



Kindergarten Learning Guide

Danbury Public Schools

2008



- THE ELEMENTARY SCHOOL LEARNING TREE-

CONTENT SPECIFIC ELEMENTARY EXIT STANDARDS

The **Content Specific Elementary Exit Standards** described on the next page detail what students in the Danbury Elementary Schools should know and be able to do at the conclusion of fifth grade. They represent the leaves of **THE LEARNING TREE**. It is important to note that students learn at different rates and bring different experiences, strengths, and needs to the learning experience. Therefore some students will exceed the stated learning expectations, others will need additional resources to reach the desired level of performance, and some will require further modifications to achieve the desired outcomes.

K-12 UNIVERSAL/LIFE-LONG LEARNING SKILLS

The **Universal/Life-Long Learning Skills** indicated below are those skills, which are necessary for an individual to be a life-long learner. These skills are germane to all content areas and grade levels. They represent the trunk of **THE LEARNING TREE** and need to be incorporated into each instructional unit, as appropriate. The Universal/Life-Long Learning Skills combined with the Content Specific Exit Standards represent the curriculum. Both components are required to address the learning needs of our students.

✧ **READ, WRITE AND LISTEN FOR MANY PURPOSES**

✧ **DEVELOP AND APPLY THINKING STRATEGIES**

- ◆ **Ask questions for clarification and understanding**
- ◆ **Activate relevant, prior knowledge (schema)**
- ◆ **Determine the most important ideas or themes from information sources**
- ◆ **Create sensory images from information sources**
- ◆ **Analyze data and recognize patterns**
- ◆ **Draw inferences from information sources**
- ◆ **Synthesize information**
- ◆ **Monitor meaning and comprehension**
- ◆ **Engage in self-reflection to evaluate process and product**

✧ **DEVELOP AND APPLY SKILLS IN TECHNOLOGY TO THE LEARNING PROCESS**

✧ **COMMUNICATE WITH CLARITY AND PRECISION**



CONTENT SPECIFIC ELEMENTARY EXIT STANDARDS

By the end of Grade 5 students will be able to:

LANGUAGE ARTS

- Develop proficiency in the areas of reading, writing, speaking, listening, and viewing.
- Construct meaning and respond thoughtfully to a variety of material from print, non-print, and electronic materials.
- Use a variety of strategies to create and develop meaning when reading, writing, listening, speaking, and viewing.
- Express questions, thoughts, interpretations, and opinions related to material from print, non-print, and electronic source content and purpose in both oral and written form.
- Develop stories, essays, and poems using the writing process.
- Read to learn and for pleasure.

MATHEMATICS

- Use mathematical skills, techniques, and applications to solve problems.
- Demonstrate an operational sense of the fact families in addition and subtraction through 18, and multiplication and division through the 9's table.
- Demonstrate number sense by counting, comparing, estimating, and using place-value concepts in whole numbers, fractions, and decimals.
- Demonstrate spatial sense by describing, modeling, drawing, and classifying shapes, and relate geometric ideas to numbers and measurement ideas.
- Use mathematical reasoning to solve problems by applying number sense or using spatial relationships.
- Use common units of measure such as length, capacity, weight, area, volume, time, temperature, and angles.
- Select and use computational techniques appropriate to specific whole number problems, and determine whether the results are reasonable.
- Collect, organize, and describe data.
- Explain verbally and in writing all taught mathematical concepts.

SCIENCE

- Make accurate observations involving biology, physical, and chemical characteristics.
- Describe how organisms share basic characteristics, which include life cycles that begin with birth and end with death.
- Describe why water is important for life.
- Diagram the earth and describe how it obtains its energy from the Sun.
- Demonstrate that matter has physical and chemical properties that can be changed.
- Use scientific instruments correctly in gathering data.
- Demonstrate how science, math, and technology are interrelated.



SOCIAL STUDIES

- Demonstrate an understanding of social studies units of study by acquiring, organizing, interpreting, and applying data from various forms of print and non-print material.
- Use historical statements and concepts to assist in decision-making about public issues.
- Recognize and apply distance, direction, scale, map symbols, latitude, and longitude through the use of maps and globes.
- Recognize and understand events, personalities, geographic and economic factors that have shaped the history and culture of Danbury, Connecticut and other regions of the United States.
- Demonstrate an understanding of the historical and economic events that created and transformed the new American Nation to 1800.

INFORMATION LITERACY AND TECHNOLOGY

- State a simple research question, present research findings in a variety of formats, and compile a list of works cited for any presentation.
- Locate and use materials with appropriate guidance from a variety of sources including print, non-print, electronic, and the Internet to answer a research question.
- Select books and articles from the major literacy genres: novels, short stories, poetry, and non-fiction for independent reading.
- Select, access and use software appropriate to a given task and create a multi-media presentation to communicate ideas.
- Follow Acceptable Use Policy Guidelines for safe and appropriate use of the Internet.

MUSIC

- Develop introductory listening, singing, movement, and instrumental skills.
- Read, understand, and apply basic musical notation and vocabulary.
- Discuss appropriate historical, cultural, and interdisciplinary elements of music.

VISUAL ARTS

- Demonstrate a basic knowledge of elements and principles of art and their creative application to two and three-dimensional design.
- Explore a variety of appropriate art methods, media, and subjects.
- Understand appropriate historical, cultural, and interdisciplinary elements of art.

PHYSICAL EDUCATION

- Demonstrate age appropriate form in the fundamental movement skills: locomotor, nonlocomotor, and selected manipulative skills.
- Recognize the personal physiological effects that accompany moderate to vigorous physical activity.
- Recognize the contributions that individual differences add to group activities.

HEALTH EDUCATION

- Explain how childhood injuries and illnesses can be prevented.
- Demonstrate the ability to locate school and community health helpers.
- Compare behaviors that are safe to behaviors that are risky or harmful.
- Explain how media influences thoughts, feelings, and health behaviors.
- Demonstrate the ability to apply a decision-making process to health issues and problems.



KINDERGARTEN BODY OF KNOWLEDGE

- **Content Exit Standards**
- **Building Blocks**
to Achieve the Application of
Universal/Life-Long Learning Skills
and Content Exit Standards



KINDERGARTEN CONTENT EXIT STANDARDS

The content standards detailed below are to serve as the foundation for each kindergarten student's classroom-based instructional experience:

Reading

- Demonstrate an awareness of concepts of print
- Demonstrate phonological awareness (sounds in speech)
- Develop graphophonic skills (sounds/symbols)
- Develop a sight vocabulary of approximately twenty words (high frequency words, color words, number words, or environmental signs and symbols)
- Begin to read aloud with expression and fluency, demonstrating the development of rhythm, cadence and an understanding of end punctuation marks
- Develop and apply universal thinking and comprehension strategies when listening to or reading text
- Employ the language arts for lifelong learning, work, and enjoyment

Writing

- Understand that writing serves many purposes
- Develop an awareness of a writing process
- Develop and apply legible penmanship

Speaking, Listening, Viewing, and Enacting

- Demonstrate grade appropriate use of standard English and delivery strategies
- Respond critically to oral communication, films, videos, presentations, graphics, and written work
- Perform in a manner that guides the listener's understanding of key ideas, using appropriate phrasing, pitch, and modulation

Mathematics

- Use numbers and objects to count, measure, compare, and order
- Discover, analyze and create patterns
- Classify, order, and compare collections by attributes
- Recognize money, calendar, time, linear measurement and geometric shapes
- Demonstrate conservation of sets, numbers, and volume
- Develop mathematics vocabulary to compare, interpret, and sequence

Social Studies

- Use geographic vocabulary to describe routes, to estimate distance, and to identify landforms
- Demonstrate an ability to correctly use vocabulary associated with time
- Explore likes and dislikes, strengths and weaknesses, needs and wants
- Describe personal connections to people and places important to their lives
- Name and practice the rights and responsibilities of the individual in a social group

Science

- Construct meaning for the terms Living and Nonliving
- Recognize that plants are living things
- Recognize that animals are living things
- Recognize that people have five senses

Information Literacy and Technology

- Operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content area
- Define information needs and identify effective courses of action to conduct research and solve problems
- Understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print and/or digital resources to solve problems and conduct research
- Apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information from a variety of sources and formats
- Use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others
- Evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem-solving and communication
- Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies
- Develop life-long reading habits to foster personal enrichment and continuous learning
- Develop a deeper awareness of media literacy as a life skill that is integral to modern citizenship and informed decision-making



BUILDING BLOCKS TO ACHIEVE:

**THE APPLICATION OF THE UNIVERSAL/LIFE-
LONG LEARNING SKILLS**

and

THE CONTENT EXIT STANDARDS

*The information provided in this section is offered to support
the teacher's planning, delivery, and assessment efforts.*



K-12 UNIVERSAL/LIFE-LONG LEARNING SKILLS

GRADE K APPLICATION OF UNIVERSAL/LIFE-LONG LEARNING SKILLS

The skills detailed below are to be integrated in all instructional experiences - wherever and whenever possible.

- **READ, WRITE AND LISTEN FOR MANY PURPOSES**
 - Begin to identify the purpose of reading and writing particular texts
 - Begin to read a variety of text
 - Begin to choose materials for independent reading, locating appropriate materials in a collection
 - Begin to differentiate between fiction and nonfiction
 - Respond with curiosity and awe
- **DEVELOP AND APPLY THINKING STRATEGIES**
 - **Ask questions for clarification and understanding**
 - Begin to ask questions to maintain meaning when listening to text
 - Ask and answer questions about essential elements of a text
 - Respond to an essential question
 - **Activate relevant, prior knowledge (schema)**
 - Begin to make multiple predictions based on pictures and portions of text
 - Begin to confirm/change predictions using supporting evidence
 - Demonstrate age appropriate world knowledge
 - Use prior knowledge and experiences to construct meaning
 - **Determine the most important ideas or themes from information sources**
 - Begin to identify the theme or main topic of text and supply some supporting details
 - Begin to exclude extraneous information when prompted
 - **Create sensory images from information sources**
 - Develop an awareness of imagery
 - Create artwork to demonstrate comprehension
 - **Analyze data and recognize patterns**
 - Recognize sensory data (e.g., observations) as sources of information with teacher support
 - Begin to understand structures: sequence/logical order and categorize/classify
 - Develop an awareness of the organization of books in collections
 - **Drawing inferences from information sources**
 - Begin to make inferences
 - **Synthesizing information**
 - Retell stories or content sequentially
 - Begin to draw upon prior knowledge and experiences to make critical judgements or create new ideas
 - Begin to recognize generalizations [big ideas] with teacher support
 - **Monitor meaning and comprehension**
 - Develop an awareness that what they hear or read is not making sense
 - Make statements indicating they've lost meaning when listening to text
 - **Engage in reflection to evaluate process and product**
 - Select own "best" works and begin to verbalize criteria used
 - **DEVELOP AND APPLY SKILLS IN TECHNOLOGY TO THE LEARNING PROCESS**
 - Begin introductory skills in word processing, graphics and presentations
 - Use appropriate technologies to create a pictorial slide show
- **COMMUNICATE WITH CLARITY AND PRECISION**

Grade K Content Specific Curriculum Standards and Building Blocks

-Reading/Language Arts-

Reading

- **Demonstrate an awareness of concepts of print**

Initial Understanding

- Handle books right side up
- Identify front cover, back cover, spine, and title page of book
- Follow words left to right and top to bottom on a printed page
- Begin to match one spoken word to one written word (1:1)
- Identify where to start reading on one to two pages of text
- Understand that printed materials convey a message
- Distinguish between letters and words
- Begin to distinguish words and sentences
- Identify capital and lowercase letters
- Begin to identify first and last: in a word, in a sentence, on a page.
- Identify period, question mark
- Begin to identify exclamation point and quotation marks

- **Demonstrate phonological awareness (sounds in speech)**

Initial Understanding

- Produce rhyming words orally in response to spoken words
- Identify number of words in a sentence (clapping)
- Identify number of syllables in three-syllable words
- Recognize and talk about long words vs. short words
- Recognize and blend a word following the teacher's production of the separate syllables (CVC)
- Blend onsets and rimes, e.g., /d/ /og/=dog
- Identify initial and final consonant sounds in a word
- Segment and isolate initial, medial, and final consonant sounds in one-syllable words (CVC)
- Recognize and say the common sounds of most consonant letters

- **Develop and apply graphophonic skills (sounds/symbols)**

Initial Understanding

- Understand that letters in printed words represent sounds in spoken words
- Recognize and recite all letters of the alphabet randomly and in alphabetical order
- Write independently uppercase and lowercase letters of the alphabet when letter name or sound is dictated
- Recognize and write own first and last name and initials.
- Recognize names of friends and family in print.
- Identify letters matched to short vowel sounds

- **Develop a sight vocabulary of approximately twenty-five words (high frequency words, color words, number words, or environmental signs and symbols)**

Initial Understanding

- Use classroom labels, signs and instructions
- Read at least 25 high frequency words
- Recognize some personally significant words in context
- Begin to match spoken words with text

- **Begin to read aloud with expression and fluency, demonstrating the development of rhythm, cadence, and an understanding of end punctuation marks**

Initial Understanding

- Emergently read or sing along with familiar text, recreating the story with appropriate intonation, phrasing, and pacing
- Begin to read unfamiliar but previewed early emergent texts attending to and matching most 1:1 sequence
- Develop stamina for "reading" independently

- **Develop and apply universal thinking and comprehension strategies when listening to or reading text (traditional literature, realistic fiction, fantasy, historical fiction, poetry, nonfiction)**

Initial Understanding

Preview text to form initial ideas regarding content using: Author, title, illustrator, title page and pictures

Identify the purposes of a text, *e.g., to find information, enjoy, receive a message (note)*

Use a variety of self-monitoring strategies to solve reading and comprehension problems when rereading familiar text:

- Determining they are on the correct page
- 1:1 matching
- Maintaining sense

Identify characters, settings and important events, *e.g., Clifford, Three Billy Goats Gruff, Cinderella, school, home,*

Identify topic of nonfiction text

Sequence the events of a story

Retell stories or parts of stories that have been heard several times

Experience a variety of poetic forms and styles

Recognize that songs are poems with music

Recognize that poems sound and look different from stories

Developing an Interpretation

Begin to notice words they do not know when listening to text and use context to predict meaning

Distinguish fantasy from realistic text

Use illustrations to determine the character's feelings through facial expressions

Begin to infer information about characters' actions

Create a mental picture based on a story read or told to them

Infer and articulate the lesson a tale teaches

Discuss recurring themes across texts (*e.g., big ideas about friendship, family, change, the importance of an object*)

Demonstrate an awareness of rhythm and cadence through movement

Begin to recognize simple organizational patterns or structures, *e.g., repeating language patterns*

Begin to compare similar elements in folktales

Making Connections

Draw parallels between actions of fantasy characters and real children

Compare and contrast their own lives with the lives of the characters

Critical Stance

Evaluate or rate a story or character using prior knowledge and support from the text

Give and support reactions to text

Discuss the importance of a lesson or moral from a tale

Analyze and evaluate illustrations (*e.g., Did the author do a good job matching the pictures to the text?*)

Writing

Kindergarten students are developmentally able to participate in prewriting and drafting stages of the writing process. Revising and editing are collaborative efforts between the teacher and the student. Ownership should not be taken away from the child. Publishing, as a final product, will occur with selected pieces of individual and class writing. . Interactive writing is a bridge between whole group and writer’s workshop where students learn through a shared pen model.

- **Understand that writing serves many purposes.**

Initial Understanding

Write (scribbles, pictures, approximations, etc.) in a variety of modes to (e.g., *to share an experience or event, tell a story with a simple problem, give an opinion, explain a how-to, send messages, or communicate information “All About...”*).

Critical Stance

Begin to determine a reason for writing (e.g., *to inform, entertain, clarify*)

- **Develop an awareness of a writing process**

Prewriting

Initial Understanding

Use oral storytelling to relate events/details

Orally share ideas with the whole group (moving towards partnering) to plan their writing

Generate lists, collaboratively, around a single topic

Gather information on a topic with support

Drafting

Initial Understanding

Use a variety of writing strategies to communicate and create meaning (scribbles, pictures, approximations, etc.)

Show control of top to bottom and left to right

Space letters and words appropriately

Use sound spelling representing all heard initial and final consonant sounds

Use periods, question marks, and exclamation marks at the end of sentences

Write first and last name with correct capitalization

Uses capitalization to begin sentences, names and the word “I”

Maintain focus of a single concept, event or several loosely connected events

Making Connections

Begin to use language and ideas from shared and interactive writing and literature as models for their writing

Revising

Developing an Interpretation

Add details/colors/backgrounds/labels to drawings/illustrations

Attempt to reread own writing demonstrating attentiveness to meaning

Begin to use strategy “Does that sound like talking (or English)?”

Dialogue with teacher on own writing in progress

Making Connections

Listen to others share their writing demonstrating attentiveness to meaning

Critical Stance

Notice when simple text (own or others) fails to make sense

Editing

Initial Understanding

Spell high frequency words *e.g., I, a, it, go, the, and*

Publishing

Initial Understanding

Contribute to class projects

Select pieces to consider as final products

- **Develop and apply legible penmanship**

Initial Understanding

Write independently most of the upper and lower case letters, attending to form and spatial alignment

Demonstrate proper grip of writing tools

Speaking, Listening, Viewing and Enacting

- **Demonstrate grade appropriate use of Standard English and delivery strategies**

Initial Understanding

Develop a repertoire of poems, rhymes, songs and stories

Developing an Interpretation

Use newly learned vocabulary

Use descriptive/sensory words when speaking about people, places, things and events

Making Connections

Orally relate an important life event or personal experience using simple sequence

- **Respond critically to oral communication, films, videos, presentations, graphics and written work**

Demonstrate listening comprehension by:

Initial Understanding

Listen attentively in a small or large group

Know when to speak

Follow three- and four- step oral and pictorial directions

Developing an Interpretation

React visibly to rhythmic patterns and moods in music and text

Making Connections

Begin to relate their comments to other students' comments

Begin to identify whether their comments are in agreement

Critical Stance

Show an understanding and appreciation of stories read to them

Respond orally to own and others' writing

- **Perform in a manner that guides the listener's understanding of key ideas, using appropriate phrasing, pitch and modulation**

Initial Understanding

Begin to express ideas in complete, coherent sentences

Pronounce sounds smoothly and clearly

Begin to stay on topic when speaking

-Mathematics-

- **Use numbers and objects to count, measure, compare, and order**

Initial Understandings

Recognize numerals 0 - 10; match to set
Order sets of objects 1 - 5 from least to greatest and greatest to least
Count objects to 10
Rote count to 31
Manipulate a computer mouse to select and order items on the screen.
Identify numerals on the calculator keys and screen. Use the clear key, iterator key (=), and counting on key (+)

Developing an Interpretation

Visually compare and estimate two sets of counters in similar arrangements which set is more/less for numbers < 10
Student will group sets of objects < 10 into equal groupings and verbalize the number of groups
Identify ordinal position: 1st through 5th

Making Connections

Model and discuss parts of a whole, parts of a set and its relationship to $1/2$

- **Discover, analyze, and create patterns**

Initial Understandings

Recognize and create simple AB patterns

Developing and Interpretation

Construct graphs using concrete objects
Discuss relationships of data using vocabulary to interpret data: more/less, equal, most/least/fewest

- **Classify, order, and compare collections by attributes**

Initial Understandings

Identify and explain similarities and differences by one attribute (size, color, and shape)

- **Recognize money, calendar, time, linear measurement, and geometric shapes**

Initial Understanding

Using a monthly calendar, identify a numeral that follows a given numeral
Identify coins: penny and nickel
Estimate length using nonstandard units
Identify simple polygons: square, circle, triangle, and rectangle

- **Demonstrate conservation of sets, numbers, and volume**

Developing an Interpretation

Recognize that a number remains the same quantity regardless of its arrangement

Making Connections

Investigate conservation of volume (i.e. which container holds more water, rice, beans, etc.)

- **Develop mathematics vocabulary to compare, interpret, and sequence**

Developing an Interpretation

Explore, discuss, and model both physical and pictorial applications of terms of comparison such as more/less, longer/shorter, taller/shorter, heavier/lighter, hotter/colder, and before/after.

Making Connections

Discuss if an event is likely or unlikely to occur.

Taking a Critical Stance

In Mathematics justifying, proving, or explaining a conjecture or answer is connected to the learning environment. Students are encouraged and expected to question one another's ideas and to explain and support their own ideas in the face of others' challenges. Each objective in mathematics can be framed to have students defend, support, explain, or prove their answer. Educational research offers compelling evidence that students learn mathematics well only when they construct their own mathematical understandings. To understand what they learn, students must enact for themselves verbs that permeate the mathematics curriculum: "examine," "represent," "transform," "solve," "apply," "prove."

-Science-

Physical Science

Properties of Matter

How does the structure of matter affect the properties and uses of materials?

- **Objects have properties that can be observed and used to describe similarities and differences**

Initial Understanding

Identify and distinguish the five senses: sight, sound, taste, smell and touch

Use the senses and simple measuring tools

Sort objects according to specific characteristics

Developing an Interpretation

Compare and contrast objects made of materials such as wood, paper and metal

Understand that the senses along with simple measuring tools, such as rulers and equal-arm balances, can be used to observe common objects and sort them into groups based on size, weight, shape, and color

Describe devices that people have made that enhance the senses: magnifiers, hand lenses, hearing air, voice activated computer, etc.

Making Connections

Observe that objects can be sorted based on properties such as flexibility, attraction to magnets, and whether they float or sink in water

Critical Stance

Demonstrate counting objects in groups and use mathematical terms to describe quantitative relationships such as: same as, more than, less than, equal, etc.

Understand that man is the only animal who is able to enhance his senses using artificial mechanisms

Life Science

Heredity and Evolution

What processes are responsible for life's unity and diversity?

- **Many different kinds of living things inhabit the Earth**

Initial Understanding

List characteristics of living (biotic) things

List characteristics of nonliving (abiotic) things

Developing an Interpretation

Describe characteristics that distinguish living (biotic) from nonliving (abiotic) things

Compare and contrast living (biotic) and nonliving (abiotic)

Describe the similarities and differences in the appearance and behaviors of adults and their offspring

Making Connections

Compare and contrast the similarities and differences in the appearance and behavior of plants, birds, fish, insects and mammals (including humans)

Observe that offspring develop into adults of their own kind even though the juvenile form might be different from the adult form i.e. tadpole from frog, caterpillar from butterfly

Critical Stance

Recognize that living things have certain characteristics that distinguish them from nonliving things, including growth, movement, reproduction, nutrition, and response to stimuli

Earth Science

Energy in the Earth's System

How do external and internal sources of energy affect the Earth's systems?

- **Weather conditions vary daily and seasonally**

Initial Understanding

Observe the weather and record observations daily

Developing an Interpretation

Compare and contrast how the Earth is warmed unevenly

Recognize that weather changes with time and atmospheric conditions

Making Connections

Explain the interactions that occur when cold and warm air meet

Relate seasonal weather patterns to appropriate choices of clothing and activities

Make and use models of a barometer, a wind vane, a rain gauge, and an anemometer

Critical Stance

Explain how daily and seasonal weather conditions affect what we do, what we wear and how we feel

Describe ways that the amount of water vapor in the air affects the weather around the world

Demonstrate with words and/or pictures the destructive force of weather as seen in hurricanes, typhoons, and draughts

Science and Technology in Society

How do science and technology affect the quality of our lives?

- **Some objects are natural, while others have been designed and made by people to improve the quality of life**

Initial Understanding

Observe the types of materials that are used by people to build shelters

Developing an Interpretation

Describe the types of materials used by people to build homes, and the properties that make the materials useful

Making Connections

Humans select both natural and man-made materials to build shelters based on local climate conditions

Critical Stance

Demonstrate that humans select both natural and man-made materials to build shelters based on local environmental weather conditions, the specific characteristics of the materials used and their availability

Social Studies

- **Use geographic vocabulary to describe routes, to estimate distance, and to identify landforms**

Initial Understanding

- Tell where they live
- Describe the physical features of their surroundings
- Identify the main idea and purpose of a pictograph/photograph
- Use location words to find objects in a photograph
- Recognize a route as a way to get from one place to another
- Recognize that maps use color, lines, and shapes to show real places on earth
- Distinguish between large land areas and bodies of water

Developing an Interpretation

- Use a pictograph to compare information
- Give verbal directions describing a route between home and school
- Locate the symbols from the legend on a map
- Describe the features of a map
- Recognize a globe as a model of the Earth
- Classify methods of transportation as land, water, or air

Making Connections

- Match symbols in a key to features on a map
- Identify a map as a tool for finding places
- Explain how transportation connects people and places
- Recognize that life depends on water
- Describe the effects of changes in the weather
- Compare a map and a globe

Critical Stance

- Create a map complete with a legend

- **Demonstrate an ability to correctly use vocabulary associated with time**

Initial Understanding

- Describe the four seasons
- Identify seasonal holidays
- Recognize the parts of a calendar
- Recognize that events take place in order of occurrence
- Sort and order dates in categories of past, present, and future

Developing an Interpretation

- Use indefinite time (then, now, before, after) to recount events
- Create a simple timeline of events in one day

Making Connections

- Compare transportation now and long ago

- **Explore likes and dislikes, and vocabulary associated with economics**

Initial Understanding

- Recognize that people may think and act differently
- Share and compare how common experiences differ from person to person
- Identify jobs in a community
- Describe different family units

Developing an Interpretation

- Name specific goods and services
- Explain how things are made
- Describe ways people everywhere are alike and ways they are different

Making Connections

- Describe the purpose of money
- Recognize the importance of business

Critical Stance

- Realize that choices have consequences

- **Describe personal connections to people and places important to their lives**

Initial Understanding

- Identify various feelings
- Identify their role in the family
- Recognize that families share special customs and traditions
- Describe family celebrations
- Describe the people and places in the neighborhoods
- List community emergency centers

Developing an Interpretation

- Compare and contrast a photograph with a place they know
- Recognize that each person is special in many ways
- Describe how family and community influence one's daily life
- Explain the use of 911

Making Connections

- Identify ways in which individuals and families change over time.
- Participate in cultural dances, songs, and stories.
- Recognize the importance of putting safety first.
- Describe how people depend on other people and places to meet their needs.

- **Name and practice the rights and responsibilities of the individual in a social group**

Initial Understanding

- Recognize the need for rules and good behavior in school, at home, and in the community
- Identify school workers and authority figures
- Learn to recognize a problem
- Identify safety signs
- Describe what people learn from their elders
- Identify the roles of members and leaders of a group
- Recognize the importance of sharing in the work of a group
- Identify ways children can help others
- Identify the state and country in which they live

Developing an Interpretation

- Suggest ways to solve problems
- Recognize our country's national symbols, anthem, and pledge

Making Connections

- Recognize that people mature and change
- Compare and contrast opinions
- Recognize the purpose of rules and laws
- Respect an individual's right to express an opinion
- Understand that the things we do affect other people
- Identify American heroes and their contributions to our country
- Describe how holidays help us remember the past.
- Explain how individuals can be good citizens

Critical Stance

- Work independently and cooperatively within the classroom community to accomplish goals

Information Literacy And Technology

- **Operate and use computers and other technologies as tools for productivity, problem-solving and learning across the content area**

Initial Understanding

- Use basic operational features of a computer and other available technology
- Use basic features of software (entering information, editing, and saving)
- Use established procedures to obtain assistance with hardware or software problems

Developing an Interpretation

- Create word processing documents, drawing and paint documents, slide shows, and simple graphs using age-appropriate software
- Understand and expect that technology tools are constantly changing
- Distinguish between different technologies and their uses

Making Connections

- Describe ways computers are used to help people, work, learn, and play
- Work collaboratively and cooperatively with peers and others when using computers
- Use content-specific software
- Begin to use proper keyboarding techniques

- **Define information needs and identify effective courses of action to conduct research and solve problems**

Initial Understanding

- Understand concept of keywords for searching for information

Developing an Interpretation

- Identify existing knowledge and list areas where more information is needed (with assistance)
- Develop an awareness of print, non-print, and / or electronic resources available through library media center

Making Connections

- Restate the scope and criteria of a task (such as timeline, length, audience and presentation mode) with prompting
- Describe a course of action for addressing an essential question (with assistance)

Critical Stance

- Frame an essential question that is related to a topic of interest or a given assignment (with assistance)

- **Understand and demonstrate a command of information skills and strategies to locate and effectively use print, non-print and / or digital resources to solve problems and conduct research**

Initial Understanding

- Understand that information is stored and accessed in different ways - print, non-print and / or electronic resources (atlases, encyclopedias, dictionaries)
- Understand that keywords are used in searches
- Use Internet resources to locate information, with supervision

Developing Interpretation

- Use basic print, non-print, and electronic reference sources (atlases, encyclopedias, dictionaries) to locate information (with assistance)
- Take notes in own words from a single source of information (with assistance)

Making Connections

- Apply principles of organized information systems to learning endeavors
 - Alphabetize by first and second letter to find information in resources
 - Understand the purpose of online catalog to locate materials
 - Understand that information in the media center is organized in a standard way
 - Use organizing features of print, non-print and electronic materials (parts of a book and simple menus) to locate and use information
 - Navigate appropriate Internet web sites (with assistance)
- Interpret simple charts, graphs and tables in information sources

- **Apply evaluative criteria to the selection, interpretation, analysis, reorganization and synthesis of information from a variety of sources and formats**

Initial Understanding

Identify appropriate sources of information for a specific purpose

Developing Interpretation

Use technology to organize information

Demonstrate attentive and purposeful listening and viewing skills

Making Connections

Develop criteria to judge the relevance and completeness of information

Organize information into related categories (with assistance)

- **Use appropriate technologies to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others**

Initial Understanding

Develop awareness of the use of multimedia tools for communication

Making Connections

Construct slide shows and multimedia presentations to communicate ideas and present conclusions

Critical Stance

Create and share clear and meaningful presentations that communicate information and new knowledge appropriate for a specific audience

- **Evaluate the effectiveness and efficiency of their own choices and uses of information and technology for problem solving and communication**

Making Connections

Describe a process for searching for information (with assistance)

Critical Stance

Assess the retrieved information for relevancy and completeness (with assistance)

- **Demonstrate the responsible, legal and ethical use of information resources, computers and other technologies**

Initial Understanding

Understand that the right to copy original works is owned by the author or artist

Developing an Interpretation

Practice responsible use of print and non-print materials, computers and other technologies and networks

Making Connections

Give citation credit to original sources when using information

- **Develop life-long reading habits to foster personal enrichment and continuous learning**

Initial Understanding

Locate and access various genres of literature in the media center

Developing an Interpretation

Choose various genres for pleasure reading and/or listening

Choose a variety of reading material for information

Making Connections

Explain the role that reading plays as a valid activity outside of school

Analyze personal reading habits for the purpose of expanding reading choices

Critical Stance

Evaluate and choose reading materials based on interest, readability, and relevance

- **Develop a deeper awareness of media literacy as a life skill that is integral to modern citizenship and informed decision-making**

Initial Understanding

Recognize that information comes to us from a variety of media sources - print, television, radio, Internet

Developing an Interpretation

Understand the difference between reality and fantasy in the media

Making Connections

Understand that the purpose of advertising is to sell a product

Critical Stance

Question the credibility of information read, heard or seen