

Cedar Fork Elementary School

Kindergarten - Second Quarter - Assessed Objectives

Reading	Writing	Math
<p>Emergent Phonological Awareness (Orally) 1.026 Listen to a word and say another word or words that rhyme. 1.027 Hear word parts (syllables) and put them together to say the word (blends pen- and -cil to make pencil)</p> <p>Alphabet Knowledge 1.031 Name some capital and lower case letters (at least 23 out of 54 of the alphabet).</p> <p>Print Concepts 1.013 Point at where to go next at the end of a line of text (return sweep). 1.014 Point to each word as the teacher reads aloud 1.037 Point to a period. 1.0361 Point to the first and last letter of a word. 1.0152 Point to one word on a page of text.</p> <p>Comprehension (Text is read, heard or seen.) 2.0512 Predict what might happen in a text before reading and during reading. 2.06 Understand and follow spoken and/or picture directions (3 or more step directions). 2.02 Choose to read and look at different kinds of books and selections. 1.015 Know that a story has characters, setting, and tells about something. 1.041 Read own dictated story.</p> <p>Connections 3.01 Connect information and events in text read or heard to your own experiences. 3.042 Talk about and dramatize stories</p> <p>Developing Reading Habits Choose own text to read or look at for at least 5 minutes daily.</p>	<p>Emergent Products 4.02 Uses words that name (ball, cat) and words that tell (run, throw) when talking (e.g., oral retelling, conversations, etc.) and writing (e.g., journals, etc.) 4.031 Name and know basic concepts (e.g., colors, opposites, positional, and directional words). 4.041 Maintain conversation and discussion by paying attention to all speakers. 4.0741 Use drawings and captions to tell your story. 4.071 Copy print from your surroundings (e.g., environmental print: McDonalds, classroom, etc.) 4.0722 Attempt to write first names of some friends. 4.0742 Use single words and phrases to express ideas in writing.</p> <p>Grammar and language Conventions 5.013 Write some letters (at least 10) of the alphabet. 5.031 Write from left to right and top to bottom (directionality). 5.032 Begin to use some spacing between words.</p>	<p>Number and Operations Goal 1 - The learner will recognize, model, and write whole numbers through 30 (1-20). 1.01 Develop number sense for whole numbers through 30. 1.01a Connect model, number word (orally), and number, using a variety of representations. 1.01b Count objects in a set. 1.01c Read and write numerals. 1.01d Compare and order sets and numbers. 1.01e Use ordinals (1st-5th). 1.03 Share problems and share solutions to problems in small groups.</p> <p>Measurement Goal 2 - The learner will explore concepts of measurement. 2.01 Compare attributes of two objects using appropriate vocabulary (color, weight, height, width, length, texture). 2.02 Recognize concepts of calendar time using appropriate vocabulary (days of the week, months of the year, seasons).</p> <p>Geometry Goal 3 - The learner will explore concepts of geometry. 3.03 Model and use directional and positional vocabulary.</p> <p>Data Analysis and Probability Goal 4 - The learner will collect, organize and display data. 4.01 Collect and organize data as a group activity. 4.02 Display and describe data with concrete and pictorial graphs as a group activity.</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. (ABB)</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 – Desloge The learner will make observations and build an understanding of similarities and differences in animals.</p> <p>Goal 2 – Sahoo, Levesque The learner will make observations and build an understanding of weather concepts.</p> <p>Goal 3 – Chappell The learner will make observations and build an understanding of the properties of common objects.</p> <p>Goal 4 – Schroeder, Castorina, Lane The learner will use appropriate tools and measurements to increase their ability to describe their world.</p>	<p>Goal 4 – The learner will apply relationship skills to the promotion of health and the prevention of risk. 4.01 Distinguish between safe and risky means of getting attention. 4.02 Seek and offer appropriate help in the home, school, and community. 4.03 Share objects and time. 4.04 Recognize and accept that each person is unique and special. 4.05 Recognize the agricultural origins of common foods.</p> <p>Goal 5 - The learner will apply behavior management skills to nutrition-related health concerns. 5.01 Place foods in the appropriate groups of the food Guide Pyramid. 5.02 Eat a variety of foods for good health, including unfamiliar and culturally diverse foods. 5.03 Select a school breakfast and lunch that contain a variety of grains, vegetables, and fruit. 5.04 Keep foods and their containers clean. 5.05 Keep hands clean, using appropriate cleaning techniques. 5.06 Recognize the agricultural origins of common foods. 5.07 Identify snack foods that help the teeth and body.</p>	<p>Goal 1 - The learner will investigate how individuals, families, and groups are similar and different. 1.03 Examine diverse family structures around the world. 1.04 Recognize that families and groups have similarities and differences. 1.05 Compare and contrast customs of families in communities around the world.</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 3 – The learner will recognize and understand the concept of change in various settings. 3.01 Observe and describe how individuals and families grow and change. 3.02 Evaluate how the lives of individuals and families fo the past are different from what they are today.</p> <p>Goal 4 - The learner will explain celebrated holidays and special days in communities. 4.01 Explore how families express their cultures through celebrations, rituals, and traditions. 4.02 Identify religious and secular symbols associated with famous people, holidays, and special days of diverse cultures. 4.03 State reasons fro observing special, religious, and secular holidays 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 6 – The learner will apply basic economic concepts to home, school, and the community. 6.01 Distinguish between wants and needs. 6.02 Examine the concept of scarcity and how it influences the economy. 6.03 Identify examples of how families and communities work together to meet their basic needs and wants.</p>

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Kindergarten - First Semester - Assessed Objectives

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>First Nine Weeks</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. 11.07 Demonstrate forward and backward rolling patterns.</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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Kindergarten - First Semester - Assessed Objectives		
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>		