

# CONNECTIONS

## *for School Success*

Dear Parent/Guardian:

This brochure provides an overview of the Wake County Public School System's kindergarten program. You will find a list of the characteristics of kindergarten students as well as sections on language arts, mathematics, social studies, science, computer/technology, and healthful living. It is important to remember that students also have instruction in art, music, and physical education.

Each of these sections should provide you with a better understanding of the major topics included in kindergarten. For example, you can use the language arts and social studies sections to help choose books and other materials to support your child's studies. Although this brochure describes only the kindergarten program, some students will work in language arts or mathematics at a level above or below their grade.

You are an important part of your child's total school program. Your involvement helps make your child's elementary school experiences successful.

**Instructional Services Division**  
*Curriculum and Instruction*

Promotion standards have been established that require students to be proficient in reading, writing, and mathematics before being promoted to the next grade level. **The approved K-8 Promotion and Intervention policy requires students to meet grade level proficiency to be promoted.** Although End-of-Grade tests, as a measure of minimal achievement, are a significant factor in determination of proficiency, multiple other achievement factors are considered. The policy also defines options for intervention and retesting. Refer to the *Sample Learning Activities and Creating Good Homework Habits* for helpful tips for success in this booklet.

The Accelerated Learning Program K-2 (ALP K-2) was designed to provide K-2 students performing below grade level with additional instruction in reading and writing.

Since we are focusing on improving student achievement, you can help by monitoring your student's progress through interim reports and teacher conferences, and daily by talking with your child about school. Please carefully review your child's report card and test results. Failure to successfully complete the ALP program could result in your child being retained.

You can expect your child's school to:

1. Conduct information sessions for you, outlining the Promotion and Intervention Policy, the options for your child, and give you the opportunity to ask questions that clarify the program and what you can do to support your child.
2. Contact you by separate letter, mailed to your home, describing the options for your child if he or she is not proficient in reading, writing, or mathematics.
3. Keep you informed as to your child's status relative to attendance and progress if they are in the ALP program.

The Wake County Public School System is deeply committed to making the intervention and support available to all students not meeting promotion requirements so they will have the opportunity to perform at or above grade level and be successful in school. Together, with parents and the community, our students will achieve academic success.

(Additional information about ALP is available from your school's administration or you may access the ALP program outline on the Wake County Public School System's web site at <http://www.wcpss.net>.)

Sample Learning Activities	The Kindergarten Program	Kindergarten Assessment
<ul style="list-style-type: none"> <li>• Match community workers with the jobs they perform.</li> <li>• View pictures of a child in another culture and compare that child’s family life with your own.</li> <li>• Become aware of and expand vocabulary through viewing charts, signs, labels, books, songs, poems, and nursery rhymes.</li> <li>• Examine/read a book and answer these questions:               <ol style="list-style-type: none"> <li>1. What is the title of the book?</li> <li>2. Who is the author and the illustrator?</li> <li>3. What did you think about this book? Would you tell a friend to read this book? Why or why not?</li> <li>4. Was there something in this book that you particularly liked?</li> <li>5. Tell something that happened in this book that was either funny, exciting, interesting, or surprising.</li> </ol> </li> <li>• Arrange five glasses of water, filled to different levels, from least amount to greatest amount.</li> <li>• Look through a newspaper and talk about the kinds of things newspapers tell about, e.g., news, sports, people, food, comics, cars, clothes, etc.</li> <li>• Make observations based on the five senses.</li> <li>• Sort coins by pennies, nickels, and “others.” Tell the value of a penny and a nickel.</li> <li>• Use geometric shapes to form patterns.</li> <li>• Choose two objects. How are they alike? How are they different?</li> <li>• Count from one to twenty and then count backward from twenty to zero.</li> </ul>	<p>As your child enters kindergarten, it is a time of great excitement and anticipation for the entire family. The kindergarten year is one of the most important ones in your child’s school experience; it is a time when attitudes toward school and learning are strongly influenced. Kindergarten in Wake County Public Schools provides a creative and stimulating environment where children can be excited about learning as they develop new skills. It is the foundation for the rest of the child’s school experience.</p> <p>The kindergarten program is based on what we know about how young children learn and develop. Young children are active and curious about their world. They learn by watching, handling and experimenting with materials, discussing their thoughts and feelings, and interacting with children and adults. Play is central to the kindergarten learning experience. Through play activities, kindergartners explore, create, solve problems, develop language, social, and critical thinking skills.</p> <p>The kindergarten classroom is organized around learning centers where children are able to work in small groups with their peers, teachers, and a variety of materials. Through direct experiences in these centers, as well as teacher directed instruction, children develop skills in language and literacy, math, science, social studies, art, music, and physical education.</p> <p style="text-align: center;"><i>Off to a Good Start,</i> <b>Project Enlightenment</b></p>	<p>As a child enters kindergarten, it is important for the teacher to gather information about what the child knows and is able to do in order to plan an appropriate program for each individual. The kindergarten teacher gathers information about the child’s initial entry point and progress throughout the school year by using the kindergarten assessment system.</p> <p>The four parts of the kindergarten assessment system areas are as follows:</p> <p><b>Parent Observation Form</b> Parents complete to provide information about the child’s health history, language and social development.</p> <p><b>Initial Assessment</b> Teachers conduct during the staggered entry days of the first week of school. Results are shared with parents.</p> <p><b>Developmental Profile and Checklist</b> Teachers use to record the child’s progress in the curriculum objectives throughout the school year.</p> <p><b>Progress Report</b> Teachers use to summarize the information on the developmental checklist. It is sent home to parents at the end of the second and fourth quarters.</p> <p>The purpose of the assessment system is threefold: 1) to provide information about the child’s strengths and needs, 2) to provide information to parents about the child’s progress, and 3) to evaluate how well the instructional program is working. This comprehensive assessment system allows Wake County Public Schools to provide a strong kindergarten program for your children.</p>
<p style="text-align: center;"><b>Suggested Reading List</b></p> <p>Doreen Cronin, <i>Click Clack Moo: Cows that Type</i> Eric Rohmann, <i>My Friend Rabbit</i> Mem Fox, <i>Hattie and the Fox</i> Jules Feiffer, <i>Bark, George!</i> Kevin Henkes, <i>Jessica</i> Kevin Henkes, <i>Owen</i> Mary Hoffman, <i>Amazing Grace</i></p>	<p>Angela Johnson, <i>Tell Me a Story, Mama</i> Leo Lionni, <i>Swimmy</i> James Marshall, <i>George and Martha</i> series Bill Martin, Jr. and John Archambault, <i>Chicka Chicka Boom Boom</i> Patricia McKissack, <i>Flossie and the Fox</i> Chris Raschka, <i>Yo! Yes?</i> Peggy Rathmann, <i>10 Minutes Till Bedtime</i> Cynthia Rylant, <i>Birthday Presents</i></p>	<p>Maurice Sendak, <i>Alligators All Around</i> David Shannon, <i>No, David!</i> William Steig, <i>Sylvester and the Magic Pebble</i> Simms Taback, <i>Joseph Had a Little Overcoat</i> Jane Wattenberg, <i>Henny-Penny</i> Rosemary Wells, <i>Timothy Goes to School</i> Various editions of Mother Goose rhymes, nursery rhymes, and fairy tales</p>

# Reading and Writing

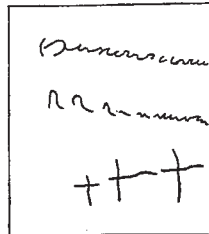
The best way to become a better reader is to read and then discuss what you have read with others. Children form lasting impressions at home about reading. If your child sees you reading, noticing books, newspapers, and magazines around the house, and senses that you enjoy reading, your child will copy you and be much more likely to enjoy reading. Spend time talking about what you are reading, as well as what your child is reading.

Children of all ages like to be read to at home. Read to your child often. Let your child choose a story and you choose one that you enjoy also. Remember that libraries not only have books, but also records, tapes, newspapers, story hours for children, puppet shows, and more. Explore the library with your child!

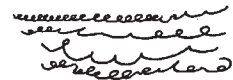
For the child who likes to read, reading is its own reward. For the reluctant reader, praise and encouragement may increase confidence and make reading more fun.

Just as in reading, the best way to become a better writer is to write. If your child sees you writing notes, letters, lists, etc., at home, your child will copy you and be much more likely to enjoy writing. Encourage your child to write by providing him or her with opportunities to experiment with a variety of paper and writing tools (crayons, markers, pencils). Since a child's spoken language is the basis for his or her written language, it is beneficial to engage your child in conversations about his or her experiences and thoughts.

Writing is a developmental process. Children first use scribbles to put their thoughts on paper. Putting symbolic marks and squiggles on paper becomes their way of expressing ideas, feelings, and information. Children's early writing typically develops in the stages represented.



"I like my tote bag.  
I love you."



"This is my  
letter."



"Octopus"



"I watched Scooby Doo."

## Developmental Characteristics

Children develop in a natural sequence of growth, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates.

Generally, children ages five to eight, in kindergarten through Grade 3, are similar in the ways that they learn. They learn by doing, experiencing, and using their senses. Broad characteristics for five-year-olds are as follows:

### *Physical*

- Is active and energetic
- Develops sense of balance
- Develops preference for right or left hand
- Is farsighted, finds it hard to focus on close-up materials
- Slowly develops eye-hand coordination
- Often reverses numerals and/or letters
- Has short attention span. Sharies, but has difficulty waiting for their turn

### *Social/Emotional*

- Loves to help
- Is eager to please
- Exhibits extremes in emotions and behavior
- Loves praise
- Begins cooperative play
- Accepts simple responsibilities
- Has sense of property, but needs help keeping track of belongings

### *Mental*

- Plays with language, trying out new words
- Has a vocabulary of 2000-4000 words
- Speaks in complete sentences
- Is imaginative
- Follows directions
- Confuses fact and fantasy — Thinks literally not logically
- Likes to be read to, talked to, and listened to

# Language Arts

## Objective Description

**The learner will develop and apply enabling strategies and skills to read and write.**

- Identifies parts of books (front of book, back of book, title)
- Recognizes the functions of parts of the book (print carries message)
- Demonstrates an understanding of directionality
- Demonstrates one-to-one matching while teacher reads
- Demonstrates understanding of letter, word, and story
- Demonstrates an understanding of where to begin reading the story
- **Demonstrates understanding that spoken language is sequence of identifiable speech sounds (concept of word)**
- Demonstrates understanding that the sequence of letters in the written words represents sequence of sounds in the spoken word
- **Demonstrates understanding of the sounds of letters (including long and short vowel sounds)**
- **Demonstrates understanding that words begin and end alike (by matching, isolating, and blending onset and rimes)**
- **Recognizes sounds in the environment**
- Recognizes and produces words that rhyme
- **Recognizes, blends, and segments syllables in spoken words**
- **Matches and isolates beginning sounds**
- Blends individual sounds that are heard into a 2-3 phoneme word (i.e., Put the sounds /c/ /a/ /t/ together. Say the word.)
- Segments the sounds of a spoken 2-3 phoneme word into individual phonemes (i.e., What sounds do you hear in the word cat? /c/ /a/ /t/)
- **Recognizes and names upper and lower case letters of the alphabet**
- Recognizes own name by sight
- Recognizes environmental print such as signs, labels, and trademarks
- Recognizes some high frequency words by sight (10-15 words)
- Recognizes most beginning consonant letter-sound associations in one-syllable words
- Recognizes first/last letter, first/last word, a period and question mark
- Reads or begins to read own dictated story, simple patterned text, and decodable text
- Reads predictable text using letter-sound knowledge and pictures to construct meaning
- Interacts for at least 10 minutes daily with self-selected texts that are consistent with student's independent reading level

**The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**

- Recounts story setting, character, and events
- Retells story in own words giving beginning, middle, and end
- Recounts important concepts and details in informational text
- Demonstrates familiarity with a variety of types of books and selections (nursery rhymes, puppet plays, reenactments of familiar stories, etc.)
- Demonstrates familiarity with a variety of types of books (picture books, caption books, etc.)
- Demonstrates familiarity with a variety of types of books (short informational texts, picture books, etc.)
- Uses preparation strategies to activate prior knowledge and experience before reading the text
- Uses strategies to activate prior knowledge and experience during reading the text
- Formulates questions that a text might answer before beginning to read
- Predicts possible events in texts before and during reading
- Confirms/rejects predictions based on information in text and/or own experience
- Understands and follows oral-graphic directions (3 or more step directions)
- Demonstrates understanding of literary language (e.g., once upon a time and other vocabulary specific to a genre)
- Demonstrates the following strategies: using picture cues, one to one matching, **going back and rereading**, remembering and using language patterns provided in book introduction
- Demonstrates the following strategies: using first letter sound to check prediction, using known words to monitor reading

**The learner will make connections through the use of oral language, written language, and media and technology.**

- Connects information and events in text to experience
- Discusses concepts and information in a text to clarify and extend knowledge
- Associates target words with prior knowledge
- Explores an author's choice of words
- Listens to and revisits stories
- Discusses and dramatizes stories
- Discusses and illustrates stories
- Discusses text to discover relationships

**The learner will apply strategies and skills to create oral, written, and visual texts.**

- Uses drawings or symbols to convey ideas or information
- Uses random letters
- Uses oral language structures
- Uses facial expressions to communicate
- Uses nonverbal expression to communicate
- Uses new vocabulary in own speech and writing

- Uses words that name and words that tell action in a variety of simple texts
- Uses singular and plural nouns and past tense regular verbs correctly
- Identifies the meaning of basic concepts (colors, opposites, positional and directional words)
- Uses words that describe color, size, and location in a variety of texts (oral retelling, lists, journal entries)
- Maintains conversation and discussions by paying attention
- Maintains conversation and discussions by taking turns expressing ideas
- Maintains conversation and discussions by asking questions
- Produces five to seven word sentences
- Uses a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!)
- Writes and/or participates in writing behaviors by using authors' models of language
- Copies print from the environment
- Writes own first name
- Writes first names of some friends or classmates
- Writes own last name
- Uses drawings and writing to support ideas
- Uses captioned pictures to express ideas
- Uses single words and phrases to express ideas
- Draws and writes signs, labels, and notes
- Writes one or two thoughts, sentences, or bare ideas
- Focuses on topic
- Repeats rhymes, poems, and songs
- Uses words to express needs and wants
- Names common objects
- Responds appropriately to questions

**The learner will apply grammar and language conventions to communicate effectively.**

- Develops spelling strategies and skills by representing spoken language with temporary and/or conventional spelling (mostly consonants)
- Develops spelling strategies and skills by writing most letters of the alphabet
- Develops spelling strategies and skills by writing some words when dictated
- Develops spelling strategies and skills by analyzing sounds in a word and writing dominant consonant letters
- Develops spelling strategies and skills by spelling some high frequency words correctly in own writing
- Uses upper and lower case letters interchangeably
- Uses capital letters to write the word I and the first letter in own name
- Demonstrates top to bottom directionality
- Demonstrates left to right directionality
- Uses some spacing

## Mathematics

### *Number and Operation*

**Develop number sense for whole numbers through 30.**

- *Connect model, number word (orally), and number, using a variety of representations.*
- *Count objects in a set.*
- *Read and write numerals.*
- *Compare and order sets and numbers.*
- *Use ordinals (1<sup>st</sup>-10<sup>th</sup>).*
- *Estimate quantities fewer than or equal to 10.*
- *Recognize equivalence in sets and numbers 1-10.*

**Share equally (divide) between two people; explain.**

**Solve problems and share solutions to problems in small groups.**

### *Measurement*

**Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture).**

**Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).**

### **Geometry**

**Identify, build, draw, and name triangles, rectangles, and circles; identify, build, and name spheres and cubes.**

**Compare geometric shapes (identify likenesses and differences).**

**Model and use directional and positional vocabulary.**

**Model and use directional and positional vocabulary.**

**Complete simple spatial visualization tasks and puzzles.**

### *Data Analysis & Probability*

**Collect and organize data as a group activity.**

**Display and describe data with concrete and pictorial graphs as a group activity.**

### *Algebra*

**Sort and classify objects by one attribute.**

**Create and extend patterns with actions, words, and objects.**

## Writing Process

**Prewriting** is the process that helps writers get ready to write. The student spends time gathering information, experimenting with ideas, and plotting a course. Time spent on prewriting is essential to the writing process.

**Drafting** is the stage of making choices as to what to write. This is the first link between the prewriting and writing that is intended to communicate with an audience.

**Revising** writing may be the most difficult step in the process. It also is the most important step. Revision is not just the correction of usage and mechanics errors, but the time to decide where or how the communication can be improved.

**Editing** occurs only after the writer feels satisfied with the content and organization of the writing. Writing must be free from errors that distract the reader.

**Publishing** provides a chance for students to complete a product, see themselves as “authors,” read with appreciation, and learn from others.

## Science

The focus for kindergarten students is on using the five senses to make observations of events in both indoor and outdoor settings that make up their world. The observations that students make provide evidence and data on which to base their scientific explanations. Guide student learning of all goals on the unifying concepts of evidence, explanation, and measurement. The strands provide a context for teaching the content throughout all goals. Strands: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

**GOAL 1: The learner will make observations and build an understanding of similarities and differences in animals.**

- 1.1 *Observe and describe the similarities and differences among animals including: structure, growth, changes, movement.*
- 1.2 *Observe how animals interact with their surroundings.*
- 1.3 *Observe the behaviors of several common animals.*
- 1.4 *Demonstrate how to care for a variety of animals.*

1.5 *Observe the similarities of humans to other animals including: basic needs, growth and change, movement.*

**GOAL 2: The learner will make observations and build an understanding of weather concepts.**

- 2.1 *Observe and report daily weather changes throughout the year.*
- 2.2 *Identify different weather features including: precipitation, wind, temperature, cloud cover.*
- 2.3 *Identify types of precipitation, changes in wind, force, direction and sky conditions.*
- 2.4 *Observe and determine the effects of weather on human activities.*
- 2.5 *Use common tools to measure weather.*

**GOAL 3: The learner will make observations and build an understanding of the properties of common objects.**

- 3.1 *Observe and describe the properties of different kinds of objects (clay, wood, cloth, paper, other) and how they are used.*
- 3.2 *Develop and use a vocabulary associated with the properties of materials: color, size, shape, texture.*

- 3.3 *Describe how objects look, feel, smell, taste, and sound using their own senses.*
- 3.4 *Observe that objects can be described and sorted by their properties.*
- 3.5 *Identify some common objects and organisms that are considered to be natural resources in our world.*

**GOAL 4: The learner will use appropriate tools and measurements to increase their ability to describe their world.**

- 4.1 *Describe how tools can be used to make comparisons.*
- 4.2 *Observe and describe how various tools and units of measure are useful: scissors, pencils, crayons, paper clips, hammers.*
- 4.3 *Use nonstandard units of measure to describe and compare objects.*
- 4.4 *Demonstrate the use of standard units of measure and compare with nonstandard units of measure. (Teacher demonstration).*
- 4.5 *Demonstrate that standard units of measure produce more consistent results than nonstandard units, allowing information to be shared. (Teacher demonstration)*

## Social Studies

### Self and Family/ Families Around the World

Students begin a global approach to social studies with a study of themselves, their families, and other families around the world. They learn how individuals and families grow and change and compare how they are alike and different. Students approach the understanding of self and family while developing and defining concepts about themselves and the family structure. They acquire the concept that all families worldwide have basic common needs, yet meet these needs in a variety of ways. Goals in kindergarten focus on developing positive attitudes about themselves, their families, and families of diverse cultures.

#### Competency Goals Objectives

**Goal 1: The learner will investigate how individuals, families, and groups are similar and different.**

- Describe how individuals are unique and valued.
- Identify different groups to which individuals belong.
- Examine diverse family structures around the world.
- Recognize that families and groups have similarities and differences.
- Compare and contrast customs of families in communities around the world.

**Goal 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.**

- Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom, school, and other social environments.
- Participate in democratic decision making.
- Describe the importance of rules and laws.
- Analyze classroom problems and suggest fair solutions.

**Goal 3: The learner will recognize and understand the concept of change in various settings.**

- Observe and describe how individuals and families grow and change.
- Evaluate how the lives of individuals and families of the past are different from what they are today.
- Observe and summarize changes within communities.
- Recognize changes in the classroom and school environments.

**Goal 4: The learner will explain celebrated holidays and special days in communities.**

- Explore how families express their cultures through celebrations, rituals, and traditions.
- Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.
- State reasons for observing special, religious, and secular holidays of diverse cultures.

**Goal 5: The learner will express basic geographic concepts in real life situations.**

- Locate and describe familiar places in the home, school, and other environments.

- Create and interpret simple maps, models, and drawings of the home, school, and other environments.
- Describe the functions of places in the home, school, and other environments.
- Recognize and explain seasonal changes of the environment.
- Identify and state how natural and human resources are used within the community.

**Goal 6: The learner will apply basic economic concepts to home, school, and the community.**

- Distinguish between wants and needs.
- Examine the concept of scarcity and how it influences the economy.
- Identify examples of how families and communities work together to meet their basic needs and wants.
- Give examples of how money is used within the communities, such as spending and saving.
- Explore goods and services provided in communities.

**Goal 7: The learner will recognize how technology is used at home, school, and the community.**

- Identify different types of media and forms of communication.
- Explore modes of transportation at home and around the world.
- Describe functions of computers and other electronic devices used in the home, school, and other environments.

## Information Literacy

- Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
- Demonstrate appropriate care of resources.
- Acknowledge ownership of ideas.
- Select resources both within and outside the school for personal and informational purposes.
- Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia).
- Identify and apply published criteria of excellence in selecting resources.
- Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats.

- Develop and communicate personal criteria for selecting resources for information needs and enjoyment.
- Recognize the power of media to influence.
- Describe personal cultural heritage and environment.
- Identify bias and stereotypes.
- Relate cultural similarities and differences to personal life experiences.
- Describe how information and ideas are influenced by prior knowledge and personal experience.
- Identify information needs and formulate questions about them.
- Describe several research models.
- Develop a search strategy which includes continuous evaluation of both

- the research process and the information gathered.
- Follow acceptable use guidelines (AUP/IUP) in accessing information.
- Gather, organize, and use information.
- Comply with the Copyright Law (P.L. 94-553) and credit sources of information.
- Present information in a variety of formats and evaluate the product.
- Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.
- Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.

# Healthful Living

**Goal 1: The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

- Describe influences on health, e.g., food, rest, exercise, hygiene/cleanliness.
- Relate health to feelings and to behaviors
- Describe health risks for age group.

**Goal 2: The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

- Identify specific feelings by name.
- Verbalize feelings.
- Accept the normalcy of feelings.
- Identify and make choices.
- Accept and carry out personal responsibilities.

**Goal 3: The learner will interpret health risks for self and others and corresponding protection measures.**

- Prevent the spread of germs in personal life.
- Use seat belts and bicycle helmets.
- Describe meanings of traffic signs and signals.
- Respond appropriately to warning signs, sounds, and labels.
- Demonstrate the stop, drop, and roll response to burning clothing.
- Demonstrate how to get help in an emergency.
- Identify items that can burn oneself.
- Brush teeth daily and do not share toothbrush.

**Goal 4: The learner will apply relationship skills to the promotion of health and the prevention of risk.**

- Distinguish between safe and risky means of getting attention.
- Seek and offer appropriate help in the home, school, and community.
- Share objects and time.
- Recognize and accept that each person is unique and special.
- Recognize the agricultural origins of common foods.

**Goal 5: The learner will apply behavior management skills to nutrition-related health concerns.**

- Place foods in the appropriate group of the Food Guide Pyramid.
- Eat a variety of foods for good health, including unfamiliar and culturally diverse foods.
- Select a school breakfast and lunch that contain a variety of grains vegetables and fruit.
- Keep foods and their containers clean.
- Keep hands clean, using appropriate cleaning techniques.

- Recognize the agricultural origins of common foods.
- Identify snack foods that help the teeth and body.

**Goal 6: The learner will choose not to participate in substance use.**

- The learner will choose not to participate in substance use.
- Distinguish between medicinal and non-medicinal drug use.
- Identify reliable sources of information regarding medicines and substances.
- Affirm choice not to use tobacco or look alike products.

**Goal 7: The learner will achieve and maintain an acceptable level of health-related fitness**

- Identify physiological signs of moderate physical activity.
- Recognize two appropriate sites on the body to monitor the heart rate.
- Sustain moderate to vigorous physical activity for short periods of time.
- Demonstrate knowledge of flexibility through warm up activities and perform exercises that enhance proper flexibility in a variety of muscle groups.

**Goal 8: The learner will exhibit a physically active lifestyle.**

- Identify likes and dislikes connected with participation in physical activity.
- Select and participate in activities that require physical activity during non-school hours.
- Recognize the joy of participating.

**Goal 9: The learner will demonstrate an understanding and respect for differences among people in physical.**

- Recognize the joy of shared play.
- Interact positively with students in class regardless of personal differences.
- Participate willingly in group activities.

**Goal 10: The learner will demonstrate responsible personal and social behavior in physical activity settings.**

- Examine the rules for participating in the physical activity setting.
- Work in a group setting without interfering with others.
- Handle equipment safely.
- Share space and equipment with others.
- Develop listening skills and the ability to follow instructions in sequence during a game situation.

**Goal 11: The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities**

- Demonstrate non-locomotor movements using different parts of the body.

- Demonstrate a variety of locomotor and combination skills in a movement pattern.
- Utilize non-locomotor, locomotor, and combination skills to demonstrate movements in creative sequences and in simple patterned dances.
- Demonstrate a variety of non-locomotor, locomotor and combination skills while participating in different games and activities.
- Develop movement control for safe participation in games and sports.
- Demonstrate the emerging skills of catching, kicking, throwing, and striking necessary for participating in activity.
- Demonstrate forward and backward rolling patterns.
- Perform rolling movements, which can be used as safety rolls.

**Goal 12: The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.**

- Identify fundamental movement patterns.
- Establish a beginning movement vocabulary.
- Apply age appropriate concepts to performance.

## Guidance

**The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:**

- Describe how s/he is alike as well as different from others.
- Verbalize a personal trait or behavior that s/he likes about self.
- Recognize words that express feelings.

**The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:**

- Recognize the diverse world of work.

**The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:**

- Learn the rules for participating in group discussion.
- Demonstrate knowledge of the importance of following rules for group discussion.
- Learn effective listening skills.
- Recognize the importance of working together in a group.

**The learner will demonstrate appreciation and understanding of the lifelong process of learning, growing, and changing by being able to:**

- Adjust to the school environment.
- Recognize the importance of self-control.
- Understand the importance of good health habits.

## Visual Arts

The emphasis at this level is on:

- Personal experience and/or imagination
- Exploring a variety of media to develop fine and gross motor skills
- Learning care and use of tools and equipment
- Following safety rules
- Family, five senses, counting, and retelling stories in pictures
- Learning about a variety of artists and art forms, including architecture
- Art elements — color, shape and line

**Strands:** Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting

**The learner will:**

- Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

- Develop skills necessary for understanding and applying media, techniques, and processes.
- Organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.
- Choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
- Understand the visual arts in relation to history and cultures.
- Reflect upon and assess the characteristics and merits of their work and the work of others.
- Perceive connections between visual arts and other disciplines.
- Develop an awareness of art as an avocation and profession.

## Music

Kindergarten is the entry level for study in music. Learning is primarily experiential. Focus areas at this level include:

- Developing appropriate vocal and instrumental practices
- Developing beginning skills in improvising and creating music
- Reading simple rhythmic and melodic notation
- Developing beginning skills in listening to, analyzing, and evaluating music
- Developing understanding of music in relation to history, culture, and other content areas
- Showing respect for the efforts of others

**Strands:** Creating, Performing, Responding, Understanding

**The learner will:**

- Sing, alone and with others, a varied repertoire of music.
- Play on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations, and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the other arts, and content areas outside the arts.
- Understand music in relation to history and culture.

## Character Traits

Listed below are some character traits that WCPSS believes are an important part of every child's education. Whenever possible, teachers include these special characteristics in their lessons and classroom activities:

**Courage:** Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.

**Good Judgment:** Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.

**Integrity:** Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.

**Kindness:** Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.

**Perseverance:** Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

**Respect:** Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.

**Responsibility:** Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community.

**Self-Discipline:** Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors. Doing your best in all situations.

## Computer/Technology Skills

**Focus Areas:**

- Parts of the computer and how to operate
- Keyboard familiarity
- Grouping and sequencing
- Respect for the work of others
- Responsible care of resources
- Exploring multimedia
- Observing online resources

**Goal 1:** *The learner will understand important issues of a technology-based society and will exhibit ethical behavior in*

*the use of computer and other technologies.*

- Identify the computer as a machine that helps people work and play.
- Identify and discuss correct and responsible use and care of computers and resources.
- Identify and discuss the Internet as a source of information at school and home.
- Demonstrate respect for the work of others.

**Goal 2:** *The learner will demonstrate knowledge and skills in the use of computer and other technologies.*

- Use manipulatives and graphing software to organize and display data as a class.
- Identify, locate, and use special keys, letters, and numbers on the keyboard.
- Use teacher-selected Internet resources/information to explore, identify, and discuss responsible use as a class activity.
- Use teacher-selected Internet resources/information to discuss ownership of creative works of individuals/groups/companies as a class activity.