Crosswalk
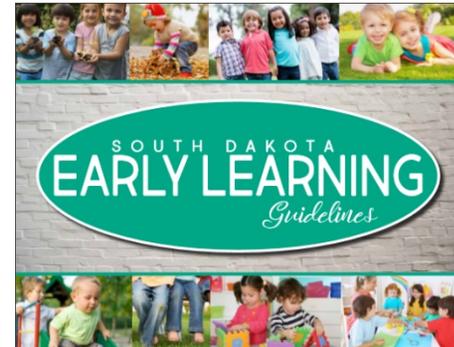
(South Dakota's Early Learning Guidelines & Kindergarten Content Standards)

SOUTH DAKOTA CROSSWALK

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ACKNOWLEDGEMENTS

Gratitude

Thank you to Dr. Catherine Scott-Little for the structure, organization, and alignment of the South Dakota Crosswalk between the South Dakota Early Learning Guidelines and the South Dakota Kindergarten Content Standards. Dr. Scott-Little's expertise throughout the crosswalk process is greatly appreciated.

Expertise

Catherine is a Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. Dr. Scott-Little has completed several national studies on state-level early learning guidelines, including content analyses on preschool and infant-toddler learning standards over 45 states.

South Dakota Crosswalk Collaboration

This document was created through the collaboration between Catherine Scott-Little, the South Dakota Head Start Collaboration Director, multiple divisions of the Department of Education, including Learning and Instruction, Department of Social Services Division of Child Care, the PreK panel members from the South Dakota Early Learning Guidelines, and other collaborated early childhood entities in South Dakota. By aligning and coordinating standards across the continuum, the goal of this document is to improve daily instruction for those children exiting a pre-kindergarten program and entering a kindergarten program.

Overview

PURPOSE OF THE CROSSWALK

The purposes of the crosswalk between the South Dakota Early Learning Guidelines (SDELG) and the South Dakota Kindergarten Content Standards (SD K Content Standards) are to:

1. Align and document how the content of the SDELG compares with the content of the SD K Content Standards for a seamless, effective and high-quality transition into kindergarten. Identify areas where there is a strong connection between the content of different sets of guidelines/standards as well as identify where the connection between the different sets is not as specific. (i.e., the Kindergarten Standards do not have as many goals that are directly coupled with the goals of Approaches to Learning domain in the SDELG)

2. Intentional alignment increases the consistency of children's experiences across and within grades to create a continuum of learning that builds on the previous year which will support school district educators/administrators in collaboration serving young children, particularly between preschool programs and public or private school kindergarten programs.

3. Help early learner educators/providers in planning support to promote the development of *precursor learning* and development for children entering kindergarten AND help early learner educators/providers in planning experiences to promote further learning and development for preschool children who are *ready to move beyond the skills* of the SDELG.

GUIDANCE FOR USING THE CROSSWALK

Both the SD Early Learning Guidelines (SDELG) and the SD Kindergarten Content Standards (SD K) are not intended to be used as a curriculum but rather as a guide to determine curriculum choices/activities. This document is meant to foster the implementation of effective teaching and program practices.

Students should understand and be able to do the age-appropriate goals and standards by the end of each program/school year, but parents, providers and educators must keep in mind that although development occurs in predictable patterns, all children are unique in their development and progress at different rates.

DOCUMENTS USED IN THE CROSSWALK

South Dakota Early Learning Guidelines (SDELG)(2016)

*For a complete copy of the SDELG:

http://sdstepahead.com/

> The Early Learning Guidelines are intended to be used as a "guide" and are not considered "accredited standards". They were developed by a panel of professionals and parents from the early childhood community throughout the state including child care, Head Start, private and public preschool, kindergarten, special education, university early childhood programs, state agencies, and representatives from the South Dakota Association for the Education of Young Children (SDAEYC).

South Dakota Content Standards for Kindergarten (year adopted)
Educational Technology Standards (2015)   ***(Currently under review)***
English Language Arts Standards (2018)
Fine Arts Standards (2015)
Health Education Standards (2018)
Standards for Mathematics (2018)
Physical Education Standards (2014)   ***(Currently under review)***
School Library Content Standards (2019)
Science Standards (2015)
Social Studies Standards (2015)
World Language Standards (2019)

*For revision and adoption timelines:

https://doe.sd.gov/contentstandards/documents/StandardsTimeline.pdf
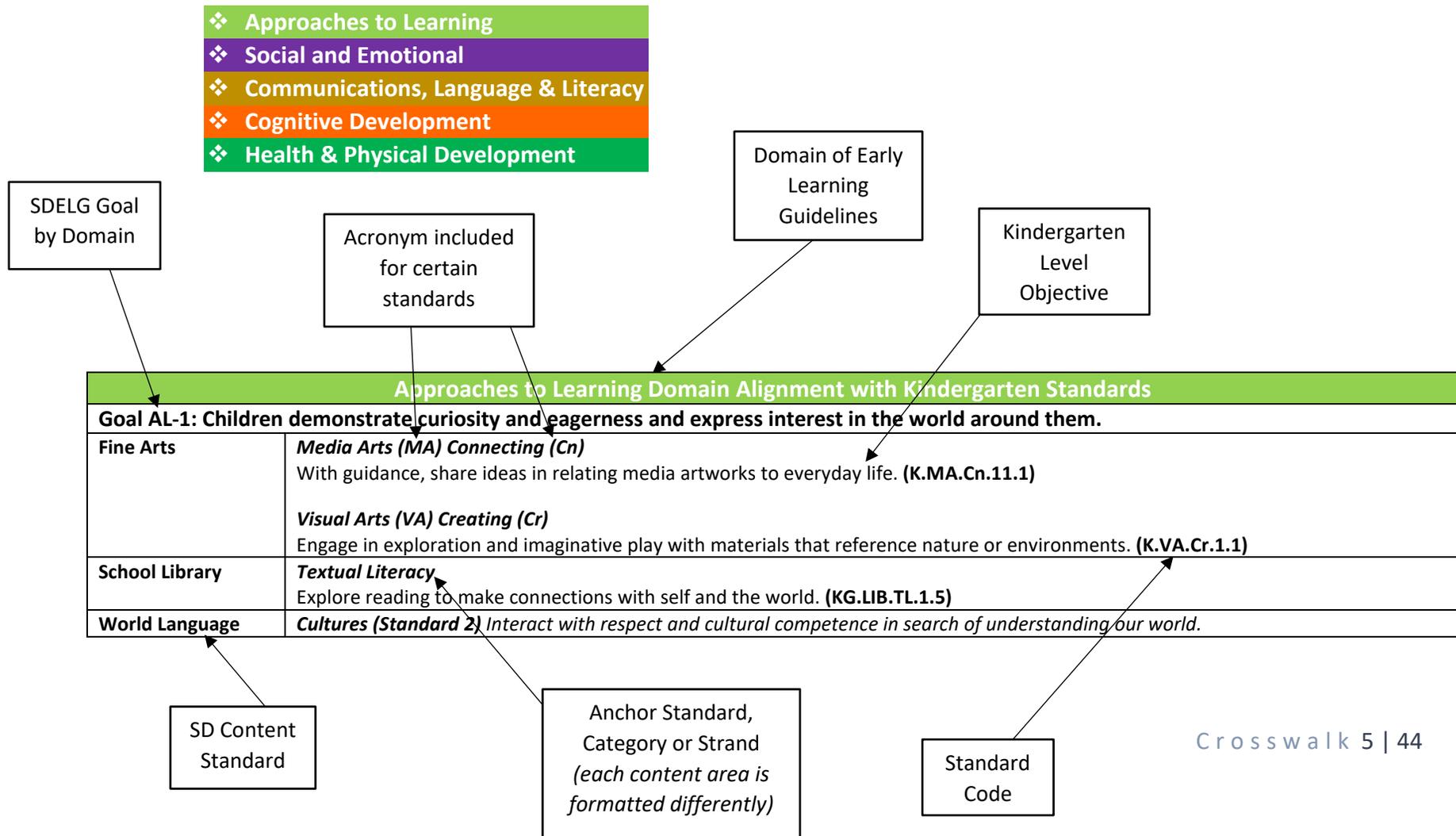
> **Note to User:**
>
> South Dakota content standards are reviewed regularly, as required by state law. ***Educational Technology Standards and Physical Education Standards*** included in this document are **"Proposed"** standards under review at the time of publishing. This means that, once approved, the standards in those two content areas ***may*** differ from this document.
>
> For current versions of the standards visit:
> https://doe.sd.gov/contentstandards/review.as

The South Dakota Content Standards serve as expectations for what students should know and be able to do by the end of each grade (this document is specific to kindergarten only). The review, revision, development, and feedback process involve stakeholders throughout the state of South Dakota and is an ongoing and critical component to ensure South Dakota students in every classroom receive current and relevant learning experiences.

ORGANIZATION OF THE CROSSWALK

Each goal of the South Dakota Early Learning Guideline (SDELG) has been included in this crosswalk. The Kindergarten Content Standards have been added to the goals where they most closely match. Some of the ELG goals may not have a content standard that closely represented the skill, but one goal could contain more than one content standard. The document is divided by the 5 domains of the guidelines and each domain represents the color chart used in the SDELG published in 2017.

- ❖ **Approaches to Learning**
- ❖ **Social and Emotional**
- ❖ **Communications, Language & Literacy**
- ❖ **Cognitive Development**
- ❖ **Health & Physical Development**

Domain of Early Learning Guidelines

Kindergarten Level Objective

SDELG Goal by Domain

Acronym included for certain standards

Approaches to Learning Domain Alignment with Kindergarten Standards	
Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.	
Fine Arts	***Media Arts (MA) Connecting (Cn)*** With guidance, share ideas in relating media artworks to everyday life. **(K.MA.Cn.11.1)** ***Visual Arts (VA) Creating (Cr)*** Engage in exploration and imaginative play with materials that reference nature or environments. **(K.VA.Cr.1.1)**
School Library	***Textual Literacy*** Explore reading to make connections with self and the world. **(KG.LIB.TL.1.5)**
World Language	***Cultures (Standard 2)*** Interact with respect and cultural competence in search of understanding our world.

SD Content Standard

Anchor Standard, Category or Strand *(each content area is formatted differently)*

Standard Code

APPROACHES TO LEARNING (AL)

Approaches to Learning Domain Alignment with Kindergarten Standards	
Goal AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.	
Fine Arts	*Media Arts (MA) Connecting (Cn)* With guidance, share ideas in relating media artworks to everyday life. **(K.MA.Cn.11.1)** *Visual Arts (VA) Creating (Cr)* Engage in exploration and imaginative play with materials that reference nature or environments. **(K.VA.Cr.1.1)**
School Library	*Textual Literacy* Explore reading to make connections with self and the world. **(KG.LIB.TL.1.5)**
World Language	*Cultures (Standard 2) Interact with respect and cultural competence in search of understanding our world.*

Goal AL-2: Children actively seek to understand the world around them in play and everyday tasks.	
Science	*The Core Ideas of the Kindergarten Science Standards include:* • Motion and Stability: Forces and Interactions • Energy • From Molecules to Organisms: Structures and Processes • Earth's Systems • Earth and Human Activity
School Library	*Textual Literacy* Explore reading to make connections with self and the world. **(KG.LIB.TL.1.5)**
World Language	*Cultures (Standard 2) Interact with respect and cultural competence in search of understanding our world.*

Goal AL-3: Children demonstrate initiative and effort in play and everyday tasks.	

Goal AL-4: children are engaged and maintain focus in play and everyday tasks.	
Physical Education	*Engages in Physical Activity* Participates in physical education class in response to instruction and practice. **(S3.E2.K)**
English Language Arts	*Speaking & Listening* Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. **(K.SL.1)**

Goal AL-5: Children persist at challenging activities in play and everyday tasks.	
Educational Technology	*Innovative Designer (K.ET.ED.2)* Demonstrate perseverance when completing a challenging task even when a task fails. **(K.ET.ID.2.2)** *(outcome)*

Goal AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.	
Physical Education	*Challenge* Acknowledge that some physical activities are challenging/difficult. **(S5.E2.K)**

Goal AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.	
Social Studies	*Civics/Government* Understand classroom rules and why they are important. **(K.C.2.1)**
Mathematics	*Counting and Cardinality* Count to answer "how many?" a. When counting, answer questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or and as many as 10 things in a scattered configuration. b. Given a number(s) from 1-20, count out that many objects. **(K.CC.B.5)**
English Language Arts	*Speaking & Listening* Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(K.SL.3)**

Goal AL-8: Children engage in increasingly complex play.	
Fine Arts	*Theatre (TH) Creating (Cr) Responding (Re)* With prompting and support, invent and inhabit an imaginary world through dramatic play and/or process drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.1.1)** With prompting and support interact with peers and express original ideas to contribute to dramatic play or a guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.2.1)** With prompting and support, pose questions and share responses to questions raised in dramatic play or guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.3.1)** With prompting and support actively participate with others in dramatic play or guided drama. **(K.TH.Re.9.1)**

Goal AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.	
Fine Arts	*Dance (DA) Creating (Cr) Performing (Pr)* Improvise dance that has a beginning, middle, and end. **(K.DA.Cr.2.1)** Express an idea, feeling, or image, through improvised movement moving alone, then with a partner. **(K.DA.Cr.2.2)** Demonstrate tempo contrasts with movements that match to tempo of sound stimuli. **(K.DA.Pr.4.2)** Identify and apply different characteristics to movements (for example, slow, smooth, or wavy). **(K.DA.Pr.4.3)** Select a prop to use as part of a dance. **(K.DA.Pr.6.2)** *Media Arts (MA) Creating (Cr)* With guidance, share ideas, plans, and models for media artworks. **(K.MA.Cr.2.1)** *Music (MU) Creating (Cr)* With guidance, generate musical ideas; i.e. movements or motives. **(K.MU.Cr.1.1b)** *Theatre (TH) Creating (Cr) Connecting (Cn)* With prompting and support, invent and inhabit an imaginary world through dramatic play and/or process drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.1.1)** With prompting and support, use non-representational objects to create props, puppets, and costume pieces that exist in an imaginary place. **(K.TH.Cr.1.2)** With prompting and support interact with peers and express original ideas to contribute to dramatic play or a guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.2.1)** With prompting and support acknowledge the similarities between self and imagined characters. **(K.TH.Cn.10.1)** *Visual Arts (VA) Creating (Cr)* Engage in exploration and imaginative play with materials that reference nature or environments. **(K.VA.Cr.1.1)**
English Language Arts	*Speaking & Listening* Add drawings or other visual displays to provide additional detail. **(K.SL.5)**

SOCIAL AND EMOTIONAL (SED)

Social and Emotional Development Alignment with Kindergarten Standards	
Goal SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.	
Physical Education	***Personal Responsibility*** Acknowledges responsibility for behavior when prompted. **(S4.E2.Ka)** Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. **(S4.E2.Kb)** ***Self-Expression/Enjoyment*** Identifies physical activities that are enjoyable. **(S5.E3.Ka)**

Goal SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks.	
Physical Education	***Accepting Feedback*** Listens respectively to general feedback from the teacher. **(S4.E3.K)** ***Safety*** Follows teacher directions for safe participation and proper use of equipment with teacher reminders. **(S4.E6.K)**
Health Education	***Interpersonal Communication*** Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others. **(4.2.4)**
English Language Arts	***Speaking & Listening*** Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. **(K.SL.1)**

Goal SED-3: Children form relationships and interact positively with other children in play and everyday tasks.	
Physical Education	***Working with Others*** Recognizes and understands individual uniqueness and diversity. **(S4.E4.Kb)** ***Self-Expression/Enjoyment*** Demonstrates the enjoyment of playing with friends. **(S5.E3.Kb)** ***Social Interaction*** Reflects on the positive social interactions that come when engaged with others in physical activity **(S5.E4.K)**
English Language Arts	***Speaking & Listening*** Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. **(K.SL.1)**

Goal SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.	
Physical Education	*Personal Responsibility* Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). **(S4.E1.K)** Acknowledges responsibility for behavior when prompted. **(S4.E2.Ka)** *Accepting Feedback* Listens respectively to general feedback from the teacher. **(S4.E3.K)** *Working with Others* Shares equipment and space with others. **(S4.E4.Ka)** *Rules and Etiquette* Recognizes the established protocol for class activities. **(S4.E5.Ka)** Recognizes the fundamentals of good sportsmanship. **(S4.E5.Kb)** *Safety* Follows teacher directions for safe participation and proper use of equipment with teacher reminders. **(S4.E6.K)**
School Library	*Civic & Ethical Literacy* Engage in positive, safe, ethical, and legal digital citizenship responsibilities. **(KG.LIB.CE.1.1)**
Social Studies	*Civics/Government* Understand classroom rules and why they are important. **(K.C.2.1)**
English Language Arts	*Speaking & Listening* Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges. **(K.SL.1)**

Goal SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.	
Health Education	*Interpersonal Communication* Demonstrate healthy ways to express needs, wants, and feelings. **(4.2.1)**

Goal SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.	
Physical Education	*Social Interaction* Reflects on the positive social interactions that come when engaged with others in physical activity. **(S5.E4.K)**

COMMUNICATIONS, LANGUAGE AND LITERACY (CLL)

Communication, Language & Literacy Alignment with Kindergarten Standards	
Goal CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.	
English Language Arts	***Speaking & Listening*** Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges **(K.SL.1)** Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood. **(K.SL.2)** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(K.SL.3)** Describe familiar people, places, things, and events. With prompting and support, provide additional detail. **(K.SL.4)** Speak audibly and express thoughts, feelings, and ideas clearly. **(K.SL.6)** ***Reading (Literature)*** With prompting and support, ask and answer questions about key details in a text. **(K.RL.1)** With prompting and support, retell familiar stories, including key details. **(K.RL.2)** ***Reading (Informational Text)*** With prompting and support, ask and answer questions about key details in a text. **(K.RI.1)** ***Writing*** With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources. **(K.W.8)**
School Library	***Textual Literacy*** Access libraries to read, listen, view, and share for recreation and personal growth. **(KG.LIB.TL.1.1)** Read, listen, and view for recreation and personal growth. **(KG.LIB.TL.1.2)** Read, listen, and view for academic growth. **(KG.LIB.TL.1.3)** ***Information Literacy*** Formulate, with guidance, questions to investigate a personal inquiry or a learning goal. **(KG.LIB.IL.1.2)** ***Civic & Ethical Literacy*** Discuss intellectual property, copyright, plagiarism, and fair use guidelines. **(KG.LIB.CE.1.4)** Demonstrate respect by using appropriate listening and speaking skills. **(KG.LIB.CE.1.6)**

Physical Education	*Personal Responsibility* Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). **(S4.E1.K)** *Accepting Feedback* Listens respectfully to general feedback from the teacher. **(S4.E3.K)** *Social Interaction* Reflects on the positive social interactions that come when engaged with others in physical activity. **(S5.E4.K)**
World Language	*Communications (Standard 1) Communicate effectively in more than one language for various purposes in multiple contexts.*
Educational Technology	*Creative Communicator* Students select the appropriate medium and communicate clear, complex ideas through the use of visualizations for an intended audience. **(K.ET.CC.3)**

Goal CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.

English Language Arts	*Language* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ d. Understand and use question words (interrogatives) e. Use the most frequently occurring prepositions f. Produce and expand complete sentences in shared language activities. **(K.L.1)** *Speaking & Listening* Speak audibly and express thoughts, feelings, and ideas clearly. **(K.SL.6)**
School Library	*Civic & Ethical Literacy* Demonstrate respect by using appropriate listening and speaking skills. **(KG.LIB.CE.1.6)**
World Language	*Communications (Standard 1) Communicate effectively in more than one language for various purposes in multiple contexts.*

Goal CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

World Language	*Communications (Standard 1) Communicate effectively in more than one language for various purposes in multiple contexts.*
Educational Technology	*Empowered Learner (K.ET.EL.4)* Utilize grade-level appropriate technology vocabulary. **(K.ET.EL.4.1)** *(outcome)*
English Language Arts	*Reading (Literature)* With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs. **(K.RL.4)**

English Language Arts cont. (CLL-3)	**Reading (Informational Text)** With prompting and support, ask and answer questions about unknown words in a text. **(K.RI.4)** **Language** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **(K.L.4)** With prompting and support, explore word relationships and subtle differences in word meanings. a. Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **(K.L.5)** Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas. **(K.L.6)** **Speaking & Listening** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(K.SL.3)**
Fine Arts	**Theatre (TH) Creating (Cr)** With prompting and support interact with peers and express original ideas to contribute to dramatic play or a guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.2.1)** With prompting and support, pose questions and share responses to questions raised in dramatic play or guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.3.1)**
Mathematics	**Geometry** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **(K.G.A.1)**
Social Studies	**Geography** Use environmental directions or positional words including but not limited to up, down, above, and below to identify significant locations in the classroom. **(K.G.1.2)**

Goal CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.	
English Language Arts	**Reading (Literature)** With prompting and support, ask and answer questions about key details in a text. **(K.RL.1)**

English Language Arts cont. (CLL-4)	With prompting and support, retell familiar stories, including key details. **(K.RL.2)**
	With prompting and support, describe characters, settings, and major events in a story. **(K.RL.3)**
	Identify the author and illustrator of a story and define the role of each in a literary text. **(K.RL.6)**
School Library	*Textual Literacy* Access libraries to read, listen, view, and share for recreation and personal growth. **(KG.LIB.TL.1.1)** Begin to develop a personal affinity for particular authors, illustrators, series, and genres. **(KG.LIB.TL.1.4)** *Civic & Ethical Literacy* Acknowledge authorship. **(KG.LIB.CE.1.3)** Discuss intellectual property, copyright, plagiarism, and fair use guidelines. **(KG.LIB.CE.1.4)** *Information Literacy* Explore the physical and/or virtual library with guidance. **(KG.LIB.IL.1.1)** Engage with resources with guidance. **(KG.LIB.IL.1.4)**
Fine Arts	*Theatre (TH) Creating (Cr)* With prompting and support interact with peers and express original ideas to contribute to dramatic play or a guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.2.1)**

Goal CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.

English Language Arts	*Reading (Literature)* With prompting and support, ask and answer questions about key details in a text. **(K.RL.1)** With prompting and support, retell familiar stories, including key details. **(K.RL.2)** With prompting and support, describe characters, settings, and major events in a story. **(K.RL.3)** With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs. **(K.RL.4)** Identify the author and illustrator of a story and define the role of each in a literary text. **(K.RL.6)** With prompting and support, describe the relationship between illustrations and the text in an informational text. **(K.RL.7)**

English Language Arts cont. (CLL-5)	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **(K.RL.9)** ***Reading (Informational Text)*** With prompting and support, ask and answer questions about key details in a text. **(K.RI.1)** With prompting and support, identify the main topic and retell key details of a text. **(K.RI.2)** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **(K.RI.3)** Identify the author and illustrator and define the role of each in an informational text. **(K.RI.6)** With prompting and support, identify the details/evidence an author gives to support points in a text. **(K.RI.8)** With prompting and support compare and contrast two texts on the same topic (similarities and differences). **(K.RI.9)** ***Writing*** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. **(K.W.1)** ***Speaking & Listening*** Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood. **(K.SL.2)** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **(K.SL.3)**
School Library	***Textual Literacy*** Read, listen, and view for recreation and personal growth. **(KG.LIB.TL.1.2)** Read, listen, and view for academic growth. **(KG.LIB.TL.1.3)** Explore reading to make connections with self and the world. **(KG.LIB.TL.1.5)**
Social Studies	***Geography*** Recognize that maps and globes represent places. **(K.G.1.1)**
Fine Arts	***Media Arts (MA) Responding (Re)*** With guidance, recognize and share components and messages in media artworks. **(K.MA.Re.7.1)** With guidance, share observations regarding a variety of media artworks. **(K.MA.Re.8.1)**

Goal CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.	
School Library	*Textual Literacy* Identify awards for print, non-print, and multimedia. **(KG.LIB.TL.1.6)** *Information Literacy* Curate print resources with guidance. **(KG.LIB.IL.1.3)**
Mathematics	*Counting and Cardinality* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(K.CC.A.3)**
English Language Arts	*Reading (Literature)* With prompting and support, ask and answer questions about unknown words in stories, poems, nursery rhymes, or songs. **(K.RL.4)** With prompting and support, explain differences between common types of texts. **(K.RL.5)** With prompting and support, explain the relationship between illustrations and the text. **(K.RL.7)** *Reading (Informational Text)* With prompting and support, ask and answer questions about unknown words in a text. **(K.RI.4)** With prompting and support, know and use various text features. **(K.RI.5)** With prompting and support, describe the relationship between illustrations and the text in an informational text. **(K.RI.7)** With prompting and support, identify the details/evidence an author gives to support points in a text. **(K.RI.8)** With prompting and support compare and contrast two texts on the same topic (similarities and differences). **(K.RI.9)** *Reading (Foundational Skills)* Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. e. Identify the front cover, back cover, and title page of a book. **(K.RF.1)** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high-frequency words by sight. **(K.RF.3)**

English Language Arts cont. (CLL-6)	Read emergent-reader texts with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and prosody (stress, phrasing, intonation and expression) on consecutive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(K.RF.4)**

Goal CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.

English Language Arts	*Reading (Foundational Skills)* Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in three phoneme words (consonant-vowel-consonant, or CVC) to make new words. *(This does not include CVCs ending with /l/, /r/, or /x.) **(K.RF.2)** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high-frequency words by sight. **(K.RF.3)**

Goal CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.

Educational Technology	*Empowered Learner (K.ET.EL.4)* Recognize letters and numbers on a keyboard. **(K.ET.EL.4.4)** *(outcome)*
English Language Arts	*Language* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppercase (capital) and lowercase letters of the alphabet using correct formation. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ d. Understand and use question words (interrogatives) e. Use the most frequently occurring prepositions f. Produce and expand complete sentences in shared language activities. **(K.L.1)** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. With prompting and support, capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **(K.L.2)**

English Language cont. (CLL-8)	**Reading (Foundational Skills)** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. e. Identify the front cover, back cover, and title page of a book. **(K.RF.1)** Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate one-to-one letter-sound correspondences by producing the primary sound for each consonant. b. Associate the long and short sounds for the five vowels. c. Read grade-level appropriate high-frequency words by sight. **(K.RF.3)**

Goal CLL-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication.

English Language Arts	**Speaking & Listening** Add drawings or other visual displays to provide additional detail. **(K.SL.5)** **Writing** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. **(K.W.1)** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **(K.W.2)** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **(K.W.3)** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing. **(K.W.5)** With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing. **(K.W.6)** Participate in shared research and writing projects. **(K.W.7)** With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources. **(K.W.8)**
Educational Technology	**Computational Thinker** Students select appropriate technology to analyze data, create models, and problem-solve through the use of logical thinking. **(K.ET.CT.1)**

Educational Tech. cont. (CLL-9)	*Innovative Designer (K.ET.ID.1)*
	Describe a problem found within the classroom and express an understanding of why it is a problem. **(K.ET.ID.1.1)** *(outcome)*
Mathematics	*Counting and Cardinality*
	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(K.CC.A.3)**
Fine Arts	*Dance (DA) Creating (Cr)*
	Depict a dance movement by drawing a picture or using a symbol. **(K.DA.Cr.3.2)**

Goal CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.	
English Language Arts	*Writing*
	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **(K.W.2)**
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing. **(K.W.5)**
	With guidance and support, individually and collaboratively explore a variety of digital tools to produce and publish writing. **(K.W.6)**
	Participate in shared research and writing projects. **(K.W.7)**
	With guidance and support provide a response to a question using a combination of drawing, dictating, and writing by recalling information from experiences or gathering information from provided sources. **(K.W.8)**

Goal CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.	
World Language	*Communication (Standard 1)* Communicate effectively in more than one language for various purposes in multiple contexts.
	Cultures (Standard 2) Interact with respect and cultural competence in search of understanding the world.
	Connections (Standard 3) Connect with other disciplines and acquire information and diverse perspective through language.
	Comparisons (Standard 4) Develop insight into the nature of language and culture to enhance linguistic and cultural competence.
	Communities (Standard 5) Communicate and interact in the language with respect and cultural competence in both local and global communities.
Educational Technology	*Global Collaborator (K.ET.GC.1)*
	With support, recognize examples of diversity through the use of images, videos, and texts. **(K.ET.GC.1.1)** *(outcome)*

COGNITIVE DEVELOPMENT (CD)

Cognitive Development Domain Alignment with Kindergarten Standards	
Goal CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.	
Science	*Physical Science* Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **(K-PS2-1)** Make observations to determine the effect of sunlight on Earth's surface. **(K-PS3-1)** *Earth and Space Science* Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. **(K-ESS3-2)**
Educational Technology	*Knowledge Constructor* Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance. **(K.ET.KC.2)**
Mathematics	*Operations and Algebraic Thinking* Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.) **(K.OA.A.1)** *Geometry* Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **(K.G.B.5)**
School Library	*Textual Literacy* Explore reading to make connections with self and the world. **(KG.LIB.TL.1.5)**
Social Studies	*Geography* Understand that maps and globes represent places. **(K.G.1.1)** Identify and describe places in the immediate environment including the classroom and/or playground. **(K.G.3.1)**
Physical Education	*Movement Concepts/ Motor Planning* Differentiates between movement in space/location, direction, and extensions. **(S2.E1.Ka)**
World Language	*Connections (Standard 3)* Connect with other disciplines and acquire information and diverse perspectives through language.
English Language Arts	*Speaking & Listening* Describe familiar people, places, things, and events. With prompting and support, provide additional detail. **(K.SL.4)**

Goal CD-2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.		
Social Studies	*History* Distinguish yesterday, today, and tomorrow **(K.H.1.1)**	
Fine Arts	*Dance (DA) Connecting (Cn)* Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience. **(K.DA.Cn.10.1)** *Media Arts (MA) (Cn)* Use personal experiences and choices in making media artworks. **(K.MA.Cn.10.1)** Share memorable experiences of media artworks. **(K.MA.Cn.10.2)** *Theatre (TH) Creating (Cr)* With prompting and support interact with peers and express original ideas to contribute to dramatic play or a guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.2.1)**	
Science	*Earth and Space Science* Use and share observations of local weather conditions to describe patterns over time. **(K-ESS2-1)**	
Educational Technology	*Computational Thinker* Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. **(K.ET.CT.2)** *Innovative Designer* With or without the use of technology, students can apply a design process to generate ideas, consider possible solutions, create a plan to solve a problem, and share their innovative ideas with others. **(K.ET.ID.1)**	

Goal CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.	
Educational Technology	*Knowledge Constructor* Students learn how to evaluate sources for currency, authority, accuracy, perspective and relevance. **(K.ET.KC.2)** *Computational Thinker* Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. **(K.ET.CT.2)**

School Library	*Civics & Ethical Literacy*
	Engage in positive, safe, ethical, and legal digital citizenship responsibilities. **(KG.LIB.CE.1.1)**
	Explore citizenship. **(KG.LIB.CE.1.2)**
Social Studies	*Economics*
	Describe the difference between wants and needs. **(K.E.1.1)**
Science	*Physical Science*
	Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **(K-PS2-1)**
	Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. **(K-PS2-2)**
	Earth and Space Science
	Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. **(K-ESS2-2)**
	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. **(K-ESS3-3)**
Health Education	*Advocacy*
	Encourage others to make positive health choices. **(8.2.2)**
Fine Arts	*Dance (DA) Responding (Re) Connecting (Cn)*
	Find a movement that repeats in a dance. **(K.DA.Re.7.1)**
	Demonstrate or describe observed or performed dance movements. **(K.DA.Re.7.2)**
	Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention. **(K.DA.Re.9.1)**
	Describe or demonstrate the movements in a dance that was watched or performed. **(K.DA.Cn.11.1)**

Goal CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
Mathematics	*Counting and Cardinality*
	Count to 100 by ones and by tens. **(K.CC.A.1)**

Mathematics cont. (CD-4)	Count forward beginning from any given number within 100 (instead of having to begin at 1). Count backwards beginning from any given number within 20. **(K.CC.A.2)**
	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **(K.CC.A.3)**
	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence). b. Understand that the last number name said tells the number of objects counted. (cardinality) The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **(K.CC.B.4)**
	Count to answer "how many?" a. When counting, answer questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or and as many as 10 things in a scattered configuration. b. Given a number(s) from 1–20, count out that many objects. **(K.CC.B.5)**
	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects. **(K.CC.C.6)**
	Compare two numbers between 1 and 10 presented as written numerals. **(K.CC.C.7)**
	Measurement and Data Identify a penny and understand that the value is one. Count pennies within 20. **(K.MD.C.4)**
	Operations and Algebraic Thinking Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. **(K.OA.A.1)**
	Solve addition and subtraction word problems. a. Solve addition and subtraction word problems (within 10), involving result unknown problems, put together/take apart total unknown, and put together/take apart addend unknown, e.g., using objects or drawings to represent the problem. b. Add and subtract within 10, e.g., by using objects or drawings to represent the problem. **(K.OA.A.2)**
	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **(K.OA.A.3)**
	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. **(K.OA.A.4)**
	Fluently add and subtract within 5. **(K.OA.A.5)**

Mathematics cont. (CD-4)	**Numbers and Operations in Base Ten** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. **(K.NBT.A.1)**

Goal CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.	
Fine Arts	**Dance (DA) Performing (Pr)** Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions. **(K.DA.Pr.4.1)** Move body parts in relation to other body parts and repeat and recall movements upon request. **(K.DA.Pr.5.3)** Dance for and with others in a designated space. **(K.DA.Pr.6.1)**
Social Studies	**Geography** Use environmental directions or positional words including but not limited to up, down, above, and below to identify significant locations in the classroom. **(K.G.1.2)**
Mathematics	**Geometry** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **(K.G.A.1)** Correctly name shapes regardless of their orientations or overall size. **(K.G.A.2)** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **(K.G.A.3)** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **(K.G.B.4)** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **(K.G.B.5)** Compose simple shapes to form larger shapes. **(K.G.B.6)**
Educational Technology	**Computational Thinker (K.ET.CT.3)** Demonstrate an understanding and apply student and teacher-led directions including forward, backward, right, left, up, and down. **(K.ET.CT.3.2)** *(outcome)*

Goal CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.	
Educational Technology	*Computational Thinker* Students will recognize basic concepts of automation including decomposition, abstraction, use algorithmic thinking, and pattern recognition. **(K.ET.CT.3)**
Mathematics	*Measurement and Data* Describe measurable attributes of a single object or objects, such as length, weight, or size. **(K.MD.A.1)** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the attribute and describe the difference. **(K.MD.A.2)** Classify objects into given categories; count the number of objects in each category and sort the categories by count. Limit category counts to be less than or equal to 10. **(K.MD.B.3)** *Geometry* Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **(K.G.B.4)** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. **(K.G.B.5)**

Goal CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.	
Mathematics	*Counting and Cardinality* Count to answer "how many?" a. When counting, answer questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or and as many as 10 things in a scattered configuration. b. Given a number(s) from 1–20, count out that many objects. **(K.CC.B.5)** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects. **(K.CC.C.6)**
Social Studies	*Geography* Use environmental directions or positional words including but not limited to up, down, above, and below to identify significant locations in the classroom. **(K.G.1.2)**

Goal CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect for living things, the environment, and the physical world.	
Science	*Earth and Space Science* Use and share observations of local weather conditions to describe patterns over time. **(K-ESS2-1)** Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. **(K-ESS2-2)** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. **(K-ESS3-1)** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. **(K-ESS3-2)** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or r other living things in the local environment. **(KESS3-3)** *Life Science* Describe patterns of what plants and animals (including humans) need to survive. **(K-LS1-1)** *Physical Science* Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **(K-PS2-1)** Make observations to determine the effect of sunlight on Earth's surface. **(K-PS3-1)** Design and build a structure that will reduce the warming effect of sunlight on an area. **(K-PS3-2)**
Fine Arts	*Visual Arts (VA) Creating (Cr) Presenting (Pr)* Engage in exploration and imaginative play with materials that reference nature or environments. **(K.VA.Cr.1.1)** Explain what an art museum is and distinguish how an art museum is different from other buildings and art venues. **(K.VA.Pr.6.1)**
World Language	*Cultures (Standard 2) Interact with respect and cultural competence in search of understanding our world.*
Social Studies	*Geography* Recognize that maps and globes represent places. **(K.G.1.1)** Identify and describe places in the immediate environment including the classroom and/or playground. **(K.G.3.1)** Describe ways people rely on the environment to meet human needs and wants. **(K.G.6.1)**
English Language Arts	*Speaking & Listening* Describe familiar people, places, things, and events. With prompting and support, provide additional detail. **(K.SL.4)**

Mathematics	**Measurement and Data** Describe measurable attributes of a single object or objects, such as length, weight, or size. **(K.MD.A.1)** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. **(K.MD.A.2)** **Geometry** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **(K.G.A.1)**

Goal CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Science	**Physical Science** Plan and carry out an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **(K-PS2-1)** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. **(K-PS2-2)** Make observations to determine the effect of sunlight on Earth's surface. **(K-PS3-1)** Design and build a structure that will reduce the warming effect of sunlight on an area. **(K-PS3-2)** **Life Science** Describe patterns of what plants and animals (including humans) need to survive. **(K-LS1-1)** **Earth and Space Science** Use and share observations of local weather conditions to describe patterns over time. **(K-ESS2-1)** Engage in argument from evidence for how plants and animals (including humans) can change the environment to meet their needs. **(K-ESS2-2)** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. **(K-ESS3-1)** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. **(K-ESS3-2)** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. **(K-ESS3-3)**

Social Studies	**Geography**
	Recognize that maps and globes represent places. **(K.G.1.1)**
Educational Technology	**Empowered Learner**
	Students will develop technology strategies to achieve and reflect on learning goals to improve outcomes. **(K.ET.EL.1)**
	Computational Thinker
	Students use the computational thought process to represent data, deconstruct problems, identify key information, and formulate solutions. **(K.ET.CT.2)**
	Knowledge Constructor
	Students use digital tools to explore real world problems and issues and pursue potential solutions. **(K.ET.KC.4)**
English Language Arts	**Language**
	Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas. **(K.L.6)**
School Library	**Information Literacy**
	Formulate, with guidance, questions to investigate a personal inquiry or a learning goal. **(KG.LIB.IL.1.2)**
Mathematics	**Measurement and Data**
	Describe measurable attributes of a single object or objects, such as length, weight, or size. **(K.MD.A.1)**
	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. **(K.MD.A.2)**

Goal CD-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.

Health Education	**Accessing Information**
	Identify trusted adults and professionals who can help promote health. **(3.2.1)**
	Identify ways to locate school and community health helpers. **(3.2.2)**
	Explain the type of help provided by school and community health helpers. **(3.2.3)**
Physical Education	**Personal Responsibility**
	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). **(S4.E1.K)**
	Rules and Etiquette
	Recognizes the established protocol for class activities. **(S4.E5.Ka)**
World Language	**Cultures (Standard 2)** *Interact with respect and cultural competence in search of understanding our world.*
	Connections (Standard 3) *Connect with other disciplines and acquire information and diverse perspective through language.*
	Comparisons (Standard 4) *Develop insight into the nature of language and culture to enhance linguistic and cultural competence.*

Science	***Earth and Space Science*** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. **(K-ESS3-1)**
School Library	***Civics & Ethical Literacy*** Engage in positive, safe, ethical, and legal digital citizenship responsibilities. **(KG.LIB.CE.1.1)**
Social Studies	***History*** Identify local and national celebrations. **(K.H.2.1)** ***Civics/Government*** Identify our country's flag of the United States as a symbol of the nation. **(K.C.1.1)** Understand classroom rules and why they are important. **(K.C.2.1)**
English Language Arts	***Speaking & Listening*** Describe familiar people, places, things, and events. With prompting and support, provide additional detail. **(K.SL.4)**
Educational Technology	***Digital Citizen*** Students will demonstrate an understanding of the importance of creating and maintaining a positive online identity and the permanence and future impact of their online and offline decisions when using digital technology. **(K.ET.DC.1)** ***Global Collaborator (K.ET.GC.1)*** Identify specific differences between community issues and world issues. **(K.ET.GC.1.2)** *(outcome)*

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Goal CD-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.	
World Language	***Cultures (Standard 2)*** *Interact with respect and cultural competence in search of understanding our world.* ***Comparisons (Standard 4)*** *Develop insight into the nature of language and culture to enhance linguistic and cultural competence.*
Physical Education	***Working with Others*** Shares equipment and space with others. **(S4.E4.Ka)** Recognizes and understands individual uniqueness and diversity. **(S4.E4.Kb)**
Fine Arts	***Music (MU) Connecting (Cn)*** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **(K.MU.Cn.11.1.a)**

Fine Arts cont. (CD-11)	**Visual Arts (VA) Connecting (Cn)**
	Understand that artists create different forms and types of art for various reasons. **(K.VA.Cn.11.1.a)**
Social Studies	**History**
	Identify local and national celebrations. **(K.H.2.1)**

Goal CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.

Fine Arts	**Dance (DA) Connecting (Cn) Creating (Cr) Performing (Pr) Responding (Re)**
	Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience. **(K.DA.Cn.10.1)**
	Describe and express through movement something of interest about a piece of visual art. Discuss questions concerning the artwork. **(K.DA.Cn.10.2)**
	Describe or demonstrate the movements in a dance that was watched or performed. **(K.DA.Cn.11.1)**
	Respond to a variety of stimuli (music/sound, text, objects, images, symbols, observed dance) using movement. **(K.DA.Cr.1.1)**
	Explore different ways to use basic locomotor and non-locomotor movements by changing one or more of the elements of dance. **(K.DA.Cr.1.2)**
	Improvise dance that has a beginning, middle, and end. **(K.DA.Cr.2.1)**
	Express an idea, feeling, or image, through improvised movement moving alone, then with a partner. **(K.DA.Cr.2.2)**
	Demonstrate tempo contrasts with movements that match to tempo of sound stimuli. **(K.DA.Pr.4.2)**
	Dance for and with others in a designated space. **(K.DA.Pr.6.1)**
	Find a movement that repeats in a dance. **(K.DA.Re.7.1)**
	Demonstrate or describe observed or performed dance movements. **(K.DA.Re.7.2)**
	Media Arts (MA) Creating (Cr) Connecting (Cn)
	Discover and share ideas for media artworks using play and experimentation. **(K.MA.Cr.1.1)**
	With guidance, share ideas, plans, and models for media artworks. **(K.MA.Cr.2.1)**

Fine Arts cont. (CD-12)	Use personal experiences and choices in making media artworks. **(K.MA.Cn.10.1)**
	With guidance, share ideas in relating media artworks to everyday life. **(K.MA.Cn.11.1)**
	Music (MU) Connecting (Cn) Creating (Cr) Performing (Pr) Responding (Re) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **(K.MU.Cn.10.1.a)**
	With guidance, introduce, explore, and experience musical concepts using a variety of music; i.e. beat and melodic contour. **(K.MU.Cr.1.1.a)**
	With guidance, generate musical ideas; i.e. movements or motives. **(K.MU.Cr.1.1.b)**
	With guidance, explore, demonstrate and choose favorite musical ideas. **(K.MU.Cr.2.1.a)**
	With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. **(K.MU.Pr.4.2.a)**
	With guidance, demonstrate awareness of expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style) that support the creators' expressive intent. **(K.MU.Pr.4.3.a)**
	With guidance, use suggested strategies in rehearsal to address the expressive qualities of music. **(K.MU.Pr.5.1.b)**
	With guidance, perform music, alone and with others, with expression. **(K.MU.Pr.6.1.a)**
	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. **(K.MU.Re.7.2.a)**
	With guidance, demonstrate awareness of expressive qualities (such as dynamics, tempo, style, and articulation) that reflect creators'/performers' expressive intent. **(K.MU.Re.8.1.a)**
	With guidance, apply personal and expressive preferences in the evaluation of music. **(K.MU.Re.9.1.a)**
	Theatre (TH) Creating (Cr) Performing (Pr) Responding (Re) Connecting (Cn) With prompting and support, invent and inhabit an imaginary world through dramatic play and/or process drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.1.1)**
	With prompting and support interact with peers and express original ideas to contribute to dramatic play or a guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.2.1)**
	With prompting and support, pose questions and share responses to questions raised in dramatic play or guided drama (e.g., process drama, story drama, creative drama). **(K.TH.Cr.3.1)**

Fine Arts cont. (CD-12)	With prompting and support, identify various literary elements with emphasis on characters and setting in dramatic play and/or a guided drama experience (process drama, story drama, creative drama). **(K.TH.Pr.4.1)**
	With prompting and support recognize the elements of physical expression that are fundamental to dramatic play and guided drama experiences. **(K.TH.Pr.5.1)**
	With prompting and support use various elements of physical expression in dramatic play or a guided drama experience. **(K.TH.Pr.6.1)**
	With prompting and support actively participate with others in dramatic play or guided drama. **(K.TH.Re.9.1)**
	With prompting and support identify an emotional response in dramatic play or a guided drama experience. **(K.TH.Re.7.1)**
	With prompting and support identify contrasting stories in a dramatic play. **(K.TH.Cn.11.2.1)**
	With prompting and support express a short story in dramatic play. **(K.TH.Cn.11.2.2)**
	Visual Arts (VA) Creating (Cr) Responding (Re) Connecting (Cn) Explain the process of making art while creating. **(K.VA.Cr.3.1)**
	Describe what an image represents. **(K.VA.Re.8.1.a)**
	Explain reasons for selecting a preferred artwork. **(K.VA.Re.9.1.a)**
	Identify art that tells a story or expresses a mood about a life experience. **(K.VA.Cn.10.1.a)**
Physical Education	*Locomotor* Performs locomotor skills in response to teacher-led creative rhythmic activity/dance. **(S1.E5.K)**
	Self-Expression/Enjoyment Identifies physical activities that are enjoyable. **(S5.E3.Ka)**
English Language Arts	*Speaking & Listening* Speak audibly and express thoughts, feelings, and ideas clearly. **(K.SL.6)**
Educational Technology	*Knowledge Constructor* Students use a variety of strategies and digital tools to organize information and make meaningful connections. **(K.ET.KC.3)**
	Creative Communicator (K.ET.CC.1) Select the most appropriate creation tool from a teacher-generated collection. **(K.ET.CC.1.1)** *(outcome)*

Goal CD-13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.	
Fine Arts	*Dance (DA) Responding (Re)* Observe movement and describe it using simple dance terminology. **(K.DA.Re.8.1)** *Media Arts (MA) Producing (Pr) Responding (Re)* Practice, discover, and share how media arts creation tools work. **(K.MA.Pr.5.1)** With guidance, share observations regarding a variety of media artworks. **(K.MA.Re.8.1)** Share engaging qualities and possible changes in media artworks. **(K.MA.Re.9.1)**
Fine Arts cont.	*Music (MU) Creating (Cr) Performing (Pr) Responding (Re)* With guidance, explore, demonstrate and choose favorite musical ideas. **(K.MU.Cr.2.1.a)** With guidance, demonstrate and state personal interest in varied musical selections. **(K.MU.Pr.4.1.a)** With guidance, state personal interests and demonstrate why they prefer some music selections over others. **(K.MU.Re.7.1.a)** *Theatre (TH) Responding (Re)* With prompting and support explore preferences and characteristics in an age appropriate theatre performance. **(K.TH.Re.8.1)** *Visual Arts (VA) Presenting (Pr) Responding (Re) Connecting (Cn)* Select art objects for personal portfolio and display, explaining why they were chosen. **(K.VA.Pr.4.1)** Identify uses of art and describe relevant details. **(K.VA.Re.7.1.a)** Describe what an image represents. **(K.VA.Re.8.1.a)** Explain reasons for selecting a preferred artwork. **(K.VA.Re.9.1.a)** Understand that artists create different forms and types of art for various reasons. **(K.VA.Cn.11.1.a)**
Educational Technology	*Creative Communicator* Students create original artifacts or responsibly remix or repurpose existing digital resources. **(K.ET.CC.2)**

HEALTH AND PHYSICAL DEVELOPMENT (HPD)

Health and Physical Development Alignment with Kindergarten Standards	
Goal HPD-1: Children develop healthy eating habits.	
Physical Education	*Nutrition* Recognizes that food provides energy for physical activity. **(S3.E6.K)**
Health Education	*Comprehending Concepts* Describe healthy behaviors that affect personal health. **(1.2.1)** *Decision Making* Identify situations when a health-related decision is needed. **(5.2.1)** Explain situations when a health-related decision can be made independently or when assistance is needed. **(5.2.2)** Describe potential consequences of health-related decisions. **(5.2.3)** *Self-Management* Demonstrate healthy practices and behaviors to maintain or improve personal health. **(7.2.1)** *Advocacy* Communicate health needs to promote personal health. **(8.2.1)**
Science	*Life Science* Describe patterns of what plants and animals (including humans) need to survive. **(K-LS1-1)**

Goal HPD-2: Children engage in active physical play indoors and outdoors.	
Physical Education	*Physical Activity Knowledge* Identifies active play opportunities outside physical education class. **(S3.E1.K)** *Engages in Physical Activity* Participates in physical education class in response to instruction and practice. **(S3.E2.K)** *Fitness Knowledge* Recognizes that when you move fast, your heart beats faster and you breathe faster. **(S3.E3.K)** *Health* Recognizes that physical activity is important for a healthy lifestyle and for brain health. **(S5.E1.K)** *Self-Expression/Enjoyment* Identifies physical activities that are enjoyable. **(S5.E3.Ka)**

Goal HPD-3: Children develop healthy sleeping habits.	
Health Education	*Comprehending Concepts* Describe healthy behaviors that affect personal health. **(1.2.1)** *Decision Making* Identify situations when a health-related decision is needed. **(5.2.1)** Explain situations when a health-related decision can be made independently or when assistance is needed. **(5.2.2)** Describe potential consequences of health-related decisions. **(5.2.3)** *Self-Management* Demonstrate healthy practices and behaviors to maintain or improve personal health. **(7.2.1)** *Advocacy* Communicate health needs to promote personal health. **(8.2.1)**
Science	*Life Science* Describe patterns of what plants and animals (including humans) need to survive. **(K-LS1-1)**

Goal HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.	
Physical Education	*Locomotor* Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. **(S1.E1.K)** Performs jumping/landing actions with balance. **(S1.E3.K)** Performs locomotor skills in response to teacher-led creative rhythmic activity/dance. **(S1.E5.K)** *Non-locomotor* Maintains momentary stillness on different bases of support. **(S1.E7.Ka)** Forms wide, narrow, curled and twisted body shapes. **(S1.E7.Kb)** Rolls sideways in a narrow body shape. **(S1.E9.K)** Contrasts the actions of curling and stretching. **(S1.E10.K)**

Physical Education cont. (HPD-4)	*Manipulative* Executes a single jump with self-turned rope. **(S1.E27.Ka)** Jumps a long rope with teacher-assisted turning. **(S1.E27.Kb)** *Movement Concepts/Motor Planning* Differentiates between movement in space/location, direction, and extensions. **(S2.E1.Ka)** Moves in personal space to a rhythm/beat. **(S2.E1.Kb)** Travels in three different pathways. **(S2.E2.K)** *Effort Concepts* Travels in space with time, force, and flow. **(S2.E3.K)** *Relationship Concepts* Demonstrates traveling in proximity to self, other people, and other objects safely. **(S2.E4.K)**
Fine Arts	*Dance (DA) Creating (Cr) Performing (Pr)* Respond to a variety of stimuli (music/sound, text, objects, images, symbols, observed dance) using movement. **(K.DA.Cr.1.1)** Explore different ways to use basic locomotor and non-locomotor movements by changing one or more of the elements of dance. **(K.DA.Cr.1.2)** Apply suggestions for changing movement through guided improvisational experiences. **(K.DA.Cr.3.1)** Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions. **(K.DA.Pr.4.1)** Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes. **(K.DA.Pr.5.1)** Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space. **(K.DA.Pr.5.2)**

Goal HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.	
Physical Education	*Manipulative* Throws underhand with opposite foot forward. **(S1.E13.K)** Drops a ball and catches it before it bounces twice. **(S1.E16.Ka)** Catches a large ball tossed by a skilled thrower. **(S1.E16.Kb)** Dribbles a ball with one hand, attempting the second contact. **(S1.E17.K)** Taps a ball using the inside of the foot, sending it forward. **(S1.E18.K)** Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern. **(S1.E21.K)** Volleys a lightweight object (balloon), sending it upward. **(S1.E22.K)** Strikes a lightweight object with a paddle or short-handled implement. **(S1.E24.K)**

Goal HPD-6: Children develop personal hygiene and self-care skills.	
Health Education	*Comprehending Concepts* Describe healthy behaviors that affect personal health. **(1.2.1)** Identify examples of emotional, intellectual, physical, and social health. **(1.2.2)** Describe ways to prevent communicable diseases. **(1.2.3)** *Accessing Information* Identify trusted adults and professionals who can help promote health. **(3.2.1)** *Decision Making* Identify situations when a health-related decision is needed. **(5.2.1)** Explain situations when a health-related decision can be made independently or when assistance is needed. **(5.2.2)** Describe potential consequences of health-related decisions. **(5.2.3)**

Health Education cont. (HPD-6)	*Goal-setting* Identify a short-term personal health goal and take action toward achieving the goal. **(6.2.1)** Identify who can help when assistance is needed to achieve a personal health goal. **(6.2.2)** *Self-Management* Demonstrate healthy practices and behaviors to maintain or improve personal health. **(7.2.1)** *Advocacy* Communicate health needs to promote personal health. **(8.2.1)**

Goal HPD-7: Children use safe behaviors and personal safety practices with support from adults.

Health Education	*Comprehending Concepts* Describe healthy behaviors that affect personal health. **(1.2.1)** List ways to prevent common childhood injuries. **(1.2.4)** Describe why it is important to seek health care. **(1.2.5)** *Analyzing Influences* Identify how the family influences personal health practices and behaviors. **(2.2.1)** Identify what the school can do to support personal health practices and behaviors. **(2.2.2)** *Accessing Information* Identify trusted adults and professionals who can help promote health. **(3.2.1)** *Interpersonal Communication* Display listening skills to enhance health. **(4.2.2)** Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. **(4.2.3)** Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others. **(4.2.4)** *Decision Making* Explain situations when a health-related decision can be made independently or when assistance is needed. **(5.2.2)** *Self-Management* Demonstrate behaviors that avoid or reduce health risks. **(7.2.2)**

Physical Education	*Personal Responsibility* Follows directions in group setting (e.g. safe behaviors, following rules, taking turns). **(S4.E1.K)** Exhibits respect for self with developmentally appropriate behavior while engaging in physical activity. **(S4.E2.Kb)** *Safety* Follows teacher directions for safe participation and proper use of equipment with teacher reminders. **(S4.E6.K)**
Fine Arts	*Dance (DA) Performing (Pr)* Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space. **(K.DA.Pr.5.2)** *Media Arts (MA) Connecting (Cn)* With guidance, interact safely and appropriately with media arts tools and environments. **(K.MA.Cn.11.2)** *Visual Arts (VA) Creating (Cr)* Through experimentation, build safe skills in various media and approaches to art- making. **(K.VA.Cr.2.1)**
School Library	*Civics & Ethical Literacy* Engage in positive, safe, ethical, and legal digital citizenship responsibilities. **(KG.LIB.CE.1.1)**
Science	*Physical Science* Make observations to determine the effect of sunlight on Earth's surface. **(K-PS3-1)** *Earth and Space* Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. **(K-ESS3-2)**
Social Studies	*Civics/Government* Understand classroom rules and why they are important. **(K.C.2.1)**
Educational Technology	*Digital Citizen* Students will practice positive, safe, legal, and ethical behavior when using technology. **(K.ET.DC.2)**