

# Kindergarten

## Barren County Schools



## District Curriculum

2017 Update

# **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?”*

# **Barren County Schools 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 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
<p><b>Planning and Carrying Out Investigations</b> 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.</p> <ul style="list-style-type: none"> <li>With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1)</li> </ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> <li>Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2)</li> </ul> <hr/> <p style="text-align: center;"><b>Connections to Nature of Science</b></p> <p><b>Scientific Investigations Use a Variety of Methods</b></p> <ul style="list-style-type: none"> <li>Scientists use different ways to study the world. (K-PS2-1)</li> </ul>	<p><b>PS2.A: Forces and Motion</b></p> <ul style="list-style-type: none"> <li>Pushes and pulls can have different strengths and directions. (KPS2-1),(K-PS2-2)</li> <li>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)</li> </ul> <p><b>PS2.B: Types of Interactions</b></p> <ul style="list-style-type: none"> <li>When objects touch or collide, they push on one another and can change motion. (K-PS2-1)</li> </ul> <p><b>PS3.C: Relationship Between Energy and Forces</b></p> <ul style="list-style-type: none"> <li>A bigger push or pull makes things speed up or slow down more quickly. (<i>secondary to K-PS2-1</i>)</li> </ul> <p><b>ETS1.A: Defining Engineering Problems</b></p> <ul style="list-style-type: none"> <li>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. (<i>secondary to KPS2-2</i>)</li> </ul>	<p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)</li> </ul>

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 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. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

## 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.	<b>Use observations to describe patterns of what plants and animals (including humans) need to survive.</b> [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.	<b>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</b> [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.	<b>Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</b> [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.	<b>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*</b> [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 <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<b>Developing and Using Models</b> 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. <ul style="list-style-type: none"><li>Use a model to represent relationships in the natural world. (K-ESS3-1)</li></ul> <b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. <ul style="list-style-type: none"><li>Use observations (firsthand or from media) to describe</li><li>patterns in the natural world in order to answer scientific questions. (K-LS1-1)</li></ul> <b>Engaging in Argument from Evidence</b> 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). <ul style="list-style-type: none"><li>Construct an argument with evidence to support a claim. (K-ESS2-2)</li></ul> <b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. <ul style="list-style-type: none"><li>Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3)</li></ul> <div>Connections to Nature of Science</div> <b>Scientific Knowledge is Based on Empirical Evidence</b> <ul style="list-style-type: none"><li>Scientists look for patterns and order when making observations about the world. (K-LS1-1)</li></ul>	<b>LS1.C: Organization for Matter and Energy Flow in Organisms</b> <ul style="list-style-type: none"><li>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)</li></ul> <b>ESS2.E: Biogeology</b> <ul style="list-style-type: none"><li>Plants and animals can change their environment. (K-ESS2-2)</li></ul> <b>ESS3.A: Natural Resources</b> <ul style="list-style-type: none"><li>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)</li></ul> <b>ESS3.C: Human Impacts on Earth Systems</b> <ul style="list-style-type: none"><li>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)</li></ul> <b>ETS1.B: Developing Possible Solutions</b> <ul style="list-style-type: none"><li>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)</li></ul>	<b>Patterns</b> <ul style="list-style-type: none"><li>Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)</li></ul> <b>Cause and Effect</b> <ul style="list-style-type: none"><li>Events have causes that generate observable patterns. (K-ESS3-3)</li></ul> <b>Systems and System Models</b> <ul style="list-style-type: none"><li>Systems in the natural and designed world have parts that work together. (K-ESS2-2),(K-ESS3-1)</li></ul>
Connections to other DCIs in kindergarten: <b>K.ETS1.A</b> (K-ESS3-3)		
Articulation of DCIs across grade-levels: <b>1.LS1.A</b> (K-LS1-1),(K-ESS3-1); <b>2.LS2.A</b> (K-LS1-1); <b>2.ETS1.B</b> (K-ESS3-3); <b>3.LS2.C</b> (K-LS1-1); <b>3.LS4.B</b> (K-LS1-1); <b>4.ESS2.E</b> (K-ESS2-2); <b>4.ESS3.A</b> (K-ESS3-3); <b>5.LS1.C</b> (K-LS1-1); <b>5.LS2.A</b> (K-LS1-1),(K-ESS3-1); <b>5.ESS2.A</b> (K-ESS2-2),(K-ESS3-1); <b>5.ESS3.C</b> (K-ESS3-3)		
Kentucky Academic Standards Connections: ELA/Literacy – <b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2) <b>W.K.1</b> 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) <b>W.K.2</b> 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) <b>W.K.7</b> 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) <b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1) Mathematics – <b>MP.2</b> Reason abstractly and quantitatively. (K-ESS3-1) <b>MP.4</b> Model with mathematics. (K-ESS3-1) <b>K.CC</b> Counting and Cardinality (K-ESS3-1) <b>K.MD.A.2</b> 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.

The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

## 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 <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p><b>Asking Questions and Defining Problems</b> Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</p> <ul style="list-style-type: none"><li>Ask questions based on observations to find more information about the designed world. (K-ESS3-2)</li></ul> <p><b>Planning and Carrying Out Investigations</b> 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.</p> <ul style="list-style-type: none"><li>Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)</li></ul> <p><b>Analyzing and Interpreting Data</b> Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"><li>Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1)</li></ul> <p><b>Constructing Explanations and Designing Solutions</b> 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.</p> <ul style="list-style-type: none"><li>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)</li></ul> <p><b>Obtaining, Evaluating, and Communicating Information</b> Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"><li>Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2)</li></ul> <p>-----</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Investigations Use a Variety of Methods</b></p> <ul style="list-style-type: none"><li>Scientists use different ways to study the world. (K-PS3-1)</li></ul> <p><b>Science Knowledge is Based on Empirical Evidence</b></p> <ul style="list-style-type: none"><li>Scientists look for patterns and order when making observations about the world. (K-ESS2-1)</li></ul>	<p><b>PS3.B: Conservation of Energy and Energy Transfer</b></p> <ul style="list-style-type: none"><li>Sunlight warms Earth’s surface. (K-PS31), (K-PS3-2)</li></ul> <p><b>ESS2.D: Weather and Climate</b></p> <ul style="list-style-type: none"><li>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)</li></ul> <p><b>ESS3.B: Natural Hazards</b></p> <ul style="list-style-type: none"><li>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)</li></ul> <p><b>ETS1.A: Defining and Delimiting an Engineering Problem</b></p> <ul style="list-style-type: none"><li>Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2)</li></ul>	<p><b>Patterns</b></p> <ul style="list-style-type: none"><li>Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)</li></ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"><li>Events have causes that generate observable patterns. (K-PS3-1),(K-PS3-2),(K-ESS3-2)</li></ul> <p>-----</p> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Interdependence of Science, Engineering, and Technology</b></p> <ul style="list-style-type: none"><li>People encounter questions about the natural world every day. (K-ESS3-2)</li></ul> <p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b></p> <ul style="list-style-type: none"><li>People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)</li></ul>
Connections to other DCIs in kindergarten: <b>K.ETS1.A</b> (K-PS3-2),(K-ESS3-2); <b>K.ETS1.B</b> (K-PS3-2)		
Articulation of DCIs across grade-levels: <b>1.PS4.B</b> (K-PS3-1),(K-PS3-2); <b>2.ESS1.C</b> (K-ESS3-2); <b>2.ESS2.A</b> (K-ESS2-1); <b>2.ETS1.B</b> (K-PS3-2); <b>3.ESS2.D</b> (K-PS3-1),(K-ESS2-1); <b>3.ESS3.B</b> (K-ESS3-2); <b>4.ESS2.A</b> (K-ESS2-1); <b>4.ESS3.B</b> (K-ESS3-2); <b>4.ETS1.A</b> (K-PS3-2)		
Kentucky 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. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

# **Barren County Schools**

## **Social Studies Curriculum**

## **Social Studies**

<b>Sub-domain</b>	<b>Grade 5</b>
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



# **Barren County District Kindergarten Curriculum** 2017 Update

## **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

## Barren County District Kindergarten Curriculum 2017 Update

- 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

## **Barren County District Kindergarten Curriculum** 2017 Update

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**

**Includes Health and PE**

## Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

### Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

### Primary Enduring Knowledge – Understandings

*Students will understand that*

- individuals have a responsibility to maintain a healthy lifestyle.
- changes are normal and each individual is unique in the growth and development process.
- responsibility to others enhances social interactions skills.
- media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits can help prevent injuries and the spreading of diseases to self and others.

### Primary Skills and Concepts – Personal and Physical Health

*Students will*

- demonstrate awareness of the concept of responsibility to oneself and others
- identify relationships between personal health behaviors and individual well-being
- describe how the family, physical and social environments influence personal health
- recognize indicators of mental/emotional, social, and physical health during childhood
- explain why growth and development are unique to each individual
- describe how diet, exercise, and rest affect the body

## **Big Idea: Personal Wellness (Health Education) – Continued**

### **Primary Skills and Concepts – Social, Mental and Emotional Health**

*Students will*

- demonstrate social interaction skills by:
  - o using etiquette, politeness, sharing and other positive social interaction skills
  - o working and playing collaboratively in large and small groups
  - o using appropriate means to express needs, wants and feelings
  - o describing characteristics needed to be a responsible friend and family member
  - o practicing attentive listening skills that build and maintain healthy relationships
  - o identifying the differences between verbal and nonverbal communication
  - o identifying social interaction skills that enhance individual health
- explain how an individual's attitude can affect one's personal health
  - o social health: getting along with others, serving as team members
  - o emotional health: expressing feelings, self-concept
- define and identify ways to manage stress (e.g., exercise, drawing/writing/talking about feelings)

### **Primary Skills and Concepts – Family and Community Health**

*Students will*

- describe ways technology and media influence:
  - o family
  - o feelings and thoughts
  - o physical, social, and emotional health

### **Primary Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention**

*Students will*

- identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others in the prevention and spread of disease
- describe the reasons for regular visits to health care providers

### **Primary Skills and Concepts – Alcohol, Tobacco and Other Drugs**

*Students will*

- identify the differences between the use/misuse of alcohol, tobacco and other drugs and the effects they have on the body

## **Big Idea: Nutrition (Health Education)**

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

### **Academic Expectations**

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- proper nutrition is essential to growth and development.
- nutrients provide energy for daily living.
- resources are available to assist in making nutritional choices.

### **Primary Skills and Concepts**

*Students will*

- explain why foods are needed by the body (growth, energy)
- identify the six nutrients
- investigate the role of the digestive system in nutrition
- describe the reasons why an individual needs to eat breakfast
- identify the food groups and the recommended number of daily servings to be eaten from each group
- apply the decision-making process in making healthful food choices

## **Big Idea: Safety (Health Education)**

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work.

Safe behavior protects a person from danger and lessens the effects of harmful situations.

### **Academic Expectations**

- 2.3** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3** Students individually demonstrate consistent, responsive, and caring behavior.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among-options.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- safety practices and procedures help prevent injuries and provide a safe environment.
- community resources are available to assist in hazardous situations.

### **Primary Skills and Concepts**

*Students will*

- explain and practice safety rules/procedures for crossing streets, riding in cars/buses, loading/unloading buses, and using playground equipment
- identify and explain how to help prevent injuries at home and at school (e.g., seat belts, helmets, knee pads)
- explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- demonstrate awareness of how to avoid danger (e.g., fires, strangers)
- identify procedures and practices for obtaining emergency assistance and information (e.g., fire department, police department, poison control, ambulance service, when to call 911)
- identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services)



## **Big Idea: Psychomotor Skills (Physical Education)**

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

### **Academic Expectations**

**2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

**2.34** Students perform physical movements skills effectively in a variety of settings.

**2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

**4.1** Students effectively use interpersonal skills.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

### **Primary Skills and Concepts**

*Students will*

- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)
- demonstrate fundamental motor skill aspects of performance
- utilize fundamental motor skills and movement concepts to create movement sequences
- demonstrate the contrast between slow and fast movements while traveling
- demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects
- define the role personal and general space has in movement
- work in group settings without physically interfering with others
- develop basic manipulative skills (e.g., throwing, catching, kicking, striking)

## **Big Idea: Lifetime Physical Wellness (Physical Education)**

Lifetime Wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.

### **Academic Expectations**

- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34** Students perform physical movements skills effectively in a variety of settings.
- 2.35** Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- physical activity provides opportunities for social interaction, challenges, and fun.
- participation in regular physical activity has physical, mental, and social benefits.
- practice is a basic component for improving sport skills.
- rules impact effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.

### **Primary Skills and Concepts**

*Students will*

- identify likes and dislikes connected with participating in sports and physical activities (e.g., enjoyment, challenge, maintaining fitness, teamwork)
- identify benefits gained from regular participation in physical activities and describe activities that will promote a physically active lifestyle
- identify the physiological and psychological changes in the body during physical activity
- participate in daily physical activity during and after school
- explain the importance of practice for improving performance in games and sports for individuals when participating in a variety of physical activities and games:
  - o explain why rules are used (e.g., safety, fairness)
  - o differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)
  - o practice cooperation strategies with partners and small groups
- demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities
- identify and explain how spectator behaviors influence the safety and enjoyment of sports and games
- explore and identify a variety of physical activities that enhance the health related fitness components

# **Barren County Schools**

## **Vocational Studies Curriculum**

## Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

### Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 5.4** Students use a decision-making process to make informed decisions among options.

### Primary Enduring Knowledge – Understandings

*Students will understand that*

- basic economic concepts are important for consumer decision-making.
- consumer decisions are influenced by economic and social factors.
- consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.

### Primary Skills and Concepts

*Students will*

- develop an understanding of how consumer decisions are influenced by economic and social factors by:
  - recognizing that consumers are people whose wants are satisfied by using goods and services
  - recognizing that producers are people who make goods and provide services
  - describing the steps in making consumer decisions
  - identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions
  - describing major factors (e.g., price, quality, features) to consider when making consumer decisions
  - defining barter, giving examples of bartering (e.g., trading baseball cards with each other), and explaining how money makes it easier for people to get things they want
  - recognizing the relationship between supply and demand and the dependence one has on others to provide for wants and needs
  - identifying the ways friends may influence your decisions when making purchases
  - recognizing how media and advertising affect consumer decisions
- investigate media advertisements and newspaper stories that influence consumer decisions
- explore and use technology to access information as a consumer
- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
  - describing some community activities that promote healthy environments

## **Big Idea: Financial Literacy**

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

### **Academic Expectations**

**2.30** Students evaluate consumer products and services and make effective consumer decisions.

**2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.

**5.4** Students use a decision-making process to make informed decisions among options.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- financial decisions impact the achievement of short and long-term goals.
- saving money is a component of financial decision-making.

### **Primary Skills and Concepts**

*Students will*

- identify goals pertaining to money that might affect individuals and families
- investigate different ways to save money (e.g., piggy bank, local bank, savings bonds)

## **Big Idea: Career Awareness, Exploration, Planning**

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers.

The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

### **Academic Expectations**

**2.36** Students use strategies for choosing and preparing for a career.

**2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.

**5.4** Students use a decision-making process to make informed decision among options.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- people need to work to meet basic needs.
- the connection between work and learning can influence one's future job/career.

### **Primary Skills and Concepts**

*Students will*

- communicate the concepts of work and career
- examine and group careers found in the community
- identify that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter)
- describe the different job opportunities are available in the community
- explain different jobs/careers that use what they learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers

## **Big Idea: Employability Skills**

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

### **Academic Expectations**

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 3.6** Students demonstrate the ability to make decisions based on ethical values.
- 4.1** Students effectively use interpersonal skills.
- 4.2** Students use productive team membership skills.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- interpersonal skills are needed to be a responsible friend, family and team member.
- attitudes and work habits contribute to success at home, school and work.

### **Primary Skills and Concepts**

*Students will*

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
  - identifying ways to cooperate at both home and school
  - learning the importance of working with others in groups
  - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts
- describe how attitudes and work habits contribute to success at home, school and work by:
  - describing study skills needed in the school
  - describing how attitude can impact an individual's performance at school
  - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision
- describe the importance of working hard and efficiently (e.g., taking pride in one's work, being on task)
- examine potential job/careers in the community

## **Big Idea: Communication/Technology**

Special communication/technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

### **Academic Expectations**

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- technology in school and the workplace can enhance learning and provide access to information and resources.
- communication skills are essential for jobs/careers.

### **Primary Skills and Concepts**

*Students will*

- explore how technology is used in different jobs/careers
- investigate how technology in school and at work enhances learning and provide access to information and resources by:
  - identifying technology tools (e.g., electronic games, phones, computers) that are used in homes and schools
- identify ways written communication skills are used at school and in the workplace



# **Barren County Schools**

## **Arts and Humanities Curriculum**

The new curriculum includes Dance, Theater, Media Arts, Music and Visual Arts and can be downloaded here:

<http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx>