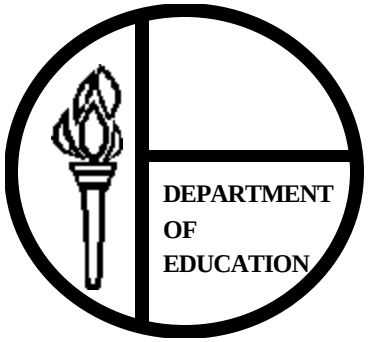

Nevada
Pre-Kindergarten Content Standards

Approved March 20, 2004

Nevada State Board of Education
Nevada State Board for Occupational Education

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Nevada Pre-Kindergarten Content Standards Introduction

Significance of Pre-Kindergarten Standards

A growing body of research has focused on the importance of learning in the early years. Publications such as Eager to Learn, Preventing Reading Difficulties in Young Children, and From Neurons to Neighborhoods have detailed research that supports the importance of the early years in future student achievement. The *No Child Left Behind* legislation focuses on the need for accountability in supporting student achievement for all children. The standards movement in the U.S. has articulated key benchmarks for student achievement at each grade level K-12 in academic content areas. These standards have impacted the quality of educational programs and have improved student achievement across the country. Although there has been a focus on the importance of early learning, the standards movement had not included early education until now. Over the past few years organizations such the National Association for the Education of Young Children, the International Reading Association, and The National Council for the Teachers of Mathematics, have provided forums and policy statements concerning the development of standards for Pre-Kindergarten (Pre-K) learning. Many states have developed standards, or are in the process of development. Through the *No Child Left Behind* legislation and the *Good Start, Grow Smart Initiative,* programs supported through the Child Care and Development Fund and the Department of Education will be linked through the development of standards to be used in preschool programs supported and operated through the Nevada Department of Education as well as child care programs supported through the Child Care and Development Fund.

The attached standards are a joint effort supported by both the Nevada Department of Education's Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, aligning with the Nevada K-12 Content Standards, as well as the State of Nevada, Department of Human Resources, Welfare Division; Child Care Assistance Department and the Child Care and Development Fund. Both of these state agencies have been challenged by the *Good Start, Grow Smart* initiative to work together to develop standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool. Future federal funding will be contingent on the completion and implementation of the Pre-K Content Standards.

The Nevada Pre-K standards describe appropriate outcomes for children at the end of their preschool experience and entering kindergarten. Therefore, when reading the standards one should think in terms of the child's final learning outcome before entering kindergarten. The standards are guidelines to be used with all children in any early education setting such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs.

Development of the Nevada Pre-K Standards

A group of early childhood professionals representing Nevada from the Nevada Department of Education and local school districts, Head Start and childcare attended the U.S. Department of Education Early Childhood Educator Academy in Los Angeles in November 2002. This core group of professionals became the nucleus for the Steering Committee for the development of Pre-K State Standards.

The Steering Committee met in December of 2002 to design a framework and timeline for the development of Nevada's standards. Jane Lowe, the Early Childhood Education Consultant for the Nevada Department of Education took leadership as the chair of the Steering Committee. Jerry Allen,

the Nevada Child Care Development Administrator, provided funding for the development process through Child Care and Development Fund quality funding. The committee collected standards from other states, as well as Head Start standards and standards developed by CTB McGraw Hill. The Steering Committee developed a list of stakeholders across the state to be invited to participate in the development and implementation of the Pre-K standards. Invitations to attend the first meeting were sent out to over 150 early childhood educators representing:

Childcare providers (for profit and non profit)
Family childcare providers
Nevada Department of Education Early Childhood
Nevada Department of Education Early Childhood Special Education
Nevada Council for K-12 Standards Committee members
All school district superintendents and early childhood education representatives
Kindergarten teachers
Early Childhood Special Education teachers
Community College Early Childhood faculty
University Early Childhood faculty
Nevada Welfare Childcare Assistance staff
Childcare Licensing staff
Head Start
Head Start Collaboration
Tribal Head Start program staff
Nevada Early Childhood Special Education Services staff
Childcare Resource and Referral agencies
Family to Family Connection
University of Nevada - Reno Cooperative Extension

On February 4, 2003, the first meeting to develop the Nevada Pre-K Standards was held. Over 60 people attended. An overview from the Early Childhood Academy was presented, and participants were given copies of standards from other states to review, as well as the Nevada Academic Standards and Indicators of Progress for Kindergarten. Participants critiqued other state standards and brainstormed content areas for Nevada. Content areas/domains were identified as:

Language/Literacy
Physical Development/Health
Creative Arts
Science
Math
Social Emotional/Social Studies

About 40 participants volunteered to work on writing teams, and committed to attend three 2-day writing workshops during March and April. At the first writing workshop the Nevada Content Standards were provided, so that Pre-K standards could link to kindergarten and the primary grades. Writing teams were divided into the content areas/domains. Draft standards were developed, refined and reviewed. Peer review suggestions were given to the writing teams in April to make changes. The teams finalized their content standards and reviewed other content standards. Diverse input from Nevada early childhood educators was collected through focus groups, written responses and e-mail. Focus groups were held in Las Vegas, Carson City, Elko, Ely and Reno. Input was reviewed by the Steering Committee. The Pre-K Standards were then finalized by the Steering Committee in December 2003.

Pre-K Content Standards Format

The Nevada Pre-K Content Standards format is based on the Nevada K-12 Content Standards. The content standard listed on the top of the page is used from Pre-K-grade 12, with the specific age-appropriate standards, the content strands and any specific definitions that relate to the standards. All Pre-K standards are linked with the K-12 standards, although several new content standards were developed in the social-emotional domain and the creative arts domain because there were no specific content standards in the K-12 standards that addressed several key components of early learning. Conversely, some standards that exist in K-12 do not have a Pre-K standard. The numbering of the Pre-K Standards aligns with the K-12 Standards; therefore, a skipped number in the Pre-K Standards signifies that Pre-K Standards Committee did not think that children at the pre-kindergarten level should be expected to develop a skill related to the particular strand. For each subject area in which a cross-referencing link has been identified with a particular benchmark standard, the letter codes found in the key at the beginning of each domain will be used along with the specific numbering system used to identify the specific standard. Most Nevada Content Standards can be cross-referenced. Those included in the document serve as an illustration of how the content standards can be used across domains.

Professional Development System

A professional development system to support the implementation of the Pre-K Standards will be developed by a coalition of agencies, organizations and educators to provide on-going teacher training and support. Training will be available across the state in a variety of formats. Professional development will link best practices to outcomes for children identified by the Pre-K standards.

Guiding Principles

The Pre-K Content Standards are guidelines for teachers to use in the development of learning experiences for young children that are grounded in the following guiding principles taken from, with permission:
Pre-K Standards: Guidelines for Teaching and Learning:
CTB/ McGraw Hill LLC
www.ctb.com/prekstandards
"The standards may be reproduced in whole or in part, free of charge, provided that appropriate acknowledgement is given to CTB/ Mc-Graw-Hill."

Children are active learners.

- Children are not passive recipients of knowledge. On the contrary, they construct their own knowledge through physical, social, and mental activity (Piaget & Inhelder, 1969; Bredekamp & Copple, 1997). Because children learn through firsthand actions with objects and things in their world, their learning is mediated and linked to the sociocultural context (Vygotsky, 1986).
- As active learners, young children need opportunities to observe things and events in their here-and-now world, form their own hypotheses, try them out, find out what happens, and formulate their own answers (Dewey, 1944; Glassman, 2001).
- Play is children's mode of finding out. All types of play – manipulative play, play with games, rough-and-tumble play, and socio-dramatic play – provide children with the opportunities to try things out, see what happens, and learn (Rubin, Bukowski & Parker, 1998).
- Organizing children's learning spaces through centers of interest is an efficient way to meet children's active mode of learning. Centers are clearly delineated, organized, thematic play and work areas. Centers encourage children to make decisions, learn new skills, practice skills previously gained, as well as interact with others.
- Centers offer children and teachers a great deal of flexibility. Because they do so, centers may support the needs of children, especially those who have special needs. For example, the needs of children with physical disabilities may be accommodated by providing pathways, low tables, or other necessary adjustments. Those children who need shielding from intrusion or stimulation can be offered quiet, protected centers, and spaces for active learning.

Development and learning are interrelated.

- Learning about self, developing social skills and achievement motivation cannot be separated from intellectual development, learning content and skills, or from physical health and development. Children's ideas about themselves affect not only interactions with others, but also how they perceive themselves as learners (Ladd, 1990). In turn, children's intellectual abilities and their control over language are highly correlated with how they relate and interact with peers. Children who can use language efficiently to negotiate social situations or those who have the intellectual ability to consider another's point of view, are more likely to be those with strong social skills.
- Likewise, learning to write and read depends in great part on how children feel about themselves and their ability to achieve (Bandura, 1997). Children who believe they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper & Younosai, 1999).

Growth and learning are sequential.

- Growth and learning proceed in a relatively orderly sequence (Berk, 2001). For instance, learning generally proceeds from the concrete to the abstract. The early years are the time children can deepen and broaden ideas about their world through concrete, firsthand experiences. These firsthand experiences will form the base from which children are able to gain symbolic knowledge and express their ideas through drawing, painting, and verbal and written descriptions (Bredekamp & Copple, 1997; Piaget & Inhelder, 1969).

Each child is an individual learner.

- Each child is an individual. Each will grow, develop, and learn at his or her own pace. Because children's development is the result of the interaction between biological maturity and the environment, the rate of their development and learning varies. Thus, chronological age is not a good indicator of developmental maturity or what a child can learn.
- Even though development and learning proceed in an orderly way, development is often uneven. Some children will spurt ahead in language learning while lagging behind in motor development. Others will demonstrate a skill one day and not repeat it for another month.
- A child's genetic makeup may predict health growth and development, but an environment deprived of adequate nutrition or optimum language experiences may negate healthy growth. Severe disabilities affect normal growth and development as well. Children with disabilities may benefit more from early intervention than those without these disabilities.

Development and learning are embedded in culture.

- Culture, the social context in which children learn, grow, and develop, is defined as a complex whole of language, knowledge, beliefs, art, morals, laws, customs, and ways of living that are passed on to future generations (Cole, 1999). Social groups, the family, neighborhood, religious or ethnic groups within a society, explicitly or implicitly pass on their customs, values, or moral principles to the young.
- Beginning at birth, the culture socializes children to become members of a society. But children are not just products of the culture they grow in. As children grow, they pick and choose selectively from the cultural influences they are exposed to, shaping their own cultural context over time (NRC & IM, 2001).

Family involvement is necessary.

- The close attachment between young children and their families demands family involvement. Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools is also critical to children's academic success and later school achievement (NRC, 2001a).
- Family members and teachers must work together to create continuity of learning. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

Children's learning can be clarified, enriched, and extended.

- Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously. With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and the knowledge, skills, and attitudes children need to acquire, children can learn more than they could on their own (Vygotsky, 1986).

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Language and Early Literacy Introduction

According to the 1998 joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC)*, pre-kindergarten children need developmentally appropriate experiences and teaching to support literacy learning. These include but are not limited to:

- Positive, nurturing relationships with adults who engage in responsive conversations with individual children, model reading and writing behavior, and foster children's interest in and enjoyment of reading and writing;
- Print-rich environments that provide opportunities and tools for children to see and use written language for a variety of purpose, with teachers' drawing children's attention to specific letters and words;
- Adults' daily reading of high-quality books to individual children or small groups, including books that positively reflect children's identity, home language, and culture;
- Opportunities for children to talk about what is read and to focus on the sounds and parts of language as well as the meaning;
- Teaching strategies and experiences that develop from phonemic awareness, such as songs, finger plays, games, poems, and stories in which phonemic patterns such as rhyme and alliteration are salient;
- Opportunities to engage in play that incorporates literacy tools, such as writing grocery lists in dramatic play, making signs in block building, and using icons and words in exploring a computer game; and
- First hand experiences that expand children's vocabulary, such as trips in the community and exposure to various tools, objects, and materials.

There is increasing diversity among young children in pre-kindergarten programs. For example, cultural diversity, English language learners, children with exceptional abilities, and those with special needs are found in today's early childhood programs.

- Pre-kindergarten English language learners need materials and resources in their own languages in order to develop first language vocabulary and concepts. Children's competence in acquiring a second language is, in part, dependent upon the level of competence achieved in the first language. (Cummins, Crawford, 2002; Wong-Filmore, 1991; Neuman, 1999.)
- Children with special needs may require accommodations or specialized resources to support their literacy development.
- Exceptional children need to be supported to further stimulate their language and literacy development.

Teachers need to use a variety of methods and approaches to encompass the great diversity of children in their pre-kindergarten programs. "No one teaching method or approach is likely to be the most effective for all children." (IRA & NAEYC, 1998)

*Permission to use the joint statement by the International Reading Association and the National Association of the Education of Young Children was requested and granted.

KEY TO CROSS-REFERENCING LINKS

C – Civics CT – Creative Thinking D – Dramatic Play

E – Language/ Literacy Ec – Economics G – Geography

He – Health M – Math MM – Music and Movement

P– Physical Development S – Science SE – Social-Emotional VA – Visual Arts

The coding for the cross-referencing links is located at the bottom of each box, as applicable. For each subject area in which a cross-referencing link has been identified with a particular benchmark standard, the above letter codes will be used along with the specific numbering system used to identify the specific standard. For example, a coding of **M 2.PK.1** provided at the bottom of a standard box would indicate that Math standard 2 for Pre-K, Benchmark Standard 1 is linked to that particular benchmark standard in English Language Arts. Cross-references are included for some content standards. However, most Nevada Content Standards can be cross-referenced. Those included in the document serve as an illustration of how the content standards can be used across domains.

Words in bold face are defined at the bottom of the page and in the glossary at the end of the document.

Reading

Content Standard 1.0: *Students know and use word analysis skills and strategies to comprehend new words encountered in text.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Recognize **environmental print** and **symbols**.	1.K.1 Use high-frequency words and **environmental print** to read simple texts.	Oral Reading
1.PK.2 Identify some letters in own name.	1.K.2 Identify and use letter/sound relationships to identify some words.	**Phonics**
1.PK.4 Identify the initial sound of own name.	1.K.4 Identify initial and final sounds in words. Recognize and sequence letters of the alphabet.	Word Patterns and Meanings
1.PK.7 Demonstrate an awareness that print carries a message. *L 4.PK.1*		Print Awareness

Environmental Print and Symbols– Print and other symbols, other than books, found in the physical environment, such as street signs, billboards, cereal boxes, beverages, commercial logos, etc.

Phonics – The system by which symbols represent sounds in an alphabetic writing system.

Reading

Content Standard 2.0: *Students use reading process skills and strategies to build comprehension.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.1 Use pictures to aid comprehension.	2.K.1 Use prior knowledge and picture clues as pre-reading strategies to aid comprehension.	Pre-Reading Strategies
2.PK.2 Ask questions or make comments pertinent to the story being read.		During Reading-Reading Comprehension
2.PK.6 Identify the front of the book and know how to turn the pages when reading.		Concepts of Print

Reading
Content Standard 3.0: *Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Retell a story with the aid of pictures, props, or a book. *L 9.PK.4*		Literary Elements
3.PK.2 Predict what will happen next in a story and **respond**.		**Inferences** and Predictions
3.PK.3 Listen and respond to stories from different cultures and eras.	3.K.3 Listen to stories from different cultures and eras.	Historical/Cultural Context
3.PK.5 Listen and respond to rhythm or rhyme.	3.K.5 Listen for rhythm, rhyme, and **alliteration**.	Stylistic Devices
3.PK.6 Listen and respond to age-appropriate material for a variety of purposes.		Author's Use of Stylistic Devices to Achieve Purpose
3.PK.7 Listen and respond to poetry and **prose**.	3.K.7 Listen and respond to poetry and **prose**.	**Genres**

Inferences – Conclusions arrived at by reasoning from evidence.
Alliteration – Repetition of the same letter or sound at the beginning of two or more consecutive words near one another; as in *silly Sally simply sang.*
Prose – Anything not written in poetry form.
Respond – Exhibit some action (e.g., verbally, pictorially, etc.).
Genres – Types of literature (e.g., poetry, fiction, non-fiction, etc.).

Reading

Content Standard 4.0: *Students read to comprehend, interpret, and evaluate informational texts for specific purposes.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
4.PK.1 Demonstrate an understanding that printed material provides information.	4.K.1 Demonstrate an understanding that texts, pictures, and graphs provide information.	Text Features
4.PK.2 Recall information from an event, text, or picture.	4.K.2 Recall information from texts, pictures, and graphs.	Rhetorical Strategies
4.PK.3 Respond to or ask a question about an event, text, or picture.	4.K.3 Distinguish between statements and questions.	Location of Information
4.PK.6 Follow, with teacher assistance, a simple pictorial direction.	4.K.6 Follow, with teacher assistance, a simple pictorial/written direction.	Directions

Writing

Content Standard 5.0: *Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.* (All children this age are not developmentally ready to produce representational work.)

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1 **Experiment** with writing tools and materials in response to information.	5.K.1 Respond to information by drawing or writing with teacher assistance.	Information
5.PK.2 **Experiment** with writing tools and materials to communicate.	5.K.2 Draw or write, with teacher assistance, to communicate.	Personal/Business
5.PK.3 **Experiment** with writing tools and materials in response to a familiar experience.	5.K.3 Draw or write, with teacher assistance, stories about familiar experiences and events.	Narration
5.PK.4 **Experiment** with writing tools and materials in response to literature.	5.K.4 Draw or write, with teacher assistance, responses to literature.	Literary Analysis

Experiment - Use a variety of tools in an exploratory manner. For example, children need to become familiar and comfortable with a variety of writing tools in literacy.

Writing

Content Standard 6.0: *Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
6.PK.1 Share ideas for class writing.	6.K.1 Select, with teacher assistance, ideas for writing.	Pre-writing
6.PK.2 Organize ideas, through group discussion, with teacher assistance.	6.K.2 Organize and sequence, with teacher assistance, ideas generated through group discussions.	Organizing
6.PK.3 **Dictate** words, phrases, or sentences to an adult recording on paper.	6.K.3 Draw or write simple stories with teacher assistance.	Drafting
6.PK.7 Share drawings with others.	6.K.7 Share drawings or writing with others.	Sharing

Dictate – Spoken word recorded on paper.

Writing

Content Standard 7.0: *Students write using standard English grammar, usage, punctuation, capitalization, and spelling.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
7.PK.4 Attempt, with a model, to write the first letter of first name.	7.K.4 Capitalize first letters of own first and last names.	Capitalization
7.PK.5 Attempt to spell own first name.	7.K.5 Use correct spelling of own first and last names.	Spelling
7.PK.6 Use **letter-like approximation** to write name and/or other words or ideas.	7.K.6 Form letters correctly.	Penmanship
7.PK.7a Demonstrate beginning techniques for using various writing materials. *P 6.PK.2; P 6.PK.3*		Physical Education Fine Motor Skills
7.PK.7b Trace and progress to copying basic shapes (e.g. horizontal line, vertical line, X, plus sign, circle, etc.). *P 6.PK.2; P 6.PK.3*		

Letter-like approximation – Symbol (squiggles) that bears some semblance to a letter.

Listening & Speaking

Content Standard 8.0: *Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
8.PK.1 Listen for a variety of purposes.	8.K.1 Listen for a variety of purposes such as to obtain information, to solve problems, or enjoyment.	Message
8.PK.2 Listen and respond **appropriately** to stories and group discussions.	8.K.2 Attend to and respond to stories and group discussions.	Content
8.PK.4 Listen to and follow a two-step oral direction.	8.K.4 Listen to and follow an oral direction.	Following Directions
8.PK.5 Listen with increasing attention span.		Attention Span

Appropriately – Relevant to topic of discussion.

Listening & Speaking

Content Standard 9.0: *Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
9.PK.1 Use and expand vocabulary. *G 2.PK.2; S 22.PK.3*	9.K.1 Use and expand vocabulary to communicate ideas.	Vocabulary Choice
9.PK.2 Speak with increasing clarity, ease, and accuracy. *G 2.PK.2; S 22.PK.3*	9.K.2 Speak clearly at an understandable pace.	Public Speaking Techniques
9.PK.3 Initiate conversation and respond to others. *G 2.PK.2; S 22.PK.3*	9.K.3 Share and respond to ideas.	Types of Speeches
9.PK.4 Use language to repeat simple stories, songs or rhymes, or to relate experiences.	9.K.4 Relate experiences and retell stories.	Interpretive Speech
9.PK.5 Give a clear direction.	9.K.5 Give clear directions to complete a simple task.	Giving Directions
9.PK.6 Speak in complete sentences, using at least three words.		Language

Listening & Speaking

Content Standard 10.0: *Students participate in discussions to offer information, clarify ideas, and support a position.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
10.PK.1 Engage in conversation and sometimes follow **conversational rules**.	10.K.1 Demonstrate turn-taking in conversations and group discussions.	Conversations and Group Discussions
10.PK.2 Ask and answer simple questions.	10.K.2 Ask and answer questions.	Examination of Evidence
10.PK.3 Share ideas and information from personal and shared-group experiences. *G 2.PK.2; S 22.PK.3; M 7.1*	10.K.3 Share ideas and information.	Group Protocol
10.PK.5 Engage in dramatic play to convey experiences, feelings, ideas, or stories. *D 1.PK.1; D 1.PK.2b; D 2.PK.3; D 5.PK.3*		Dramatic Play

Conversational rules – Take turns, stay on topic, and refrain from interrupting.

Research

Content Standard 11.0: *Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
11.PK.1 Identify and explore an area of interest.	11.K.1 Formulate questions, with teacher assistance, to explore areas of interest.	Choosing a Research Topic
11.PK.2 Use, with teacher assistance, a variety of sources to obtain information.	11.K.2 Use, with teacher assistance, reference materials and technology.	Locating Information

Mathematics Introduction

Young children are natural mathematical learners (NAEYC and NCTM, 2002). They naturally look for pattern and shape, make comparisons, and explore relationships within their environment. In early childhood mathematics education, children need to be actively engaged in meaningful and purposeful activities. These activities should capitalize on children's natural curiosity and need to understand the world around them. Young children should engage in activities that help them develop and use key mathematical concepts, language, and processes. These activities should enable children to expand their understanding of number, shape, size and pattern as it has meaning in the world around them.

Goals of Pre-Kindergarten Mathematics:

- Children develop an understanding of number and number sense.
- Children develop knowledge of spatial concepts, e.g. shapes and measurement.
- Children develop understanding of patterns and relationships.
- Children develop knowledge of sequence and temporal awareness.
- Children develop the ability to use mathematical knowledge to sort, classify, represent, communicate, and solve problems.

To achieve these goals, children's exploration of mathematics should not be isolated, but rather imbedded in rich, authentic tasks that allow them to integrate new understanding with language development and other developmentally appropriate learning needs. Mathematics is integrated into all aspects of daily routines. Early educators provide these experiences through individual and small-group choices and transitions, and they also allot time for in-depth planned small-group experiences that include interaction, problem-solving and reflection. There must be a strong connection between and among math and literacy and the other content areas. The ultimate goal is to provide children a foundation and the tools to achieve mathematical proficiency in what the National Research Council's "Helping Children Learn Mathematics" (August 2002) outlines and describes as understanding, computing, applying, reasoning, engaging and useful.

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He – Health M – Math MM – Music and Movement

P– Physical Development S – Science SE – Social-Emotional VA – Visual Arts

The coding for the cross-referencing links is located at the bottom of each box, as applicable. For each subject area in which a cross-referencing link has been identified with a particular benchmark standard, the above letter codes will be used along with the specific numbering system used to identify the specific standard. For example, a coding of **S 17.PK.1** provided at the bottom of a standard box would indicate that Science standard 17 for Grade 3, Benchmark Standard 1 is linked to that particular benchmark standard in Math. Cross-references are included for some content standards. However, most Nevada Content Standards can be cross-referenced. Those included in the document serve as an illustration of how the content standards can be used across domains.

Words in bold face are defined at the bottom of the page and in the glossary at the end of the document.

Numbers, Number Sense, and Computation

Content Standard 1.0: *To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Use concrete objects to combine and separate groups up to 5.	1.K.1 Use concrete objects to model simple sums and differences.	Facts
1.PK.5 Count to 10.	1.K.5 Count to 20.	Computation
1.PK.6 Recognize and read numerals 0-5.	1.K.6 Recognize, read, and write numbers from 0-10.	Comparison and Ordering
1.PK.7 **Estimate** the number of objects in a set to 5 and **verify** by counting.	1.K.7 **Estimate** the number of objects in a set to 10 and **verify** by counting; use ordinal positions first to third.	Estimation and Rounding
1.PK.8 Match the number of objects to the correct numeral 0-5.	1.K.8 Match the number of objects to the correct numeral, 0-10.	Place Value

Estimate – To give an approximate and reasonable answer for an arithmetical exercise without the need of calculating the exact answer.
Verify – The process of demonstrating or proving that a response is correct.

Patterns, Functions, and Algebra

Content Standard 2.0: *To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.1a Sort objects by similar attributes (e.g., size, shape, and color). *S 2.PK.2; VA 2.PK.4*	2.K.1 Sort and describe objects by similar **attributes**; recognize and replicate a pattern.	Patterns
2.PK.1b Recognize and replicate simple patterns (e.g. ABAB).		
2.PK.4 Compare sets of objects. Determine which set has more or less.	2.K.4 Identify and create sets of objects with unequal amounts, describing them as more or less.	Number Sentences and Equations

Attribute – Characteristic of an object, such as color, shape, size, etc.

Measurement

Content Standard 3.0: *To solve problems, communicate, reason and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Compare objects by size to determine smaller and larger.	3.K.1 Compare and order objects by size communicating their similarities and differences.	Comparison and Ordering
3.PK.4 Sort pennies and nickels. *Ec 5.PK.1, 6.PK.1*	3.K.4 Identify and sort pennies, nickels, and dimes.	Money
3.PK.6 Identify day and night.	3.K.6 Recite, in order, the days of the week.	Time

Spatial Relationships and Geometry

Content Standard 4.0: *To solve problems, communicate, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
4.PK.1 Identify circles, triangles, and squares.	4.K.1 Identify **two-dimensional** shapes (circles, triangles, rectangles including squares) regardless of position.	**Two-Dimensional** Shapes
4.PK.2 Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top). *G 1.PK.1*	4.K.2 Use position words (e.g., middle, before, down) to place objects.	**Congruence**, Similarity, and Transformations
	4.K.3 Identify two-dimensional figures (e.g., windows are shaped like rectangles) as they appear in the environment.	Coordinate Geometry and **Line of Symmetry**

Two-Dimensional – A figure that is two-dimensional is one which can be represented on a coordinate grid.
Congruent – Figures that have the same size and shape.
Line of Symmetry – When an object can be folded in half to form two mirror objects.

Data Analysis

Content Standard 5.0: *To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1 Identify and sort **data** (e.g., interpret quantity in pictures) *CT 3.PK.2*	5.K.1 Collect and describe **data**.	**Data** Collection and Organization

Data – Information represented in the form of symbols, objects, sounds, etc.

Process Standards

Please note that there are two types of Mathematics Standards: Content and Process. Content Standards cover 1.0 to 5.0 and Process Standards cover 5.0 to 9.0.
The Process Standards are constructed differently from the Content Standards. Many of the Process Standards span over several grades and in some instances, up to the 12^{th} grade.
Process standards illustrate how a child approaches learning math. Process Standards are the essence of learning and exploring mathematics. With these standards, we not only describe what a child learns (content) but how (process) they are learning mathematics.

KEY TO PRIORITY FRAMEWORK AND ASSESSMENT LEVEL

E = Enduring. Complex, engaging "big ideas," will require more in-depth knowledge.
I = Important to know and do. Students should retain detailed but not extensive knowledge.
W = Worth being familiar with. Students should have awareness of key people, ideas, concepts, and terms.

L = Nevada Academic Standards that are assessable at the local level ONLY.
S = Nevada Academic Standards that are assessable at the state and local levels.

The coding for both the priority framework and the assessment level are located at the top, right hand corner of each box. Priority framework coding is provided for Grades 2, 3, 5, 8, and 12. Assessment level coding is provided for Grades 3, 5, 8, and 12 only. As an example, the letters E/L found at the top right hand corner of a 3^{rd} grade benchmark standard would indicate that the standard requires enduring knowledge and will only be assessed at the local level.

Problem Solving

Process Standard 6.0: *Students will develop their ability to solve problems by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication and connections.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:
	6.1 E/S Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts. *S 1.2.3; S 1.5.1; S 1.8.1; S 1.8.4; S 1.12.2; S 1.12.4; S 2.12.1; S 3.2.3; S 10.5.2; S 14.8.6; S 19.12.2; S 21.3.1*
6.2 E/S Apply previous experience and knowledge to new problem-solving situations.	
	6.3 E/L Formulate (own) problems; use various approaches to investigate and solve problems.
6.4 E/L Explain and verify results with respect to the original problem. *S 23.2.5; S 23.3.5*	
6.6 E/L Try more than one strategy when the first strategy proves to be unproductive.	
6.8 E/L Apply solutions and strategies from earlier problems to new problem situations.	
	6.12 I/L Use technology, including calculators, to understand quantitative relationships, e.g., for skip counting and pattern exploration.

Mathematical Communication

Process Standard 7.0: *Students will develop their ability to communicate mathematically by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral and visual formats.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:
7.1 E/L Discuss and exchange ideas about mathematics as a part of learning. *E 9.PK.1, 9.PK.2, 9.PK.3, 10.PK.3, S. 22.PK.3, E 10.2.3; E 10.3.3; E 10.5.3; E 10.3.1; E 10.5.1; E 10.12.1; S 23.5.2*	
7.2 E/L Use inquiry techniques (e.g. discussion, questioning, research, data gathering) to solve mathematical problems. *S 13.PK.1, E 4.2.3; E 10.2.2; E 10.3.2; E 10.5.2; E 10.8.2; E 11.2.1; E 11.3.1; E 11.5.1; E 11.8.1; E 11.12.1; E 11.2.2; S 1.5.1; S 1.8.1; S 1.8.4; S 1.12.4; S 10.5.2; S 14.8.6; S 21.3.1*	
7.4 E/L Use pictorial representations to identify mathematical operations and concepts. *E 2.PK.1, S 22.2.2*	
7.7 E/S Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas. *E 6.3.3; G 1.3.3; G 4.2.1; G 4.2.6; G 4.3.1; G 7.2.5; G 7.3.3; G 7.3.5; G 7.2.3; H 1.3.1; H 1.3.2; S 13.3.2; S 20.3.1; S 21.2.1; S 21.2.2; S 21.3.2; S 22.2.2; S 24.2.4; S 24.3.4*	
7.12 W/L Explain and justify thinking about mathematical ideas and solutions. *E 8.8.2; E 8.12.2; S 19.8.1*	
7.15 E/L Use everyday language to explain thinking about strategies and solutions to mathematical problems. *S 21.5.3; S 23.5.2*	
7.16 E/S Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.	
7.17 E/L Use mathematical notation to communicate and explain mathematical situations. *S 21.2.1*	

Mathematical Reasoning

Process Standard 8.0: *Student will develop their ability to reason mathematically by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:
	8.1 I/L Justify and explain the solutions to problems using manipulative and physical models. *S 3.2.3; S 20.3.2*
	8.4 E/S Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems. *Ec 3.8.2; Ec 3.8.3; Ec 9.8.4; Ec 3.12.1; Ec 3.12.2; Ec 3.12.3; Ec 3.12.4; Ec 6.12.6; G 7.12.4; S 17.3.2*
8.8 E/L Ask questions to reflect on, clarify, and extend thinking. *S 21.PK.1b*	
	8.9 I/L Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.
8.11 E/S Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.	

Mathematical Connections

Process Standard 9.0: *Students will develop the ability to make mathematical connections by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between context strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:
9.1 E/L Link new concepts to prior knowledge.	
	9.5 I/L Identify practical applications of mathematical principles that can be applied to other disciplines. *S 14.12.5*
	9.7 E/L Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g. rhythm in music and motion in science). *S 1.5.1; S 1.8.1; S 1.12.2; S 1.8.4; S 1.12.4; S 10.5.2; S 14.8.6; S 19.12.2*
	9.8 I/S Identify, explain, and use mathematics in everyday life. *Ec 2.3.2; Ec 2.12.12; Ec 5.2.1; Ec 5.3.1; S 24.12.2*

Social Studies Introduction

Early education often focuses only on academic subject matter such as reading, mathematics, and science. However, recent reports in early childhood education clearly indicate that children who develop self-confidence and positive social skills early in life are more successful learners later on (The National Academies, Eager to Learn, NRC, 2001a; Neurons to Neighborhoods, 2000; Katz & McClennan, 1997; Ladd, 1990). For this reason, social-emotional development during the early years of childhood is critically linked to the other, more traditional, content areas in early education.

Goals of Pre-Kindergarten Social Studies:

- To support and promote children's self-confidence and self-direction
- To encourage children to express and identify their feelings
- To give children the skills to persevere and maintain their focus
- To develop positive relationships with individuals and the community

Social-Emotional growth and learning develops through interactions with others and is interconnected to other domains, such as cognitive and physical development. Social relationships between adults and children exert a powerful positive influence on children's development. Children initially learn about themselves and how to behave in society from their families, but are also influenced by peers and other adults in early childhood settings (Kagan, 2000). The literature indicates that children need emotionally warm and positive environments with caregivers who nurture self-concept, independence, and self-control in order to be successful learners (Berk, 2001). (McGraw-Hill)

KEY TO CROSS-REFERENCING LINKS

C – Civics CT – Creative Thinking D – Dramatic Play

E – Language/ Literacy Ec – Economics G – Geography

He – Health M – Math MM – Music and Movement

P – Physical Development S – Science SE – Social-Emotional VA – Visual Arts

The coding for the cross-referencing links is located at the bottom of each box, as applicable. For each subject area in which a cross-referencing link has been identified with a particular benchmark standard, the above letter codes will be used along with the specific numbering system used to identify the specific standard. For example, a coding of **M 2.PK.1** provided at the bottom of a standard box would indicate that Math standard 2 for Pre-K, Benchmark Standard 1 is linked to that particular benchmark standard in one of the Social-Emotional domains. Cross-references are included for some content standards. However, most Nevada Content Standards can be cross-referenced. Those included in the document serve as an illustration of how the content standards can be used across domains.

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Social-Emotional Development

Content Standard 1.0: Self-Confidence *Students will participate in activities that foster independence, self-expression, and persistence.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1a Make independent choices from diverse interest centers or activities.		Independence
1.PK.1b Select materials to use in order to express individuality.		
1.PK.2a Express ideas for activities, initiate and participate in discussions with teachers or peers.		Self-Expression
1.PK.2b Acknowledge actions and accomplishments verbally and nonverbally.		
1.PK.3 Re-engage in a task or activity after experiencing disappointment, frustration, or failure. *CT 2.PK.3*		Persistence

Social-Emotional Development

Content Standard 2.0: Self-Direction *Students will demonstrate self-direction by attaining skills in self-management, self-help, and routines.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.1a Separate easily from parent(s)/ caregiver(s)/ significant adult(s).		Self Management
2.PK.1b Move through routines and activities with minimal adult/ teacher direction.		
2.PK.2 Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands). *He 1.PK1; He 1.PK.6*		Self-Help Skills
2.PK.3a Use toys and materials with care.		Routines
2.PK.3b Clean up or put away toys and materials when finished.		

Social-Emotional Development
Content Standard 3.0: Identification and Expression Feelings. *Students will identify and express feelings.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Identify a range of feelings (e.g. sadness, anger, fear, and happiness). *He 3.PK.1*		Identification of Feelings
3.PK.2a Express feelings, needs, or wants in appropriate ways. *He 5.PK.1*		Expression of Feelings
3.PK.2b Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).		

Social-Emotional Development

Content Standard 4.0: Interactions With Other Children and Adults - *Students will develop positive interaction skills with other children and adults.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
4.PK.1a Demonstrate appropriate affection for teachers and friends.		Interactions
4.PK.1b Express common courtesy to others (e.g. saying "thank you," "please," and "excuse me," or passing a plate of cookies).		
4.PK.1c Respect rights and belongings of others (e.g. "It is my turn to use the bike but you can have the bike when I am finished.")		
4.PK.1d Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions). *CT 1.PK.2*		
4.PK.1e Be able to say and respond to first and last name.		
4.PK.1f Be able to say parent or caregiver's name.		

Social-Emotional Development
Content Standard 5.0: Pro-Social Behaviors: *Students will demonstrate positive social behaviors in play and group settings.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1a Play independently.		Play
5.PK.1b Play in pairs and small groups.		
5.PK.1c Engage in dramatic play. *D 1.PK.2b*		
5.PK.1d Initiate play, or enter into play with a group of children already playing.		
5.PK.2a Participate in cooperative groups to complete a task.		Group Interactions
5.PK.2b Take turns with teacher support. *P 5.PK.2*		
5.PK.2c Share some of the time.		

Social-Emotional Development
Content Standard 6.0: Attending and Focusing Skills: *Students will demonstrate attending and focusing skills.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
6.PK.1a Attend to a task for at least 10 minutes.		Self-Regulation
6.PK.1b Move on to next activity without exhibiting signs of stress.		
6.PK.1c Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.). *CT 2.PK.2a*		
6.PK.1d Demonstrate ability to delay gratification to complete a larger task.		

Civics

Content Standard 1.0: Rules and Law: *Students know why society needs rules, laws, and governments.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Follow classroom rules. *He 1.PK.5*		Rules and Law
1.PK.4 Participate in group decision making. *Ec 1.PK.3*		Democratic Participation

Economics

Content Standard 1.0: The Economic Way of Thinking: S*tudents will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.3 Decide between two **choices**. *C 1.PK.4*		**Cost** versus Benefits

Choice – A selection from a set of alternatives.
Cost – Anything given up when a **choice** is made.

Economics

Content Standard 5.0: Money: *Students demonstrate an understanding of various forms of money, how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1 Demonstrate understanding that **money** is exchanged for goods and/or services. *M 3.PK.4; D 5.PK.3*		Functions of **Money**

Money - Anything widely accepted as a final payment for goods and services, including currency, coins, or checks. Credit cards, while accepted for payment, are not a final form of payment. Credit card loans are short-term loans, not money.

Economics

Content Standard 6.0: The U.S. Economy as a Whole: *Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
6.PK.1 Demonstrate the role of consumers through dramatic play. *M 3.PK.4; D 5.PK.3*		Resource Allocation

Consumer – A person who buys and uses goods and services.

Geography

Content Standard 1.0: The World in Spatial Terms: *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Identify direction and location (e.g., up/down; above/below). *M 4.PK.2*	1.K.1 Use vocabulary related to direction and location (e.g., up/down; left/right; near/far; above/below).	Map Use
	1.K.2 Recognize a map and a globe.	Map Selection
	1.K.3 Recognize water and land on a map or globe.	Geographic Tools and Technologies

Geography

Content Standard 2.0: Places and Regions—*Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of changes.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.2 Share information about their family practices, customs and culture. *E 9.PK.1; E 9.PK.2; E 9.PK.3; E 10.PK; S 22.PK3*		Cultural Identity
2.PK.3 Be exposed to diverse family practices, customs and culture. *E 9.PK.1; E 9.PK.2; E 9.PK.3; E 10.PK; S 22.PK3*		Cultural Perspectives

Geography

Content Standard 3.0: Physical Systems—*Students understand how physical processes shape Earth's surface patterns and ecosystems.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Identify familiar weather conditions (e.g., rain, sunshine, snow, fog). *S 13.PK.2*	3.K.1 Discuss daily weather conditions (e.g., rain, sunshine, snow, fog).	Physical Systems

Science Introduction

Pre-Kindergarten Science is a time of discovery (Bredekamp & Copple, 1997). Science concepts need to be concrete, observable, and within the realm of the child's experience and pre-operational thinking (Piaget & Inholder, 1967). Science concepts are encompassed throughout all the domains in the Pre-Kindergarten Standards. Children use literacy to gain information and language to express their wonder in the world around them while using research to answer questions prompted by their imaginations. Through creative arts, children use a variety of media to share ideas and express understanding (*The Hundred Languages of Children,* Edwards, Dandini and Forman, 1998). Through play, children experiment and test their hypotheses. "… the concepts children gain from their early explorations, questions, observations, and descriptions of their physical world will serve as the foundation on which they will build the abstract and scientific concepts of their physical world (McGraw-Hill, 2003)."

Goals of Pre-Kindergarten Science:

- To enhance children's natural and instinctual observational skills
- To support and guide children's curiosity and their need to experiment
- To encourage exploration and discovery
- To highlight the wonders of the world around them

Pre-Kindergarten children learn science concepts through active play and exploration of their environment. Responsive adults facilitate discovery by inviting questions, asking open-ended questions, encouraging hands-on experiences, and providing opportunities to experiment and observe the world through a variety of media and **realia** (McGraw-Hill, 2003).

The 6 science strands are identified as Physical, Life, Earth and Space, Environment, Nature and History, and Scientific Inquiry. Although appropriate levels of learning can be adopted for each of these strands, the Pre-Kindergarten Standards have been linked with the Kindergarten Standards and are not meant to limit or exclude children's exploration or experiences with science concepts that have not been included in this document (National Science Education Standards, 1996).]

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Physical Science

Content Standard 1.0: Forces and Motion—*Students understand that forces such as gravitational, electrical, and magnetic influence the motion of objects.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Explore and demonstrate how objects move.	1.K.1 Investigate and describe how objects move.	Description of Motion
1.PK.4 Investigate how objects react when placed in water.	1.K.4 Observe and describe how objects behave when placed in water.	Pressure, Density, and Buoyancy

Physical Science

Content Standard 2.0: Structure and Properties of Matter—*Students understand that materials have distinct properties which depend on the amount of matter present, its chemical composition, and structure.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.2 Sort objects according to observable properties (e.g. by shape and color). *M 2.PK.1; VA 2.PK.4*		Chemical Analysis

Physical Science

Content Standard 3.0: Energy and Matter: Interactions and Forms—*Students understand that changes in temperature and pressure can alter states of matter. Energy exists in many forms, and one form can change into another.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Identify hot and cold. *He 3.PK.1*		Heat and Temperature

Life Science

Content Standard 6.0: Structure and Function—*Students understand that all life forms, at all levels of organization, use specialized structures and similar processes to meet life's needs.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
6.PK.1 **Identify** humans, animals, and plants. *D 2.PK.1*	6.K.1 Observe and describe animal attributes.	Life Cycles and Disruptions
6.PK.2 Use the five senses to explore and investigate the natural world.	6.K.2 Compare and contrast how humans and animals use their senses.	Structures, Functions, and Systems

Identify – Distinguish by pointing, gesturing, or vocalizing or verbalizing.

Life Science

Content Standard 7.0: Internal and External Influences on Organisms—*Students understand that organisms respond to internal and external influences.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
7.PK.5 Identify the basic need for air, water and food. *He 1.PK.8*		Basic Needs

Life Science

Content Standard 8.0: Heredity and Diversity—*Students understand that life forms are diverse, and that they pass some characteristics to their offspring.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
8.PK.1 Investigate animals and their offspring.	8.K.1 Observe and describe how animals have offspring that are the same kind of animal.	Inherited Traits
8.PK.2 Explore and identify a variety of animals and plants.	8.K.2 Sort animals by observable characteristics.	Variation and Classification of Organisms

Earth and Space Sciences

Content Standard 13.0: Cycles of Matter and Energy—*Students understand that Earth systems have a variety of cycles through which energy and matter continually flow.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
13.PK.2 Observe and identify weather from day to day. *G 3.PK.1*	13.K.2 Observe and record weather from day to day.	Weather

Environmental Sciences

Content Standard 15.0: Ecosystems—*Students will demonstrate an understanding that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the life forms and the physical components of the Earth.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
15.PK.1 Identify animals and their homes.	15.K.1 Recognize that animals live in different places.	Stability and Change in **Ecosystems**

Ecosystem – A system of relationships between organisms in an environment, and between organisms and the environment.

Scientific Inquiry: Processes and Skills

Content Standard 21.0: Scientific Values and Attitudes—*Students understand that science is an active process of systematically examining the natural world.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
21.PK.1a Observe their world.	21.K.1 Ask questions about the world.	Scientific Investigations
21.PK.1b Ask questions about their world. *M 8.8*		

Scientific Inquiry: Processes and Skills

Content Standard 22.0: Communication Skills—*Students understand that a variety of communication methods can be used to share scientific information.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
22.PK.3 Share ideas with others. *G 2.PK.2; E 9.PK.1; E 9.PK.; E 9.PK.3; E 10.PK.3*	22.K.3 Share information and ideas with others.	Working With Others

Creative Arts Introduction

During the early years, imagination and creativity are at their height. Early childhood programs should value and recognize these attributes in children, and build on them as a way to facilitate development and learning. Opportunities for creativity should be integrated throughout all areas of the early childhood curriculum. Children should be provided with a wide range of materials and time to explore them. It is the process rather than the end product that is most important, since children experience and learn many skills through the process. Depending on their previous experiences, individual dispositions, age or developmental level, and unique interests, children will express their creativity in a variety of ways. Children learn by interacting with the environment, their peers, and significant adults. This interaction often is in the context of play. Creativity is particularly supported through play, when children use imagination, experiment with roles, use a wide range of tools and props, find creative solutions to problems, and gain insight into the world around them.

Creativity presents itself in many ways. The following standards consider creativity in four distinct areas:

- Visual Arts
- Music and Movement
- Dramatic Play
- Creative Thinking

Research supports the importance of the arts in academic achievement (CNAEA, 1994). By expressing and appreciating the arts, one develops thought processes and communication skills (Althouse, Johnson, & Mitchell). Arts involve all content areas. Early childhood curriculum is not taught in isolated segments, but is integrated across content areas. The arts connect the content areas, and give children a means of developing new ways of understanding their world.

KEY TO CROSS-REFERENCING LINKS

C – Civics CT – Creative Thinking D – Dramatic Play

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He – Health M – Math MM – Music and Movement

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Creative Thinking
Content Standard 1.0 *Children approach problems in a **creative** manner.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Use a variety of approaches to solving problems in math, science and other cognitive areas.		Cognitive
1.PK.2 Use a variety of approaches to solving interpersonal problems in the classroom *SE 4.PK.1d*		Social
1.PK.3 Adapt environment or abilities to reach a motor challenge such as climbing or reaching an object.		Motor

Creative thinking – Looks for solutions to problems in a variety of ways.
Creative – Ability to express original and imaginative ideas or products.

Creative Thinking
Content Standard 2.0: *Children demonstrate motivation to learn and persistence in approaching tasks.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.1 Select progressively more challenging tasks.		Challenge
2.PK.2a Demonstrate ability to delay gratification to complete a larger task. *SE 6.PK.1c*		Gratification
2.PK.2b Express satisfaction when accomplishing a task and achieving a goal. *SE 1.PK.2b*		
2.PK.3 Demonstrate persistence by trying again when faced with challenges. *SE 1.PK.3*		Persistence

Creative Thinking

Content Standard 3.0: *Children create a variety of connections between and among activities, domains, ideas, experiences and/or people.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Combine objects in a variety of ways.		Connections
3.PK.2 Categorize experiences, people and ideas in a variety of ways. *M 5.PK.1*		Categories
3.PK.3 Create stories and scenarios by combining experiences and ideas.		Imagination

Music and Movement
Singing
Content Standard 1.0: *Students sing a varied repertoire of music alone and with others.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Make a variety of sounds with their voices.		Individual Singing Technique
1.PK.2 Create and sing chants.		Choral Singing Technique
1.PK.3 Approximate pitch and increase singing range.		Independent Part Singing
1.PK.4a Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others. .		Variety of Repertoire
1.PK.4b Select and recognize a variety of songs from diverse cultures.		

Music and Movement
Playing Instruments
Content Standard 2.0: *Students perform a varied repertoire of music on instruments alone and with others.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.1 Play and identify a variety of **musical instruments.**		Individual Playing Techniques
2.PK.2 Participate in a rhythm instrument band.		Ensemble Playing Technique
2.PK.4 Accompany simple music with rhythm instruments or clapping.		Variety of Repertoire

Musical Instruments – Rhythm instruments such as drums, rhythm sticks, tambourines, and simple melodic instruments such as a xylophone.

Music and Movement
Improvisation
Content Standard 3.0: *Students improvise melodies, variations, and accompaniments.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 **Improvise** simple songs and rhythmic patterns using voice, body or instrument.		Improvising Rhythms and Melodies
3.PK.3 Take familiar songs and change words, feelings, voice or dynamics.		Improvising Variations

Improvise – To compose, recite, or perform spontaneously.

Music and Movement
Listening
Content Standard 6.0: *Students listen to, analyze, and describe music*.

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
6.PK.1 Identify simple elements of music such as loud/soft and fast/slow.	6.3.1 Identify simple elements of music.	Analysis of Elements of Music and Performance

Music and Movement
Evaluation
Content Standard 7.0*:* *Students evaluate music and music performances.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
7.PK.2 Demonstrate a preference in music.		Applying Musical **Criteria**

Criteria – a musical characteristic or standard on which a judgment is based.

Music and Movement
Application to Life
Content Standard 8.0: *Students demonstrate relationships between music, the other arts, and disciplines outside the arts.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
8.PK.2 Demonstrate math and language skills while participating in music.		Commonalities Between the **Arts** and Other Disciplines

Arts – Dance, drama, visual arts, music.

Music and Movement
Cross-curricular
Content Standard 10.0: *Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication*.

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
10.PK.1a Move in a variety of ways to music. *P 3.PK*.2		Dance/ Movement
10.PK.1b Move with and without music using a variety of props such as scarves, balloons, hoops, etc. *P 3.PK.2*		
10.PK.1c Respond to changes in tempo. *P 3.PK.2*		

Dramatic Play

Content Standard 1.0: *Students recognize the components of theatrical production including script writing, directing, and production.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 **Act out** a role observed in his/her life experiences, for instance, mother, baby, doctor. *SE 5.PK.1c; E 10.PK.5*		Scriptwriting
1.PK.2a Make up new roles, for instance, from experience and familiar stories.		Directing
1.PK.2b **Direct** peers and/or follow directions from peers in creating dramatic play schemes. *S 5.PK.1d; E 10.PK.5*		
1.PK.3 **Act out** roles that involve another child(ren) in a related role, for instance, mother and baby, grocer and shopper.		Understanding Roles
1.PK.6 Use available materials as either realistic or symbolic **props** as part of dramatic play.		Set Design
1.PK.7 Use dress-up clothes or **costumes** and other **props** in dramatic play.		**Props**, **Costumes**, and Make-up

Act out – The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.
Direct – To integrate an entire production, from the basic interpretation of the text through all the acting and technical phases, up to the time of performance.
Costumes – An actor's clothing which denotes or suggests character.
Props – Any object used on the stage (excluding scenery, lights, and costumes) such as furniture, utensils, ornaments, and personal possessions.

Dramatic Play

Content Standard 2.0: *Students understand and demonstrate the role of the actor in the theater.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.1 Discriminate among persons, animals, and objects by identifying characteristics (e.g., the sounds animals make). *S 6.PK.1*		Character Analysis
2.PK.2 Imitate roles observed in child's life experiences.		**Acting** Skills
2.PK.3 Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing. *E 10.PK.5*		Characterization

Acting – The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.

Dramatic Play

Content Standard 3.0: *Students apply and demonstrate critical and creative thinking skills in theater, film, television, or electronic media.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.3 Differentiate between pretend and real.		Genre Identification

Dramatic Play

Content Standard 5.0: *Students make connections with theater, the other arts, and academic disciplines.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1 Use music, movement, and visual arts in dramatic play.		Connection to Other Arts
5.PK.3 Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles). *E 10.PK.5; Ec 5.PK.1; Ec 6.PK.1*		Connection to Other Academic Disciplines

Visual Arts
Knowledge
Content Standard 1.0: *Students know and apply visual arts media, techniques, and processes.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.3 Use a variety of **media**, **techniques**, and **processes** in art activities that are of the child's creation without a model.		Creation

Media – Categories for grouping artworks according to the materials used, e.g., drawing, painting, sculpture.
Techniques – Methods used in creating works of art, e.g., applying thick opaque paint vs. thinning paint for transparency.
Processes – A progression of activities using several techniques, e.g., taking pictures, developing the film, then printing the photographs.

Visual Arts
Application
Content Standard 2.0: *Students use knowledge of visual characteristics, purposes, and functions*.

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.4 Identify color, shape, and texture through art experiences. *M 2.PK.; S 2.PK.2*		Creation

Visual Arts
Content
Content Standard 3.0: *Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Recognize various art forms (e.g., photographs, statues, paintings, and drawings).		Visual Characteristics
3.PK.2 Create works that express or represent experiences, ideas, feelings, and fantasy using various media.		Creation

Visual Arts
Context
Content Standard 4.0: *Students understand the visual arts in relation to history and cultures*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
4.PK.3 Create a work of art that expands on an experience, such as after a field trip, or as part of a cultural event.		Creation

Visual Art
Interpretation
Content Standard 5.0: *Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1 Recognize their own and others' art work.		Knowledge: Characteristics
5.PK.2 Demonstrate respect for the art work of others.		Knowledge: **Merit**
5.PK.3 Describe or respond to their own creative work or the creative work of others.		Knowledge: Meaning

Merit – Praiseworthy quality.

Visual Arts
Cross-curricular
Content Standard 6.0: *Students demonstrate relationships between visual arts, the other arts, and disciplines outside the arts.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
6.PK.1 Use **visual arts** as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.		Integration with Other Disciplines
6.PK.2 Use **visual arts** in dramatic play, music, and movement activities.		Integration with Other Fine Arts

Visual Arts – Include a variety of media such as painting, drawing, clay, paper-mache or other materials that children use to express their thoughts, memories, ideas and feelings.

Physical Development Introduction

Young children's future health and well-being are directly related to the development and strengthening of their large and small muscles. The National Association for Sports and Physical Education suggests that, in addition to children's enjoyable active free play in and out of doors and moving to music, children need to experience explicit teaching in order to learn a variety of movement skills, initially as individuals, then with partners, and finally in a small group (NASPE, 2002). The NASPE suggests that all young children from birth though age five engage in at least sixty minutes of physical activity daily, designed to promote health-related fitness and movement skills. "Recognizing that preschoolers are naturally active individuals, the NASPE suggests that the 'duration, frequency and intensity of movement and physical activity depends on the child's age, developmental status, ability level, personal interest, prior experience, and normal tendency to alternate short bursts of activity with intervals of rest and recovery' (2002, p.8)." (CTB/ McGraw-Hill LLC).

Beginning with the freedom to walk, run, jump, climb, hop and do other physical activities in and out of doors, children are introduced to exploring different ways they can move. Throughout the preschool years, children are focusing on large muscle development that includes:

- Strengthening of muscles
- Balance
- Coordination
- Muscle control

Children have a natural desire to learn about their environment through touch and manipulation. Eye-hand coordination, manipulation skills, strength, dexterity and control are essential for the physical development of fine motor skills. Through active participation in these small muscle activities, children will develop:
Eye-hand coordination
Strength and dexterity
Control of writing utensils

Tasks may be given to children, such as "jump high and hold one part of your body low." While completing these tasks, children are learning the names of different movements and developing specific movement skills (Sanders, 2002). Simple noncompetitive games, those with rules as well as those that involve children in imaginative thinking, should be introduced during the preschool years.

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Physical Development

Content Standard 1.0: *Students understand and apply movement concepts and principles to the learning and development of motor skills*.

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).		Vocabulary

Physical Development
Content Standard 2.0: *Students demonstrate competency in many movement forms and proficiency in a few movement forms.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
2.PK.1 Demonstrate a basic form in walking, running, climbing, jumping, hopping and walking up and down stairs.		**Locomotor** and **Nonlocomotor Movement**
2.PK.2 Perform a variety of large **motor skills** (e.g., throw a ball in purposeful direction, attempt to catch a large ball).		**Manipulative Skills**
2.PK.3 Balance on one foot for at least 5 seconds.		Weight Transfer and Balance

Locomotor Movement - Locomotor skills are used to move the body from one place to another or to project the body upward, including: walking, running, jumping, leaping, hopping, skipping, sliding, and galloping.
Manipulative Skills - Movement that occurs in conjunction with an object (i.e. dribbling a basketball).
Motor Skills - Utilization of the body's muscles to enact a movement form.
Nonlocomotor Movement - Movement that is organized around the axis of the body, including: bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

Physical Development

Content Standard 3.0: *Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Demonstrate locomotor movements such as up, down, forward, and backward.		Elements of Movement
3.PK.2 Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between). *MM 10.PK.1a; MM 10.PK.1b; MM 10.PK.1c*		Choreography

Physical Development
Content Standard 4.0: *Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
4.PK.2 Engage in daily moderate to vigorous physical activity.	4.2.2 Engage in daily moderate to vigorous structured physical activity.	**Cardiorespiratory** Exercise

Cardiorespiratory - Involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.

Physical Development

Content Standard 5.0: *Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1 Participate appropriately during physical activities.		Self Responsibility
5.PK.2 Demonstrate turn taking and cooperation during physical activities. *SE 5.PK.2b*		Social Interaction
5.PK.3 Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).		**Diversity**
5.PK.4 Participate in multi-cultural activities that enhance physical development (e.g. dance, games, and activities).		Multi-Cultural Appreciation and Tolerance

Diversity - Quality of being different.

Physical Development
Content Standard 6.0: *Students demonstrate the ability to perform a variety of fine motor skills.*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
6.PK.1 Demonstrate skills in eye-hand coordination. (i.e. stacking, lacing, stringing beads, reproducing basic patterns, complete 6 piece puzzle, Legos, peg-boards)		Eye-hand Coordination
6.PK.2 Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g. scissors, writing utensils, paint brushes, play dough, buttons/snaps, etc.). *E 7.PK.7a; E 7.PK.7b*		Strength and Dexterity
6.PK.3 Use fingered or tripod grasp with drawing, painting or writing instruments. *E 7.PK.7a; E 7.PK.7b*		Control of Writing Utensils

Health Introduction

Children cannot learn well if they are not physically healthy. The National Research Council and the Institute of Medicine (NRC and IM, 2000) indicate that health services must be made available in culturally appropriate ways for all our nation's children. Further, the National Research Council (NRC, 2001a) strongly advocates that programs for young children include health education and physical education.

Knowledge and habits of healthful living begin early in life. While young children are not in charge of providing themselves with a healthy environment and lifestyle, they can begin the life-long process of developing habits of healthy living and physical activity. Taking an active role in preparing nutritious snacks, maintaining a clean and healthy environment, and caring for their bodies, children feel a sense of pride and accomplishment. They begin to understand how daily activities promote overall personal health and safety when they are able to:

- Distinguish between healthy and non-healthy foods
- Care for personal hygiene
- Follow basic safety rules
- Identify feelings

Children learn as they live. Every program for young children needs to have established routines involved in healthy living. Children are able to choose from healthy snacks and lunches, and begin to recognize the necessity of food and water for life. Habits of washing hands, brushing teeth and keeping their environment clean, safe and healthy are established during the period of early childhood. While children are engaging in these activities, teachers interact with them, informally introducing information and facts about healthy living.

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Health

Content Standard 1.0: *Students will comprehend concepts related to health promotion/disease prevention (Core Concepts).*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
1.PK.1 Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.). *SE 2.PK.2*		Personal Health and Fitness
1.PK.2 Identify basic anatomy (e.g., eyes, nose, arms, legs etc.).		Growth and Development
1.PK.3 Identify healthy foods.		Nutrition
1.PK.5 Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.). *C 1.PK.1*		Injury/Violence Prevention and Safety
1.PK.6 Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.). *SE 2.PK.2*		Disease Prevention
1.PK.7 Recognize community health and safety helpers (e.g. police, firefighters, doctors).		Community / Consumer Health
1.PK.8 Identify the basic need for air, water, and food. *S 7.PK.5*		Environmental Health

Health

Content Standard 3.0: *Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks (Self-management).*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
3.PK.1 Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.). *SE 3.PK.1*		Personal Health and Fitness
3.PK.3 Identify potential hazards at home, school, and community.		Injury, Violence Prevention and Safety

Health

Content Standard 5.0: *Students will demonstrate the ability to use interpersonal communication skills to enhance health (Interpersonal Communication).*

By the end of **Pre-Kindergarten**, students know and are able to:	By the end of **Kindergarten**, students know and are able to:	
5.PK.1 Seek adult assistance when injured and/or ill. *SE 3.PK.2a*		Personal Health and Fitness

Glossary

Act out – The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.
Acting – The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.
Alliteration – Repetition of the same letter or sound at the beginning of two or more consecutive words near one another; as in *silly Sally simply sang*.
Appropriately – Relevant to topic of discussion.
Arts – Dance, drama, visual arts, music.
Attribute – Characteristic of an object, such as color, shape, size, etc.
Cardiorespiratory - Involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.
Choice – A selection from a set of alternatives.
Congruent – Figures that have the same size and shape.
Consumer - A person who buys and uses goods and services.
Conversational rules – Take turns, stay on topic, and refrain from interrupting.
Cost - Anything given up when a **choice** is made.
Costumes – An actor's clothing which denotes or suggests character.
Creative – Ability to express original and imaginative ideas or products.
Creative thinking – Looks for solutions to problems in a variety of ways.
Criteria – A musical characteristic or standard on which a judgment is based.
Data – Information represented in the form of symbols, objects, sounds, etc.
Demonstrate – To show, to do by action.
Dictate – Spoken word recorded on paper.
Direct – To integrate an entire production, from the basic interpretation of the text through all the acting and technical phases, up to the time of performance.
Diversity: Quality of being different.
Ecosystem – A system of relationships between organisms in an environment, and between organisms and the environment.
Engage – To be involved in or occupied.
Environmental Print and Symbols – Print and other symbols, other than books, found in the physical environment, such as street signs, billboards, cereal boxes, beverages, commercial logos, etc.
Estimate – To give an approximate and reasonable answer for an arithmetical exercise without the need of calculating the exact answer.
Experiment - Use a variety of tools in an exploratory manner. For example, children need to become familiar and comfortable with a variety of writing tools in literacy.
Explore – To investigate systematically
Genres- Types of literature (e.g., poetry, fiction, non-fiction, etc.).

Identify – Distinguish by pointing, gesturing, vocalizing or verbalizing.
Improvise – Compose, recite, or perform spontaneously.
Inferences – Conclusions arrived at by reasoning from evidence.
Investigate – Observe and ask questions about.
Label – Name, express and/or verbalize.
Letter-like approximation - Symbols (squiggles) that bear some semblance to a letter.
Line of Symmetry – When an object can be folded in half to form two mirror objects.
Locomotor Movement - Locomotor skills are used to move the body from one place to another or to project the body upward, including: walking, running, jumping, leaping, hopping, skipping, sliding, and galloping.
Manipulative Skills - Movement that occurs in conjunction with an object (i.e. dribbling a basketball).
Media –Categories for grouping artworks according to the materials used, e.g., drawing, painting, sculpture.
Merit – Praiseworthy quality.
Money – Anything widely accepted as a final payment for goods and services, including currency, coins, or checks. Credit cards, while accepted for payment, are not a final form of payment. Credit card loans are short-term loans, not money
Motor Skills - Utilization of the body's muscles to enact a movement form.
Musical Instruments - Rhythm instruments such as drums, rhythm sticks, tambourines, and simple melodic instruments such as a xylophone.
Nonlocomotor Movement - Movement that is organized around the axis of the body, including: bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.
Participate – Join in, share with, engage in.
Phonics – The system by which symbols represent sounds in an alphabetic writing system.
Processes – A progression of activities using several techniques, e.g., taking pictures, developing the film, then printing the photographs.
Props – Any object used on the stage (excluding scenery, lights, and costumes) such as furniture, utensils, ornaments, and personal possessions.
Prose – Anything not written in poetry form.
Realia – Real objects that are used in the classroom.
Recognize – Identify receptively; distinguish by pointing, gesturing, or vocalizing or verbalizing.
Respond – Exhibit some action (e.g., verbally, pictorially, etc).
Techniques – Methods used in creating works of art, e.g., applying thick opaque paint vs. thinning paint for transparency.
Two-Dimensional – A figure that is two-dimensional is one that can be represented on a coordinate grid.
Verify – The process of demonstrating or proving that a response is correct.
Visual Arts – Include a variety of media such as painting, drawing, clay, paper-mache or other materials that children use to express their thoughts, memories, ideas and feelings.

Resources

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