



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  
*Texas Essential Knowledge and Skills***

This document aligns the content in the *Texas Essential Knowledge and Skills* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD*<sup>®</sup> assessment system.

**References**

- Texas Education Agency. (2013). *Texas essential knowledge and skills*. Austin, TX: Author. Retrieved from <http://www.tea.state.tx.us/index2.aspx?id=6148>
- 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.

<b>Kindergarten</b>	
<b>English Language Arts and Reading</b>	
<b>(1) Students understand how English is written and printed.</b>	
(A) recognize that spoken words can be represented by print for communication	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
(B) identify upper- and lower-case letters	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 7 emerging to 8. Identifies and names all upper- and lowercase letters when presented in random order
(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 7 emerging to 8. Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line
(D) recognize the difference between a letter and a printed word	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation

(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers  17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 4. Indicates where to start reading and the direction to follow
(G) identify different parts of a book (e.g., front and back covers, title page)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 6. Knows some features of a book (title, author, illustrator); connects specific books to authors
<b>(2) Students display phonological awareness.</b>	
(A) identify a sentence made up of a group of words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 2. Hears and shows awareness of separate words in sentences
(B) identify syllables in spoken words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?")	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 4. Fills in the missing rhyming word; generates rhyming words spontaneously
(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme
(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball")	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 4. Shows awareness that some words begin the same way
(F) blend spoken onsets and rimes to form simple words (e.g., onset /c/ and rime /at/ make cat)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime

(G) blend spoken phonemes to form one-syllable words (e.g., /m/ ... /a/ ... /n/ says man)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
(H) isolate the initial sound in one-syllable spoken words	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 6. Matches beginning sounds of some words
(I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ ... /o/ ... /g/)	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
<b>(3) Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English.</b>	
(A) identify the common sounds that letters represent	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 4. Produces the correct sounds for 10–20 letters
(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words)	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write
(C) recognize that new words are created when letters are changed, added, or deleted	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
(D) identify and read at least 25 high-frequency words from a commonly used list	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 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>(4) Students comprehend a variety of texts drawing on useful strategies as needed.</b>	
(A) predict what might happen next in text based on the cover, title, and illustrations	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
(B) ask and respond to questions about texts read aloud	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures
<b>(5) Students understand new vocabulary and use it correctly when reading and writing.</b>	
(A) identify and use words that name actions, directions, positions, sequences, and locations	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items  21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
(B) recognize that compound words are made up of shorter words	15. Demonstrates phonological awareness 15c. Notices and discriminates smaller and smaller units of sound 4. Hears and shows awareness of separate syllables in words
(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures)	13. Uses classification skills 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
(D) use a picture dictionary to find words	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 4. Asks and answers questions about the text; refers to pictures

<b>(6) Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</b>	
(A) identify elements of a story including setting, character, and key events	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
(B) discuss the big idea (theme) of a well-known folk tale or fable and connect it to personal experience	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
(C) recognize sensory details	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folk tales from various cultures	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
(7) Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme  18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

<b>(8) Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</b>	
(A) retell a main event from a story read aloud	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
(B) describe characters in a story and the reasons for their actions	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
(9) Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions
<b>(10) Students analyze, make inferences and draw conclusions about expository text, and provide evidence from text to support their understanding.</b>	
(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
(B) retell important facts in a text, heard or read	18. Comprehends and responds to books and other texts 18c. Retells stories 6. Retells a familiar story in proper sequence, including major events and characters
(C) discuss the ways authors group information in text	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
(D) use titles and illustrations to make predictions about text	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions



<b>(11) Students understand how to glean and use information in procedural texts and documents.</b>	
(A) follow pictorial directions (e.g., recipes, science experiments)	18. Comprehends and responds to books and other texts 18a. Interacts during read-alouds and book conversations 6. Identifies story-related problems, events, and resolutions during conversations with an adult
(B) identify the meaning of specific signs (e.g., traffic signs, warning signs)	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>(12) Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.</b>	
(A) identify different forms of media (e.g., advertisements, newspapers, radio programs)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
(B) identify techniques used in media (e.g., sound, movement)	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
<b>(13) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</b>	
(A) plan a first draft by generating ideas for writing through class discussion	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
(B) develop drafts by sequencing the action or details in the story	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
(C) revise drafts by adding details or sentences	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling

<p>(D) edit drafts by leaving spaces between letters and words</p>	<p>17. Demonstrates knowledge of print and its uses                      17b. Uses print concepts                          6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</p> <p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          6. Late invented spelling</p>
<p>(E) share writing with others</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          6. Late invented spelling</p>
<p><b>(14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.</b></p>	<p></p>
<p>(A) dictate or write sentences to tell a story and put the sentences in chronological sequence</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          4. Letter strings</p>
<p>(B) write short poems</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          6. Late invented spelling</p>
<p>(15) Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.</p>	<p>19. Demonstrates emergent writing skills                      19b. Writes to convey meaning                          6. Late invented spelling</p>

<b>(16) Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.</b>	
<b>(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance):</b>	
(i) past and future tenses when speaking	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
(ii) nouns (singular/plural)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
(iii) descriptive words	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
(iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
(v) pronouns (e.g., I, me)	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 8. Uses long, complex sentences and follows most grammatical rules
<b>(B) speak in complete sentences to communicate</b>	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
<b>(C) use complete simple sentences</b>	9. Uses language to express thoughts and needs 9c. Uses conventional grammar 6. Uses complete, four- to six-word sentences
<b>(17) Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</b>	
<b>(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression)</b>	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling

(B) capitalize the first letter in a sentence	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
(C) use punctuation at the end of a sentence	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
<b>(18) Students spell correctly.</b>	
(A) use phonological knowledge to match sounds to letters	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
(B) use letter-sound correspondences to spell consonant-vowel-consonant (CVC) words (e.g., "cut")	16. Demonstrates knowledge of the alphabet 16b. Uses letter–sound knowledge 8. Applies letter–sound correspondence when attempting to read and write
(C) write one's own name	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
<b>(19) Students ask open-ended research questions and develop a plan for answering them.</b>	
(A) ask questions about topics of class-wide interest	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories  9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
(B) decide what sources or people in the classroom, school, library, or home can answer these questions	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions

<b>(20) Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</b>	
(A) gather evidence from provided text sources	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions  24. Uses scientific inquiry skills
(B) use pictures in conjunction with writing when documenting research	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas  24. Uses scientific inquiry skills
<b>(21) Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.</b>	
(A) listen attentively by facing speakers and asking questions to clarify information	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories  10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 6. Uses acceptable language and social rules while communicating with others; may need reminders
(B) follow oral directions that involve a short related sequence of actions	8. Listens to and understands increasingly complex language 8b. Follows directions 6. Follows directions of two or more steps that relate to familiar objects and experiences
(22) Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations

<p>(23) Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.</p>	<p>3. Participates cooperatively and constructively in group situations                      3a. Balances needs and rights of self and others                          8. Cooperates and shares ideas and materials in socially acceptable ways</p> <p>10. Uses appropriate conversational and other communication skills                      10b. Uses social rules of language                          6. Uses acceptable language and social rules while communicating with others; may need reminders</p>
<p><b>Reading and Comprehension Skills</b></p>	
<p><b>Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</b></p>	
<p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language)</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          6. Identifies story-related problems, events, and resolutions during conversations with an adult</p>
<p>(B) ask and respond to questions about text</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          4. Asks and answers questions about the text; refers to pictures</p>
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud)</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          7 emerging to 8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>
<p>(D) make inferences based on the cover, title, illustrations, and plot</p>	<p>18. Comprehends and responds to books and other texts                      18a. Interacts during read-alouds and book conversations                          8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions</p>

<p>(E) retell or act out important events in stories</p>	<p>14. Uses symbols and images to represent something not present                      14b. Engages in sociodramatic play                          6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p> <p>18. Comprehends and responds to books and other texts                      18c. Retells stories                          6. Retells a familiar story in proper sequence, including major events and characters</p>
<p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence</p>	<p>12. Remembers and connects experiences                      12b. Makes connections                          6. Draws on everyday experiences and applies this knowledge to a similar situation</p>

Mathematics	
<b>(1) The student uses mathematical processes to acquire and demonstrate mathematical understanding.</b>	
(A) apply mathematics to problems arising in everyday life, society, and the workplace	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results  20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
(E) create and use representations to organize, record, and communicate mathematical ideas	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
(F) analyze mathematical relationships to connect and communicate mathematical ideas	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas



(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories  14. Uses symbols and images to represent something not present 14a. Thinks symbolically 6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
<b>(2) The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.</b>	
(A) count forward and backward to at least 20 with and without objects	20. Uses number concepts and operations 20a. Counts 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
(B) read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects  20. Uses number concepts and operations 20c. Connects numerals with their quantities 8. Identifies numerals to 20 by name and connects each to counted objects
(C) count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order	20. Uses number concepts and operations 20a. Counts 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
(D) recognize instantly the quantity of a small group of objects in organized and random arrangements	20. Uses number concepts and operations 20b. Quantifies 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts

(E) generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
(F) generate a number that is one more than or one less than another number up to at least 20	20. Uses number concepts and operations 20a. Counts 7 emerging to 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
(G) compare sets of objects up to at least 20 in each set using comparative language	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects
(H) use comparative language to describe two numbers up to 20 presented as written numerals	20. Uses number concepts and operations 20b. Quantifies 7 emerging to 8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects  22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
(I) compose and decompose numbers up to 10 with objects and pictures	20. Uses number concepts and operations 20b. Quantifies 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>(3) The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems.</b>	
(A) model the action of joining to represent addition and the action of separating to represent subtraction	20. Uses number concepts and operations 20b. Quantifies 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>(B) solve word problems using objects and drawings to find sums up to 10 and differences within 10</p>	<p>20. Uses number concepts and operations 20b. Quantifies 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>(C) explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences</p>	<p>20. Uses number concepts and operations 20b. Quantifies 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>(4) The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 8. Thinks through possible long-term solutions and takes on more abstract challenges  22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from first to tenth</p>
<p>(5) The student applies mathematical process standards to identify the pattern in the number word list. The student is expected to recite numbers up to at least 100 by ones and tens beginning with any given number.</p>	<p>23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns</p>
<p><b>(6) The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.</b></p>	
<p>(A) identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 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>(B) identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 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>(C) identify two-dimensional components of three-dimensional objects</p>	<p>21. Explores and describes spatial relationships and shapes 21b. Understands shapes 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>

(D) identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 5 emerging to 6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
(E) classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
(F) create two-dimensional shapes using a variety of materials and drawings	21. Explores and describes spatial relationships and shapes 21b. Understands shapes 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
<b>(7) The student applies mathematical process standards to directly compare measurable attributes.</b>	
(A) give an example of a measurable attribute of a given object, including length, capacity, and weight	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
(B) compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
<b>(8) The student applies mathematical process standards to collect and organize data to make it useful for interpreting information.</b>	
(A) collect, sort, and organize data into two or three categories	13. Uses classification skills 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains the reasons
(B) use data to create real-object and picture graphs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
(C) draw conclusions from real-object and picture graphs	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols

<b>(9) The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.</b>	
(A) identify ways to earn income	30. Shows basic understanding of people and how they live
(B) differentiate between money received as income and money received as gifts	30. Shows basic understanding of people and how they live
(C) list simple skills required for jobs	30. Shows basic understanding of people and how they live
(D) distinguish between wants and needs and identify income as a source to meet one's wants and needs	30. Shows basic understanding of people and how they live

<b>Science</b>	
<b>(1) The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.</b>	
(A) identify and demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including wearing safety goggles, washing hands, and using materials appropriately	24. Uses scientific inquiry skills
(B) discuss the importance of safe practices to keep self and others safe and healthy	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  24. Uses scientific inquiry skills
(C) demonstrate how to use, conserve, and dispose of natural resources and materials such as conserving water and reusing or recycling paper, plastic, and metal	27. Demonstrates knowledge of Earth's environment
<b>(2) The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.</b>	
(A) ask questions about organisms, objects, and events observed in the natural world	24. Uses scientific inquiry skills
(B) plan and conduct simple descriptive investigations such as ways objects move	24. Uses scientific inquiry skills  26. Demonstrates knowledge of the physical properties of objects and materials
(C) collect data and make observations using simple equipment such as hand lenses, primary balances, and non-standard measurement tools	24. Uses scientific inquiry skills
(D) record and organize data and observations using pictures, numbers, and words	24. Uses scientific inquiry skills
(E) communicate observations with others about simple descriptive investigations	24. Uses scientific inquiry skills

<b>(3) The student knows that information and critical thinking are used in scientific problem solving.</b>	
(A) identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words	27. Demonstrates knowledge of Earth's environment
(B) make predictions based on observable patterns in nature such as the shapes of leaves	24. Uses scientific inquiry skills
(C) explore that scientists investigate different things in the natural world and use tools to help in their investigations	28. Uses tools and other technology to perform tasks
<b>(4) The student uses age-appropriate tools and models to investigate the natural world.</b>	
(A) collect information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices, including clocks and timers; non-standard measuring items such as paper clips and clothespins; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as terrariums and aquariums	24. Uses scientific inquiry skills 28. Uses tools and other technology to perform tasks
(B) use senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment	24. Uses scientific inquiry skills
<b>(5) The student knows that objects have properties and patterns.</b>	
(A) observe and record properties of objects, including relative size and mass, such as bigger or smaller and heavier or lighter, shape, color, and texture	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
(B) observe, record, and discuss how materials can be changed by heating or cooling	26. Demonstrates knowledge of the physical properties of objects and materials

<b>(6) The student knows that energy, force, and motion are related and are a part of their everyday life.</b>	
(A) use the five senses to explore different forms of energy such as light, heat, and sound	24. Uses scientific inquiry skills 26. Demonstrates knowledge of the physical properties of objects and materials
(B) explore interactions between magnets and various materials	26. Demonstrates knowledge of the physical properties of objects and materials
(C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
(D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow	26. Demonstrates knowledge of the physical properties of objects and materials
<b>(7) The student knows that the natural world includes earth materials.</b>	
(A) observe, describe, compare, and sort rocks by size, shape, color, and texture	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
(B) observe and describe physical properties of natural sources of water, including color and clarity	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
(C) give examples of ways rocks, soil, and water are useful	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment



<b>(8) The student knows that there are recognizable patterns in the natural world and among objects in the sky.</b>	
(A) observe and describe weather changes from day to day and over seasons	27. Demonstrates knowledge of Earth's environment
(B) identify events that have repeating patterns, including seasons of the year and day and night	27. Demonstrates knowledge of Earth's environment 31. Explores change related to familiar people or places
(C) observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun	27. Demonstrates knowledge of Earth's environment
<b>(9) The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival.</b>	
(A) differentiate between living and nonliving things based upon whether they have basic needs and produce offspring	25. Demonstrates knowledge of the characteristics of living things
(B) examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants	25. Demonstrates knowledge of the characteristics of living things
<b>(10) The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.</b>	
(A) sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
(B) identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs	25. Demonstrates knowledge of the characteristics of living things
(C) identify ways that young plants resemble the parent plant	25. Demonstrates knowledge of the characteristics of living things
(D) observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit	25. Demonstrates knowledge of the characteristics of living things

<b>Social Studies</b>	
<b>History</b>	
<b>(1) The student understands that holidays are celebrations of special events</b>	
(A) explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day	30. Shows basic understanding of people and how they live
(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day	30. Shows basic understanding of people and how they live
<b>(2) The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation.</b>	
(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation	30. Shows basic understanding of people and how they live
(B) identify contributions of patriots and good citizens who have shaped the community	30. Shows basic understanding of people and how they live
<b>(3) The student understands the concept of chronology.</b>	
(A) place events in chronological order	31. Explores change related to familiar people or places
(B) use vocabulary related to time and chronology, including before, after, next, first, and last, yesterday, today, and tomorrow	31. Explores change related to familiar people or places

<b>Geography</b>	
<b>(4) The student understands the concept of location.</b>	
(A) use terms, including over, under, near, far, left, and right, to describe relative location	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance
(B) locate places on the school campus and describe their relative locations	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects  32. Demonstrates simple geographic knowledge
(C) identify tools that aid in determining location, including maps and globes	32. Demonstrates simple geographic knowledge
<b>(5) The student understands physical and human characteristics of place.</b>	
(A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather	32. Demonstrates simple geographic knowledge
(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location	30. Shows basic understanding of people and how they live
<b>Economics</b>	
<b>(6) The student understands that basic human needs and wants are met in many ways.</b>	
(A) identify basic human needs of food, clothing, and shelter	30. Shows basic understanding of people and how they live
(B) explain the difference between needs and wants	30. Shows basic understanding of people and how they live
(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading	30. Shows basic understanding of people and how they live
<b>(7) The student understands the value of jobs.</b>	
(A) identify jobs in the home, school, and community	30. Shows basic understanding of people and how they live
(B) explain why people have jobs	30. Shows basic understanding of people and how they live

<b>Government</b>	
<b>(8) The student understands the purpose of rules.</b>	
(A) identify purposes for having rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
(B) identify rules that provide order, security, and safety in the home and school	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>(9) The student understands the role of authority figures.</b>	
(A) identify authority figures in the home, school, and community	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations
(B) explain how authority figures make and enforce rules	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>Citizenship</b>	
<b>(10) The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity.</b>	
(A) identify the flags of the United States and Texas	30. Shows basic understanding of people and how they live
(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	30. Shows basic understanding of people and how they live
(C) identify Constitution Day as a celebration of American freedom	30. Shows basic understanding of people and how they live
(D) use voting as a method for group decision making	30. Shows basic understanding of people and how they live

<b>Culture</b>	
<b>(11) The student understands similarities and differences among people.</b>	
(A) identify similarities and differences among people such as kinship, laws, and religion	30. Shows basic understanding of people and how they live
(B) identify similarities and differences among people such as music, clothing, and food	30. Shows basic understanding of people and how they live
<b>(12) The student understands the importance of family customs and traditions.</b>	
(A) describe and explain the importance of family customs and traditions	29. Demonstrates knowledge about self
(B) compare family customs and traditions	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live
<b>Science, technology, and society</b>	
<b>(13) The student understands ways technology is used in the home and school and how technology affects people's lives.</b>	
(A) identify examples of technology used in the home and school	28. Uses tools and other technology to perform tasks
(B) describe how technology helps accomplish specific tasks and meet people's needs	28. Uses tools and other technology to perform tasks
(C) describe how his or her life might be different without modern technology	28. Uses tools and other technology to perform tasks
<b>Social studies skills</b>	
<b>(14) The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.</b>	
(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions

(C) sequence and categorize information	13. Uses classification skills 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
<b>(15) The student communicates in oral and visual forms.</b>	
(A) express ideas orally based on knowledge and experiences	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 7 emerging to 8. Incorporates new, less familiar or technical words in everyday conversations
(B) create and interpret visuals, including pictures and maps	14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
<b>(16) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</b>	
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results

<b>Health Education</b>	
<b>Health Behaviors</b>	
<b>(1) The student recognizes that personal health decisions and behaviors affect health throughout life.</b>	
(A) identify and practice personal health habits that help individuals stay healthy such as a proper amount of sleep and clean hands	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
(B) identify types of foods that help the body grow such as healthy breakfast foods and snacks	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(C) identify types of exercise and active play that are good for the body	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>(2) The student understands that behaviors result in healthy or unhealthy conditions throughout the life span.</b>	
(A) identify the purpose of protective equipment such as a seat belt and a bicycle helmet	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(B) identify safe and unsafe places to play such as a back yard and a street	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(C) name the harmful effects of tobacco, alcohol, and other drugs	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(D) identify ways to avoid harming oneself or another person	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(E) practice safety rules during physical activity such as water safety and bike safety	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

(F) identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(G) demonstrate procedures for responding to emergencies including dialing 911	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(H) name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>(3) The student demonstrates decision-making skills for making health-promoting decisions.</b>	
(A) demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems	3. Participates cooperatively and constructively in group situations 3b. Solves social problems 4. Seeks adult help to resolve social problems
(B) plan a healthy meal and/or snack	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>Health Information</b>	
<b>(4) The student knows the basic structures and functions of the human body and how they relate to personal health.</b>	
(A) name the five senses	29. Demonstrates knowledge about self
(B) name major body parts and their functions	29. Demonstrates knowledge about self
(C) name and demonstrate good posture principles such as standing straight with shoulders back	29. Demonstrates knowledge about self



<b>(5) The student understands how to recognize health information.</b>	
(A) name people who can provide helpful health information such as parents, doctors, teachers, and nurses	30. Shows basic understanding of people and how they live
(B) explain the importance of health information	29. Demonstrates knowledge about self
<b>Influencing Factors</b>	
<b>(6) The student understands the difference between being sick and being healthy.</b>	
(A) tell how germs cause illness and disease in people of all ages	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
(B) name symptoms of common illnesses and diseases	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
(C) explain practices used to control the spread of germs such as washing hands	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs
(D) discuss basic parts of the body's defense system against germs such as the skin	29. Demonstrates knowledge about self
<b>(7) The student understands that various factors influence personal health.</b>	
(A) tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool	27. Demonstrates knowledge of Earth's environment
(B) identify ways to prevent the transmission of head lice such as sharing brushes and caps	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 6. Demonstrates confidence in meeting own needs

<b>Personal/Interpersonal Skills</b>	
<b>(8) The student understands ways to communicate consideration and respect for self, family, friends, and others.</b>	
(A) recognize and describe individual differences and communicate appropriately with all individuals	30. Shows basic understanding of people and how they live
(B) explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals	30. Shows basic understanding of people and how they live
(C) recognize and explain the importance of manners and rules for healthy communication	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
<b>(9) The student comprehends the skills necessary for building and maintaining healthy relationships.</b>	
(A) identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling an adult if he/she is threatened	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children 3. Participates cooperatively and constructively in group situations 3b. Solves social problems 6. Suggests solutions to social problems
(B) demonstrate skills for making new acquaintances	2. Establishes and sustains positive relationships 2c. Interacts with peers 6. Initiates, joins in, and sustains positive interactions with a small group of two to three children

<p><b>(10) The student understands that bullying behaviors result in unhealthy conditions throughout the life span.</b></p>	
<p>(A) identify bullying behaviors</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>
<p>(B) identify replacement behaviors to avoid bullying friends, family members, and peers</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>
<p>(C) demonstrate how to get help from a teacher, parent, or trusted adult in solving problems and conflicts with peers</p>	<p>3. Participates cooperatively and constructively in group situations                      3b. Solves social problems                      4. Seek adult to help resolve social problems</p>
<p>(D) describe appropriate actions to take in response to bullying</p>	<p>1. Regulates own emotions and behaviors                      1c. Takes care of own needs appropriately                      6. Demonstrates confidence in meeting own needs</p>

<b>Physical Education</b>	
<b>Movement</b>	
<b>(1) The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms.</b>	
(A) travel in different ways in a large group without bumping into others or falling	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
(B) demonstrate clear contrasts between slow and fast movement when traveling	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
(C) demonstrate non-locomotor (axial) movements such as bend and stretch	5. Demonstrates balancing skills 4. Experiments with different ways of balancing
(D) maintain balance while bearing weight on a variety of body parts	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
(E) walk forward and sideways the length of a beam without falling	5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
(F) demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of	4. Demonstrates traveling skills 7 emerging to 8. Coordinates complex movements in play and games
(G) roll sideways (right or left) without hesitating	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
(H) toss a ball and catch it before it bounces twice	6. Demonstrates gross-motor manipulative skills 6. Manipulates balls or similar objects with flexible body movements
<b>(2) The student applies movement concepts and principles to the learning and development of motor skills.</b>	
(A) identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes	29. Demonstrates knowledge about self
(B) demonstrate movement forms of various body parts such as head flexion, extension, and rotation	29. Demonstrates knowledge about self

<b>Physical activity and health</b>	
<b>(3) The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.</b>	
(A) describe and select physical activities that provide opportunities for enjoyment and challenge	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
(B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
(C) participate in appropriate exercises for flexibility in shoulders, legs, and trunk	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
(D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control  5. Demonstrates balancing skills 6. Sustains balance during simple movement experiences
(E) describe the benefits from involvement in daily physical activity such as feel better and sleep better	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
<b>(4) The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.</b>	
(A) observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(B) locate the lungs and explain their purpose	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(C) state that rest and sleep are important in caring for the body	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<b>(5) The student understands safety practices associated with physical activity and space.</b>	
(A) use equipment and space properly	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(B) know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
(C) explain how proper shoes and clothing promotes safe play and prevent injury	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being
(D) explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
(E) explain appropriate reactions during emergencies in physical activities	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 8. Takes responsibility for own well-being

<b>Social development</b>	
<b>(6) The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.</b>	
(A) respond appropriately to starting and stopping signals	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
(B) demonstrate the ability to play within boundaries during games and activities	4. Demonstrates traveling skills 6. Moves purposefully from place to place with control
<b>(7) The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</b>	
(A) follow rules, procedures, and safe practices	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders
(B) work in a group setting in cooperation with others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors
(C) share space and equipment with others	3. Participates cooperatively and constructively in group situations 3a. Balances needs and rights of self and others 6. Initiates the sharing of materials in the classroom and outdoors

<b>Fine Arts</b>	
<b>Art</b>	
<b>Perception</b>	
<b>(1) The student develops and organizes ideas from the environment.</b>	
(A) glean information from the environment, using the five senses	24. Uses scientific inquiry skills
(B) identify colors, textures, forms, and subjects in the environment	33. Explores the visual arts
<b>Creative expression/performance</b>	
<b>(2) The student expresses ideas through original artworks, using a variety of media with appropriate skill.</b>	
(A) create artworks using a variety of colors, forms, and lines	33. Explores the visual arts
(B) arrange forms intuitively to create artworks	33. Explores the visual arts
(C) develop manipulative skills when drawing, painting, printmaking, and constructing artworks, using a variety of materials	33. Explores the visual arts
<b>Historical/cultural heritage</b>	
<b>(3) The student demonstrates an understanding of art history and culture as records of human achievement.</b>	
(A) identify simple subjects expressed in artworks	33. Explores the visual arts
(B) share ideas about personal artworks and the work of others, demonstrating respect for differing opinions	33. Explores the visual arts
(C) relate art in everyday life	33. Explores the visual arts
<b>Response/evaluation</b>	
<b>(4) The student makes informed judgments about personal artworks and the artworks of others.</b>	
(A) express ideas about personal artworks	33. Explores the visual arts
(B) express ideas about original artworks, portfolios, and exhibitions by peers and artists	33. Explores the visual arts



<b>Music</b>	
<b>Perception</b>	
<b>(1) The student describes and analyzes musical sound and demonstrates musical artistry.</b>	
(A) identify the difference between the singing and speaking voice	34. Explores musical concepts and expression
(B) identify the timbre of adult voices and instruments	34. Explores musical concepts and expression
<b>Creative expression/performance</b>	
<b>(2) The student performs a varied repertoire music.</b>	
(A) sing or play classroom instruments independently or in a group	34. Explores musical concepts and expression
(B) sing songs from diverse cultures and styles independently or play such songs on musical instruments	30. Shows basic understanding of people and how they live 34. Explores musical concepts and expression
<b>Historical/cultural heritage</b>	
<b>(3) The student relates music to history, to society, and to culture.</b>	
(A) sing songs and play musical games from different cultures	34. Explores musical concepts and expression
(B) identify simple relationships between music and other subjects	34. Explores musical concepts and expression
<b>Response/evaluation</b>	
<b>(4) The student responds to and evaluates music and musical performance.</b>	
(A) identify steady beat in musical performances	34. Explores musical concepts and expression
(B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances	34. Explores musical concepts and expression

<b>Theatre</b>	
<b>Perception</b>	
<b>(1) The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.</b>	
(A) develop self-awareness through dramatic play	36. Explores drama through actions and language
(B) explore space, using expressive movement	35. Explores dance and movement concepts 36. Explores drama through actions and language
(C) imitate sounds	36. Explores drama through actions and language
(D) imitate and recreate objects in dramatic play	36. Explores drama through actions and language
<b>Creative expression/performance</b>	
<b>(2) The student interprets characters, using the voice and body expressively, and creates dramatizations.</b>	
(A) demonstrate safe use of movement and voice	35. Explores dance and movement concepts
(B) assume roles through imitation and recreation	36. Explores drama through actions and language
(C) identify the characteristics of dramatic play	36. Explores drama through actions and language
(D) participate in dramatic play	36. Explores drama through actions and language
<b>(3) The student applies design, directing, and theatre production concepts and skills.</b>	
(A) create playing space, simple materials	36. Explores drama through actions and language
(B) create costumes, using simple materials	36. Explores drama through actions and language
(C) plan dramatic play	36. Explores drama through actions and language
(D) cooperate with others in dramatic play	36. Explores drama through actions and language

<b>Historical/cultural heritage</b>	
<b>(4) The student relates theatre to history, society, and culture.</b>	
(A) play and replay real and imaginative situations of various cultures	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes  30. Shows basic understanding of people and how they live  36. Explores drama through actions and language
(B) play and replay stories from American history	14. Uses symbols and images to represent something not present 14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes  30. Shows basic understanding of people and how they live  36. Explores drama through actions and language
<b>Response/evaluation</b>	
<b>(5) The student responds to and evaluates theatre and theatrical performances.</b>	
(A) begin to identify appropriate audience behavior	36. Explores drama through actions and language
(B) respond to dramatic activities	36. Explores drama through actions and language
(C) demonstrate awareness of the use of music, creative movement, and visual components in dramatic play	36. Explores drama through actions and language
(D) observe the performance of artists and identify theatrical vocations	36. Explores drama through actions and language

<b>Technology Applications</b>	
<b>Kindergarten - Grade 2</b>	
<b>Creativity and innovation</b>	
<b>(1) The student uses creative thinking and innovative processes to construct knowledge and develop digital products.</b>	
(A) apply prior knowledge to develop new ideas, products, and processes	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
(B) create original products using a variety of resources	28. Uses tools and other technology to perform tasks
(C) explore virtual environments, simulations, models, and programming languages to enhance learning	28. Uses tools and other technology to perform tasks
(D) create and execute steps to accomplish a task	28. Uses tools and other technology to perform tasks
(E) evaluate and modify steps to accomplish a task	28. Uses tools and other technology to perform tasks
<b>Communication and collaboration</b>	
<b>(2) The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning.</b>	
(A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally	28. Uses tools and other technology to perform tasks
(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures	28. Uses tools and other technology to perform tasks
(C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium	28. Uses tools and other technology to perform tasks
(D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments	28. Uses tools and other technology to perform tasks

<b>Research and information fluency</b>	
<b>(3) The student acquires and evaluates digital content.</b>	
(A) use search strategies to access information to guide inquiry	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions  28. Uses tools and other technology to perform tasks
(B) use research skills to build a knowledge base regarding a topic, task, or assignment	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
(C) evaluate the usefulness of acquired digital content	28. Uses tools and other technology to perform tasks
<b>Critical thinking, problem solving, and decision making</b>	
<b>(4) The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources.</b>	
(A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem	28. Uses tools and other technology to perform tasks
(B) evaluate the appropriateness of a digital tool to achieve the desired product	28. Uses tools and other technology to perform tasks
(C) evaluate products prior to final submission	28. Uses tools and other technology to perform tasks
(D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages	28. Uses tools and other technology to perform tasks
<b>Digital citizenship</b>	
<b>(5) The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources.</b>	
(A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  28. Uses tools and other technology to perform tasks

(B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  28. Uses tools and other technology to perform tasks
(C) practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 6. Manages classroom rules, routines, and transitions with occasional reminders  28. Uses tools and other technology to perform tasks
<b>Technology operations and concepts</b>	
<b>(6) The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations.</b>	
(A) use appropriate terminology regarding basic hardware, software applications, programs, networking, virtual environments, and emerging technologies	28. Uses tools and other technology to perform tasks
(B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems	28. Uses tools and other technology to perform tasks
(C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files	28. Uses tools and other technology to perform tasks
(D) use a variety of input, output, and storage devices	28. Uses tools and other technology to perform tasks
(E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning	28. Uses tools and other technology to perform tasks
(F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning	28. Uses tools and other technology to perform tasks
(G) use the help feature online and in applications	28. Uses tools and other technology to perform tasks