Kindergarten

Children enter kindergarten with a wide variety of life experiences and abilities. They continue to transition from oral literacy to written literacy during the kindergarten year. Kindergarten students begin learning concepts about print— how to hold books, how to track print, and how to distinguish words from pictures and letters from words. By the end of the year, kindergarten students should know the basics of the sound-print code— that words contain sounds that are represented by letters, and that letters combine to make words.

Kindergarten students develop the ability to write letters and the ability to represent words with letters. They learn that pictures are different from words. When they begin to write, drawings represent words. During the kindergarten year, they begin to identify some basic sight words.

A beginning understanding of the conventions of language is a part of the kindergarten experience. Students begin to recognize sentences, and they begin to learn that those sentences begin with capital letters and end with some type of punctuation.

In kindergarten, students read and listen to several books for a variety of purposes and from various genres. They develop the ability to sustain their attention for an age-appropriate length of time, moving towards becoming independent readers. They increase the complexity of their spoken language, both with longer sentences and with more complex vocabulary through retelling and reenacting stories. Oral and written language becomes a vital part of the school day and provides the foundation for success in all aspects of learning. Students will begin to write in a variety of genres.

Reading

Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning. Several years of research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers over time, students need multiple opportunities to build essential skills. In their formative years of instruction, children must be read to and provided opportunities to practice independent reading. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world.

CONCEPTS OF PRINT

ELAKR1 The student demonstrates knowledge of concepts of print. The student

a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.
b. Demonstrates that print has meaning and represents spoken language in written form.
c. Tracks text read from left to right and top to bottom.
d. Distinguishes among written letters, words, and sentences.
e. Recognizes that sentences in print are made up of separate words.
f. Begins to understand that punctuation and capitalization are used in all written sentences.

PHONOLOGICAL AWARENESS

ELAKR2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.
b. Identifies component sounds (phonemes and combinations of phonemes) in spoken words.
c. Blends and segments syllables in spoken words.
d. Segments the phonemes in high frequency words.
e. Blends spoken phonemes to make high frequency words.

PHONICS

ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.
b. Recognizes and names all uppercase and lowercase letters of the alphabet.
c. Matches all consonant and short-vowel sounds to appropriate letters.
d. Blends individual sounds to read one-syllable decodable words.
e. Applies learned phonics skills when reading words and sentences in stories.

FLUENCY

ELAKR4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

a. Reads previously taught high frequency words at the rate of 30 words correct per minute.
b. Reads previously taught grade-level text with appropriate expression.

VOCABULARY

ELAKR5 The student acquires and uses grade-level words to communicate effectively. The student

a. Listens to a variety of texts and uses new vocabulary in oral language.
b. Discusses the meaning of words and understands that some words have multiple meanings.

COMPREHENSION

ELAKR6 The student gains meaning from orally presented text. The student

a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.
b. Makes predictions from pictures and titles.
c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text.
d. Begins to distinguish fact from fiction in a read-aloud text.
e. Retells familiar events and stories to include beginning, middle, and end.
f. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.
g. Connects life experiences to read-aloud text.
h. Retells important facts in the student's own words.

Writing

The student begins to write text that develops a central idea or tells a story. The writing begins to show consideration of the audience and purpose. The student's writing begins to reflect the conventions of written English.

ELAKW1 The student begins to understand the principles of writing. The student

a. Writes or dictates to describe familiar persons, places, objects, or experiences.
b. Uses drawings, letters, and phonetically spelled words to create meaning.
c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.
d. Uses left-to-right pattern of writing.
e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.

ELAKW2 The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student writes a narrative that:

a. Involves one event.
b. Uses drawings, letters, and phonetically spelled words to describe a personal experience.
c. Begins to use organizational structures (beginning, middle, end).
d. May include describing words.
e. May include a sense of closure.
f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures).
g. May include a draft developed from prewriting.

The student produces informational writing that:

a. Involves one topic.
b. Uses drawings, letters, and phonetically spelled words to share information.
c. Begins to use organizational structures (steps).
d. May include describing words.
e. May include a sense of closure.
f. Includes oral or written pre-writing to generate ideas (graphic organizers and pictures).
g. May include a draft developed from pre-writing.
h. May publish a final copy.

The student produces a persuasive piece that:

a. States an opinion.
b. May use words, illustrations, or graphics to support an opinion.
c. Begins to use formats appropriate to the genre (letter, poster).
d. May include describing words.

e. Pre-writes orally or written to generate ideas (graphic organizers and pictures).
f. May include a draft developed from prewriting.
g. May include a sense of closure.

The student produces a response to literature that:
a. Retells a story orally, through pictures, or in writing.
b. Makes connections: text-to-self, text-to-text, text- to-world.
c. Begins to use organizational structures (beginning, middle, end)
d. Pre-writes orally or written to generate ideas (graphic organizers, pictures).
e. May include a draft developed from pre-writing.
f. May include a sense of closure.

Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for effective communication. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELAKLSV1 The student uses oral and visual skills to communicate. The student
a. Listens and speaks appropriately with peers and adults.
b. Follows two-part oral directions.
c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).
d. Recites short poems, rhymes, songs, and stories with repeated patterns.
e. Describes people, places, things, locations, and actions.
f. Increases vocabulary to reflect a growing range of interests and knowledge.
g. Communicates effectively when relating experiences and retelling stories heard.
h. Uses complete sentences when speaking.
i. Begins to use subject-verb agreement and tense.

Mathematics Georgia Performance Standards
Kindergarten

K-12 Mathematics Introduction

The Georgia Mathematics Curriculum focuses on actively engaging the students in the development of mathematical understanding by using manipulatives and a variety of representations, working independently and cooperatively to solve problems, estimating and computing efficiently, and conducting investigations and recording findings. There is a shift towards applying mathematical concepts and skills in the context of authentic problems and for the student to understand concepts rather than merely follow a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different ways to a solution and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things well, via reasoning, permit students to know much else—without having to commit the information to memory as a separate fact. It is the connections, the reasoned, logical connections that make mathematics manageable. As a result, implementation of Georgia's Performance Standards places a greater emphasis on problem solving, reasoning, representation, connections, and communication.

Georgia Mathematics Performance Standards Kindergarten

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will also count, compare, describe and sort objects, and develop a sense of properties and patterns. Students will begin to understand measurement through the direct comparison of objects, money by making fair trades with coins and the concept of time by experiencing a daily schedule.
Instruction and assessment should include the use of manipulatives and appropriate technology. Topics should be represented in multiple ways including concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used in the context of real world phenomena.

NUMBER AND OPERATIONS

Students will correctly represent the number and order of objects using numbers and understand them.

MKN1. Students will connect numerals to the quantities they represent.

a. Count a number of objects up to 30.
b. Produce models for number words through ten.
c. Write numerals through 20 to label sets.
d. Sequence and identify using ordinal numbers (1_{st}-10_{th}).
e. Compare two or more sets of objects (1-10) and identify which set is equal to, more than, or less than the other.

f. Estimate quantities using five and ten as a benchmark. (e.g. 9 is one five and four more. It is closer to 10, which can be represented as one ten or two fives, than it is to five.)
g. Use informal strategies to share objects equally (divide) between two to three people or sets.
h. Identify coins by name and value (penny, nickel, dime, and quarter).
i. Count out pennies to buy items that together cost less than 30 cents.
j. Make fair trades using combinations involving pennies and nickels and pennies and dimes.

MKN2. Students will use representations to model addition and subtraction.

a. Use counting strategies to find out how many items are in two sets when they are combined, separated, or compared.
b. Build number combinations up to 10 (e.g., 4 and 1, 2 and 3, 3 and 2, 4 and 1 for five) and for doubles to 10 (3 and 3 for six).
c. Use objects, pictures, numbers, or words to create, solve and explain story problems (combining, separating, or comparing) for two numbers that are each less than 10.

MEASUREMENT

Students will explore quantitative situations involving, length, capacity, weight, and height by direct comparison. Students will explore time through calendars and schedules.

MKM1. Students will group objects according to common properties such as longer/shorter, more/less, taller/shorter, and heavier/lighter.

a. Compare and order objects on the basis of length.
b. Compare and order objects on the basis of capacity.
c. Compare and order objects on the basis of height.
d. Compare and order objects on the basis of weight.

MKM2. Students will understand the measurement of calendar time.

a. Know the names of the days of the week, as well as understand yesterday, today and tomorrow.
b. Know the months of the year.
c. Know the four seasons.

MKM3. Students will understand time as it relates to a daily schedule.

a. Order daily events.
b. Tell the time when daily events occur, such as morning, afternoon, and evening.
c. Know the name of the day of the week when weekly events occur in class

GEOMETRY

Students will recognize and name basic geometric shapes and spatial relationships.

MKG1. Students will correctly name simple two and three-dimensional figures, and recognize them in the environment.

a. Recognize and name the following basic two-dimensional figures: triangles, quadrilaterals (rectangles, squares) and circles.
b. Recognize and name the following three-dimensional figures: spheres and cubes.
c. Observe concrete objects in the environment and represent the objects using basic shapes.
d. Combine basic figures to form other basic and complex figures into basic figures; decompose basic and complex figures into basic figures.
e. Compare geometric shapes and identify similarities and differences of the following two and three-dimensional shapes: triangles, rectangles, squares, circles, spheres, and cubes.

MKG2. Students will understand basic spatial relationships.

a. Identify when an object is beside another object, above another object, or below another object.
b. Identify when an object is in front of another object, behind another object, inside another object, or outside it.

MKG3. Students will identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes.

a. Identify missing elements within a given pattern.
b. Extend a given pattern and recognize similarities in different patterns.
c. Create a pattern in a different context with attributes similar to a given pattern.

DATA ANALYSIS AND PROBABILITY

Students will pose questions and gather data about themselves and their surroundings.

MKD1. Students will pose information questions, collect data, organize, and display results using objects, pictures, and picture graphs.

Process Standards

Each topic studied in this course should be developed with careful thought toward helping every student achieve the following process standards.

MKP1. Students will solve problems (using appropriate technology).

a. Build new mathematical knowledge through problem solving.
b. Solve problems that arise in mathematics and in other contexts.
c. Apply and adapt a variety of appropriate strategies to solve problems.
d. Monitor and reflect on the process of mathematical problem solving.

MKP2. Students will reason and evaluate mathematical arguments.

a. Recognize reasoning and proof as fundamental aspects of mathematics.
b. Make and investigate mathematical conjectures.
c. Develop and evaluate mathematical arguments and proofs.
d. Select and use various types of reasoning and methods of proof.

MKP3. Students will communicate mathematically.

a. Organize and consolidate their mathematical thinking through communication.
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
c. Analyze and evaluate the mathematical thinking and strategies of others.
d. Use the language of mathematics to express mathematical ideas precisely.

MKP4. Students will make connections among mathematical ideas and to other disciplines.

a. Recognize and use connections among mathematical ideas.
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
c. Recognize and apply mathematics in contexts outside of mathematics.

MKP5. Students will represent mathematics in multiple ways.

a. Create and use representations to organize, record, and communicate mathematical ideas.
b. Select, apply, and translate among mathematical representations to solve problems.
c. Use representations to model and interpret physical, social, and mathematical phenomena.

The following terms and symbols are often misunderstood. These concepts are not an inclusive list and should not be taught in isolation. However, due to evidence of frequent difficulty and misunderstanding associated with these concepts, instructors should pay particular attention to them and how their students are able to explain and apply them.

The definitions are for teacher reference only and are not intended to be memorized by students. Teachers should present these concepts to students with models and real life examples. Students should understand the concepts involved and be able to recognize and/or demonstrate them with words, models, pictures, or numbers.

Terms/Symbols:
numbers through 30, number words through ten, set, longer, shorter, heavier, lighter, morning, afternoon, evening, yesterday, today, tomorrow, days of the week, months of the year, seasons, triangle, quadrilateral, rectangle, square, circle, sphere, cube, beside, above, below, in front of, behind, inside, outside, more, less, equal, ordinal numbers, picture graph

Kindergarten Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the kindergarten level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME.** For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1
Science **K**indergarten **C**haracteristics of **S**cience Standard #**1**

S8CS2
Science Grade **8** **C**haracteristics of **S**cience Standard #**2**

SCSh8
Science **C**haracteristics of **S**cience **h**igh school Standard #**8**

Content Standards

S5P3
Science Grade **5** **P**hysical Science Standard #**3**

S4E2
Science Grade **4** **E**arth Science Standard #**2**

S7L4
Science Grade **7** **L**ife Science Standard #**4**

SC1
Science **C**hemistry Standard #**1**

SB4
Science **B**iology Standard #**4**

SPS6
Science **P**hysical **S**cience Standard #**6**

SP3
Science **P**hysics Standard #**3**

Kindergarten students raise questions about the world around them. They learn to use whole numbers to describe scientific data and how to identify parts of things (i.e. tools and toys). Kindergarteners describe, compare, and sort items according to physical attributes (i.e. number, shape, texture, size, weight, color, and motion). They use their senses (sight, smell, taste, touch, and sound) to group objects. They learn to follow rules to stay safe.

My World and Me

Kindergarten students have a natural interest in the world around them. Though not developmentally ready for in-depth explanations, they wonder why things move and note the various patterns. They notice that the sun and moon appear and disappear in the sky. The kindergarteners use their senses to make observations about physical attributes and are aware of similarities and differences.

Major Concepts/ Skills:	**Concepts/Skills to Maintain:**
Earth Science	Habits of Mind:
Day and night sky	Ask questions
Sorts rocks and soils	Use numbers to quantify
Physical Science	Use tools to measure and view
Physical Attributes	Look at parts of things
as observed using the 5 senses	Describe and compare using
Composition of materials	physical attributes
Motion	Observe using their senses and
Life Science	describe observation
Living/nonliving	
Animals/Plants	
Parents and offspring	

Co-Requisite - Characteristics of Science

Habits of Mind

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKCS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

a. Use whole numbers for counting, identifying, and describing things and experiences.
b. Make quantitative estimates of nonstandard measurements (blocks, counters) and check by measuring.

SKCS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

a. Use ordinary hand tools and instruments to construct, measure (for example: balance scales to determine heavy/light, weather data, nonstandard units for length), and look at objects (for example: magnifiers to look at rocks and soils).
b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. (For example: paper plate day and night sky models)

SKCS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing "Follow the Leader" and noting the changes.)
c. Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things.

SKCS5. Students will communicate scientific ideas and activities clearly.

a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
b. Begin to draw pictures that portray features of the thing being described.

Nature of Science

SKCS6. Students will understand the important features of the process of scientific inquiry.
Students will apply the following to inquiry learning practices:

a. In doing science, it is often helpful to work with a team and to share findings with others.
b. Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help.
c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them (classroom pets).

Co-Requisite - Content

Earth Science

SKE1. Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky.

a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day.
b. Classify objects according to those seen in the day sky and those seen in the night sky.
c. Recognize that the Sun supplies heat and light to Earth.

SKE2. Students will describe the physical attributes of rocks and soils.

a. Use senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.

b. Use senses to observe soils by physical attributes such as smell, texture, color, particle/grain size.
c. Recognize earth materials— soil, rocks, water, air, etc.

Physical Science

SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.

a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.).
b. Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility).

SKP2. Students will investigate different types of motion.

a. Sort objects into categories according to their motion. (straight, zigzag, round and round, back and forth, fast and slow, and motionless)
b. Push, pull, and roll common objects and describe their motions.

SKP3. Students will observe and communicate effects of gravity on objects.

a. Recognize that some things, such as airplanes and birds, are in the sky, but return to earth.
b. Recognize that the sun, moon, and stars are in the sky, but don't come down.
c. Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped.

Life Science

SKL1. Students will sort living organisms and non-living materials into groups by observable physical attributes.

a. Recognize the difference between living organisms and nonliving materials.
b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.)
c. Group plants according to their observable features such as appearance, size, etc.

SKL2. Students will compare the similarities and differences in groups of organisms.

a. Explain the similarities and differences in animals. (color, size, appearance, etc.)
b. Explain the similarities and differences in plants. (color, size, appearance, etc.)
c. Recognize the similarities and differences between a parent and a baby.
d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.)
e. Recognize that you are similar and different from other students. (senses, appearance)

Teacher note: Be sensitive to the fact that some children have parents who are not their biological parents.

Kindergarten

SYMBOLS OF AMERICA

In kindergarten, the students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to United States history through the study of important American holidays and symbols. Basic concepts of cultural and physical geography are presented. Civics provides students with an introduction to rules and character traits of good citizens. Basic economic concepts are also introduced.

Historical Understandings

SSKH1 The student will identify the purpose of national holidays and describe the people or events celebrated.

a. Labor Day
b. Columbus Day (Christopher Columbus)
c. Veterans Day
d. Thanksgiving Day
e. Martin Luther King, Jr. Day
f. Presidents Day (George Washington, Abraham Lincoln, and the current President)
g. Memorial Day
h. Flag Day
i. Independence Day

SSKH2 The student will identify important American symbols and explain their meaning.

a. The national and state flags (United States and Georgia flags)
b. The bald eagle
c. The Statue of Liberty
d. Lincoln Memorial
e. Washington Monument
f. White House
g. Pledge of Allegiance
h. Star Spangled Banner

SSKH3 The student will correctly use words and phrases related to chronology and time to explain how things change.

a. Now, long ago
b. Before, after
c. Morning, afternoon, night
d. Today, tomorrow, yesterday
e. First, last, next
f. Day, week, month, year
g. Past, present, future

Geographic Understandings

SSKG1 The student will describe American culture by explaining diverse community and family celebrations and customs.

SSKG2 The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

a. Differentiate land and water features on simple maps and globes.
b. Explain that maps and globes show a view from above.
c. Explain that maps and globes show features in a smaller size.

SSKG3 The student will state the street address, city, county, state, nation, and continent in which he or she lives.

Government/Civic Understandings

SSKCG1 The student will demonstrate an understanding of good citizenship.

a. Explain how rules are made and why.
b. Explain why rules should be followed.

SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.

Economic Understandings

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.

SSKE3 The student will explain how money is used to purchase goods and services.

a. Distinguish goods from services.
b. Identify various forms of U.S. money (coins, currency).

SSKE4 The student will explain that people must make choices because they cannot have everything they want.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

KINDERGARTEN

PEK.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Students will experience all locomotor movement patterns (e.g., hop, jump, and gallop) and demonstrate mature patterns when walking and running. A variety of movement experiences allows students to use non-locomotor skills (e.g., bend, twist, and turn) while moving and stationary. Weight transfer and balance activities are important as students learn to move in relation to others while moving through personal and general space.

Elements:

a. **Demonstrates basic movement in general and personal space.**
Examples:
- Travels in general space without bumping into another student.
- Uses a variety of movements within personal space (balance, body control, and jumping).

b. **Demonstrates basic locomotor skills.**
Examples:
- Performs walk, run, hop, jump, and gallop.
- Uses walk, run, hop, jump, leap, and gallop in a tag game/activity.

c. **Demonstrates basic non-locomotor skills.**
Examples:
- Bends, straightens, twists, stretches, and turns during warm-up activities.
- Twists, turns, and bends to external rhythmic accompaniment.

d. **Demonstrates basic manipulative skills.**
Examples:
- Tosses a ball.
- Catches a bean bag.

KINDERGARTEN

PEK.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.

Elements:

a. Identifies general and personal space.
Examples:
- Students know when another student is beside, behind or in front.
- Students move throughout open space while staying within boundaries.

b. Identifies basic locomotor skills.
Examples:
- Students name three locomotor skills.
- On cue, students change to appropriate locomotor skills.

c. Identifies basic non-locomotor skills.
Examples:
- Students bend, straighten, stretch, and turn when prompted.
- The students name the non-locomotor skill performed by the teacher or another student.

d. Students identify components of tossing and catching.
Examples:
- Students name a level and appropriately release the ball to travel at the level.
- Students explain why they need to look at the ball in order to catch it.

e. Students apply basic movement concepts of space.
Examples:
a. Students will move in various pathways on verbal command.
b. Students change levels from low, medium, to high.

KINDERGARTEN

PEK.3: Participates regularly in physical activity.

Description: Students will participate in physical activity largely because of the pleasure they experience. They engage primarily in structured physical activities in school and structured or non-structured activities outside of school.

Elements:

a. **Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.**
   Examples:
   - Plays at local area parks.
   - Plays hop scotch or jumps rope with friends.

b. **Perform basic locomotor skills away from school.**
   Examples:
   - Engages in simple invasion games at home or recreation centers.
   - Begins playing recreational sports.

KINDERGARTEN

PEK4.1: Achieves and maintains a health enhancing level of physical fitness.

Description: Students will enjoy physical activity for short periods of time. They can identify basic physiological signs associated with participation in physical activity.

Elements:

a. Participates in fitness and conditioning activities.
Examples:
- Moves continuously for at least one minute while playing tag or running games.
- Holds own body weight for 5 seconds while participating in partner push up or traversing along a rock wall with teacher assistance.

b. Identifies physiological indicators that accompany moderate to vigorous physical activities.
Examples:
- Identifies that their hearts are beating faster after running or moving vigorously.
- Identifies sweating as a product of moving vigorously.

KINDERGARTEN

PEK5.1: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students recognize and follow rules, directions, and safety procedures. They work cooperatively and respectfully with others, regardless of personal differences.

Elements:

a. Follows classroom rules and shows self-control.
Examples:
- Responds to teacher's signals and verbal cues.
- Listens to directions while sitting still and without touching equipment.

b. Follows simple directions for basic games and activities.
Examples:
- Participates in freeze tag.
- When given a team "number" or "color", student willingly goes to that number or color without help.

c. Uses body, space, and equipment safely.
Examples:
- Avoids contact with others during a movement activity.
- Follows teacher's directions to put equipment away.

d. Works with a partner or small group regardless of personal differences.
Examples:
- Shares space and equipment and takes turns with any student.
- Plays catch with a student with a disability.

KINDERGARTEN

PEK.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Description: Students exhibit both verbal and non-verbal indicators of enjoyment for physical activity. In kindergarten, students find pleasure in the simple act of moving and facing challenges.

Elements:

a. Participates in physical activities that provide personal enjoyment.
Examples:
- Dances to a favorite song.
- Invites friends to join in activity.

b. Expresses feelings associated with success from physical activities.
Examples:
- Says, "I did it!" Claps when others are successful and congratulates peers.
- Gives a "thumbs up" when asked if they are having fun.