Kindergarten

Barren County Schools

District Curriculum

2014 Curriculum Summer Common Core Update

Shari Alexander District CRT

Barren County Schools

Language Arts Curriculum

READING STANDARDS FOR LITERATURE

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

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).
8. With prompting and support, identify the reasons an author gives to support points in a text.
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).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

READING STANDARDS: 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.

Phonological Awareness

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.* (This does not include CVCs ending with /l/, /r/, or /x/.)
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
   b. Associate the long and short sounds with 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.

Fluency

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

WRITING STANDARDS

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)

Range of Writing

10. (Begins in grade 3)

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.

LANGUAGE STANDARDS

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.

Knowledge of Language

3. (Begins in grade 2)

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.

*Penmanship/Handwriting

Write capital and lower case letters of the alphabet correctly shaping and spacing the letters appropriately.

*Legible penmanship, although not KCAS, is an expectation throughout elementary school.

Mathematics Curriculum

Barren County Schools

Counting and Cardinality

Know number names and the count sequence.

K.CC.1: Count to 100 by ones and by tens.

K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.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).

Counting to tell the number of objects.

K.CC.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.

K.CC.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.

Comparing numbers.

K.CC.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. (Note: Include groups with up to ten objects.)

K.CC.7: Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

Understanding addition as putting together and adding to, and understanding subtraction as taking apart and taking from.

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Note: Drawings need not show details, but should show the mathematics in the problem -- this applies wherever drawings are mentioned in the Standards.)

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.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).

K.OA.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.

K.OA.5: Fluently add and subtract within 5.

Number and Operations in Base Ten

Working with numbers 11 – 19 to gain foundations for place value.

K.NBT.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 (e.g., 18 = 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

Describe and compare measurable attributes.

K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

K.MD.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.*

Classify objects and count the number of objects in each category.

K.MD.3: Classify objects or people into given categories; count the numbers in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.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*.

K.G.2: Correctly name shapes regardless of their orientations or overall size.

K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

K.G.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).

K.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G.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 Curriculum

K. Forces and Interactions: Pushes and Pulls

K. Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

K-PS2-1. **Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2. **Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education:*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) ---------- **Connections to Nature of Science** **Scientific Investigations Use a Variety of Methods** • Scientists use different ways to study the world. (K-PS2-1)	**PS2.A: Forces and Motion** • Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) **PS2.B: Types of Interactions** • When objects touch or collide, they push on one another and can change motion. (K-PS2-1) **PS3.C: Relationship Between Energy and Forces** • A bigger push or pull makes things speed up or slow down more quickly. *(secondary to K-PS2-1)* **ETS1.A: Defining Engineering Problems** • A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. *(secondary to KPS2-2)*	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

Connections to other DCIs in kindergarten: **K.ETS1.A** (K-PS2-2); **K.ETS1.B** (K-PS2-2)

Articulation of DCIs across grade-levels: **2.ETS1.B** (K-PS2-2); **3.PS2.A** (K-PS2-1),(K-PS2-2); **3.PS2.B** (K-PS2-1); **4.PS3.A** (K-PS2-1); **4.ETS1.A** (K-PS2-2)

Kentucky Core Academic Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. *(K-PS2-2)*

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. *(K-PS2-2)*

Mathematics –

MP.2 Reason abstractly and quantitatively. *(K-PS2-1)*

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. *(K-PS2-1)*

K.MD.A.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. (K-PS2-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Students who demonstrate understanding can:

K-LS1-1. **Use observations to describe patterns of what plants and animals (including humans) need to survive.** [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water.]

K-ESS2-2. **Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]

K-ESS3-1. **Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.** [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas, and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

K-ESS3-3. **Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*** [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education:*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. • Use a model to represent relationships in the natural world. (K-ESS3-1) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Use observations (firsthand or from media) to describe • patterns in the natural world in order to answer scientific questions. (K-LS1-1) **Engaging in Argument from Evidence** Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s). • Construct an argument with evidence to support a claim. (K-ESS2-2) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) ---------- ***Connections to Nature of Science*** **Scientific Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world. (K-LS1-1)	**LS1.C: Organization for Matter and Energy Flow in Organisms** • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) **ESS2.E: Biogeology** • Plants and animals can change their environment. (K-ESS2-2) **ESS3.A: Natural Resources** • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) **ESS3.C: Human Impacts on Earth Systems** • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. *(secondary to K-ESS2-2)*,(K-ESS3-3) **ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.*(secondary to K-ESS3-3)*	**Patterns** • Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) **Cause and Effect** • Events have causes that generate observable patterns. (K-ESS3-3) **Systems and System Models** • Systems in the natural and designed world have parts that work together. (K-ESS2-2),(K-ESS3-1)

Connections to other DCIs in kindergarten: **K.ETS1.A** (K-ESS3-3)

Articulation of DCIs across grade-levels: **1.LS1.A** (K-LS1-1),(K-ESS3-1); **2.LS2.A** (K-LS1-1); **2.ETS1.B** (K-ESS3-3); **3.LS2.C** (K-LS1-1); **3.LS4.B** (K-LS1-1); **4.ESS2.E** (K-ESS2-2); **4.ESS3.A** (K-ESS3-3); **5.LS1.C** (K-LS1-1); **5.LS2.A** (K-LS1-1),(K-ESS3-1); **5.ESS2.A** (K-ESS2-2),(K-ESS3-1); **5.ESS3.C** (K-ESS3-3)

Kentucky Core Academic Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)

W.K.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. (K-ESS2-2)

W.K.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. *(K-ESS2-2),(K-ESS3-3)*

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. *(K-ESS3-1)*

Mathematics –

MP.2 Reason abstractly and quantitatively. *(K-ESS3-1)*

MP.4 Model with mathematics. *(K-ESS3-1)*

K.CC Counting and Cardinality *(K-ESS3-1)*

K.MD.A.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. *(K-LS1-1)*

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.
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K. Weather and Climate

K. Weather and Climate

Students who demonstrate understanding can:

K-PS3-1. **Make observations to determine the effect of sunlight on Earth's surface.** [Clarification Statement: Examples of Earth's surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

K-PS3-2. **Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*** [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

K-ESS2-1. **Use and share observations of local weather conditions to describe patterns over time.** [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

K-ESS3-2. **Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*** [Clarification Statement: Emphasis is on local forms of severe weather.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education:*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested. • Ask questions based on observations to find more information about the designed world. (K-ESS3-2) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions. • Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) **Constructing Explanations and Designing Solutions** Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) **Obtaining, Evaluating, and Communicating Information** Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. • Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) ---------- ***Connections to Nature of Science*** **Scientific Investigations Use a Variety of Methods** • Scientists use different ways to study the world. (K-PS3-1) **Science Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world. (K-ESS2-1)	**PS3.B: Conservation of Energy and Energy Transfer** • Sunlight warms Earth's surface. (K-PS31), (K-PS3-2) **ESS2.D: Weather and Climate** • Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) **ESS3.B: Natural Hazards** • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) **ETS1.A: Defining and Delimiting an Engineering Problem** • Asking questions, making observations, and gathering information are helpful in thinking about problems. *(secondary to K-ESS3-2)*	**Patterns** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) **Cause and Effect** • Events have causes that generate observable patterns. (K-PS3-1),(K-PS3-2),(K-ESS3-2) ---------- ***Connections to Engineering, Technology, and Applications of Science*** **Interdependence of Science, Engineering, and Technology** • People encounter questions about the natural world every day. (K-ESS3-2) **Influence of Engineering, Technology, and Science on Society and the Natural World** • People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)

Connections to other DCIs in kindergarten: **K.ETS1.A** (K-PS3-2),(K-ESS3-2); **K.ETS1.B** (K-PS3-2)

Articulation of DCIs across grade-levels: **1.PS4.B** (K-PS3-1),(K-PS3-2); **2.ESS1.C** (K-ESS3-2); **2.ESS2.A** (K-ESS2-1); **2.ETS1.B** (K-PS3-2); **3.ESS2.D** (K-PS3-1),(K-ESS2-1); **3.ESS3.B** (K-ESS3-2); **4.ESS2.A** (K-ESS2-1); **4.ESS3.B** (K-ESS3-2); **4.ETS1.A** (K-PS3-2)

Kentucky Core Academic Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1),*(K-PS3-2)*,(K-ESS2-1)

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-ESS2-1)

MP.4 Model with mathematics. (K-ESS2-1),*(K-ESS3-2)*

K.CC Counting and Cardinality (K-ESS3-2)

K.CC.A Know number names and the count sequence. (K-ESS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)

K.MD.A.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. (K-PS3-1), (KPS3-2)

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

K-2. Engineering Design

K-2. Engineering Design

Students who demonstrate understanding can:

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education:*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions. • Ask questions based on observations to find more information about the natural and/or designed world. (K-2-ETS1-1) • Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) **Developing and Using Models** Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. • Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) **Analyzing and Interpreting Data** Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. • Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3)	**ETS1.A: Defining and Delimiting Engineering Problems** • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) • Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) **ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2) **ETS1.C: Optimizing the Design Solution** • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3)	**Structure and Function** • The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)

Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:
Kindergarten: K-PS2-2, K-ESS3-2
Connections to K-2-ETS1.B: Developing Possible Solutions Problems include:
Kindergarten: K-ESS3-3, **First Grade:** 1-PS4-4, **Second Grade:** 2-LS2-2
Connections to K-2-ETS1.C: Optimizing the Design Solution include:
Second Grade: 2-ESS2-1

Articulation of DCIs across grade-bands: **3-5.ETS1.A** (K-2-ETS1-1),(K-2-ETS1-2),(K-2 -ETS1-3); **3-5.ETS1.B** (K-2-ETS1-2),(K-2-ETS1-3); **3-5.ETS1.C** (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)

Kentucky Core Academic Standards Connections:
ELA/Literacy –
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (K-2-ETS1-1)
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. *(K-2-ETS1-1),(K-2-ETS1-3)*
W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),*(K-2-ETS1-3)*
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. *(K-2-ETS1-2)*
Mathematics –
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. *(K-2-ETS1-1),(K-2-ETS1-3)*

Barren County Schools

Social Studies Curriculum

Social Studies

Sub-domain	Grade 5
Government and Civics	20%
Cultures and Societies	10%
Economics	15%
Geography	20%
Historical Perspective	35%

Government and Civics

Concept Objectives:

1. **Students will understand the close relationship between social behavior and the law.**
2. **Students will understand the essential characteristics of local, state and federal governments.**
3. **Students will understand how early presidents shaped the future of the United States.**
4. **Students will understand the importance of symbols to the culture of a people.**
5. **Students will gain an appreciation for symbols and celebrations and how they are used to honor history.**
6. **Students will understand symbols and how they represent American values, beliefs, and principals.**

Historical Perspective/Culture and Society

Topics of Instruction

Native American Peoples, Past, and Present

Become familiar with the people and ways of life of Eastland Woodlands: Cherokee, Seminole, Delaware, Mohican, Wampanoag, Powhatan and their influence in Kentucky

Early Exploration and Settlement

The Voyage of Columbus in 1492

1. Queen Isabella and King Ferdinand of Spain
2. The Nina, Pinta`, and Santa Maria
3. Columbus's mistaken identification of "Indies" and "Indians"
4. The idea of what was, for Europeans, a "New World"

The Pilgrims

1. The Mayflower
2. Plymouth Rock
3. Thanksgiving Day celebration

Early American Government

A. July 4, "Independence Day"

1. The birthday of our nation
2. Democracy (rule of the people): Americans wanted to rule themselves instead of being ruled by a faraway king.
3. Some people were not free: slavery in early America

B. Presidents, Past and Present

1. **George Washington**
   a) The "Father of His Country"
   b) Legend of George Washington and the cherry tree
2. **Thomas Jefferson**, author of the Declaration of Independence
3. **Abraham Lincoln**
   a) Humble origins
   b) "Honest Abe"
4. **Theodore Roosevelt**
5. **Current United States President**

C. Symbols and Figures

Recognize and become familiar with the significance of:

- American Flag
- Statue of Liberty
- Mount Rushmore

- The White House
- Flag of Kentucky

Geography

Concept Objectives:

- **Students will understand how the location, geographic features, and physical patterns define the environment.**
- **Students will develop an awareness of place.**
- **Students will gain an appreciation for the physical differences that exist among the seven continents.**

Topics of Instruction:

Geography: Spatial Sense (working with maps, globes and other geographic Tools)

- Maps and globes and what they represent, how we use them
- Rivers, lakes and mountains: what they are and how they are represented on maps and globes
- Locate the Atlantic and Pacific Oceans
- Locate the North and South Poles
- Name and locate Kentucky, Glasgow and Barren County
- Identify and locate the seven continents on a map and a globe

Geography in History

- Name and locate the town, city or community as well as the state Where you live
- Locate North America, the continental US, Alaska and Hawaii

Economics

(Suggested materials to use: *Economics and Children's Literature-Primary Level*)

Concept Objectives:

1. Students will understand the basic economic values of our society.

Topics of Instruction:

- Introduce basic terms: wants (things you'd like to have), needs (things you must have in order to live), choice (a decision made), consumer (someone who buys), producer (someone who makes something), savings (money that is saved), price (the amount of money that people pay when they buy something), goods (things that are made), services (something done for someone else)

- Introduce: money as a medium of exchange

- Introduce: community helpers; types of jobs

Barren County Schools

Practical Living Curriculum

Practical Living

Sub Domain	Weight for 4th Grade
Health/PE	75%
Consumerism/Vocational	25%

HEALTH

Substance Abuse

- Define drug(s)
- Recognize that some drugs are harmful for the body
- Recognize that not all drugs are bad
- Recognize that there are things that look like drugs

Nutrition Education

- Recognize that foods can be grouped
- Classify foods into groups when prompted

Physical Health and Wellness

- Recognize people get sick
- Taking care of your body: exercise, cleanliness, healthy foods, rest
- Body changes that occur during physical activities
- Benefits of exercise
- The five senses and the associated body parts: sight (eyes), hearing (ears), smell (nose), taste (tongue), touch (skin)

Personal Health and Safety

- Orally list the rules of the school
- Demonstrate appropriate school/home safety procedures during tornado, earthquake, blizzards, and fire drills

- Match appropriate safety equipment with real life situations
- Identify potential strangers
- Identify various types of emergencies
- Learn, read, and write phone number and address
- Learn and state parents first and last name(s) and address (es)
- Tie shoes without assistance

PHYSICAL EDUCATION

- There are fundamental motor skills for enhancing physical development
    - Explore locomotor and non-locomotor movements
- There are fundamental manipulative skills
    - Explore striking
    - Explore throwing
    - Explore catching
    - Explore kicking
    - Explore dribbling
    - Explore volleying
    - Explore shooting

- There are fundamental movement concepts
    - Explore body awareness
    - Explore space awareness including self and general space
    - Explore time such as how slow or fast the body is moving

- Physical and social benefits result from regular and appropriate participation in physical activities throughout one's lifetime

- Introduce the benefits of regular exercise

- Frequent practice contributes to improved performance
  - Introduce the benefits of appropriate practice

- Basic rules for participating in simple games and activities are needed to make games fair
  - Students demonstrate the ability to follow simple rules while participating in game play.

- Rules of behavior and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable
  - Students demonstrate good sportsmanship during various physical activities

CONSUMERISM

Most of this will be in the social studies section under the sub domain of economics. Please refer to that as you teach this sub domain.

- Realize that they have choices

VOCATIONAL STUDIES

Individual and Family Relationships

- Recognize the importance of getting along
- Recognize they follow rules

- Realize right/wrong
- Realize that they have choices
- Recognize they have rights and responsibilities
- Identify that families live and work together, as well as do many activities together

Individual and Family Relationships

- Discuss examples of negative and positive peer pressure
- Identify that individuals have various emotions
- Describe stressful situations

Choosing and Preparing for a Career

- Introduce that people need to work to meet basic needs
- Introduce that male and female roles are changing in many occupations
- Introduce that there are different job opportunities in the home, school and community

Community Resources and Services

- Identify community agencies/resources and determine their services
- Recognize that certain community agencies provide health and safety services

Arts and Humanities Curriculum

Coming soon Drama, Dance use KCAS until that time as your guide

Music Curriculum

I. **Elements of Music –** Through participation in creating and performing activities, become familiar with basic music elements
Rhythm – Distinguish between sound and silence
Rhythm – Recognize a steady **beat;** begin to play a steady beat
Rhythm – Experience rhythm through long and short sounds
Tempo – Distinguish between fast and slow
E. **Melody –** Distinguish between obvious differences in **pitch:** high and low (mi-so-la)
F. **Dynamics –** Distinguish between loud and soft
G. **Form –** Recognize that some phrases are the same, some different, some echo
H. **Form –** Begin to understand AB/2-part form

II. **Listening and Understanding**
A. **Timbre**
1. Recognize classroom percussion instruments by sight and sound
2. Distinguish between and demonstrate 4 voices: singing, talking, whispering, and calling
B. **Cultures and Styles**
1. Listen to music from the Native American culture
2. Distinguish between marches and lullabies

Art Curriculum

Kindergarten

Structure and Processes

Program of Studies: Understandings – AH-P-SA-U-2, AH-P-SA-U-3, AH-P-SA-U-4, AH-P-PA-U-1, AH-P-PA-U-2, AH-P-PA-U-3, AH-P-PA-U-4

Skills and Concepts – AH-P-SA-S-VA1, AH-P-SA-S-VA2, AH-P-SA-S-VA3, AH-P-PA-S-VA1, AH-P-PA-S-VA2, AH-P-PA-S-VA2, AH-P-PA-S-VA4, AH-P-PA-S-VA5

Core Content: *AH-EP-1.4.1*
Students will identify or describe elements of art and principles of design in works of art.
Elements of art: Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)
Principles of design: Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)

AH-EP-4.4.2
Students will choose media to create artworks with a basic understanding of how to use the media.

Students will recognize and identify or describe the following elements of art and principle of design and use these elements and this principle with a variety of media to create artworks independently and with others.

Line: straight, curved, zigzag, wavy, thick, thin, solid, broken
Shape: geometric (circle, square, triangle, rectangle, oval, diamond)
Color: primary and secondary hues
Texture: touch and see (Use these terms in place of actual and implied at this level.)
Pattern: regular or planned pattern

Humanity and Purposes

Academic Expectations: 2.24, 2.25, 2.26
Program of Studies: Understandings – AH-P-HA-U-1, AH-P-HA-U-2, AH-P-HA-U-3, AH-P-PCA-U-1, AH-P-PCA-U-2, AH-P-PCA-U-3
Skills and Concepts – AH-P-HA-S-VA1, AH-P-HA-S-VA2, AH-P-HA-S-VA3, AH-P-PCA-S-VA1, AH-P-PCA-S-VA

Core Content: *AH-EP-2.4.1*
Students will identify art from the following cultures and periods.
Cultures: Native American, Traditional Appalachian, West African
Periods: Colonial American

AH-EP-3.4.1
Students will experience visual art works created for a variety of purposes.
Purposes of art: (different roles of art)
Ceremonial – ritual, celebration, artworks created to support worship ceremonies (e.g., ceremonial masks)
Artistic expression – artwork to express or communicate emotions, ideas, feelings (e.g., for self-expression, to decorate or beautify objects)
Narrative – artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)
Functional – artistic objects used in everyday life (e.g., pottery, quilts, baskets)

Students will be aware that people in other places and times create art for different purposes.

Students will understand that art reflects a life style.