

**Social Studies**  
**Kindergarten**

Outcome: **SS.K.1** Students will compare and contrast holidays celebrated by families.

Components: **SS.K.1.1** – Discuss why we celebrate the following National holidays: Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King Day, and President’s Day.

**SS.K.1.2** – Describe American holiday traditions (e.g. Halloween, Christmas, Hanukah, Valentine’s Day, and Easter).

**SS.K.1.3** – Discuss Lincoln and Washington and explain their significance in picture and on money.

Outcome: **SS.K.2** Students will identify roles within the family and school environment, and analyze the group benefits from those roles.

Components: **SS.K.2.1** – Name school staff and describe their roles.

**SS.K.2.2** – Tell about community helpers and describe their roles.

**SS.K.2.3** – Recognize characteristics of a good citizen (voting, respect, take turns, be kind).

**SS.K.2.4** – Follow classroom, school, and playground rules, and explain their benefits.

**SS.K.2.5** – Name family relationships and give examples of cultural differences.

**Science Curriculum**  
**Kindergarten**

Purpose: Students will differentiate living and nonliving things through observation and interpretation of data.

Outcome: S.K.1 Students will observe, categorize, and describe basic needs and life cycles of living things.

Component: S.K.1.1 - Identify basic needs of living things. (observation)  
12.A.K, 12.A.1b

S.K.1.2 - Categorize living/nonliving things. (observation)  
12.A.Ka, 12.A.1b

S.K.1.3 - Predict and identify basic needs of a butterfly. (observation)  
12.A.Ka, 12.B.K., 12.A.1b

S.K.1.4 - Observe and illustrate life cycle of a butterfly. (observation)  
12.A.Ka, 12.A.1b

S.K.1.5 - Identify parts of a plant. (observation)  
12.A.Ka, 12.A.1b

S.K.1.6 - Predict and identify basic needs of a plant. (observation)  
12.A.Ka, 12.B.K, 12.A.1b

S.K.1.7 - Observe and illustrate life cycle of a plant. (observations, data interpretation) 12.A.Ka, 12.B.K, 12.A.1b

S.K.1.8 - Identify and describe the component parts of living things (birds have feathers; people have bones, blood, hair and skin.) (observation)  
12.A.Ka, 12.A.1b

Purpose: Students will categorize matter as solid or liquid.

Outcome: S.K.2 Students will categorize matter as solid or liquid.

Component: S.K.2.1 - Observe examples of solids and liquids. (observation)  
12.C.K, 12.C.1b

S.K.2.2 - Compare solids and liquids. (observation)  
12.C.K, 12.C.1b

S.K.2.3 - Categorize matter as solid or liquid. (observation, data interpretation)  
12.C.K, 12.C.1b

Purpose: Student will interpret weather patterns using observation and data from sensory information, and students will observe and demonstrate ways to reduce, reuse, and recycle.

Outcome: S.K.3 Students will identify and describe patterns of weather and seasonal change.

Component: S.K.3.1 - Observe and predict weather patterns. (inference/predictions, data collecting) 11.B.Ka, 12.E.1b  
S.K.3.2 - Observe and predict seasonal change. (data display and communication) 11.B.Ka, 12.F.1b  
S.K.3.3 - Observe daily patterns related to day and night. (observation) 12.D.K, 12.F.1b  
S.K.3.4 - Observe the night sky. (observation) 12.F.1b

Outcome: S.K.4 Students will identify their five senses and use senses to explore and observe materials.

Component: S.K.4.1 - Identify five senses and the body part that each is associated with. (observation) 11.A.Ka, 12.C.1b  
S.K.4.2 - Use five senses to observe materials. (observation, using tools – hand lens) 11.A.Ka, 11.B.Ka, 12.C.1b  
S.K.4.3 - Use five senses to explore materials. (observation, using tools – magnifying glass) 11.A.Ka, 11.B.Ka, 12.C.1b  
*\*Skills used within these components: Observation and using tools.*

Outcome: S.K.5 Students will observe and demonstrate ways to reduce, reuse, and recycle.

Component: S.K.5.1 - Observe ways to reduce, reuse, and recycle. (observation) 13.B.1e  
S.K.5.2 - Demonstrate ways to reduce, reuse, and recycle. (inferences/predictions, data collecting, data display and communication) 13.B.1e

**Math Curriculum**  
**Kindergarten**

Focus: Counting skills, 1-1 correspondence, written numbers, recognizing and creating patterns.

Purpose: Kindergarten students will demonstrate an understanding of counting skills, show one-to-one correspondence, distinguish written numbers, recognize and create patterns.

***Numeration:***

Outcome: **M.K.1** Students will demonstrate knowledge and use of numbers in counting, and showing one to one correspondence.

Component: **M.K.1.1** – Count manipulatives using one to one correspondence to 20.  
6.A.Ka, 6.A.Kb

**M.K.1.2** – Rote count 0-100, by ones, tens, and fives.  
6.A.Ka

**M.K.1.3** – Rote count backwards from 21 to 0.  
6.A.Ka

**M.K.1.4** – Identify and write numbers 0-100 in random sequence (4,10,84.)  
6.A.Ka

**M.K.1.5** – Define and apply the concept of zero.  
6.A.Kb

**M.K.1.6** – Place objects in ordinal positions 1<sup>st</sup> through 5<sup>th</sup> and use appropriate vocabulary.  
6.A.Ka

**M.K.1.7** – Use terms more and less in comparative analysis.  
6.D.K

***Operations:***

Outcome: **M.K.2** Students will compute simple addition and subtraction problems using manipulatives.

Component: **M.K.2.1** – Compare two or more sets using manipulatives to solve problems (i.e., unifix cubes, bar graphs, tally marks.)  
6.B.Kab, 6.D.K

**M.K.2.2** – Solve one step addition problems with manipulatives to the sum of 10.  
6.B.Kb, 8.C.K

**M.K.2.3** – Solve one step subtraction problems with manipulatives starting with 10 or less.

6.B.Ka, 8.C.K

**M.K.2.4** – Identify and recognize the symbols of operations: +, -, =.

6.B.Kb

***Geometry:***

Outcome: **M.K.3** Students will identify and name basic shapes in their environment. They will recognize, extend, and create patterns.

Component: **M.K.3.1** – Identify and name geometric shapes: Circle, square, rectangle, and triangle.

9.A.Ka, 9.A.Kb

**M.K.3.2** – Describe an attribute of two and three dimensional shapes.

9.A.Kc

**M.K.3.3** – Sort objects into groups by size, number, or other properties, and identify rationale for grouping.

8.A.Ka, 6.D.K

**M.K.3.4** – Identify, duplicate, create, and extend patterns with manipulatives and visuals.

8.A.Kb

**M.K.3.5** – Use spatial vocabulary appropriately (i.e., above, below, behind, big, bigger, biggest.)

9.B.K

***Measurement & Data Collection:***

Outcome: **M.K.4** Students will use non-standard measurement units to measure and compare length, weight and volume. Students will collect data, create graphs, and interpret data using graphs.

Component: **M.K.4.1** – Demonstrate measurement using non-standard units.

7.A.Ka

**M.K.4.2** – Measure length, weight and volume using appropriate non-standard measurement units.

7.A.Ka, 7.C.K

**M.K.4.3** – Demonstrate a sense of time through participation in daily activities (i.e., daily calendar.)

7.A.Kc

**M.K.4.4** – Compare qualitative change (i.e., student growth.)

8.D.K

**M.K.4.5** – Reproduce a bar graph using simple data from the classroom.

10.A.Ka

**M.K.4.6** – Create a bar graph using manipulatives (i.e., unifix cubes.)  
8.B.K

**M.K.4.7** – Gather and organize data from class bar graphs to answer questions.  
10.B.K, 10.A.Kb

**M.K.4.8** – Develop an understanding of time to the unit of an hour, on analog and digital clocks.  
7.A.Kc

**M.K.4.9** – Identify coins by their names (penny, nickel, dime, quarter.)  
7.A.Kc

**Language Arts**  
**Kindergarten**

**Purpose:** Students will demonstrate an understanding of reading by responding to stories and apply phonemic awareness, concepts of print and alphabetic principal skills to develop an interest and enjoyment of reading.

**Focus:** **Vocabulary**

**Outcome:** **LA.K.1** Students will demonstrate the meaning of words.

**Components:** **LA.K.1.1** – Name basic color words (blue, black, brown, green, orange, pink, purple, red, white, yellow).

**LA.K.1.2** – Locate environmental print.

**LA.K.1.3** – Identify and read first and last name.

**LA.K.1.4** – Read one syllable words. 1.A.Kg

**Focus:** **Alphabetic Principle/Word Analysis**

**Outcome:** **LA.K.2** Students will use the relationship between letters and sounds to develop reading readiness skills.

**Components:** **LA.K.2.1** – Name and produce all capital (uppercase) and lowercase letters of the alphabet. (see appendix A) 1.A.Kf

**LA.K.2.2** – Identify the most common consonant sounds. 1.A.Kf

**LA.K.2.3** – Identify short vowel sounds. 1.A.Kf

**LA.K.2.4** – Recognize a series of words that have the same beginning sound.  
1.A.Kf

**LA.K.2.5** – Identify basic CVC rime patterns. (see appendix B) 1.A.Kd, 1.A.Kf

**LA.K.2.6** – Locate initial, final and medial phonemes in CVC words. 1.A.Kf,  
1.A.Kg

**LA.K.2.7** – Introduce ch-, sh- and th- digraphs in initial position.

**LA.K.2.8** – Name 50 of 60 (80%) high frequency sight words. (see appendix C)  
1.A.Kg

**LA.K.2.9** – Introduce long vowel sounds.

**Focus:** **Concepts of Print**

**Outcome:** **LA.K.3** Students will demonstrate their understanding that pictures and print convey meaning, and that words are read in a certain order.

**Components:** **LA.K.3.1** – Distinguish capital (uppercase) from lowercase letters. 1.A.Kf

**LA.K.3.2** – Discriminate vowels from consonants. 1.A.Kf

**LA.K.3.3** – Distinguish letters from numbers. 1.A.Kf

**LA.K.3.4** – Differentiate between a letter, word, and sentence. 1.A.Kc

**LA.K.3.5** – Demonstrate directionality within a word and in text (left to right, top to bottom, and return sweep). 1.A.Kb

**LA.K.3.6** – Identify punctuation and spacing between words. 1.A.Kc

**LA.K.3.7** – Demonstrate how to view printed materials (hold in correct position, turn pages, and know where a story starts and ends). 1.A.Kb

**LA.K.3.8** – Identify the front and back cover, title of book and title page. 1.A.Kb

**LA.K.3.9** – Distinguish that pictures and symbols have meaning. 1.A.Ka

**LA.K.3.10** – Demonstrate that print carries a message and provides information. 1.A.Ka

**LA.K.3.11** – Demonstrate one-to-one matching in text. 1.A.Kc

**Focus:** **Comprehension Skills and Strategies**

**Outcome:** **LA.K.4** Students will apply reading readiness skills to establish a foundation for comprehension.

**Components:** **LA.K.4.1** – Respond appropriately to simple questions about the text. 1.C.Kb

**LA.K.4.2** – Orally retell a story. 1.C.Ka

**LA.K.4.3** – Recall the beginning, middle and end elements of a story (sequence of events). 2.A.K

**LA.K.4.4** – Respond to books in a variety of ways (orally, draw pictures, portray character, setting or events, dramatize). 2.A.K, 2.B.Kc

**Outcome:** **LA.K.5** Students will apply reading readiness strategies to establish a foundation for comprehension.

**Components:** **LA.K.5.1** – Make predictions before, during and after reading based on the cover, title and pictures. 1.B.Ka

**LA.K.5.2** – Use picture clues in a text to gain meaning. 1.C.Ke

**LA.K.5.3** – Make comments and produce questions about the text. 1.C.Ke

**LA.K.5.4** – Make connections using schema (background knowledge) to gain meaning from text. 1.B.Kb

**Focus: Literary Elements**

**Outcome:** **LA.K.6** Students will explore a variety of reading materials in order to select books to read independently.

**Components:** **LA.K.6.1** – Investigate a variety of teacher-selected literature (nursery rhymes, poetry, predictable books, nonfiction and fiction). 1.C.Kd, 2.B.Ka, 1.B.Kc  
**LA.K.6.2** – Recognize the function of the author and illustrator. 2.B.Kb  
**LA.K.6.3** – Identify the characters and setting in text. 2.A.K  
**LA.K.6.4** – Distinguish between fiction and nonfiction. 2.B.Ka, 2.B.Kb  
**LA.K.6.5** – Compare and contrast multiple versions of the same story. 1.C.Kc

**Focus: Phonemic Awareness**

**Outcome:** **LA.K.7** Students will orally demonstrate the ability to hear and manipulate sounds in spoken words.

**Components:** **LA.K.7.1** – Recognize and produce rhyming words. 1.A.K.d  
a. Recognize whether spoken words rhyme.  
b. Produce a word that rhymes with another.  
c. Identify the non-rhyming word out of a series of spoken rhyming words.

**LA.K.7.2** – Demonstrate segmentation skills. 1.A.K.e

- a. Identify the number of words in a 3-5 word sentence.
- b. Repeat a sentence into separate, spoken words.
- c. Identify the number of syllables in 1-, 2-, and 3- syllable words.
- d. Recite each syllable in 2- and 3- syllable words.
- e. Segment individual sounds when given 2-3 or 3- phoneme, one syllable words.
- f. Segment onset and rime when given a 1- syllable word.
- g. Segment individual words in compound words.

**LA.K.7.3** – Demonstrate blending skills. 1.A.K.e

- a. Blend 2- or 3-syllables into a whole word.
- b. Blend onset with rime into a whole word.
- c. Blend 2-3 separate spoken phonemes into a one syllable word.
- d. Blend individual spoken words into compound words.

**LA.K.7.4** – Demonstrate isolating skills. 1.A.K.e

- a. Identify the initial phoneme or onset in a 1-syllable spoken words.
- b. Identify the same initial phoneme or onset in a series of 1-syllable spoken words.

- c. Identify the final phoneme in a 1-syllable word.
- d. Identify the same final phoneme in a series of 1-syllable spoken words.
- e. Identify the same rime in a series of 1-syllable spoken words.

**LA.K.7.5** – Demonstrate substituting skills. 1.A.K.e

- a. Substitute the initial phoneme or onset in a 1-syllable word.
- b. Substitute the final phoneme in a 1-syllable word.
- c. Substitute the rime in a 1-syllable word.

**LA.K.7.6** – Demonstrate adding phonemes skills. 1.A.Ke

- a. Add the onset when given a rime in a 1-syllable word.
- b. Add rime when given an onset in a 1-syllable word.
- c. Add a word to spoken word to create a compound word.

**LA.K.7.7** – Demonstrate deleting phonemes skills. 1.A.Ke

- a. Delete the onset when given a 1-syllable word.
- b. Delete the rime when given an onset in a 1-syllable word.
- c. Delete one of the word parts when given a compound word.

**Language Arts (Writing)**  
**Kindergarten**

Purpose:

**Focus: Conventions**

Outcome: **LAW.K.1** Students will use grade appropriate conventions in writing.

- Components: **LAW.K.1.1** – Write upper and lowercase letters using correct formation and proportion. 3.A.Ka
- LAW.K.1.2** – Write first and last name using correct upper and lowercase letters. 3.A.Ka
- LAW.K.1.3** – Use developmental spelling to compose words. 3.A.Kb
- LAW.K.1.4** – Compose written communication from left to right and top to bottom. 3.A.Kc
- LAW.K.1.5** – Use developmental spelling and simple high frequency words to construct sentences of three or more words. 3.A.Kc
- LAW.K.1.6** – Use capital letters in the beginning position in familiar proper nouns and at the beginning of a sentence. 3.A.Kc
- LAW.K.1.7** – Use periods, exclamation points and question marks as ending punctuation in a sentence. 3.A.Kc
- LAW.K.1.8** – Demonstrate spacing between words when writing a sentence. 3.A.Kc

**Focus: Composition**

Outcome: **LAW.K.2** Students will compose an organized and coherent piece of writing.

- Components: **LAW.K.2.1** – Use developmental spelling or illustrations to create a story that has a beginning, middle and ending. 3.B.K
- LAW.K.2.2** – Produce a story that focuses on one topic. 3.B.K
- LAW.K.2.3** – Create text related to an illustration. 3.B.K
- LAW.K.2.4** – Convey meaning through developmental spelling or illustrations. 3.B.K

**Focus: Writing for a Purpose**

**Outcome:** **LAW.K.3** Students will communicate ideas through writing, drawing, or dictation to convey meaning and provide information.

**Components:** **LAW.K.3.1** – Create different forms of functional, narrative, or informational writing pieces (e.g., lists, notes, stories, letters, journals, response to reading, drawings). 3.B.K, 3.C.K

**Focus:** **Information**

**Outcome:** **LAW.K.4** Students will be able to find and use information to communicate ideas.

**Components:** **LAW.K.4.1** – Utilize brainstorming to gather information. 5.A.K

**LAW.K.4.2** – Use learning aids (e.g., graphic organizers and technology) to answer questions. 5.A.K

**LAW.K.4.3** – Relate background knowledge (schema) to new information. 5.B.K

**LAW.K.4.4** – Demonstrate focus when communicating information through discussion, drawings, or developmental writing. 5.C.K

**Focus:** **Speaking**

**Outcome:** **LAW.K.5** Students will speak effectively using language and vocabulary appropriate to the situation and audience.

**Components:** **LAW.K.5.1** – Demonstrate effective speaking skills (e.g., speak clearly, use eye contact). 4.B.K

**LAW.K.5.2** – Use language to communicate needs and wants. 4.B.K

**LAW.K.5.3** – Use complete sentences when making statements or responding to or asking questions. 4.B.K

**LAW.K.5.4** – Relate to topic. 4.B.K

**LAW.K.5.5** – Explain events in detail. 4.B.K

**LAW.K.5.6** – State events in logical order. 4.B.K

**LAW.K.5.7** – Use new vocabulary when conveying information. 4.B.K

**LAW.K.5.8** – Orally converse with another individual, or in a small or whole group situation.

**Focus:** **Listening**

**Outcome:** **LAW.K.6** Students will listen effectively in formal and informal situations.

Components: **LAW.K.6.1** – Demonstrate active listening (e.g., appropriate body language, use eye contact, attentive). 4.A.K

**LAW.K.6.2** – Comprehend two or three step directions. 4.A.K

**LAW.K.6.3** – Make statements or ask or answer questions related to story or topic. 4.A.K

**LAW.K.6.4** – Show interest in stories read aloud. 4.A.K

**LAW.K.6.5** – Relate response to personal experiences. 4.A.K

09/29/09

## **Technology Curriculum**

### **Kindergarten**

- Focus: Basic Technology Concepts
- Purpose: Students will demonstrate knowledge of basic operations and concepts of productivity and communication technologies and implement ISAFE Curriculum.
- Outcome: **T.K.1** Students will demonstrate basic operations associated with the PC.
- Components: **T.K.1.1** – Use the mouse to open an application, make a choice or activate a link. 60.A.1a  
**T.K.1.2** – Recognize and use buttons and icons to operate programs. 60.A.1c  
**T.K.1.3** – Use the keyboard to type letters and numbers. 60.A.1d  
**T.K.1.4** – Demonstrate proper hand position at the keyboard. 60.A.1d  
**T.K.1.5** – Demonstrate proper care of hardware components (i.e., refrains from touching computer screen; keeps computer area free from food and drink). 60.A.1e  
**T.K.1.6** – Demonstrate opening and closing a file. 60.B.1  
**T.K.1.7** – Follow school rules for appropriate use of computers. 61.A.1
- Outcome: **T.K.2** Students will participate in the use of productivity and communications technologies.
- Components: **T.K.2.1** – Recognize that people use computers to work, learn, communicate and play. 61.A.1  
**T.K.2.2** – Identify common technology used in the home. 60.A.1b  
**T.K.2.3** – Use technology for learning tasks (teacher models). 61.A.1  
**T.K.2.4** – Use basic drawing tools with assistance. 63.A.1  
**T.K.2.5** – Produce a product with assistance, using appropriate technology tools (i.e., create pictures). 63.A.1
- Outcome: **T.K.3** Students will gain an understanding of the importance of having adult assistance when using the internet.
- Components: **T.K.3.1** – Discuss the concept of safety while online.  
**T.K.3.2** – Reinforce that students should have adult assistance when using the internet, including e-mail at home.  
**T.K.3.3** – Evaluate student knowledge of internet safety.

**Art Curriculum**  
**Grades K-1**

Outcome: **A.1** Students will recognize and identify basic visual elements.

Components: **A.1.1** – Identify primary and secondary colors.

**25.A.1d**

**A.1.2** – Identify patterns in art and the environment.

**26.B.2d**

**A.1.3** – Identify line.

**25.A.1d**

- Organic
- Geometric
- Line movement and characteristics

**A.1.4** – Identify basic shapes.

**25.A.1d**

- Geometric
- Organic

Outcome: **A.2** Students will demonstrate basic skills in manipulating art materials.

Components: **A.2.1** – Demonstrate proper use of paints and brushes.

**26.A.1e**

**A.2.2** – Demonstrate proper use of scissors and glue.

**26.A.1e**

**A.2.3** – Demonstrate proper use of various drawing utensils.

**26.A.1e**

- Pencil
- Marker
- Oil pastels
- Colored pencil

**A.2.4** – Demonstrate proper use of clay and other 3-D materials.

**26.A.1e**

Outcome: **A.3** Through their creative output, students will demonstrate an understanding of art in the world around them.

Components: **A.3.1** – Respond to art with historical or cultural themes.

**27.A.1b**

**A.3.2** – Respond to art with universal themes.

**27.B.1**

- Family/Self
- Seasons/Holidays
- Animals/Nature

**MUSIC**  
***Kindergarten***

Purpose: Students will use song, speech, movement and instruments to explore and demonstrate steady beat.  
Students will use song, speech, movement and instruments to demonstrate vocal exploration.  
Students will use singing to demonstrate pitch matching.

Focus: Steady beat.  
Vocal exploration and pitch matching.

Outcome: **MK.1** Students will categorize examples of music and decide whether the example is a march or a lullaby.

Components: **MK.1.1** – Perform march with steady beat, using unpitched instruments.  
25.A.1c, 25.B.1, 26.B.1c

**MK.1.2** – Perform lullaby with actions that show high and low while singing with appropriate head voice.  
25.A.1c, 26.B.1c

**MK.1.3** – Identify qualities of a march (i.e. louder, faster, steady beat, etc.).  
25.A.1c

**MK.1.4** – Identify qualities of a lullaby (i.e. softer, slower, steady beat, etc.).  
25.A.1c

**MK.1.5** – Compare/contrast march and lullaby using Venn diagram (as a class).  
25.A.1c, 26.A.1c, 27.B.1

**MK.1.6** – Discern whether the example of music is a march or a lullaby.  
25.A.1c, 25.B.1, 27.B.1

Outcome: **MK.2** Students will appraise a musical performance and the concert behavior of an audience.

Components: **MK.2.1** – Identify qualities of a good listener:  
25.A.1c, 27.A.1a, 27.A.1b, 27.B.1

- focuses on the performer
- is respectful to the performer by being quiet during performance
- applauds after the performance

**MK.2.2** – Identify qualities of a good performer:  
25.A.1c, 27.A.1a, 27.A.1b, 27.B.1

- knows his/her performance piece

- is loud enough for the audience to hear
- communicates with the audience

**MK.2.3** – Identify the job of a director/conductor:

25.A.1c, 27.A.1a, 27.A.1b, 27.B.1

- rehearses music with the group
- gets group ready for performance
- directs the group during the performance

**MK.2.4** – Demonstrate good listening behavior.

27.A.1a

**MK.2.5** – Demonstrate the qualities of a good performer.

25.A.1c, 26.A.1c, 26.A.1d, 26.B.1c, 27.A.1a, 27.A.1b, 27.B.1

**MK.2.6** – Appraise the musical performance and the concert behavior of an audience.

25.A.1c, 25.B.1, 27.A.1b, 27.B.1

Outcome: **MK.3** Students will improvise 4 beat patterns using lower and higher (mi and so).

Components: **MK.3.1** – List the 4 different voices. (singing, whispering, talking, and calling voices)

25.A.1c, 26.A.1c

**MK.3.2** – Describe how each voice is used.

25.A.1c, 26.A.1c

**MK.3.3** – Demonstrate how each voice is used.

25.A.1c, 26.A.1c, 26.A.1d, 26.B.1c, 27.A.1b, 27.B.1

**MK.3.4** – Demonstrate higher and lower using singing voice.

25.A.1c, 26.A.1c, 26.A.1d, 26.B.1c, 27.A.1b, 27.B.1

**MK.3.5** – Improvise 4 beat patterns to create a B section for familiar song using lower and higher pitches of mi and so.

25.A.1c, 26.A.1c, 26.A.1d, 26.B.1c, 27.A.1b, 27.A.1b, 27.B.1

# Kindergarten - Health

## Focus: Health and Safety Development

**Purpose:** Students will demonstrate basic health and safety habits in both home and school environment. Students will also identify basic parts of the human body.

Outcome: Students will use basic health and safety habits.

Components: **H.K.1.1** – Demonstrate correct procedure for washing hands. 22.A.1b  
**H.K.1.2** – Demonstrate correct procedure for cough/sneeze. 22.A.1b  
**H.K.1.3** – Demonstrate oral hygiene skills (brush, cleansing foods, etc.). 22.A.1b  
**H.K.1.4** – State their name, phone #, and emergency # 911. 22.A.1c  
**H.K.1.5** – Practice ‘stranger danger’ skills. 22.A.1c  
**H.K.1.6** – Demonstrate respectfulness for property and space (yourself and others.) 22.B.1, 22.C.1  
**H.K.1.7** – Demonstrate recognition of exercise (active vs. sedentary). 22.B.1  
**H.K.1.8** – Demonstrate proper diet habits (healthy vs. unhealthy eating habits). 22.B.1

Outcome: Students will integrate useful communication skills for the enhancement of their own well-being.

Components: **H.K.2.1** – Demonstrate healthy words to express needs/feelings in a positive and polite way (‘Please allow me to have my own space’). SES1.A.1a, 24.A.1b  
**H.K.2.2** – Demonstrate the ability to recognize how personal choice affects health. 24.B.1, SES 1.A.1b  
**H.K.2.3** – Demonstrate ‘refusal skills’ (Firm ‘no’s). SES 3.A.1b, SES 1.B1a, 24.C.1  
**H.K.2.4** – Demonstrate conflict resolution skills in a positive way (sharing, taking turns). SES 2.D.1b, 24.A.1a, SES 3C.1a

Outcome: Students will identify basic human body parts.

Components: **H.K.3.1** – Demonstrate the ability to identify basic body parts (heart, lungs, eyes). 23.A.1  
**H.K.3.2** – Demonstrate the ability to recognize differences in individual growth (taller, shorter). 23.C.1  
**H.K.3.3** – Name and locate basic body parts (head, elbows, knees, shoulders). 23.A.1

P. E.  
Grades K-1

Purpose: Students will demonstrate an understanding of rules & safety during physical activity, and an overall awareness of their physical environment. They will distinguish the effect of cardiovascular activity on the body.

Outcome: Students will demonstrate knowledge of both rules and safety by being assessed through observation. 19.A.1, 19.C.1, 21.A.1a, 21.A.1b

Components: **1.1** – Follow simple directions and rules when first directed for all activities. 21.A.1a

- Respond to teacher’s signals or verbal instructions.

**1.2** – Demonstrate an ability to perform safely using spatial awareness within the environment. 21.A.1b, 19.C.1

- Change speed and direction without collision
- Move within defined personal space.
- Use best body movement for desired results.

**1.3** – Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills as well as combinations and sequences in each area. 19.A.1

- Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request.
- Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort (Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in different activities).

Outcome: Students will demonstrate an ability to recognize the changes their bodies go through during cardiovascular activity. 20.A.1b, 20.B.1

Components: **2.1** – Demonstrate the ability to locate their heart beat with hand on chest area and compare the difference between resting heart rate and exercise induced heart rate. 20.A.1b

- Demonstrate how increasing the intensity of activity will increase their heart rate (Participate in “Hit the Gym Running” activities with the teacher controlling the intensity of the activity with teacher guidance. They cease activity and feel the beating of their hearts. They are asked to describe differences between resting heart rate and active heart rate. They will show how fast the heart is beating by a predetermined hand signal).

**2.2** – Demonstrate the ability to explain some simple physiological changes the body incurs during physical activity. 20.A.1b

- Identify different parts of the body that are affected by exercise (Move a particular body part on the command of the teacher, ie. Lift arm above head, feel skin on forehead for perspiration, etc).
- Identify activities that increase cardio (heart and lungs) endurance. (Bring in pictures of individuals participating in activities that would enhance their cardio endurance.

**Outcome:** Students will react appropriately to the differences that arise within their physical environment. 19.B.1, 21.A.1a, 21.A.1c, 21.B.1

**Components:** **3.1** – Demonstrate the ability to react to both verbal and non-verbal cues. 21.A.1a

- Work cooperatively with other students regardless of personal differences. 21.A.1c, 21.B.1
- Choose classmate without regard for individual differences and play easily with others (ie. Students choose a partner or group for activities with no regard for gender or athletic ability).

**3.2** – Demonstrate the ability to appropriately use an assortment of equipment. 19.B.1

- Game equipment (Balls, flags, hoops, ropes, etc.)
- Spatial equipment (Cones, poly spots, carpet squares, etc.)

