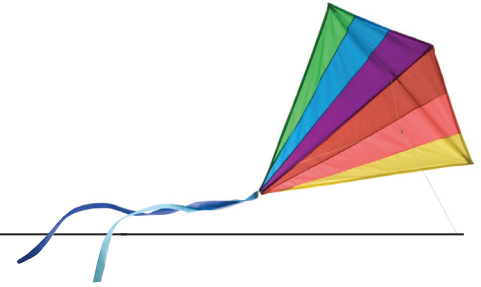




Alignment of



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



WITH

**Alignment of Tennessee Kindergarten Curriculum Standards
With
*Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten***

This document aligns the content areas and grade level expectations in the following Tennessee standards documents with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD®* assessment system.

References

Dance-

http://www.tn.gov/education/ci/arts/doc/ART_DAN_K.pdf

Theatre-

http://www.tn.gov/education/ci/arts/doc/ART_TH_K.pdf

Music-

http://www.tn.gov/education/ci/arts/doc/ART_MUS_K.pdf

Visual Art-

http://www.tn.gov/education/ci/arts/doc/ART_VA_K.pdf

Math-

http://www.tn.gov/education/ci/math/doc/MA_Grade_K.pdf

Reading-

http://www.tn.gov/education/ci/english/doc/READ_Grade_K.pdf

Science-

http://www.tn.gov/education/ci/sci/doc/SCI_Grade_K.pdf

English/Language Arts –

http://www.tn.gov/education/ci/english/doc/ENG_Grade_K.pdf

ELL-

http://www.tn.gov/education/ci/esl/doc/ELL_Standards.pdf

Social Studies-

http://www.tn.gov/education/ci/ss/doc/SS_Grade_K.pdf

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD® Objectives for Development & Learning: Birth Through Kindergarten*. Washington, DC: Teaching Strategies, Inc.

Tennessee Kindergarten Curriculum Standards	
TENNESSEE CURRICULUM STANDARDS: FINE ARTS	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Dance	
Standard 1.0: Elements and Skills	
<p>Students will identify and demonstrate movement elements and skills in performing dance.</p> <p>1.1 Demonstrate non-locomotor movements. (Such as bend, twist, stretch, and swing.</p> <p>1.2 Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop slide and skip) traveling forward, backward, sideward, and turning.</p> <p>1.3 Practice movement in personal and general space.</p> <p>1.4 Explore personal space (far-reach, mid-reach and near-reach.)</p> <p>1.5 Create a variety of body shapes (straight, angular, curved, and twisted) at low, middle and high levels.</p> <p>1.6 Demonstrate movements in straight and curved pathways.</p> <p>1.7 Identify selected individual body parts.</p> <p>1.8 Explore selected qualities of energy in movement (smooth, sharp, vibratory and swinging.)</p> <p>1.9 Move to a steady beat.</p> <p>1.10 Demonstrate a basic understanding of spatial relationships between body parts (i.e. beside, between, over, under, together and apart.)</p>	<p>4. Demonstrates traveling skills 8. Contributes complex movements in play and games .</p> <p>5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences</p> <p>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</p> <p>35. Explores dance and movement concepts</p>
Standard 2.0: Choreography	
<p>Students will understand choreographic principles, processes, and structures.</p> <p>2.1 Recognize the beginning, middle, and ending of a movement sequence.</p> <p>2.2 Demonstrate the following partner skills: copying, leading and following.</p> <p>2.3 Respond in movement to stories and music.</p>	<p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p>

Tennessee Kindergarten Curriculum Standards	
Standard 3.0: Creativity and Communication	
Students will understand dance as a way to create and communicate meaning. 3.1 Observe how dance is different from other forms of human movement (such as sports or everyday gestures.) 3.2 Create and share one's own dances (short movement studies) with peers. 3.3 Recognize appropriate audience behavior for informal classroom dance performances.	35. Explores dance and movement concepts
Standard 4.0: Criticism	
Students will apply and demonstrate critical and creative thinking skills in dance. 4.1 Explore a solution to a given movement problem. 4.2 Observe and describe dances.	35. Explores dance and movement concepts
Standard 5.0: Cultural/Historical	
Students will demonstrate and understand dance in various cultures and historical periods. 5.1 Participate in a folk dance from a given culture. 5.2 Recognize and explore how people use dance as a part of ceremonies.	30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge 35. Explores dance and movement concepts
Standard 6.0: Health	
Students will make connections between dance and healthful living. 6.1 Discuss healthy practices.	35. Explores dance and movement concepts
Standard 7.0: Interdisciplinary Connections	
Students will make connections between dance and other disciplines. 7.1 Explore ways in which the same idea can be expressed in dance and in one other art form. 7.2 Explore the connection between dance and one other academic discipline.	35. Explores dance and movement concepts
Theatre	
Standard 1.0: Script Writing	
Students will create scripts through planning and recording improvisations based on personal experience and heritage, imagination, literature and history. 1.1 Experience the process of scene development. 1.2 Participate in scene development by exploring story sequence. 1.3 Use realistic and fantasy scenarios in guided dramatic play.	30. Shows basic understanding of people and how they live 36. Explores drama through actions and language

Tennessee Kindergarten Curriculum Standards	
Standard 2.0 Character Acting	
Students will develop basic acting skills by assuming roles and interacting in improvisation. 2.1 Experiment with sensory and emotional experiences to create a character. 2.2 Use imagination to recreate a character. 2.3 Practice improvisational skills to create characters. 2.4 Develop awareness of movement as a means of expression. 2.5 Develop awareness of the voice as a means of expression.	36. Explores drama through actions and language
Standard 3.0: Scene Design	
Students will design by visualizing and arranging environments for classroom dramatizations. 3.1 Discover various visual elements and aural qualities in dramatic activities. 3.2 Develop awareness of design elements needed for dramatic activities. 3.3 Practice safe use of costumes, properties and scenery for dramatic activities.	33. Explores the visual arts 36. Explores drama through actions and language
Standard 4.0: Theatrical Presentation	
Students will compare and connect art forms by describing theatre, dramatic media (such as film, television, and electronic media) and other art forms. 4.1 Recognize other art forms used in theatre. 4.2 Utilize other art forms in dramatic activities. 4.3 Recognize the role of the audience and demonstrate appropriate audience etiquette.	36. Explores drama through actions and language
Standard 5.0: Scene Comprehension	
Students will analyze and explain personal preferences and construct meanings from classroom dramatizations, theatre, film, and multimedia productions. 5.1 Experience creative drama, formal theatre, film and/or television.	36. Explores drama through actions and language
Standard 6.0: Context	
Students will understand cultural context by recognizing the role of theatre, film, television and electronic media in daily life. 6.1 Explore similarities and differences between real life and theatre, television and multimedia. 6.2 Develop an awareness of real life experiences and fantasy through guided dramatic play.	33. Explores the visual arts 36. Explores drama through actions and language

Music	
Standard 1.0: Singing	
<p>Students will sing alone and with others, a varied repertoire of music.</p> <p>1.1a Develop skill in singing simple songs</p> <p>1.1b Demonstrate whispering, speaking, shouting, and singing voices</p> <p>1.1.1 Demonstrate vocally, singing and speaking voices.</p> <p>1.1.2 Sing, with others, a simple song on pitch.</p> <p>1.1.3 Sing, alone, a simple song on pitch.</p> <p>1.2a Explore high and low pitches.</p> <p>1.2b Sing, alone, a so-mi pattern accurately.</p> <p>1.2.1 Demonstrate, vocally, high and low pitches.</p> <p>1.2.2 Sing a so-mi pattern.</p> <p>1.2.3 Sing, matching pitch, a so-mi pattern.</p> <p>1.3a Explore upward and downward direction vocally.</p> <p>1.3b Sing a short melodic pattern that moves in an upward and/or downward direction.</p> <p>1.3.1 Create vocal sounds that move upward and downward in response to visual and movement cues.</p> <p>1.3.2 Sing, with a group, short melodic patterns that move upward and downward.</p> <p>1.3.3 Sing, with a group, a simple song that moves upward and downward.</p>	<p>34. Explores musical concepts and expression</p>

Tennessee Kindergarten Curriculum Standards	
Standard 2.0: Playing Instruments	
<p>Students will perform on instruments, alone and with others, a carried repertoire of music.</p> <p>2.1a Develop skill in reproducing steady beat.</p> <p>2.1b Imitate a steady beat using their body.</p> <p>2.1.1 Identify a steady beat.</p> <p>2.1.2 Imitate a steady beat using body percussion or instruments.</p> <p>2.1.3 Maintain a steady beat independently.</p> <p>2.2 Explore playing long/short and fast/slow sounds.</p> <p>2.2b Perform long and short sounds on instruments.</p> <p>2.2.1 Identify long/short and fast/slow sounds.</p> <p>2.2.2 Imitate long/short and fast/slow sounds.</p> <p>2.2.3 Choose and play long/short and/or fast/slow sounds appropriate for song, story, poem, or recorded selection.</p> <p>2.3a Play high and low sounds.</p> <p>2.3b Perform high and low sounds on instruments from visual or verbal cues.</p> <p>2.3.1 Identify high and low sounds.</p> <p>2.3.2 Perform high and low sounds from visual or verbal cues.</p> <p>2.3.3 Choose and play high or low sounds appropriate for song, story, poem, or recorded selection.</p>	34. Explores musical concepts and expression
Standard 3.0: Improvising	
<p>Students will improvise melodies, variations, and accompaniments.</p> <p>3.1a Create instrumental sounds to accompany songs, poems, and stories</p> <p>3.1b Play, on a percussion instrument an improvised accompaniment for a song, poem, and/or story within specified teacher instruction.</p> <p>3.1.1 Explore playing sounds non-rhythmically using body percussion.</p> <p>3.1.2 Explore playing sounds non-rhythmically using percussion instruments.</p> <p>3.1.3 Select appropriate sounds from teacher-provided instruments.</p> <p>3.2a Create vocal sounds to accompany songs, poems, and stories.</p> <p>3.2b Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.</p> <p>3.2.1 Explore random vocal sounds.</p> <p>3.2.2 Explore selected vocal sounds.</p> <p>3.2.3 Improvise vocal sounds appropriate to the teacher-selected song, poem, or story.</p>	34. Explores musical concepts and expression

<p>3.3a Improvise creative movement to accompany songs, poems, stories, and listening examples.</p> <p>3.3b Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.</p> <p>3.3.1 Explore movement in response to a given song, poem, story, or listening example.</p> <p>3.3.2 Explore movements in response to teacher-provided parameters.</p> <p>3.3.3 Improvise movements appropriate to teacher-selected song, story, or listening example.</p>	
Standard 4.0: Composing	
<p>Students will compose and arrange music within specific guidelines.</p> <p>4.1a Create short compositions using a variety of sounds.</p> <p>4.1b Create a composition using a variety of sounds following teacher guidelines.</p> <p>4.1.1 Explore a variety of sounds.</p> <p>4.1.2 Create a composition using a variety of sounds.</p> <p>4.1.3 Create and demonstrate a composition using a variety of sounds.</p>	34. Explores musical concepts and expression
Standard 5.0: Reading and Notating	
<p>Students will read and notate music.</p> <p>5.1a Interpret iconic representations of steady beat.</p> <p>5.1b Perform a steady beat following iconic notation provided by the teacher.</p> <p>5.1.1 Recognize iconic notation for steady beat.</p> <p>5.1.2 Interpret iconic notation for a steady beat.</p> <p>5.1.3 Interpret iconic notation for beat and no beat.</p> <p>5.2a Interpret iconic representation of melodic direction.</p> <p>5.2b Perform melodic direction following iconic notation provided by the teacher.</p> <p>5.2.1 Recognize iconic notation for melodic direction.</p> <p>5.2.2 Interpret and perform iconic notation for melodic direction.</p> <p>5.2.3 Interpret and perform iconic notation for high and low sounds.</p>	34. Explores musical concepts and expression
Standard 6.0: Listening and Analyzing	
<p>Students will listen to, analyze, and describe music.</p> <p>6.1a Recognize same and different sections in familiar pieces of music.</p> <p>6.1b Demonstrate a moment of stillness before and after performing a song/poem and/or performing movement to a listening example.</p> <p>Demonstrate same and different within a music selection by using</p>	34. Explores musical concepts and expression

<p>contrasting movements.</p> <p>6.1.1 Recognize that music has a beginning and an ending.</p> <p>6.1.2 Respond to same and different within a musical selection.</p> <p>6.1.3 Recognize same and different sections within a two-section musical selection.</p> <p>6.2a Recognize the difference between voices and instruments.</p> <p>6.2b Identify a sound in a teacher-provided example as vocal or instrumental.</p> <p>6.2.2 Recognize the difference between one voice or instrument and many voices or instruments.</p> <p>6.2.3 Recognize differences between the voices of men, women, and children. Recognize selected instruments by sight and/or sound.</p> <p>6.3a Recognize musical characteristics in selected pieces of music.</p> <p>6.3b Demonstrate fast and slow movements in response to a teacher-provided example. Identify musical selections as loud or soft.</p> <p>6.3.1 Demonstrate fast, slow, loud, and soft.</p> <p>6.3.2 Identify a selection as fast or slow. Identify a selection as loud or soft.</p> <p>6.3.3 Identify a selection as fast or slow and loud or soft.</p>	
<p>Standard 7.0: Evaluating</p>	
<p>Students will evaluate music and music performances.</p> <p>7.1a Evaluate musical performances based on an age-appropriate criteria.</p> <p>7.1b Identify one feature, selected from options provided by the teacher, observed and/or heard during a performance) e.g., fast/slow, loud/soft, standing up straight.)</p> <p>7.1.1 Discuss a musical performance using teacher-given criteria.</p> <p>7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.</p> <p>7.1.3 Discuss what students see and hear during classroom performances using grade appropriate vocabulary.</p> <p>7.2a Develop and evaluate appropriate audience behaviors during a performance.</p> <p>7.2b Demonstrate sitting quietly during a performance.</p> <p>7.2.1 Discuss appropriate audience behaviors during a performance.</p> <p>7.2.2 Demonstrate appropriate audience behaviors during a performance.</p> <p>7.2.3 Evaluate audience behaviors exhibited during a performance.</p>	<p>34. Explores musical concepts and expression</p>

Standard 8.0: Interdisciplinary Connections	
Students will understand relationships between music, the other arts, and disciplines outside the arts. 8.1a Experience relationships between music and dance, visual art, and/or theatre. 8.1b Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence). 8.1.1 Experience music and dance, theatre, and/or visual art. 8.1.2 Explore common elements between music and dance, theatre, and/or visual art. 8.1.3 Identify common elements between music and dance, theatre, and/or visual art. 8.2a Experience relationships between music and language arts. 8.2b Identify the sequence of events in a song, poem, or story. 8.2.1 Experience music and language arts. 8.2.2 Explore common elements between music and language arts.	33. Explores the visual arts 34. Explores musical concepts and expression 35. Explores dance and movement concepts
Standard 9.0: Historical and Cultural Connections	
Students will understand music in relation to history and culture. 9.1a Experience music from various historical periods and cultures. 9.1.1 Explore musical examples from various historical periods and cultures. 9.1.2 Experience songs and singing games from various historical periods and cultures. 9.1.3 Experience songs and singing games from various historical periods and cultures.	30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge 34. Explores musical concepts and expression
Visual Art	
Standard 1.0: Media, Techniques, and Processes	
Students will understand and apply media, techniques, and processes. 1.1a Use selected tools and media in a safe manner. 1.1b Demonstrate developmentally appropriate use of tools and media. (e.g., scissors, glue, pencils, markers, crayons, paint brushes, paint, paper.) Use tools in a safe manner. 1.1.1 Identify teacher selected tools and media and describe how to use them in a safe manner. 1.1.2 Demonstrate the use of teacher selected tools and media in a safe manner.	33. Explores the visual arts

<p>1.1.3 Demonstrate precision in the use of teacher selected tools and media in a safe manner.</p> <p>1.2a Explore a variety of techniques.</p> <p>1.2b Paint, glue, cut, sculpt, draw, collage, and print at a developmentally appropriate level.</p> <p>1.2.1 Recognize a variety of teacher selected techniques.</p> <p>1.2.2 Recognize and explain a variety of teacher selected techniques.</p> <p>1.2.3 Demonstrate a variety of teacher sequenced techniques.</p> <p>1.3a Experiment with a variety of processes.</p> <p>1.3b Demonstrate developmentally appropriate knowledge of art processes (e.g., painting, printing, mixed media.)</p> <p>1.3.1 Recognize a variety of teacher selected processes.</p> <p>1.3.2 Recognize and explain a variety of teacher selected processes.</p> <p>1.3.3 Demonstrate a variety of teacher selected processes.</p> <p>1.4a Explore levels of craftsmanship.</p> <p>1.4b Produce artwork with developmentally appropriate craftsmanship.</p> <p>Identify levels of craftsmanship in artwork.</p> <p>1.4.1 Examine levels of craftsmanship as modeled by the teacher.</p> <p>1.4.2 Discuss levels of craftsmanship as modeled by the teacher.</p> <p>1.4.3 Identify levels of craftsmanship as modeled by the teacher.</p>	
<p>Standard 2.0: Structures and Functions</p>	
<p>Students will use knowledge of structures and functions.</p> <p>2.1a Identify the elements of art.</p> <p>2.1b Demonstrate developmentally appropriate knowledge of the elements of art.</p> <p>Use appropriate vocabulary to identify the elements of art.</p> <p>2.1.1 Name examples of lines, shapes, colors, textures, form, and space.</p> <p>2.1.2 Describe examples of lines, shapes, colors, textures, form, and space.</p> <p>2.1.3 Classify examples of the elements of art.</p> <p>2.2a Identify the principles of design.</p> <p>2.2b Demonstrate developmentally appropriate knowledge of the principles of design.</p> <p>Use appropriate vocabulary to identify the principles of design.</p> <p>2.2.1 Experience examples of these principles of design: balance, variety,</p>	<p>33. Explores the visual arts</p>

<p>rhythm and proportion.</p> <p>2.2.2 Experience examples of the principles of design.</p> <p>2.2.3 Recognize examples of the principles of design.</p> <p>2.3.1 Explore purposes of artwork selected by the teacher.</p> <p>2.3.2 Explore and describe purposes of artwork selected by the teacher.</p> <p>2.3.3 Sort purposes of artwork selected by the teacher.</p> <p>2.4a Recognize that art has a context.</p> <p>2.4b Demonstrate developmentally appropriate knowledge of contexts in art.</p> <p>2.4.1 Explore context of artwork selected by the teacher.</p> <p>2.4.2 Explore and describe context of artwork selected by the teacher.</p> <p>2.4.3 Identify context of artwork selected by the teacher.</p>	
Standard 3.0: Evaluation	
<p>Students will choose and evaluate a range of subject matter, symbols, and ideas.</p> <p>3.1a Select subject matter, symbols, and ideas for the student's own art.</p> <p>3.1b Choose developmentally appropriate subject matter with teacher guidance.</p> <p>3.1c Choose developmentally appropriate ideas with teacher guidance.</p> <p>3.1.1 Explore teacher selected subject matter, symbols, and ideas in the student's own art.</p> <p>3.1.2 Choose subject matter, symbols, and ideas for the student's own art.</p> <p>3.1.3 Select and apply subject matter, symbols, and ideas in the student's own work.</p> <p>3.2a Describe subject matter, symbols, and ideas in the student's own art.</p> <p>3.2b Create and explain artwork using developmentally appropriate subject matter.</p> <p>3.2c Create and explain artwork using developmentally appropriate symbols.</p> <p>3.2d Create and explain artwork using developmentally appropriate ideas.</p> <p>3.2.1 Recognize subject matter and symbols in the student's own art.</p> <p>3.2.2 Identify subject matter, symbols, and ideas in the student's own art.</p> <p>3.2.3 Explain subject matter, symbols, and ideas in the student's own art.</p> <p>3.3a Describe subject matter, symbols, and ideas in others' art.</p> <p>3.3b Describe, in a developmentally appropriate way, subject matter in others' artwork.</p> <p>3.3c Describe, in a developmentally appropriate way, symbols in others' artwork.</p>	<p>33. Explores the visual arts</p>

<p>3.3d Describe, in a developmentally appropriate way, ideas in others' artwork.</p> <p>3.3.1 Recognize subject matter and symbols in others art.</p> <p>3.3.2 Identify subject matter, symbols, and ideas in others art.</p> <p>3.3.3 Explain subject matter, symbols, and ideas in others art.</p>	
Standard 4.0: Historical and Cultural Relationships	
<p>Students will understand the visual arts in relation to history and cultures.</p> <p>4.1a Recognize that art comes from different cultures, times, and places.</p> <p>4.2a Demonstrate developmentally appropriate knowledge of art from different cultures, times, and places.</p> <p>4.1.1 Explore teacher selected art from different cultures and places.</p> <p>4.1.2 Explore teacher selected art from different cultures, times, and places.</p> <p>4.2.2 Identify teacher selected art from different cultures, times, and places.</p>	<p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places</p> <p>32. Demonstrates simple geographic knowledge</p> <p>33. Explores the visual arts</p>
Standard 5.0: Reflecting and Assessing	
<p>The student will reflect upon and assess the characteristics and merits of their work and the work of others.</p> <p>5.1a Recognize the characteristics and merits of the student's own work.</p> <p>5.1b Discuss, with the teacher, the characteristics and merits of the student's own work.</p> <p>5.1.1 Explore the characteristics and merits of the student's own work as guided by the teacher.</p> <p>5.1.2 Recognize the characteristics and merits of the student's own work as guided by the teacher.</p> <p>5.1.3 Recognize and explain the characteristics and merits of the student's own work as guided by the teacher.</p> <p>5.2a Recognize the characteristics and merits of others' work.</p> <p>5.2b Discuss, within a group, the characteristics and merits of others' work.</p> <p>5.2.1 Explore the characteristics and merits of others' work as guided by the teacher.</p> <p>5.2.2 Recognize the characteristics and merits of others' work as guided by the teacher.</p> <p>5.2.3 Recognize and explain the characteristics and merits of others' work as guided by the teacher.</p> <p>5.3a Recognize that viewers have various responses to art.</p> <p>5.3b Discuss, with teacher guidance, that viewers may have various responses to art.</p> <p>5.3.1 Explore various responses to art as guided by the teacher.</p>	<p>33. Explores the visual arts</p>

5.3.2 Recognize various responses to art as guided by the teacher. 5.3.3 Recognize and identify various responses to art as guided by the teacher.	
Standard 6.0: Interdisciplinary Connections	
<p>Students will make connections between visual arts and other disciplines.</p> <p>6.1a Recognize connections between visual art and other arts disciplines.</p> <p>6.1b Identify connections between visual art and music.</p> <p>6.1c Identify connections between visual art and theatre.</p> <p>6.1d Identify connections between visual art and dance.</p> <p>6.1.1 Explore connections between visual art and other arts disciplines as guided by the teacher.</p> <p>6.1.2 Recognize connections between visual art and other arts disciplines as guided by the teacher.</p> <p>6.1.3 Recognize and identify connections between visual art and other arts disciplines as guided by the teacher.</p> <p>6.2a Recognize connections between visual art and other disciplines in the curriculum.</p> <p>6.2b Identify connections between visual art and language arts.</p> <ul style="list-style-type: none"> • Identify connections between visual art and physical education. • Identify connections between visual art and mathematics. • Identify connections between visual art and social studies. • Identify connections between visual art and science. • Identify connections between visual art and technology. • Identify connections between visual art and school counseling and career guidance. • Identify connections between visual art and health education. • Identify connections between visual art and world languages. <p>6.2.1 Explore connections between visual art and other disciplines in the curriculum as guided by the teacher.</p> <p>6.2.2 Recognize connections between visual art and other disciplines in the curriculum as guided by the teacher.</p> <p>6.2.3 Recognize and identify connections between visual art and other disciplines in the curriculum as guided by the teacher.</p>	<p>33. Explores the visual arts</p> <p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p> <p>36. Explores drama through actions and language</p>

Tennessee Kindergarten Curriculum Standards	<i>Teaching Strategies GOLD</i> ® Objectives, Dimensions, and Indicators
Standard 1- Mathematical Processes	
Grade Level Expectations	
GLE 0006.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
GLE 0006.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution. GLE 0006.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.	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
GLE 0006.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.	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 14. Uses symbols and images to represent something not present 14a. Thinks symbolically 8. Represents objects, places, and ideas with increasingly abstract symbols
GLE 0006.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.	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 21a. Understands spatial relationships 8. Uses and makes simple sketches, models, or pictorial maps to locate objects
GLE 0006.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations 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

Tennessee Kindergarten Curriculum Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
GLE 0006.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results 30. Shows basic understanding of people and how they live
GLE 0006.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.	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 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 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>
Standard 2: Number and Operations	
Grade Level Expectations	
GLE 0006.2.1 Count objects in a set and use numbers, including written numerals to 25. GLE 0006.2.2 Create, represent and recognize a set with a given number of objects.	20. Uses number concepts and operations 20a. Counts 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
GLE 0006.2.3 Recognize, compare and order sets of numerals by using both cardinal and ordinal meanings.	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 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>
GLE 0006.2.4 Understand addition as “putting together” and subtraction as “breaking apart.”	20. Uses number concepts and operations 20b. Quantifies 8. Uses a variety of strategies (counting objects or fingers, counting on, or

Tennessee Kindergarten Curriculum Standards	Teaching Strategies GOLD® Objectives, Dimensions, and Indicators
	counting back) to solve problems with more than 10 objects
GLE 0006.2.5 Model the numbers 1 through 10 as sums or differences of different sets of whole numbers (composing and decomposing numbers).	20. Uses number concepts and operations 20a. Counts 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 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
Standard 3: Algebra	
Grade Level Expectations	
GLE 0006.3.1 Identify, duplicate, and extend simple number patterns and sequential and growing patterns.	23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
GLE 0006.3.2 Recognize attributes (such as color, shape, size) and patterns (such as repeated pairs, bilateral symmetry).	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 23. Demonstrates knowledge of patterns 8. Recognizes, creates, and explains more complex repeating and simple growing patterns
GLE 0006.3.3 Describe qualitative change.	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 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>
Standard 4: Geometry and Measurement	
Grade Level Expectations	
GLE 0006.4.1 Interpret and describe the physical world with geometric ideas and vocabulary.	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 21b. Understands shapes

Tennessee Kindergarten Curriculum Standards	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
	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
GLE 0006.4.2 Use positional terms to specify locations with simple relationships.	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
GLE 0006.4.3 Compare and order measurable attributes of objects directly (by comparing them with each other) and indirectly (by comparing both with a third object).	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 22. Compares and measures 8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from <i>first</i> to <i>tenth</i>
Standard 5: Data, Probability and Statistics	
Grade Level Expectations	
GLE 0006.5.1 Sort objects and use one or more attributes to solve problems. GLE 0006.5.2 Re-sort objects using new attributes.	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
TENNESSEE SCIENCE STANDARDS	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Embedded Inquiry	
Grade Level Expectations	
GLE 0007.Inq.1 Observe the world of familiar objects using the senses and tools.	24. Uses scientific inquiry skills
GLE 0007.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions 24. Uses scientific inquiry skills
GLE 0007.Inq.3 Explain the data from an investigation.	11. Demonstrates positive approaches to learning 11a. Attends and engages 8. Sustains attention to tasks or projects over time (days to weeks); can return to activities after interruptions

Tennessee Kindergarten Curriculum Standards	<i>Teaching Strategies GOLD</i> ® Objectives, Dimensions, and Indicators
	11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results 24. Uses scientific inquiry skills
Embedded Technology and Engineering	
Grade Level Expectations	
GLE 0007.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use. 0007.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.	25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials
GLE 0007.T/E.2 Apply engineering design and creative thinking to solve practical problems. 0007.T/E.2 Invent designs for simple products. 0007.T/E.3 Use tools to measure materials and construct simple products.	28. Uses tools and other technology to perform tasks
Life Science	
Standard 1: Cells	
Grade Level Expectations	
GLE 0007.1.1 Recognize that many things are made of parts. 0007.1.1 Use puzzles to determine that there are many parts that make up a whole. 0007.1.2 Use building blocks to create a whole from the parts. 0007.1.3 Take apart an object and describe how the parts work together.	26. Demonstrates knowledge of the physical properties of objects and materials
Standard 2: Independence	
Grade Level Expectations	
GLE 0007.2.1 Recognize that some things are living and some are not. 0007.2.1 Categorize objects or images of objects as living or non-living according to their characteristics.	25. Demonstrates knowledge of the characteristics of living things
GLE 0007.2.2 Know that people interact with their environment through their senses 0007.2.2 Use the senses to investigate and describe an object.	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things

Standard 3: Flow of Matter and Energy	
Grade Level Expectations	
GLE 0007.3.1 Recognize that living things require water, food, and air. 0007.3.1 Observe plants and animals and make records of their similarities and differences. 0007.3.2 Record information about the care, feeding, and maintenance of a living thing.	25. Demonstrates knowledge of the characteristics of living things
Standard 4: Heredity	
Grade Level Expectations	
GLE 0007.4.1 Observe how plants and animals change as they grow. GLE 0007.4.2 Observe that offspring resemble their parents. 0007.4.1 Observe a plant to identify how it changes as it grows from a seed to the adult plant and record data using non-standard measurement devices. 0007.4.2 Match pictures of seedlings to adult plants and a juvenile to the adult animal.	25. Demonstrates knowledge of the characteristics of living things
Standard 5: Biodiversity and Change	
Grade Level Expectations	
GLE 0007.5.1 Compare the basic features of plants and animals. 0007.5.1 Use a variety of representations to describe similarities and differences among plants and animals. 0007.5.2 Create a mural of an ecosystem and compare the characteristics of animals and plants within that environment. 0007.5.3 Match pictures of animal and plant characteristics needed for survival to appropriate environments.	25. Demonstrates knowledge of the characteristics of living things
Standard 6: The Universe	
Grade Level Expectations	
GLE 0007.6.1 Know the different objects that are visible in the day and night sky. 0007.6.1 Create a Venn diagram to compare the objects that can be seen in the day and night sky. 0007.6.2 Observe, discuss, and draw objects found in the day and night sky.	27. Demonstrates knowledge of Earth's environment
Standard 7: The Earth	
Grade Level Expectations	
GLE 0007.7.1 Identify non-living materials found on the surface of the earth.	26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment

GLE 0007.7.2 Recognize that some objects are manmade and that some occur naturally. 0007.7.1 Identify non-living materials found on the school site and discuss how these materials are similar and different. 0007.7.2 Investigate and compare a variety of non-living materials using simple tools. 0007.7.3 Observe familiar environments and make lists of natural and man-made objects.	
Standard 8: The Atmosphere	
Grade Level Expectations	
GLE 0007.8.2 Collect daily weather data at different times of the year. 0007.8.1 Collect, compare, and record daily weather data during different seasons. 0007.8.2 Infer the relationship between temperature and seasonal change by maintaining a paper chain on which dates are recorded and temperature described according to different colors.	27. Demonstrates knowledge of Earth's environment
Standard 9: Matter	
Grade Level Expectations	
GLE 0007.9.1 Describe an object by its observable properties. GLE 0007.9.2 Identify objects and materials as solids or liquids. 0007.9.1 Observe, identify, and compare the properties of various objects such as color, shape, and size. 0007.9.2 Observe, discuss, and compare characteristics of various solids and liquids.	27. Demonstrates knowledge of Earth's environment
Standard 10: Energy	
Grade Level Expectations	
GLE 0007.10.1 Identify the sun as the source of heat and light. GLE 0007.10.2 Investigate the effect of the sun on a variety of materials. 0007.10.1 Place a thermometer in a sunny window and one in a shady area of the classroom and record the temperatures over time. Compare, discuss, and record any temperature differences. 0007.10.2 Investigate the temperature differences in various locations around the school. Discuss and record the results. 0007.10.3 Place a thermometer under pieces of different colored paper on a sunny window. Compare results and discuss possible causes.	27. Demonstrates knowledge of Earth's environment

Standard 11: Motion	
Grade Level Expectations	
GLE 0007.11.1 Explore different ways that objects move. 0007.11.1 Use a variety of objects to demonstrate different types of movement.	27. Demonstrates knowledge of Earth's environment
TENNESSEE CURRICULUM STANDARDS: ENGLISH LANGUAGE ARTS	<i>Teaching Strategies GOLD® Objectives, Dimensions, and Indicators</i>
Standard 1- Language	
GLE 0001.1.3 Develop and maintain phonological awareness. GLE 0001.1.4 Begin to explore the alphabetic principle.	See below.
0001.1.1 Recognize end punctuation marks for statements (period), questions (question mark) and emotions (exclamation mark). 0001.1.2 Recognize capitalization at the beginning of sentences.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 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
0001.1.3 Use capitalization when writing names. 0001.1.4 Spell own first and last name	19. Demonstrates emergent writing skills 19a. Writes name 6. Accurate name
0001.1.5 Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
0001.1.6 Read high frequency words (e.g., the, and, can color words, number words).	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
0001.1.7 Recognize nonlinguistic representations of words (e.g., picture dictionary, room labels, common symbols such as stop 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
0001.1.8 Use context clues to identify vocabulary in text.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write
0001.1.9 Build vocabulary by reading, listening to, and discussing a variety of literature	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

Phonemic Awareness	
0001.1.10 Maintain phonemic awareness <ul style="list-style-type: none"> Understand that a phoneme is one distinct sound. Use sound stretching of one-syllable words to identify each phoneme. Use sound blending of each separately spoken phoneme to make meaningful words. Segment one-syllable words into individual sounds and blend the sounds into whole words. Understand words are made up of one or more syllables. Recognize and produce rhyming words. Recognize words that have the same beginning and ending sounds. 	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 8. Generates a group of rhyming words when given a word 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word 15c. Notices and discriminates smaller and smaller units of sound 8. Verbally separates and blends individual phonemes in words
Phonics	
0001.1.11 Apply phonics generalizations in order to decode words. <ul style="list-style-type: none"> Recognize and name all uppercase/lowercase letters of the alphabet. Understand that the sequence of letters in a written word represents the sequence of sounds in a word. Use letter-sound matches to decode simple words. Understand that as letters of a word change, so do the sounds (alphabetic principle). Make new words using common word families. Use the first letter of a word paired with a picture as a decoding strategy. 	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 8. Identifies and names all upper- and lowercase letters when presented in random order 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write
Standard 2: Communication	
GLE 0001.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion. GLE 0001.2.2 Develop critical speaking skills essential for effective communication.	See below.
Listening	
0001.2.1 Use appropriate listening skills. 0001.2.2 Listen attentively to speaker for specific information.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
0001.2.3 Understand and follow simple two-step oral directions.	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

0001.2.4 Summarize what has been heard using the logical sequence of events.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
Speaking	
0001.2.5 Use rules for conversation.	10. Uses appropriate conversational and other communication skills 10b. Uses social rules of language 8. Uses acceptable language and social rules during communication with others
0001.2.6 Speak clearly, properly, and politely; recognize the difference between formal and informal language.	9. Uses language to express thoughts and needs 9b. Speaks clearly 8. Pronounces multisyllabic or unusual words correctly
0001.2.7 Give simple two-step oral directions. 0001.2.8 Participate in group discussion. <ul style="list-style-type: none"> Work productively in group discussion for a particular purpose Ask and respond to questions from teacher and other group members. 	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. Engages in complex, lengthy conversations (five or more exchanges)
0001.2.9 Retell a story, describing the plot, characters, and setting.	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
0001.2.10 Recite poems, stories, and songs.	15. Demonstrates phonological awareness 15b. Notices and discriminates alliteration 2. Sings songs and recites rhymes and refrains with repeating initial sounds
Standard 3: Writing	
GLE 0001.3.1 Use basic knowledge of simple capitalization and punctuation rules. GLE 0001.3.2 Employ a variety of strategies to generate story ideas. GLE 0001.3.3 Compose simple stories with teacher assistance. GLE 0001.3.4 Evaluate own and group writing using a simple classroom rubric.	See below.
0001.3.1 Brainstorm ideas with teachers and peers, use graphic organizers independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
0001.3.2 Use temporary/creative spelling to spell independently as needed. 0001.3.3 Add descriptive words and details to writing. 0001.3.4 Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling

tracing/reproducing letters and words correctly.	
0001.3.5 Evaluate own and other people's written work through small group discussion and shared work.	10. Uses appropriate conversational and other communication skills 10a. Engages in conversations 8. engages in complex, lengthy conversations (five or more exchanges)
0001.3.6 Incorporate suggestions from teachers and peers.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
Standard 4: Research	
GLE 0001.4.1 Define and narrow a research question appropriate to grade level and ability. GLE 0001.4.2 Select a source necessary to answer a research question. GLE 0001.4.2 Select a source necessary to answer a research question.	See below.
0001.4.1 Narrow a research question so that the research process is manageable.	11. Demonstrates positive approaches to learning 11c. Solves problems 8. Thinks problems through, considering several possibilities and analyzing results
0001.4.2 Use the family and community as sources of information.	11. Demonstrates positive approaches to learning 11d. Shows curiosity and motivation 8. Uses a variety of resources to find answers to questions
0001.4.3 Present the answers to a research question orally to the class.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
Standard 5: Logic	
GLE 0001.5.1 Develop an understanding of sequential events. GLE 0001.5.2 Recognize the relationship of actions and consequences.	See below.
0001.5.1 Arrange three items or events in sequential order.	9. Uses language to express thoughts and needs 9d. Tells about another time or place 6. Tells stories about other times and places that have a logical order and that include major details
0001.5.2 Identify the likely consequence of a particular action.	2. Establishes and sustains positive relationships 2b. Responds to emotional cues 8. Recognizes that others' feelings about a situation might be different from his or her own

Standard 6: Informational Text	
GLE 0001.6.1 Comprehend the main idea of informational texts. GLE 0001.6.2 Recognize that illustrations support information in the texts.	See below.
0001.6.1 Respond appropriately to questions regarding the main idea of an informational 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
0001.6.2 Explore various forms of informational texts. 0001.6.3 Use illustrations to help comprehend informational texts.	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
Standard 7: Media	
GLE 0001.7.1 Explore a variety of media.	See below.
0001.7.1 Experience and respond to a variety of media. 0001.7.2 Visit libraries/media centers and regularly check out materials.	33. Explores the visual arts
Standard 8: Literature	
GLE 0001.8.2 Employ a variety of basic reading comprehension strategies. GLE 0001.8.3 Develop reading fluency and accuracy. GLE 0001.8.4 Identify basic literary elements.	See below.
0001.8.1 Read picture books, alphabet and number books, Mother Goose rhymes and other rhyming books, story books, fairy tales, poetry, and song lyrics. 0001.8.2 Distinguish between fiction and nonfiction.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
001.8.3 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
001.8.4 Participate in the creation of graphic organizers.	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
001.8.5 Derive meaning while reading by employing the following strategies: <ul style="list-style-type: none"> Asking questions to clarify meaning Participating in discussions. Predicting what will happen next. 	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

<ul style="list-style-type: none"> • Creating mental images. • Using illustrations to gain meaning. • Relating knowledge from personal experience. 	12. Remembers and connects experiences 12b. Makes connections 8. Generates a rule, strategy, or idea from one learning experience and applies it in a new context
0001.8.6 Identify the characters, setting, and events of a story.	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
0001.8.7 Read simple text containing familiar letter-sound correspondence and high frequency words.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write
0001.8.8 Understand that intonation and volume of voice assist with meaning.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 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
Reading	
KR.1 Phonemic awareness: Recognize sounds, combinations of sounds and meaningful differences between sounds in context.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15c. Notices and discriminates smaller and smaller units of sound 6. Verbally separates and blends onset and rime
K.R.2 Phonics: Demonstrate knowledge of letter recognition and letter sound correspondence.	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
K.R.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots, base words, syntax and common spelling patterns to recognize new words. Recognize compound words and contractions.	16. Demonstrates knowledge of the alphabet 16b. Uses letter-sound knowledge 8. Applies letter-sound correspondence when attempting to read and write
K.R.4 Demonstrate initial print awareness.	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
K.R.5 Demonstrate understanding of directionality of print across content areas.	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts

	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
K.R.6 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers and setting a purpose.	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
K.R.7 Identify words that name persons, places, or things and words that name actions.	8. Listens to and understands increasingly complex language 8a. Comprehends language 4. Identifies familiar people, animals, and objects when prompted
K.R.8 Identify and use knowledge of synonyms, antonyms, prefixes, suffixes, homophones, and homographs to understand text.	8. Listens to and understands increasingly complex language 8a. Comprehends language 8. Responds appropriately to complex statements, questions, vocabulary, and stories
K.R.9 Read and follow 1 – 4 step directions to complete a simple task.	8. Listens to and understands increasingly complex language 8b. Follows directions 8. Follows detailed, instructional, multistep directions
K.R.10 Identify story elements such as characters, setting and sequence of events.	18. Comprehends and responds to books and other texts 18c. Retells stories 8. Retells stories with many details about characters, events, and storylines
K.R.11 Demonstrate use of various strategies to construct meaning.	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
K.R.12 Recognize cause and effect, problem and solution and distinguish fact from opinion in text and use text for support.	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
K.R.13 Identify patterns and style in text, such as rhyming and repetition.	15. Demonstrates phonological awareness 15a. Notices and discriminates rhyme 6. Decides whether two words rhyme 15b. Notices and discriminates alliteration 8. Isolates and identifies the beginning sound of a word

Listening	
K.W.1 Generate ideas before writing on assigned tasks.	11. Demonstrates positive approaches to learning 11b. Persists 6. Plans and pursues a variety of appropriately challenging tasks
K.W.2 Write to convey ideas or stories using pictures, marks, letters, words and simple sentences. K.W.3 Write a variety of text types.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 5. Early invented spelling
K.W.4 Edit writing for basic conventions such as punctuation, capitalization and spelling. K.W.5 Edit writing for complete sentences. K.W.6 Print upper and lower-case letters correctly and legibly and space letters and words appropriately using correct directionality. K.W.7 Capitalize letters appropriately in sentences and proper nouns.	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
K.W.8 Spell grade-appropriate words correctly and make phonetic attempts of beyond grade appropriate words effectively.	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 6. Late invented spelling
K.W.9 Use resources to find correct spelling.	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 8. Uses various types of books for their intended purposes
Speaking	
K.S.1 Ask a simple question.	8. Listens to and understands increasingly complex language 8a. Comprehends language 6. Responds appropriately to specific vocabulary and simple statements, questions, and stories
K.S.2 Use formulaic language.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
K.S.3 Ask pertinent questions; respond to questions with basic facts.	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

K.S.4 Identify basic vocabulary.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 6. Describes and tells the use of many familiar items
K.S.5 Give directions and/or instructions.	9. Uses language to express thoughts and needs 9b. Speaks clearly 6. Is understood by most people; may mispronounce new, long, or unusual words
K.S.6 Clarify and support spoken ideas with evidence, elaborations, and examples.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
K.S.7 Use logically connected language and discuss implied meanings.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations
K.S.8 Choose appropriate evidence, proofs or examples to support claims. K.S.9 Express and defend a point of view using appropriate language and detail. K.S.10 Use language to clarify, organize, and disagree.	9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 8. Incorporates new, less-familiar or technical words in everyday conversations

TENNESSEE SOCIAL STUDIES STANDARDS	<i>Teaching Strategies GOLD®</i> Objectives, Dimensions, and Indicators
Culture	
Content Standard 1.0: Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.	
<p>K 1.01 Understand the diversity of human cultures.</p> <ul style="list-style-type: none"> a) Identify personal attributes, such as physical characteristics, that are common to all people such as physical characteristics. b) Identify differences among people. c) Recognize how individuals learn to do skills and customs from their culture. d) Recognize all cultures have family units where decisions are made. <p>K 1.02 Discuss cultures and human patterns of places and regions of the world.</p> <ul style="list-style-type: none"> a) Understand that some differences among people are a result of their culture. b) Identify similarities and differences in food, clothes, homes, games, and families in different cultures. c) Explain how means of transportation may be diversified in different cultures in response to the environment. d) Compare family customs and traditions among cultures. e) Describe customs of the local community. <p>K 1.03 Recognize the contributions that individuals and people of various ethnic, racial, religious, and socioeconomic groups have made to the development of civilizations.</p> <ul style="list-style-type: none"> a) Recognize contributions of different cultures around the world. b) Recognize contributions of different cultures around the world. 	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p> <p>32. Demonstrates simple geographic knowledge</p>

Economics	
Content Standard 2.0: Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus decision making.	
K 2.01 Describe potential costs and benefits of personal economic choices in a market economy. <ul style="list-style-type: none"> a) Identify basic human needs. b) Explain how basic human needs of food, clothing, shelter, and transportation are met. c) Understand that people create shelter according to both culture and environment. 	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 32. Demonstrates simple geographic knowledge
K.2.02 Give examples of the interaction of businesses and governments in a market economy. <ul style="list-style-type: none"> a) Recognize how jobs are similar and different from one community to another. b) Identify jobs in the home, and school. 	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places 32. Demonstrates simple geographic knowledge
K.2.03 Understand fundamental economic concepts. <ul style="list-style-type: none"> a) Explain why people have jobs. b) Distinguish between needs and wants. c) Recognize that all jobs are significant and realize that some jobs are interdependent. 	30. Shows basic understanding of people and how they live
Geography	
Content Standard: 3.0 Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.	
K 3.01 Understand how to use maps, globes, and other geographic	29. Demonstrates knowledge about self

<p>representations, tools, and technologies to acquire, process and report information from a spatial perspective.</p> <ul style="list-style-type: none"> a) Explain what a globe and map represent. b) Use personal directions such as up, down, left, right, near and far to describe relative direction. c) Locate places in community such as the student's home and the classroom on the campus. 	<p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places.</p> <p>32. Demonstrates simple geographic knowledge</p>
<p>K.3.02 Recognize the interaction between human and physical systems around the world.</p> <ul style="list-style-type: none"> a) Identify the human characteristics of places such as types of houses and ways of earning a living. b) Describe how weather impacts every daily life. c) Describe seasons. 	<p>27. Demonstrates knowledge of Earth's environment</p> <p>30. Shows basic understanding of people and how they live</p> <p>31. Explores change related to familiar people or places</p> <p>32. Demonstrates simple geographic knowledge</p>
<p>K.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.</p> <ul style="list-style-type: none"> a) Identify the concept of physical features as in mountains, plains, hills, oceans, and islands. b) Describe how landforms and bodies of water influence where and how people live. c) Describe personal connections to place, especially place as associated with immediate surroundings. 	<p>27. Demonstrates knowledge of Earth's environment</p> <p>32. Demonstrates simple geographic knowledge</p>

Governance and Civics	
Content Standard: 4.0 Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.	
K 4.01 Discuss the structure and purposes of governance. <ul style="list-style-type: none"> a) Recognize that a person is a citizen of the country in which he/she is born. b) Understand that rules are created to protect an environment. c) Know that family structures can change. d) Identify authority figures in the home, school, and community. e) Explain how authority figures make and enforce rules. f) Explain the use of voting as a method for group decision-making. 	30. Shows basic understanding of people and how they live 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
K.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. <ul style="list-style-type: none"> a) Recognize the need for rules for daily living and fair treatment of others. b) Identify purposes for having rules. c) Identify purposes for having rules. d) Be aware that laws and rules are followed and created by the people, school, community, and country. 	1. Regulates own emotions and behaviors 1b. Follows limits and expectations 8. Applies rules in new but similar situations 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
K.4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic. <ul style="list-style-type: none"> a) Know rules of safety including signs and signals. b) Define cooperation. 	30. Shows basic understanding of people and how they live 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
K.4.04 Recognize the qualities of a contributing citizen in our participatory democracy. <ul style="list-style-type: none"> a) Identify the flags of the United States and Tennessee. b) Recite the Pledge of Allegiance. c) Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, Jr. Day, and Independence Day. 	30. Shows basic understanding of people and how they live

History	
Content Standard 5.0 History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.	
K 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history. <ul style="list-style-type: none"> a) Define history as the story of our past. b) Recall events in the past and present in order to recognize that individuals have a personal history. K.5.02 Understand the place of historical events in the context of past, present, and future. <ul style="list-style-type: none"> a) Recognize that change occurs over time. b) Observe how sites in neighborhoods and communities change over time. 	30. Shows basic understanding of people and how they live
K.5.03 Explain how to use historical information acquired from a variety of sources. <ul style="list-style-type: none"> a) Recognize that each family has a family tree. b) Recall family stories and celebrations to develop a personal history. c) Illustrate a family history to demonstrate that every family has a heritage. 	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places
Individuals, Groups, and Interactions	
Content Standard: 6.0 Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.	
K.6.01 Recognize the impact of individual and group decisions on citizens and communities. <ul style="list-style-type: none"> a) Describe how individuals meet their needs and wants through different means. b) Know that individuals choose jobs that impact their lives, families and communities. c) Explain that people learn in the context of families, peers, 	29. Demonstrates knowledge about self 30. Shows basic understanding of people and how they live 31. Explores change related to familiar people or places

<p>schools, and communities.</p> <p>d) Give examples of how learning and physical development affect behavior.</p> <p>e) Explain the consequences of an individual's decisions and actions.</p>	
<p>K.6.02 Understand how groups can impact change at the local, state, national, and world levels.</p> <p>a) Recognize individuals have a space or develop an understanding of space and spatial relationships.</p> <p>b) Understand that cooperation is necessary when working within large and small groups to complete tasks.</p> <p>c) Work independently and cooperatively to accomplish goals.</p> <p>d) Describe how groups are made up of people who work, play, or learn together and share common interests.</p>	<p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p>