Cumberland County Schools

Parent Curriculum Guide

North Carolina Standard Course of Study

Kindergarten
Dear Parent/Guardian:

The following pages contain the program of study that your child will pursue during the current school year in the areas of English language arts, mathematics, science, information technology, social studies, the arts, and healthful living. The Elementary Education department of the Cumberland County School System is pleased to be able to provide you with this curriculum guide, and we hope that you will reference its contents often as you work with the school to ensure your child’s academic success.

The North Carolina Standard Course of Study, the current curriculum taught throughout North Carolina, is comprised of Common Core State Standards and Essential Standards. These standards describe what students should know and be able to do from kindergarten through twelfth grade. Each grade level builds upon the next so that by graduation, all students will be successfully prepared to enter the world of higher academia with a college-ready foundation. However, for students choosing to enter the workforce following the completion of high school, the standards will ensure that they are successfully prepared to handle the challenges of an increasingly evolving marketplace.

The standards have been developed to be more rigorous and relevant and are designed to improve educational outcomes for all students, thus ensuring that our nation’s students are able to succeed in a globally competitive workforce. We invite you to join the educators of Cumberland County as we work together to ensure success for all students throughout our system.

Sincerely,

Executive Director of Elementary Education
ENGLISH LANGUAGE ARTS

The elementary language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific standards define what students should understand and be able to do by the end of the year to progress towards college and career readiness in each particular area.

### Reading: Literature

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Craft and Structure</th>
<th>Integration of Knowledge and Ideas</th>
<th>Range of Reading and Level of Text Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. With prompting and support, ask and answer questions about key details in a text.</td>
<td>4. Ask and answer questions about unknown words in a text.</td>
<td>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</td>
<td>10. Actively engage in group reading activities with purpose and understanding.</td>
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<tr>
<td>2. With prompting and support, retell familiar stories, including key details.</td>
<td>5. Recognize common types of texts (e.g., storybooks, poems).</td>
<td>8. (Not applicable to literature)</td>
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<tr>
<td>3. With prompting and support, identify characters, settings, and major events in a story.</td>
<td>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</td>
<td>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
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</table>

### Reading: Informational Text

<table>
<thead>
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</tr>
<tr>
<td>2. With prompting and support, identify the main topic and retell key details of a text.</td>
<td>5. Identify the front cover, back cover, and title page of a book.</td>
<td>8. With prompting and support, identify the reasons an author gives to support points in a text.</td>
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<tr>
<td>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
<td>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</td>
<td>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</td>
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</tbody>
</table>
Reading: Foundational Skills

Print Concepts
1. 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.

2. 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.
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonological Awareness

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
   b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Phonics and Word Recognition

4. Read emergent-reader texts with purpose and understanding.

Writing

Text Types and Purposes
1. 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 (e.g., My favorite book is...).
2. 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.
3. 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.

Production and Distribution of Writing
4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)
Speaking and Listening

**Comprehension and Collaboration**
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

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**Language**

**Conventions of Standard English**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper- and lowercase letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. 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.

**Vocabulary Acquisition and Use**
4. 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.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) 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 (e.g., note places at school that are colorful).
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

By the end of kindergarten, students should use a combination of drawing, dictating, and writing to compose three different types of writing: opinion pieces, narrative texts, and informative/explanatory texts. The writing sample below shows the quality of writing required to meet the Writing standards for the end of the school year.

Kindergarten Writing Sample

The writing sample shows the quality of writing required to meet the Writing standards for the end of the school year.

Dolch Sight Words Reading List

<table>
<thead>
<tr>
<th>Pre-primer</th>
<th>Primer</th>
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<td>funny</td>
<td>here</td>
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<td>go</td>
<td>help</td>
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<td>go</td>
<td>have</td>
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<td>jump</td>
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<td>little</td>
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<td>up</td>
<td>you</td>
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Kindergarten Writing Sample

My frog book. Do you want to be my friend? The mas as the hos if you will be my friend the hos said no. The mas hit a friend the mas as the little mas if you will be my friend the large mas said yes they dig a hole in the yah my foot is the hos.
MATHEMATICS

The elementary mathematics curriculum is designed to develop deep understanding of foundational math ideas. In order to allow time for such understanding, each grade level focuses on concepts and skills related to two-four focal points (including geometry, number sense, and fractions). The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics. Through this study, students will also develop behaviors of proficient mathematicians. They will learn how to justify their thinking, reason abstractly, use precise language, and notice patterns.

Counting and Cardinality

**Know number names and the count sequence.**
1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. 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).

**Count to tell the number of objects.**
4. 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.
   b. Understand that the last number name said tells the number of objects counted. 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.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**Compare numbers.**
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
3. 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 \(5 = 4 + 1\)).
4. 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.
5. Fluently add and subtract within 5.

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

1. 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 (such as \(16 = 10 + 8\)); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
**Measurement and Data**

1. **Describe and compare measurable attributes.**
   1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
   2. 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. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

2. **Classify objects and count the number of objects in each category.**
   3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Geometry**

1. **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**
   1. 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.
   2. Correctly name shapes regardless of their orientations or overall size.
   3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

4. **Analyze, compare, create, and compose shapes.**
   4. 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).
   5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
   6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
SCIENCE

Students in kindergarten begin their science studies by using their five senses to observe animals, earth materials, weather, and other objects. The class setting should provide a stimulating atmosphere in which students are intellectually challenged to explore the physical world around them. Young students’ natural curiosity leads them to investigate the world by observing and manipulating common objects and materials in their environment. Students learn to interpret their observations by collecting data on which they base their scientific explanations. Student learning of all three science strands is guided by the unifying concepts of evidence, exploration, and measurement.

Physical Science

Forces and Motion
Understand the positions and motions of objects and organisms observed in the environment.
1. Compare the relative position of various objects observed in the classroom and outside, using position words such as in front of, behind, between, on top of, under, above, below, and beside.
2. Give examples of different ways objects and organisms move (to include falling to the ground when dropped): straight, zigzag, round and round, back and forth, fast and slow.

Properties and Change
Understand how objects are described based on their physical properties and how they are used.
1. Classify objects by observable physical properties (including size, color, shape, texture, weight, and flexibility).
2. Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

Earth Science

Earth Systems, Structures, and Processes
Understand change and observable patterns of weather that occur from day to day and throughout the year.
1. Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
2. Summarize daily weather conditions, noting changes that occur from day to day and throughout the year.
3. Compare weather patterns that occur from season to season.

Life Science

Structures and Functions of Living Organisms
Compare characteristics of animals that make them alike and different from other animals and nonliving things.
1. Compare different types of the same animal (i.e., different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.
2. Compare characteristics of living and nonliving things in terms of their structure, growth, changes, movement, and basic needs.
SOCIAL STUDIES

Students in grades K-2 are introduced to an integrative approach to social studies by exploring aspects of self, others, families, and communities across the world in developmentally responsive ways. K-2 students use maps and globes to develop geographic awareness of their surroundings and process information about locations. They learn that people not only use the environment, but also modify or adapt to it. In history, students begin to develop the ability to think like a historian as they acquire knowledge of history to understand the past and present. In economics, students develop and build upon basic economic concepts by relating to their own wants and needs. Thus, proper integration of the strands serves to guide students through a balanced social studies curriculum that helps to build a solid foundation during the early years.

History
Understand change over time.
1. Explain how people change over time (self and others).
2. Explain how seasons change over time.
3. Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).

Geography and Environmental Literacy
Use geographic representations and terms to describe surroundings.
1. Use maps to locate places in the classroom, school, and home.
2. Use globes and maps to locate land and water features.
3. Identify physical features (mountains, hills, rivers, lakes, roads, etc.).
4. Identify locations in the classroom using positional words (near/far, left/right, above/beneath, etc.).

Understand the interaction between humans and the environment.
1. Explain how people adapt to weather conditions.
2. Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).

Economics and Financial Literacy
Understand basic economic concepts.
1. Explain how families have needs and wants.
2. Explain how jobs help people meet their needs and wants.

Civics and Governance
Understand the roles of a citizen.
1. Exemplify positive relationships through fair play and friendship.
2. Explain why citizens obey rules in the classroom, school, home, and neighborhood.

Culture
Understand how individuals are similar and different.
1. Explain similarities in self and others.
2. Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).
INFORMATION AND TECHNOLOGY

The Information and Technology curriculum prepares students to use computer technology for school, work, and personal use; for accessing and applying information; for problem solving; and for communicating ideas and data. Students will leave kindergarten with an established foundation for utilizing the tools of technology for research as well as avenues of reinforcement for learned concepts.

Sources of Information
Classify useful sources of information.

1. Identify sources of information (e.g., print, non-print, electronic, people).

2. Identify the relevant sources of information for a given task.

Informational Text
Understand the difference between text read for enjoyment and text read for information.

1. Understand the meaning of fiction and nonfiction.

2. Identify resources with appropriate factual information.

Technology as a Tool
Use technology tools and skills to reinforce classroom concepts and activities.

1. Use a variety of technology tools to gather data and information (e.g., web-based resources, e-books, online communication tools, etc.).

2. Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

3. Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

Research Process
Understand the importance of good questions in conducting research.

1. Identify questions that are relevant for a given topic or purpose.

Safety and Ethical Issues
Remember safety and ethical issues related to the responsible use of information and technology resources.

1. Identify examples of responsible use and care of technology hardware and software.

2. Remember internet safety rules.

3. Recognize the importance of respect for the work of others.
Music

Music is deeply embedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. The K-5 music program is designed to develop musical literacy. The processes of creating, performing, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways.

Musical Literacy

Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.
1. Exemplify proper technique when singing and playing a variety of music.
2. Use accurate pitch to imitate two-pitch melodic patterns.
3. Execute simple rhythms using body, instruments, or voice.
4. Recognize how music changes (such as dynamics and tempo).
5. Illustrate a steady beat.

Interpret the sound and symbol systems of music.
1. Interpret iconic symbols for rhythms.
2. Recognize iconic symbols for at least two different pitches.
3. Recognize by sound quarter notes and quarter rest durations.

Create music using a variety of sound and notational sources.
1. Use improvisation to produce one-phase responses using two different pitches.
2. Select vocal and/or instrumental sounds to accompany readings, stories, or dramatizations.
3. Create patterns that illustrate a steady beat.

Musical Response

Understand the interacting elements to respond to music and music performances.

5. Use singing, playing, and/or moving to respond to a variety of musical ideas.
3. Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo, and same/different sections of music.
2. Recognize that music is performed in a variety of settings and for a variety of purposes.
1. Illustrate different vocal timbres by type (whispering, speaking, singing, and shouting).
4. Classify sound sources as musical or environmental.

Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

1. Use music to illustrate how people express themselves differently.
2. Recognize the relationships between music and concepts from other areas.
**Visual Arts**

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The visual arts program is designed to develop visual literacy by promoting fluency in the various modes of visual communication. Students learn the visual arts by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

### Visual Literacy

<table>
<thead>
<tr>
<th>Use the language of visual arts to communicate effectively.</th>
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<tbody>
<tr>
<td>1. Identify various art materials and tools.</td>
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<tr>
<td>2. Create original art that expresses ideas about oneself.</td>
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<tr>
<td>3. Recognize various symbols and themes in daily life.</td>
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<tr>
<td>4. Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture.</td>
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<tr>
<td>5. Recognize characteristics of the Principles of Design, including repetition and contrast.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Apply creative and critical thinking skills to artistic expression.</th>
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</thead>
<tbody>
<tr>
<td>1. Recognize that artists may view or interpret art differently.</td>
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<tr>
<td>2. Use sensory exploration of the environment as a source of imagery.</td>
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<tr>
<td>3. Create original art that does not rely on copying or tracing.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Create art using a variety of tools, media, and processes, safely and appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use a variety of tools safely and appropriately to create art.</td>
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<tr>
<td>2. Use a variety of media to create art.</td>
</tr>
<tr>
<td>3. Use the processes of drawing, painting, weaving, printing, collage, mixed media, sculpture, and ceramics to create art.</td>
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</table>

### Contextual Relevancy

**Understand global, historical, societal, and cultural contexts of the visual arts.**

1. Use visual arts to illustrate how people express themselves differently.
2. Recognize that art can depict something from the past (long ago) or present (today).
3. Recognize key components in works of art from different artists, styles, or movements.
4. Recognize key components of art from different cultures.
5. Recognize that an artist’s tools and media come from natural and human-made resources.

**Understand the interdisciplinary connections and life applications of the visual arts.**

1. Identify examples of functional objects of art in the immediate environment, including home and school.
2. Identify relationships between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.
3. Understand that artists sometimes share materials and ideas (collaboration).

### Critical Response

**Use critical analysis to generate responses to a variety of prompts.**

1. Identify the lines, colors, and shapes in works of art.
2. Explain personal art in terms of media and process.
Healthful Living

The Healthful Living curriculum is a combination of health education and physical education. It includes a planned, sequential K-12 program that integrates information about specific health topics. The mission is to provide students with a program that is capable of enhancing the quality of life, raising the level of health, and favorably influencing the learning process.

**Mental and Emotional Health**

Remember the association of healthy expression of emotions, mental health, and healthy behavior.
1. Recognize feelings and ways of expressing them.
2. Recall stressors and stress responses.
3. Illustrate personal responsibility for actions and possessions.

**Personal and Consumer Health**

Apply measures for cleanliness and disease prevention.
1. Use steps of correct hand washing at appropriate times throughout the day.
2. Illustrate proper tooth brushing techniques.
3. Explain rationale for not sharing hygiene products (combs, brushes, toothbrushes).

Understand necessary steps to prevent and respond to unintentional injury.
1. Recognize the meanings of traffic signs and signals.
2. Explain the benefits of wearing seat belts and bicycle helmets.
3. Illustrate how to get help in an emergency.
4. Identify appropriate responses to warning signs, sounds, and labels.

**Interpersonal Communication and Relationships**

Understand healthy and effective interpersonal communication and relationships.
1. Explain reasons for sharing.
2. Compare people in terms of what they have in common and how they are unique.
3. Summarize protective behaviors to use when approached by strangers.
4. Recognize bullying, teasing, and aggressive behaviors and how to respond.

**Nutrition and Physical Activity**

Understand MyPyramid as a tool for selecting nutritious foods.
1. Classify foods by groups in MyPyramid.
2. Recall foods and beverages beneficial to teeth and bones.
3. Recall activities for fitness and recreation during out-of-school hours.

Understand the importance of consuming a variety of nutrient-dense foods and beverages in moderation.
1. Recognize nutrient-dense foods in a list of foods that are culturally diverse.
2. Summarize the importance of a healthy breakfast and lunch.

**Alcohol, Tobacco, and Other Drugs**

Understand how to use household products and medicines safely.
1. Explain what is likely to happen if harmful household products are ingested or inhaled.
2. Classify things found around the house as medicinal drugs or other (e.g., candy).
3. Identify adults and professionals who can be trusted to provide safety information about household products and medicines.
4. Use appropriate strategies to access help when needed in emergencies involving household products and medicines.
Physical Education

Motor Skill Development
Apply competent motor skills and movement patterns needed to perform a variety of physical activities.
1. Execute recognizable forms of the basic locomotor skills.
2. Use recognizable forms of the basic manipulative skills.
3. Create transitions between sequential locomotor skills.
4. Use non-locomotor and locomotor skills in response to even and uneven rhythms in order to integrate beat awareness.

Movement Concepts
Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.
1. Understand the meaning of words and terms associated with movement.
2. Identify one or more of the essential elements of correct form for the five fundamental manipulative skills.
3. Use teacher feedback to improve basic motor performance.
4. Illustrate activities that increase heart rate.

Health-Related Fitness
Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.
1. Recognize one or more of the five health-related fitness assessments and the associated exercises.
2. Identify opportunities for increased physical activity.
3. Select moderate-to-vigorous physical activity and sustain for periods of accumulated time.

Personal/Social Responsibility
Use behavioral strategies that are responsible and enhance respect of self and others and value activity.
1. Use basic strategies and concepts for working cooperatively in group settings.
2. Understand how social interaction can make activities more enjoyable.
3. Use safe practices when engaging in physical education activities.