

Cedar Fork Elementary School

Kindergarten - First Quarter - Assessed Objectives

Reading	Writing	Math
<p>Phonological Awareness (Orally) 1.026 Recognizes words that rhyme when spoken. 1.021 Know that spoken language is made up of separate sounds that make words (concept of word).</p> <p>Alphabet Knowledge 1.032 Recognize your name by sight. 1.033 Recognizes print around you such as signs, labels, and trademarks (McDonalds).</p> <p>Print Concepts 1.011 Point to the front of a book, the back of a book, and the title. 1.012 Point to where the story begins (print carries message). 1.013 Know letters and words are read left to right (directionality). 1.0151 Point to a single letter in a page of text. 1.016 Point to the first word to begin reading a page of text.</p> <p>Comprehension 2.051 Predict what might happen in a text before reading. 2.02 Choose to read and look at different kinds of books and selections (e.g., storybooks, nursery rhymes, poems, etc.) 2.06 Understand and follow spoken and/or picture directions (1 and 2 step directions).</p> <p>Connections 3.0411 Listen to stories 3.0412 Go back to stories read or heard to reread or enjoy.</p> <p>Developing Reading Habits Choose own text to read or look at for at least 5 minutes daily.</p>	<p>Products 4.001 Uses drawings/symbols to convey ideas or information. 4.09 Use words to express needs and wants. 4.10 Name common objects (e.g., pencil, desk, etc.) 4.11 Respond appropriately to questions. 4.002 Use random letters in writing. 4.0721 Write your first name. 4.075 Draw and write signs, labels, and notes.</p> <p>Grammar and Language Conventions 5.021 May use upper and lower case letters interchangeably in writing.</p>	<p>Number and Operations Goal 1 - The learner will recognize, model, and write whole numbers through 30. 1.01 Develop number sense for whole numbers through 30. (1-10) 1.01a Connect model, number word (orally), and number, using a variety of representations. (1-10) 1.01b Count objects in a set. 1.01c Read and write numerals. 1.03 Solve problems and share solutions to problems in small groups.</p> <p>Geometry Goal 3 - The learner will explore concepts of geometry. 3.03 Model and use directional and positional vocabulary.</p> <p>Algebra Goal 5 – The learner will model simple patterns and sort objects. 5.01 Sort and classify objects by one attribute. 5.02 Create and extend patterns with actions, words, and objects.</p>

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Science	Health	Social Studies
<p><i>See the WCPSS Connections for School Success document for the specific objectives for each science goal.</i></p> <p>Goal 1 – Chappell The learner will make observations and build an understanding of similarities and differences in animals.</p> <p>Goal 2 – Sahoo and Castorina The learner will make observations and build an understanding of weather concepts.</p> <p>Goal 3 – Lane and Schroeder The learner will make observations and build an understanding of the properties of common objects.</p> <p>Goal 4 – Levesque and Desloge The learner will use appropriate tools and measurements to increase their ability to describe their world.</p>	<p>Goal 1 - The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks. 1.01 Describe influences on health, e.g., food, rest, exercise, hygiene/cleanliness. 1.02 Relate health to feelings and to behaviors. 1.03 Describe health risks for age group.</p> <p>Goal 2 - The learner will apply the skills of stress management to the prevention of serious health risks for self and others. 2.01 Identify specific feelings by name. 2.02 Verbalize feelings. 2.03 Accept the normalcy of feelings. 2.04 Identify and make choices. 2.05 Accept and carry out personal responsibilities.</p>	<p>Goal 1 - The learner will investigate how individuals, families, and groups are similar and different. 1.01 Describe how individuals are unique and valued. 1.02 Identify different groups to which individuals belong.</p> <p>Goal 2 - The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments. 2.01 Exhibit citizenship traits such as integrity, responsibility, and trustworthiness in the classroom. 2.02 Participate in democratic decision-making. 2.03 Describe the importance of rules and laws. 2.04 Analyze classroom problems and suggest fair solutions.</p> <p>Goal 4 - The learner will explain celebrated holidays and special days in communities. 4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures.</p> <p>Goal 5 - The learner will express basic geographic concepts in real life situations. 5.04 Recognize and explain seasonal changes in the environment.</p> <p>Goal 7 - The learner will recognize how technology is used at home, school, and the community. 7.03 Describe functions of computers and other electronic devices used in the home, school, and other environments.</p>

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Music	Art	Physical Education
<p>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music. 1.01 Recognize and demonstrate the difference between speaking and singing voices. 1.02 Match pitch within a developmentally appropriate range and sing with correct posture.</p> <p>Goal 2 - The learner will play on instruments, alone and with others, a varied repertoire of music. 2.04 Demonstrate a steady beat.</p> <p>Goal 3 - The learner will improvise melodies, variations, and accompaniments. 3.01 Improvise a response by singing, playing, and or moving to given rhythmic and melodic phrases.</p> <p>Goal 9 - The learner will understand music in relation to history and culture. 9.03 Identify roles of musicians.</p>	<p><i>First Nine Weeks</i></p> <p>Goal 3 – The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. 3.01 Name and identify colors. 3.02 Identify primary and secondary colors. 3.04 Identify different types of line: straight, crooked, curved, zigzag, wide and thin. 3.07 Identify geometric shapes: circle, square, rectangle, triangle, diamond and oval.</p> <p>Goal 4 – The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. 4.01 Create art depicting self, family, friends, pets, home, school and community. 4.02 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings.</p> <p><i>Second Nine Weeks</i></p> <p>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes. 2.01 Become familiar with a limited number of basic art media, techniques and processes, which may include: drawing, cut paper, printmaking, painting, and ceramics. 2.02 Explore media freely. 2.03 Develop fine and gross motor control.</p> <p>Goal 3 – The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. 3.14 Use his or her own ideas and feelings when creating artwork. 3.15 Respect the work of others when discussing art.</p>	<p>Goal 7 – The learner will achieve and maintain an acceptable level of health-related fitness. 7.02 Recognize two appropriate sites on the body to monitor the heart rate. 7.03 Sustain moderate to vigorous physical activity for short periods of time.</p> <p>Goal 10 – The learner will demonstrate response personal and social behavior in physical activity settings. 10.01 Examine the rules for participating in the physical activity setting.</p> <p>Goal 11 – The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities. 11.01 Demonstrate non-locomotor movements using different parts of the body. 11.02 Demonstrate a variety of locomotor and combination skills in a movement pattern. 11.06 Demonstrate the emerging skills of catching, kicking, throwing, and striking necessary for participating in activity.</p> <p>Goal 12 – The learner will demonstrate a competent level of physical activity, sport, and fitness literacy. 12.01 Identify fundamental movement patterns. 12.02 Establish a beginning movement vocabulary.</p>

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Computer Skills / Technology		
<p>Goal 1 – The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.</p> <p>1.01 Identify the computer as a machine that helps people work and play.</p> <p>1.02 Identify, discuss, and use common hardware terms/concepts (e.g., CPU, monitor, keyboard, mouse).</p> <p>1.03 Identify and discuss correct and responsible use and care of computers and resources (AUP/IUP).</p> <p>1.04 Demonstrate respect for the work of others.</p> <p>1.05 Identify and discuss common features and functions of computer.</p> <p>1.06 Identify graphing as a tool for organizing information as a class.</p> <p>1.07 Identify and discuss terms/concepts such as collect, organize, and classify.</p> <p>1.08 Identify basic word processing terms (e.g., file, menu bar, cursor, open, save, print).</p> <p>Goal 2 – The learner will demonstrate knowledge and skills in the use of computer and other technologies.</p> <p>2.01 Use manipulatives and graphing software to organize and display data as a class.</p> <p>2.02 Identify, discuss, and use word processing as a tool to enter letters, numbers and words.</p> <p>2.03 Identify, locate and use special keys (e.g., arrow keys, space bar, Shift, Enter/Return, Backspace, Delete), letters, and numbers on the keyboard.</p>		