

# Tulsa Public Schools KINDERGARTEN PACING GUIDE 2009-2010

This **Pacing Guide** organizes the Kindergarten Standards and Benchmarks (PASS Skills developed by Oklahoma State Department for Education) into school quarters to assist teachers in pacing instruction and assessment for the entire school year. This Pacing Guide is now essential to the new early childhood benchmarking system (quarterly progress monitoring and documentation on Power Teacher) in TPS.

The format of this guide helps the classroom teacher view all the Kindergarten Learning Expectations for the entire year but also determine which learning expectations need to be assessed each quarter. **Initial instruction and ongoing support and practice of learning expectations should begin well in advance of assessment period.** For those teachers who like the listing of Learning Expectations by quarter, the **Benchmark Calendar** format provides you a format that lists those specific items from each subject area to be assessed in each of the four quarters.

The Kindergarten benchmarks now appear on the new Kindergarten Report of Progress to Parents in a way that better indicates to parents what their child is learning in Kindergarten and how he/she is progressing. Some benchmarks have been combined into one unifying statement to create a “parent friendly” report. Teachers are still required to guide and support students in understanding all benchmarks. The blended benchmark statements that appear on the report card also appear in this Pacing Guide. These statements are indicated in *italics* within the Pacing Guide.

EXAMPLE: *Hears and repeats short poems, rhymes and songs and sounds in sequence* 1.1 & 2.2

## **PACING GUIDE KEY:**

- \* = Star indicates time to begin initial instruction and ongoing support of learning expectation**
- A = Appropriate time to Assess that learning expectation**

**Should a student not master a skill/concept in the quarter first assessed, observation and assessment of that skill continues each quarter until student masters the skill/concept**

When observing and assessing young children in kindergarten consider these definitions related to the language found in the Standards/Benchmarks:

- **Begins to...** child has experienced the concept/idea in multiple settings and has a simple, basic understanding of the concept/idea
- **Recognizes.....**child can locate/point to the letter or number symbol, shape, or object when teacher names it for them; child cannot name it on their own yet; Example: teacher would say, “Show me the letter B” and child can point to correct letter.
- **Identifies/Names.....**child can identify or name the letter or number symbol, shape, or object on their own; Example: teacher would ask, “What is this letter?” Child then responds by naming the letter, number, shape, etc.
- **Describes.....**child can give details or characteristics related to object, event, or experience
- **Distinguishes...**child can tell the differences between people, objects, or symbols
- **Demonstrates.....** child has had numerous experiences and practice with the learning expectations and can show in some way a complete understanding of the learning expectation

The EC Committee hopes that the **Pacing Guide** will assist you in the planning and preparation of timely and meaningful experiences for your students. If you have other questions or concerns, please contact Pam Brooks, Early Childhood Curriculum Specialist at [www.brookpa@tulsaschools.org](mailto:www.brookpa@tulsaschools.org).

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**KINDERGARTEN LANGUAGE ARTS**

<b>ORAL LANGUAGE/LISTENING &amp; SPEAKING</b>					
	<b>Standard 1: Listening: The student will listen for information or pleasure.</b>	1st	2nd	3rd	4th
1.1	Hear and repeat sounds in a sequence. (Example: hand rhythms, vocal sounds, numbers or letters in a sequence; five sounds in a sequence)	*	<b>A</b>		
1.2	Listen with interest to stories read aloud. (Example: Trade books and shared reading.)	<b>A</b>			
1.3	Follow one- and two-step directions.	<b>A</b>			
	<b>Standard 2: Speaking: The student will express ideas or opinions in group or individual setting.</b>	1st	2nd	3rd	4th
2.1	Share information and ideas speaking in clear, complete, coherent communications.	*	<b>A</b>		
2.2	Recite short poems, rhymes, and songs.	*	<b>A</b>		
<i>Hears and repeats short poems, rhymes and songs <u>and</u> sounds in sequence 1.1 &amp; 2.2</i>					
	<b>Standard 3: Group Interaction—The student will use effective communication strategies in pair and small group context.</b>	1st	2nd	3rd	4th
3.1	Show respect and consideration for others in <b>verbal</b> communications.	*	*	<b>A</b>	
3.2	Show respect and consideration for others in <b>physical</b> communications.	*	*	<b>A</b>	
<i>3.1 &amp; 3.2 Assess and document as part of Work Habits/Social Skills</i>					

<b>READING AND LITERATURE</b>					
	<b>Standard 1: Print Awareness – The student will understand the characteristics of written language.</b>	1st	2nd	3rd	4th
<i>Demonstrates knowledge and use of books 1.1, 1.2, 1.3, 1.4</i>					
1.1	Demonstrate correct book orientation by holding book correctly and indicating where to begin (e.g., front to back, top to bottom, left to right).	*	<b>A</b>		
1.2	Identify the front cover, back cover, title page of a book and title and author.	*	<b>A</b>		
1.3	Follow words from left to right and from top to bottom on the printed page.	*	<b>A</b>		
1.4	Understand that printed materials provide information.	*	<b>A</b>		
<i>Demonstrates understanding of organization of print (1.5, 1.6)</i>					
1.5	Recognize that sentences in print are made up of separate words.	*	*	<b>A</b>	
1.6	Distinguish letters from words.	*	*	<b>A</b>	
1.7	Recognizes there are capital and lower-case letters of the alphabet	*	<b>A</b>		
	<b>Standard 2: Phonological/Phonemic Awareness— The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g. words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.</b>	1st	2nd	3rd	4th
2.1	Identify and produce simple rhyming pairs. Example: bat / cat.	*	*	<b>A</b>	
<i>Manipulates spoken words 2.2, 2.3</i>					
2.2	Identify and count syllables in spoken words.	*	*	<b>A</b>	

2.3	Distinguish onset (beginning sound(s)) and rimes in one-syllable word. Example: Onset - /b/ in bat. Example: Rime - at in bat.	*	*	A	
2.4	Recognize ending sounds in spoken words. Example: /t/ in bat.		*	*	A
2.5	Recognize the same sounds in different words. Example: /b/ in ball, big, and bun.	*	*	A	
<i>Beginning to blend &amp; segment sounds in words</i> 2.6 & 2.7					
2.6	Begin to blend phonemes to form a word. Example: /b/ /a/ /t/ = bat.		*	*	A
2.7	Begin to segment phonemes of one syllable words. Example: bat = /b/ /a/ /t/.		*	*	A
<b>Standard 3: Phonics/Decoding—The student will demonstrate the ability to apply sound-symbol relationships.</b>		1st	2nd	3rd	4 <sup>th</sup>
3.1	Identify the alphabet by name. a. Identify all upper case letters of the alphabet by name. b. Identify all lower case letters of the alphabet by name.	*	*	A (a)	A (b)
3.2	Identify the alphabet by sound.	*	*	*	A
<i>Alphabet Skills Checklist: Letter recognition, identification, and sound skills</i> 3.1 a. & b. 3.2					

<b>Standard 4: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>		1st	2nd	3rd	4th
<i>Increasing &amp; using new vocabulary in language &amp; writing</i> 4.1 & 4.2					
4.1	Increase personal vocabulary by listening to a variety of text and literature.	*	*	A	
4.2	Use new vocabulary and language in own writing.		*	A	
<b>Standard 5: Fluency—The student will demonstrate the ability to identify words in text.</b>		1st	2nd	3rd	4th
<i>Recognizes ("reads") familiar text and common sight words in text</i> 5.1 & 5.2					
5.1	"Read" familiar texts emergently, not necessarily verbatim from the print alone.	*	*	A	
5.2	Recognize some words by sight, including a few very common ones (e.g., a, the, I, my, you, is, are).		*	*	A
<b>Standard 6: Comprehension—The student will associate meaning and understanding with reading.</b>		1st	2nd	3rd	4th
6.1	Use pre-reading skills (e.g., connecting prior knowledge to text, making predictions about text, and using picture clues).	*	A		
6.2	Retell, reenact or dramatize a story read to the student or by the student.	*	A		
6.3	Make predictions and confirm after reading or listening to text.	*	A		
6.4	Tell what is happening in a picture.	A			
<b>Standard 7: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.</b>		1st	2nd	3rd	4th
7.1	Distinguish between fiction and non-fiction.	*	*	A	
7.2	Place events in sequential order by telling the beginning, middle and ending.	*	*	*	A
7.3	Summarize main points and events of a simple story.	*	*	A	
7.4	Recognize cause/effect relationships.	*	*	*	A
<b>Standard 8: Research &amp; Information—The student will conduct research and organize information.</b>		1st	2nd	3rd	4th
8.1	a. Begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, internet, newspaper, map, resource person).	*	*	*	A

<b>WRITING</b>					
	<b>Standard 1: Writing Process—The student will use the writing process to write coherently.</b>	1st	2nd	3rd	4th
<i>Participates in frequent group &amp; individual writing opportunities 1.1 &amp; 1.2</i>					
1.1	Participate in frequent writing opportunities. Example: Model writing, shared writing, journal writing and interactive writing.	*	*	<b>A</b>	
1.2	Dictate a story about an event or experiences. Example: Dictate a story about an exiting event.	*	*	<b>A</b>	
1.3	Read his or her writing to the group, teacher and / or parent. Example: May be pictures, attempts at letters, initial consonants, words or phrases.		*	<b>A</b>	
	<b>Standard 2: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing and applying standard English conventions.</b>	1st	2nd	3rd	4th
2.1	Spelling: Demonstrate the process of representing language by means of a writing system				
<i>Represents letter sounds with letter symbols when they write; especially beginning and ending consonants 2.1 a, b, &amp; c</i>					
	a. Recognize that letters have different sounds. (In their emergent writing, child represents different sounds with different letters/symbols when they write.)	*	*	<b>A</b>	
	b. Recognize and record some beginning and ending sounds in words.		*	<b>A</b>	
	c. Generate temporary spelling using letters, particularly to represent initial and ending consonant sounds.		*	<b>A</b>	
2.2	Handwriting				
	a. Trace, copy and generate letters (Children may still be reversing some letters.)	<b>A</b>			
	b. Print his / her first and last name	*	<b>A</b>		

<b>VISUAL LITERACY</b>					
	<b>Standard 4: Interpret Meaning—The student will interpret and evaluate various ways visual image-makers including graphic artists, illustrators, illustrators, and news photographers represent meaning.</b>	1st	2nd	3rd	4th
4.1	Respond to visual messages by distinguishing between reality and fantasy in stories, videos, and television programs.		*	*	<b>A</b>

## KINDERGARTEN MATHEMATICS

	<b>Standard 1: Algebraic Reasoning: Patterns &amp; Relationships—The student will sort and classify objects and analyze simple patterns.</b>	1st	2nd	3rd	4th
1.1	Sort and groups objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).	A			
1.2	Explain verbally and extend simple patterns (e.g., □○□○).	*	*	A	
1.3	Use objects to demonstrate “related facts” such as 3+4=7, 7-3=4, and 7-4=3.	*	*	*	A

	<b>Standard 2: Number Sense—The student will understand the relationship between numbers and quantities.</b>	1st	2nd	3rd	4th
2.1	Compare a group or set to another group, set or numerical quantity and verbally explain which has more, less or equivalent quantities.	*	A		
2.2	Pair and count object using one-to-one correspondence (e.g., one napkin for each child at snack time).	A			
2.3	a. Count forward to 20 and backwards from 20 b. Count forward to 50 c. Count forward to 100	* 10	A (a)	A (b)	A (c)
2.4	a. Count objects in a set one-by-one from 0 through 10 b. Count objects in a set one-by one from 0 through 20	*	A (a)	*	A (b)
2.5	a. Identify and create sets of objects 0 through 10 b. Identify and create sets of objects 0 through 20	*	A (a)	*	A (b)
2.6	Identify and write numerals zero through ten, in and out of sequence. Children may still be reversing some numerals.	*	*	A	
2.7	Identify the ordinal position ( <b>1<sup>st</sup> through 10<sup>th</sup></b> ) or objects.		*	*	A
2.8	Combine and remove objects from sets and verbally describe the result (e.g., adding makes the set larger, subtracting makes the set smaller).		*	A	

	<b>Standard 3: Geometry—The student will identify common geometric shapes and explore the relationship of objects in the environment.</b>	1st	2nd	3rd	4th
3.1	a. Recognize and describe basic two-dimensional geometric shapes: circle, square, triangle, rectangle, oval, rhombus, hexagon, trapezoid b. Identify (name) and compare basic two-dimensional geometric shapes: circle, square, triangle, rectangle, oval, rhombus, hexagon, trapezoid	*	A (a)	*	A (b)
3.2	Recognize, identify(name), and describe a variety of three-dimensional geometric shapes: sphere, cube, cylinder, rectangular prism, cone	*	*	*	A
3.3	Model and use words indicating relative position or direction (e.g., students describe the relationships between self and others in space using on, above, below, beside, under, on top of, behind, and over).	*	*	A	

	<b>Standard 4: Measurement—The student will explore the concepts of non standard and standard measurement.</b>	1st	2nd	3rd	4 <sup>th</sup>
4.1	<b>Linear Measurement</b>				
	a. Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, and block).		*	*	A
	<i>Compares objects according to observable attributes and organizes in graduated order</i> 4.1 b & c				
	b. Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, medium, large).	*	A		
	c. Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).	*	A		
	d. Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).	*	*	*	A
4.2	<b>Time</b>				
	a. Tell time on digital and analog clocks to the hour.		*	*	A

	b. Identify the days or the week and months of the year.	*	*	<b>A</b>	
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4.3	<b>Money</b>				
	a. Identify the coins penny, nickel, dime, quarter.		*	<b>A</b>	

	<b>Standard 5: Data Analysis—The student will collect and analyze data <u>in a group setting.</u></b>	1st	2nd	3rd	4 <sup>th</sup>
5.1	<b>Data Analysis</b>				
	<i>Collects, describes, and records information using numbers</i> <i>5.1 a &amp; b</i>				
	a. Use numbers and counting as a means for solving problems and measuring quantity	*	<b>A</b>		
	b. Develops abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs	*	<b>A</b>		
	c. Describes similarities and differences in collected information (graphs).	*	*	<b>A</b>	

## KINDERGARTEN SCIENCE

	<b>Process &amp; Inquiry Standards</b>
PS1	<b>Observe, describe, sort and classify objects according to their common properties (e.g., animals, plants, shells, rocks, and buttons).</b>
PS2	<b>Participate in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).</b>
PS3	<b>Ask questions, make predictions, and communicate observations orally and / or in drawings.</b>

*Use the Science Process & Inquiry Standards and Benchmarks when working with any or all Content Standards.*

	<b>Content Standards</b>
CS1	<b>The student will investigate and describe objects that can be sorted in terms of physical properties.</b>
CS2	<b>The student will observe and investigate plants and animals.</b>
CS3	<b>The student will investigate and observe the basic concepts of the Earth.</b>

**Physical Science (CS1)** Any 9 weeks section can be taught any 9 week period

	<b>Standard 1: The child will investigate and describe objects that can be sorted in terms of physical properties.</b>
CS1.1	Observe, describe, sort, and classify the sensory attributes of objects according to taste, smell, hearing, touch, and sight
CS1.2	Compare and describe the properties of some objects (e.g., float-sink, heavy-light, rough, smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).
CS1.3	Observes and describes how objects move (e.g., slide, turn, twirl, and roll).

**Life Science (CS2)** Any 9 weeks section can be taught any 9 week period

	<b>Standard 2: The child will observe and investigate plants and animals.</b>
CS2.1	Observe and describe what various plants and animals need for growth.
CS2.2	Observe and describe the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
CS2.3	Observe and describe how animals move. (e.g. walk, crawl, hop, fly)

**Earth / Space Science (CS3)** Any 9 weeks section can be taught any 9 week period

	<b>Standard 3: The child will investigate and observe the basic concepts of the Earth.</b>
CS3.1	Explore and describe the properties of common earth materials (e.g. soil, rock, water)
CS3.2	Observe and describe daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
CS3.3	Observe and describe characteristics of the four seasons (e.g., temperature, weather, appropriate clothing, and changing leaves).
CS3.4	Describe simple conservation measures used to protect the environment. (e.g. recycling, careful use of water)

## KINDERGARTEN SOCIAL STUDIES

### Civics

(This Standard and Benchmarks relate directly to the Citizenship/Leadership portion of Report of Student Progress form; therefore, plan to assess these benchmarks at each semester.)

<b>Standard 1: The student will exhibit traits of good citizenship.</b>		1st	2nd	3rd	4th
<i>Demonstrates an understanding of citizenship skills &amp; membership in a class/school community</i> 1.1, 1.2, 1.3, 1.4					
1.1	Work and Play cooperatively in a variety of settings (e.g., in large and small groups, learning centers).	*	A	*	A
1.2	Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).	*	A	*	A
1.3	Listen to others while in large and small groups.	*	A	*	A
1.4	Show respect for others and their property.	*	A	*	A
<b>Standard 2: The student will recognize patriotic symbols and activities.</b>		1st	2nd	3rd	4th
<i>Recognizes patriotic symbols &amp; respects patriotic activities</i> 2.1, 2.2					
2.1	Identify the American flag as a national symbol of our country and understand the etiquette of its use.	*	A		
2.2	Identify the Oklahoma flag as symbol of our state.		*	A	
<b>Standard 3: The student will explain the importance of individual responsibility.</b>		1st	2nd	3rd	4th
3.1	Describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).	*	*	A	

### Geography

<b>Standard 1: The child will demonstrate knowledge of basic geographic concepts.</b>		1st	2nd	3rd	4th
<i>Demonstrates knowledge of simple map skills</i> 1.1, 1.2, 1.3, 1.4					
1.1	Locate and describe familiar places (e.g., classroom, home, school).	*	A		
1.2	Begin to develop an understanding of city / town, state and country.	*	*	A	
1.3	Identify a map as a drawing of a particular location.		*	A	
1.4	Recognize Oklahoma on a map of the United States.		*	A	
<b>Standard 2: The student will discuss how children in various communities and cultures are alike and different.</b>		1st	2nd	3rd	4 <sup>th</sup>
<i>Explores how children in various communities and cultures are alike and different</i> 2.1, 2.2					
2.1	Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).		*	*	A
2.2	Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.		*	*	A

### History

<b>Standard 1: The student will understand that history relates to events and people of other times and places.</b>		1st	2nd	3rd	4 <sup>th</sup>
<i>Demonstrates an understanding of historical events &amp; important people</i> 1.1, 1.2					
1.1	Explore through literature examples of past events and important Americans in legends and historical accounts (e.g. Paul Revere's ride, Johnny Appleseed, Betsy Ross).	*	*	A	A
1.2	Explore through literature the people and events honored in commemorative holidays (e.g. Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, and Thanksgiving).	*	*	A	A

**Economics**

	<b>Standard 1: The student will identify basic economic concepts.</b>	1st	2nd	3rd	4 <sup>th</sup>
<i>Develops awareness of simple economic ideas: jobs, work, money/saving &amp; purchasing 1.1, 1.2, Std. 2</i>					
1.1	Recognize money is used to purchase goods.		*	*	A
1.2	Introduce the concept of saving.		*	*	A
	<b>Standard 2: The student will explore various careers and the concept of employment (e.g. school personnel, community helpers).</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
2.1	Identifies various school and community personnel.		*	*	A
2.2	Understands the concept of work (jobs) and what is required to perform them.		*	*	A
Note: Benchmarks 2.1 and 2.2 were added to provide a continuum of statements & skills from Pre-K to 1st					

**KINDERGARTEN  
MOTOR SKILL DEVELOPMENT, HEALTH & SAFETY**

**LARGE MOTOR SKILL DEVELOPMENT**

<b>Standard 1: The child will participate in activities that involve large motor skills.</b>		1st	2nd	3rd	4 <sup>th</sup>
1	Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).	*	*	A	
2	Demonstrate non-locomotor movements (e.g., bending, pulling, pushing, stretching, and swaying, swinging, turning, twisting).	A			
3	Combine various movement patterns to music, but not necessarily to time.	*	A		
4	Kick a slowly rolling ball.	*	A		
5	Balance on one foot for approximately five seconds.	*	A		
6	Walk and balance on a four-inch line or balance beam.	*	*	A	
7	Coordinate large arm movements (e.g., easel painting, climbing, throwing, playing instruments, playing with blocks, and catching).	*	A		

**SMALL MOTOR SKILL DEVELOPMENT**

<b>Standard 2: The child will participate in activities that involve small motor skills.</b>		1st	2nd	3rd	4 <sup>th</sup>
1	Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles.	*	A	*	A
2	Hold and use pencils, crayons, and markers using thumb and two fingers.	*	A	*	A

**Health & Safety**

<b>Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.</b>		1st	2nd	3rd	4 <sup>th</sup>
1	Associate physical activity with the benefit of maintaining fitness and personal well-being.	*	A		
2	Experience sustained moderate physical activity for short periods of time.	A			
3	Discuss basic health needs of human beings (e.g., dental, hearing and vision care, exercise, nutrition).	*	A	*	A

KINDERGARTEN VISUAL ART

<b>Standard 1: Language of Visual Art – The student will identify visual art terms</b>		1st	2nd	3rd	4th
1	Name and describe elements of art: line, color, form, shape, texture, value and space.	*	A	*	A
2	Explore different art methods such as drawing, painting, weaving, and sculpting.	*	A	*	A

<b>Standard 2: Visual Art History and Culture – The student will recognize the development of visual art from a historical and cultural perspective.</b>		1st	2nd	3rd	4th
1	Identify other art forms such as music, dance, and drama.	*	A	*	A
2	Discuss and identify art used everyday in the home, community or school (e.g. signs, posters, cartoons, labels, menus)	*	A	*	A
3	Identify other art forms such as music, dance, and drama.	*	A	*	A

<b>Standard 3: Visual Art Expression – The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.</b>		1st	2nd	3rd	4th
1	Manipulate a variety of materials (media). a. Drawing Media: markers, chalks, crayons b. Painting Media: finger paint c. Sculpture Media: clay, string, paper, foil, cardboard, found objects d. Mixed Media: tissue, photos, found objects, foil, fiber, paint, paper	*	A	*	A
2	Use objects to express creative ideas.	*	A	*	A
3	Use art media and tools in a safe and responsible manner.	*	A	*	A

<b>Standard 4: Visual Art Appreciation – The student will appreciate visual art as a vehicle of human expression</b>		1st	2nd	3rd	4th
1	Demonstrate appropriate behavior while viewing art.	*	A	*	A
2	Demonstrate respect for student work and the work of others.	*	A	*	A
3	Demonstrate thoughtfulness and care in completion of artworks.	*	A	*	A

## KINDERGARTEN MUSIC

<b>Standard 1: Language of Music – The student will read, notate and interpret music. Standard 1: Language of Music – The student will read, notate and interpret music.</b>		1st	2nd	3rd	4th
1	Identify the elements of music: Melody (up and down), Harmony (sing with instruments, without instruments), Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment), Rhythm (strong and weak beats, steady beat, long and short sounds), Form (same or different and solo/chorus), Pitch (high or low), Tempo (fast or slow), and Dynamics (loud or soft).	*	A	*	A
2	Recognize basic features of familiar and unfamiliar songs: Dynamics (loud and soft), Tempo (fast and slow), and Styles (action songs, chants, rhymes, finger plays).	*	A	*	A

<b>Standard 2: Music History and Culture – The student will recognize the development of music from an historical and cultural perspective.</b>		1st	2nd	3rd	4th
1	Recognize music from our country, work songs, holiday songs and music from different countries.	*	A	*	A
2	Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.	*	A	*	A

<b>Standard 3: Music Expression – The student will perform, imitate, compose a variety of music within specific guidelines.</b>		1st	2nd	3rd	4th
1	Participate in music through singing and/or playing instruments.	*	A	*	A
2	Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.	*	A	*	A
3	Participate in music through singing and/or playing instruments.	*	A	*	A

<b>Standard 4: Music Appreciation – The student will learn to appreciate music and expand their listening beyond music currently familiar to the student. Standard 4: Music Appreciation – The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.</b>		1st	2nd	3rd	4th
1	Demonstrate respect for music performed by the student and by other students and professional performers.	*	A	*	A
2	Discuss likes and dislikes of music of different styles.	*	A	*	A