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  | 20. Uses number concepts and operations<br>20b. Quantifies<br>8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects                            |
| 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$ ).  | 20. Uses number concepts and operations<br>20b. Quantifies<br>8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects                            |
| 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.   | 20. Uses number concepts and operations<br>20b. Quantifies<br>6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many |
| 5. Fluently add and subtract within 5.   | 20. Uses number concepts and operations<br>20b. Quantifies<br>8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects                            |
| <b>K.NBT. Number and Operations in Base Ten</b>  |   |
| <b>Work with numbers 11–19 to gain foundations for place value.</b>  |   |
| 1. 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. | 20. Uses number concepts and operations<br>20b. Quantifies<br>8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects                            |



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| <b>K.MD. Measurement and Data</b>  |   |
| <b>Describe and compare measurable attributes.</b>   |   |
| 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.   | 22. Compares and measures<br>8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth   |
| 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.                                 | 22. Compares and measures<br>8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth   |
| <b>Classify objects and count the number of objects in each category.</b>  |   |
| 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.   | 13. Uses classification skills<br>6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason<br><br>20. Uses number concepts and operations<br>20b. Quantifies<br>6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many  |
| <b>K.G. Geometry</b>   |   |
| <b>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>   |   |
| 1. 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. | 21. Explores and describes spatial relationships and shapes<br>21a. Understands spatial relationships<br>6. Uses and responds appropriately to positional words indicating location, direction, and distance<br><br>21. Explores and describes spatial relationships and shapes<br>21b. Understands shapes<br>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation |

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| <p>2. Correctly name shapes regardless of their orientations or overall size.</p>  | <p>21. Explores and describes spatial relationships and shapes<br/>                 21b. Understands shapes<br/>                 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>                   |
| <p>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>  | <p>21. Explores and describes spatial relationships and shapes<br/>                 21b. Understands shapes<br/>                 7 emerging to 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p> |
| <p><b>Analyze, compare, create, and compose shapes.</b></p>  |  |
| <p>4. 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).</p> | <p>21. Explores and describes spatial relationships and shapes<br/>                 21b. Understands shapes<br/>                 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>               |
| <p>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>   | <p>21. Explores and describes spatial relationships and shapes<br/>                 21b. Understands shapes<br/>                 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>               |
| <p>6. Compose simple shapes to form larger shapes.</p>   | <p>21. Explores and describes spatial relationships and shapes<br/>                 21b. Understands shapes<br/>                 8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes</p>               |

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| <b>Science</b>   |   |
| <b>Grades: K-2</b>   |   |
| <b>N. Nature of Science</b>  |   |
| <b>Concept A. Scientific Inquiry</b>   |   |
| <b>N.2.A. Students understand that science is an active process of systematically examining the natural world.</b> |   |
| <b>Using Data/Record-keeping/Accuracy</b>  |   |
| N.2.A.1. Students know how to make observations and give descriptions using words, numbers, and drawings.          | 14. Uses symbols and images to represent something not present<br>14a. Thinks symbolically<br>8. Represents objects, places, and ideas with increasingly abstract symbols<br><br>24. Uses scientific inquiry skills |
| <b>Safe Experimentation</b>  |   |
| N.2.A.2. Students know tools can be used safely to gather data and extend the senses.                              | 24. Uses scientific inquiry skills<br><br>28. Uses tools and other technology to perform tasks  |
| <b>Models</b>  |   |
| N.2.A.3. Students know observable patterns can be used to predict future events or sort items.                     | 12. Remembers and connects experiences<br>12a. Recognizes and recalls<br>8. Uses a few deliberate strategies to remember information<br><br>24. Uses scientific inquiry skills                                      |

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| <b>Concept B. Science, Technology, and Society</b>   |  |
| <b>N.2.B. Students understand that many people contribute to the field of science.</b>                   |  |
| <b>Risks and Benefits/Ethical Behavior</b>   |  |
| N.2.B.1. Students know science engages men and women of all ages and backgrounds.                        | 24. Uses scientific inquiry skills   |
| <b>Collaboration</b>   |  |
| N.2.B.2. Students know that, in science, it is helpful to work in a team and share findings with others. | 3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>8. Cooperates and shares ideas and materials in socially acceptable ways<br><br>24. Uses scientific inquiry skills |

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| <b>P. Physical Science</b>  |  |
| <b>Concept A. Matter</b>  |  |
| <b>P.2.A. Students understand that matter has observable properties.</b>  |  |
| <b>Properties of Matter</b>   |  |
| P.2.A.1. Students know matter can exist as solids and as liquids.   | 26. Demonstrates knowledge of the physical properties of objects and materials |
| P.2.A.2. Students know some properties of materials can be changed by heating, freezing, mixing, cutting, or bending.                                   | 26. Demonstrates knowledge of the physical properties of objects and materials |
| P.2.A.3. Students know matter can be categorized by observable properties, such as color, size, shape, and weight.                                      | 26. Demonstrates knowledge of the physical properties of objects and materials |
| <b>Mixtures and Compounds/Atomic Structure</b>  |  |
| P.2.A.4. Students know different objects are made of many different types of materials.   | 26. Demonstrates knowledge of the physical properties of objects and materials |
| <b>Concept B. Forces and Motion</b>   |  |
| <b>P.2.B. Students understand that position and motion of objects can be described.</b>   |  |
| <b>Motion</b>   |  |
| P.2.B.1. Students know the position and motion of an object can be changed by pushing or pulling.   | 26. Demonstrates knowledge of the physical properties of objects and materials |
| P.2.B.2. Students know things move in many different ways and at different speeds (e.g., straight line, zigzag, vibration, circular motion, fast/slow). | 26. Demonstrates knowledge of the physical properties of objects and materials |
| <b>Forces</b>   |  |
| P.2.B.3. Students know magnets can be used to make some things move without being touched.  | 26. Demonstrates knowledge of the physical properties of objects and materials |
| P.2.B.4. Students know things fall to the ground unless something holds them up.  | 26. Demonstrates knowledge of the physical properties of objects and materials |

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| <b>Concept C. Energy</b>  |  |
| <b>P.2.C. Students know heat, light, and sound can be produced.</b>   |  |
| <b>Waves</b>  |  |
| P.2.C.1. Students know sound is produced by vibrating objects.  | 26. Demonstrates knowledge of the physical properties of objects and materials |
| <b>Forms and Uses of Energy</b>   |  |
| P.2.C.2. Students know objects can be described as hot or cold relative to another object.  | 26. Demonstrates knowledge of the physical properties of objects and materials |
| <b>E. Earth and Space Science</b>   |  |
| <b>Concept A. Atmospheric Processes and the Water Cycle</b>   |  |
| <b>E.2.A. Students understand that changes in weather often involve water changing from one state to another.</b>                             |  |
| <b>Sun's Energy</b>   |  |
| E.2.A.1. Students know the Sun is a source of heat and light.   | 27. Demonstrates knowledge of Earth's environment                              |
| <b>Weather</b>  |  |
| E.2.A.2. Students know water on Earth can be a liquid (rain) or a solid (snow and ice), and can go back and forth from one form to the other. | 27. Demonstrates knowledge of Earth's environment                              |
| E.2.A.3. Students know weather changes from day to day and seasonally.  | 27. Demonstrates knowledge of Earth's environment                              |
| E.2.A.4. Students know weather can be described by measurable quantities such as temperature, wind direction and speed, and precipitation.    | 27. Demonstrates knowledge of Earth's environment                              |
| <b>Concept B. Solar System and Universe</b>   |  |
| <b>E.2.B. Students understand there are objects in the sky, which display patterns.</b>   |  |
| <b>Components of the Universe/Formation of Universe</b>   |  |
| E.2.B.1. Students know objects in the sky display patterns in how they look, where they are located, and how they move.                       | 27. Demonstrates knowledge of Earth's environment                              |
| <b>Celestial Motion</b>   |  |
| E.2.B.2. Students know the Sun rises every day, and the Moon can rise during the day and/or the night.  | 27. Demonstrates knowledge of Earth's environment                              |

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| E.2.B.3. Students know the Sun and Moon appear to move across the sky.                                  | 27. Demonstrates knowledge of Earth's environment                  |
| E.2.B.4. Students know the Moon appears to change shape over the course of a month.                     | 27. Demonstrates knowledge of Earth's environment                  |
| <b>Concept C. Earth's Composition and Structure</b>   |  |
| <b>E.2.C. Students understand that Earth materials include rocks, soils, and water.</b>                 |  |
| <b>Geologic Processes/Plate Tectonics</b>   |  |
| E.2.C.1. Students know Earth is composed of different kinds of materials (e.g. rocks, soils, and water) | 27. Demonstrates knowledge of Earth's environment                  |
| <b>Earth's Composition and Resources</b>  |  |
| E.2.C.2. Students know rocks come in many sizes and shapes, with various textures and colors.           | 27. Demonstrates knowledge of Earth's environment                  |
| E.2.C.3. Students know soils have different colors or textures depending on their composition.          | 27. Demonstrates knowledge of Earth's environment                  |
| <b>L. Life Science</b>  |  |
| <b>Concept A. Heredity</b>  |  |
| <b>L.2.A. Students understand that offspring resemble their parents.</b>                                |  |
| <b>DNA</b>  |  |
| L.2.A.1. Students know animals and plants have offspring that are similar to their parents.             | 25. Demonstrates knowledge of the characteristics of living things |
| <b>Predicting</b>   |  |
| L.2.A.2. Students know differences exist among individuals of the same kind of plant or animal.         | 25. Demonstrates knowledge of the characteristics of living things |

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| <b>Concept B. Structure of Life</b>   |  |
| <b>L.2.B. Students understand that living things have identifiable characteristics.</b>             |  |
| <b>Cells/Disease</b>  |  |
| L.2.B.1. Students know humans and other animals use their senses to know their world.               | 25. Demonstrates knowledge of the characteristics of living things |
| <b>Concept C. Organisms and Their Environment</b>   |  |
| <b>L.2.C. Students understand that living things live in different places.</b>                      |  |
| <b>Cycles</b>   |  |
| L.2.C.1. Students know plants and animals need certain resources for energy and growth.             | 25. Demonstrates knowledge of the characteristics of living things |
| <b>Ecosystems</b>   |  |
| L.2.C.2. Students know a habitat includes food, water, shelter and space.                           | 25. Demonstrates knowledge of the characteristics of living things |
| L.2.C.3. Students know living things are found almost everywhere in the world.                      | 25. Demonstrates knowledge of the characteristics of living things |
| <b>Concept D. Diversity of Life</b>   |  |
| <b>L.2.D. Students understand that there are many kinds of living things on Earth.</b>              |  |
| <b>Evolution</b>  |  |
| L.2.D.1. Students know plants and animals can be sorted by observable characteristics and behaviors | 25. Demonstrates knowledge of the characteristics of living things |
| <b>Natural Selection</b>  |  |
| L.2.D.2. Students know some plants and animals are extinct.   | 25. Demonstrates knowledge of the characteristics of living things |



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| <b>Social Studies</b>   |   |
| <b>Social Studies Skills</b>  |   |
| <b>Content Literacy</b>   |   |
| Interpret what is read through illustrations.                             | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>4. Asks and answers questions about the text; refers to pictures   |
| Listen to stories to gain information on a main idea.                     | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>4. Asks and answers questions about the text; refers to pictures   |
| Identify vocabulary through illustrations.                                | 18. Comprehends and responds to books and other texts<br>18a. Interacts during read-alouds and book conversations<br>4. Asks and answers questions about the text; refers to pictures   |
| <b>Information, Media &amp; Technology Literacy</b>                       |   |
| Gather information and present orally.                                    | 9. Uses language to express thoughts and needs<br>9b. Speaks clearly<br>6. Is understood by most people; may mispronounce new, long, or unusual words<br><br>11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>8. Uses a variety of resources to find answers to questions |
| Identify maps, graphs, and charts.  | 14. Uses symbols and images to represent something not present<br>14a. Thinks symbolically<br>8. Represents objects, places, and ideas with increasingly abstract symbols<br><br>32. Demonstrates simple geographic knowledge   |
| Use developmentally appropriate technology resources to support learning. | 28. Uses tools and other technology to perform tasks  |
| <b>Historical Analysis &amp; Interpretation</b>                           |   |
| Understand the concept of yesterday, today, and tomorrow.                 | 31. Explores change related to familiar people or places  |
| Identify sources of information.  | 11. Demonstrates positive approaches to learning<br>11d. Shows curiosity and motivation<br>8. Uses a variety of resources to find answers to questions  |

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| <p>Listen to historical fiction.</p>                                   | <p>18. Comprehends and responds to books and other texts<br/>                     18a. Interacts during read-alouds and book conversations<br/>                     6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>  |
| <p><b>Civic Participation</b></p>                                      |   |
| <p>Show responsibility for the well-being of oneself.</p>              | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     6. Demonstrates confidence in meeting own needs</p>  |
| <p>Listen and participate as a member of a group in the classroom.</p> | <p>2. Establishes and sustains positive relationships<br/>                     2c. Interacts with peers<br/>                     8. Interacts cooperatively in groups of four or five children<br/><br/>                     3. Participates cooperatively and constructively in group situations<br/>                     3a. Balances needs and rights of self and others<br/>                     8. Cooperates and shares ideas and materials in socially acceptable ways</p> |

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| <b>Concept Standard H1.0- People, Cultures, and Civilizations</b>   |   |
| <b>Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.</b>   |   |
| H1.K.1. Discuss the importance of working together to complete tasks.   | 30. Shows basic understanding of people and how they live |
| H1.K.2. Listen to stories of family members, local residents, and prominent figures to highlight the human experience.  | 30. Shows basic understanding of people and how they live |
| H1.K.3. Listen to stories of people and families around the world.  | 30. Shows basic understanding of people and how they live |
| <b>Concept Standard H2.0- Nation Building and Development</b>   |   |
| <b>Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.</b> |   |
| H2.K.1. Identify problems that occur when people live and work together.  | 30. Shows basic understanding of people and how they live |
| <b>Concept Standard H3.0- Social Responsibility and Change</b>  |   |
| <b>Students understand how social ideas and individual action lead to social, political, economic, and technological change.</b>  |   |
| H3.K.1. Recognize differences between home and school.  | 30. Shows basic understanding of people and how they live |
| H3.K.2. Describe the importance of working together to complete tasks.  | 30. Shows basic understanding of people and how they live |
| H3.K.3. Identify the occupations of people in their school.   | 30. Shows basic understanding of people and how they live |
| H3.K.4. Demonstrate respect for each other in the classroom and school.   | 30. Shows basic understanding of people and how they live |
| H3.K.5. Share events that are important to the students and their families.   | 30. Shows basic understanding of people and how they live |

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| <b>Concept Standard G5.0- The World in Spatial Terms</b>  |   |
| <b>Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.</b>   |   |
| G5.K.1. Recognize that a globe is a representation of Earth and use vocabulary related to direction and location, i.e., up/down; left/right; near/far; above/beyond.                                  | 32. Demonstrates simple geographic knowledge  |
| <b>Concept Standard G6.0- Places &amp; Regions</b>  |   |
| <b>Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.</b>   |   |
| G6.K.1. Identify areas that have different purposes in the home, i.e., kitchen, bedroom; or the classroom, i.e., exit door, teacher desk.   | 30. Shows basic understanding of people and how they live   |
| G6.K.2. Describe self as a unique individual with characteristics similar to others.  | 29. Demonstrates knowledge about self   |
| G6.K.3. Recall from memory the street on which s/he lives.  | 29. Demonstrates knowledge about self   |
| G6.K.4. Identify the geographic setting of a picture or story.  | 32. Demonstrates simple geographic knowledge  |
| <b>Concept Standard G7.0- Human Systems</b>   |   |
| <b>Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.</b> |   |
| G7.K.1. Explain that people move from one location to another.  | 30. Shows basic understanding of people and how they live<br>31. Explores change related to familiar people or places |

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| <b>Concept Standard G8.0- Environment and Society</b>   |  |
| <b>Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.</b>  |  |
| G8.K.1. Recognize weather changes with the seasons and how people adapt to those changes.   | 27. Demonstrates knowledge of Earth's environment<br>30. Shows basic understanding of people and how they live |
| <b>Concept Standard E9.0- The Market Economy</b>  |  |
| <b>Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.</b>                              |  |
| E9.K.1. Show that resources are scarce, such as a limited number of crayons.  | 30. Shows basic understanding of people and how they live  |
| E9.K.2. Identify jobs in the community.   | 30. Shows basic understanding of people and how they live  |
| <b>Concept Standard E10.0- The U.S. Economy As A Whole</b>  |  |
| <b>Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.</b> |  |
| E10.K.1. Identify United States currency.   | 30. Shows basic understanding of people and how they live  |

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| <b>Concept Standard E11.0- The Dynamic Economy</b>   |  |
| <b>Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.</b> |  |
| E11.K.1. Make decisions involving classroom resources.   | <p>3. Participates cooperatively and constructively in group situations<br/>                     3a. Balances needs and rights of self and others<br/>                         8. Cooperates and shares ideas and materials in socially acceptable ways</p> <p>3. Participates cooperatively and constructively in group situations<br/>                     3b. Solves social problems<br/>                         8. Resolves social problems through negotiation and compromise</p> <p>30. Shows basic understanding of people and how they live</p> |
| <b>Concept Standard C13.0- Citizenship and the Law</b>   |  |
| <b>Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.</b>   |  |
| C13.K.1. Identify and follow classroom and school rules that guide behavior and resolve conflicts.   | <p>1. Regulates own emotions and behaviors<br/>                     1b. Follows limits and expectations<br/>                         6. Manages classroom rules, routines, and transitions with occasional reminders</p>   |
| C13.K.2. Identify an individual’s rights within the classroom.   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                         8. Takes responsibility for own well-being</p> <p>29. Demonstrates knowledge about self</p>   |
| C13.K.3. Recognize individual choices.   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                         8. Takes responsibility for own well-being</p> <p>29. Demonstrates knowledge about self</p>   |
| C13.K.4. Recognize the Pledge of Allegiance.   | 30. Shows basic understanding of people and how they live  |
| C13.K.5. Name a traditional U.S. patriotic activity, holiday, or symbol.   | 30. Shows basic understanding of people and how they live  |

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| <b>Concept Standard C16.0- Global Relations</b>  |                                       |
| <b>Students explain the different political systems in the world and how those systems relate to the United States and its citizens.</b> |                                       |
| C16.K.1. Name their school.  | 29. Demonstrates knowledge about self |

| Health Education   |  |
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| PreK-2   |  |
| 1.0: Students will comprehend concepts related to health promotion and disease prevention to enhance health. |  |
| 1.2.1. Identify health behaviors that impact personal health.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 1.2.2. Identify basic anatomy (i.e. eyes, nose, ears, teeth etc.).   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 1.2.3. Identify and respect various physical, emotional, and intellectual differences.                       | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being<br><br>2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>8. Recognizes that others' feelings about a situation might be different from his or her own |
| 1.2.4. Describe how healthy eating and daily physical activity promote health and well-being.                | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 1.2.6. Identify helpful and harmful substances.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 1.2.7. Recognize ways to prevent common childhood injuries and hazardous situations.                         | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 1.2.8. Identify school staff and community health helpers (i.e. law enforcement, emergency personnel).       | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 1.2.9. Recognize germs may cause illness/disease.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |



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| <p>1.2.10. Recognize basic prevention strategies for common illness/disease.</p>  | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |
| <p>1.2.11. Identify elements of the environment that affect personal health (sun, air, water, soil, food, and pollutants).</p>              | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being<br/><br/>                     27. Demonstrates knowledge of Earth’s environment</p>         |
| <p><b>2.0: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b></p> |   |
| <p>2.2.1. Identify various sources that influence personal health behaviors.</p>  | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being<br/><br/>                     30. Shows basic understanding of people and how they live</p> |
| <p>2.2.3. Discuss nutrition and physical activity in diverse families.</p>  | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being<br/><br/>                     30. Shows basic understanding of people and how they live</p> |
| <p>2.2.4. Discuss various sources that influence the use of helpful and harmful substances.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |
| <p><b>3.0: Students will demonstrate the ability to access reliable health information, products, and services to enhance health.</b></p>   |   |
| <p>3.2.1. Identify trusted individuals who can help promote health.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |
| <p>3.2.2. Identify health care workers.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |

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| <p><b>4.0: Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.</b></p> |   |
| <p>4.2.1. List healthy ways of communication/listening to express needs, wants, and feelings.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p> <p>9. Uses language to express thoughts and needs<br/>                     9a. Uses an expanding expressive vocabulary<br/>                     8. Incorporates new, less familiar or technical words in everyday conversations</p> |
| <p>4.2.5. Identify ways to respond/report when in an unwanted, threatening, or dangerous situation.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p> <p>9. Uses language to express thoughts and needs<br/>                     9a. Uses an expanding expressive vocabulary<br/>                     8. Incorporates new, less familiar or technical words in everyday conversations</p> |
| <p><b>5.0: Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>   |   |
| <p>5.2.1. Discuss healthy options vs. unhealthy options.</p>  | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |
| <p>5.2.2. Identify resources/individuals that would aid in healthy decision-making.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |
| <p>5.2.3. Identify situations when a health-related decision is needed.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |
| <p>5.2.4. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>                      | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>   |

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| <b>6.0: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>  |  |
| 6.2.1. Define a short-term and long-term personal health goal.   | <ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>8. Takes responsibility for own well-being</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11b. Persists <ul style="list-style-type: none"> <li>8. Plans and pursues own goal until it is reached</li> </ul> </li> </ul> |
| 6.2.2. Develop goals to practice daily health habits (i.e., personal hygiene, sun safety, nutrition and physical activity).                        | <ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>8. Takes responsibility for own well-being</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11b. Persists <ul style="list-style-type: none"> <li>8. Plans and pursues own goal until it is reached</li> </ul> </li> </ul> |
| 6.2.3. Identify resources when assistance is needed to develop personal health goals (i.e. Recycling, water conservation, littering, food choice). | <ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>8. Takes responsibility for own well-being</li> </ul> </li> <li>11. Demonstrates positive approaches to learning</li> <li>11b. Persists <ul style="list-style-type: none"> <li>8. Plans and pursues own goal until it is reached</li> </ul> </li> </ul> |
| <b>7.0: Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.</b>                      |  |
| 7.2.1. Identify responsible personal health behaviors.   | <ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>8. Takes responsibility for own well-being</li> </ul> </li> </ul>   |
| 7.2.2. Choose healthy foods that help you grow.  | <ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately <ul style="list-style-type: none"> <li>8. Takes responsibility for own well-being</li> </ul> </li> </ul>   |

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| <p>7.2.3. Explore various movements that enhance an active, healthy lifestyle (Sedentary vs. active).</p>  | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p> <p>4. Demonstrates traveling skills<br/>                     8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills<br/>                     8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills<br/>                     8. Manipulates balls or similar objects with a full range of motion</p> |
| <p>7.2.5. Identify basic safety measures (i.e. sun safety, helmet use, pedestrian safety, seatbelts, gun safety, 911 procedures, fire safety, universal safety precautions).</p> | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>  |
| <p><b>8.0: Students will demonstrate the ability to support/promote family, personal, and community health.</b></p>  |  |
| <p>8.2.1. Identify ways to promote personal and family health.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>  |
| <p>8.2.2. Identify consumer/environmental health messages.</p>   | <p>1. Regulates own emotions and behaviors<br/>                     1c. Takes care of own needs appropriately<br/>                     8. Takes responsibility for own well-being</p>  |

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| <b>Physical Education</b>   |   |
| <b>Grades: K-2</b>  |   |
| <b>1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.</b> |   |
| 1.2.1. Understand the vocabulary of simple movement patterns.   | <p>4. Demonstrates traveling skills<br/>8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills<br/>8. Sustains balance during complex movement experiences</p>  |
| 1.2.2. Identify the basic elements (i.e. opposition) of movement forms.   | <p>4. Demonstrates traveling skills<br/>8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills<br/>8. Sustains balance during complex movement experiences</p>  |
| 1.2.3. Identify and respond to cues that enhance skill performance (i.e., when catching, “look, reach and give”).           | <p>4. Demonstrates traveling skills<br/>8. Coordinates complex movements in play and games</p> <p>5. Demonstrates balancing skills<br/>8. Sustains balance during complex movement experiences</p> <p>6. Demonstrates gross-motor manipulative skills<br/>8. Manipulates balls or similar objects with a full range of motion</p> |
| 1.2.4. Identify the physiological signs of moderate physical activity (i.e. fast heart rate and perspiring).                | <p>1. Regulates own emotions and behaviors<br/>1c. Takes care of own needs appropriately<br/>8. Takes responsibility for own well-being</p> <p>4. Demonstrates traveling skills<br/>8. Coordinates complex movements in play and games</p>  |
| <b>2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.</b>                 |   |
| 2.2.1. Demonstrate a mature form in skipping, hopping, galloping and sliding in isolation and in combination.               | <p>4. Demonstrates traveling skills<br/>8. Coordinates complex movements in play and games</p>  |

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| 2.2.2. Perform a variety of basic level manipulative skills in isolation (i.e. bouncing & catching).   | 6. Demonstrates gross-motor manipulative skills<br>8. Manipulates balls or similar objects with a full range of motion   |
| 2.2.3. Demonstrate a combination of 2 simple weight transfers and balance movements (i.e. one leg to another, feet to hands).                        | 5. Demonstrates balancing skills<br>8. Sustains balance during complex movement experiences  |
| <b>3.0: Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.</b>                 |  |
| 3.2.1A. Create shapes at high, medium, and low levels in a movement sequence.  | 35. Explores dance and movement concepts   |
| 3.2.1B. Demonstrate locomotor movements in varying directions (i.e. forward, backward, sideways), and pathways (i.e. straight, curved).              | 4. Demonstrates traveling skills<br>8. Coordinates complex movements in play and games   |
| 3.2.1C. Demonstrate qualities of movement (i.e. heavy/light, strong/weak, tight/loose).  | 5. Demonstrates balancing skills<br>8. Sustains balance during complex movement experiences  |
| 3.2.2A. Create a movement sequence with a beginning, middle, and end with or without a prop (i.e. lummi sticks, streamers).                          | 35. Explores dance and movement concepts   |
| 3.2.2B. Demonstrate relationship qualities (i.e. near/far, over/under, next to).   | 21. Explores and describes spatial relationships and shapes<br>21a. Understands spatial relationships<br>6. Uses and responds appropriately to positional words indicating location, direction, and distance |
| 3.2.3. Discuss and demonstrate how movement in dance is used to communicate.   | 35. Explores dance and movement concepts   |
| 3.2.4A. Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e. lummi sticks, jump ropes, and streamers). | 4. Demonstrates traveling skills<br>8. Coordinates complex movements in play and games<br><br>35. Explores dance and movement concepts   |
| 3.2.5. Perform simple folk and/or social (i.e. bunny hop, line dance, contemporary) dances.  | 35. Explores dance and movement concepts   |
| <b>4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.</b>                                    |  |
| 4.2.1. Identify health-related fitness components addressed in selected exercises.   | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |

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| 4.2.2. Engage in daily moderate to vigorous structured physical activity.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 4.2.3. Identify health-related fitness components (i.e. muscular strength, muscular endurance, flexibility, cardiorespiratory and body composition). | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| 4.2.4. Perform various structured exercises in a safe manner.  | 1. Regulates own emotions and behaviors<br>1c. Takes care of own needs appropriately<br>8. Takes responsibility for own well-being   |
| <b>5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.</b>      |  |
| 5.2.1. Apply class rules, procedures and safe practices with teacher reinforcement.  | 1. Regulates own emotions and behaviors<br>1b. Follows limits and expectations<br>6. Manages classroom rules, routines, and transitions with occasional reminders  |
| 5.2.2. Engage in physical activity involving cooperation and sharing to complete assigned task.  | 2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children<br><br>3. Participates cooperatively and constructively in group situations<br>3a. Balances needs and rights of self and others<br>8. Cooperates and shares ideas and materials in socially acceptable ways |
| 5.2.3. Demonstrate components of respect during activities regardless of personal differences (i.e. skill level, gender, race and disability).       | 2. Establishes and sustains positive relationships<br>2b. Responds to emotional cues<br>8. Recognizes that others' feelings about a situation might be different from his or her own<br><br>2. Establishes and sustains positive relationships<br>2c. Interacts with peers<br>8. Interacts cooperatively in groups of four or five children  |
| 5.2.4. Participate in multi-cultural activities (dance, games, and activities).  | 30. Shows basic understanding of people and how they live  |