WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Language Arts K

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 5   **Length of Period**:

Suggested Length Of Course: 180

Units Of Credit (If Appropriate):

Date Written: Fall 2005   **Date Approved**: December 5, 2005

Date Reviewed: Fall 2005   **Implementation Year**: 2005-2006

Teacher Certification Required: Elementary Education

Standards Addressed (code):
1.1.0	1.5.0
1.2.0	1.6.0
1.3.0	1.7.0
1.4.0	1.8.0

Relationship to Other Planned Instruction:
1. The Language Arts curriculum in kindergarten spirals with concepts introduced and revisited with competency to be demonstrated by the end of 180 days.
2. Language Arts is presented with an interdisciplinary approach throughout the kindergarten curriculum.
3. Planned instructions in grades K, 2, and 3 prepare students for the PSSA.

Special Requirements: Modifications for students with special needs.

Writing Team Members: Char Eggleston   Ann Swanson
                                   Susan Kibbey
                                   Barbara McAvoy

Textbook Adoption: *Open Court Reading Level K* (copyright 2000)
Supplemental: "Words I Use When I Write" (2005-2006)

Standards addressed:

1.1.0	Learning to Read Independently
1.2.0	Reading Critically in All Content Areas
l.3.0	Reading, Analyzing and Interpreting Literature
1.4.0	Types of Writing
1.5.0	Quality of Writing
1.6.0	Speaking and Listening
1.7.0	Characteristics and Function of the English Language
1.8.0	Research

Outline of Content Sequence and Recommended Time
and Specific Educational Objectives to Be Taught:

TO BE TAUGHT FIRST SEMESTER

I. Types of Writing (1.4.0)

   A. Write group narrative pieces

- Contribute some illustrations

II. Quality of Writing (1.5.0)

   A. Express a simple thought orally

TO BE TAUGHT SECOND SEMESTER

I. Learning to read independently (1.1.0)

   A. Acquire a reading vocabulary by identifying and correctly using number words, color words, rhyming words, and sight words

   B. After reading demonstrate understanding of fiction text

- Retell text and summarize main ideas
- Clarify ideas and understandings through discussion

   C. Demonstrate comprehension of materials heard/read orally

- Use appropriate rhythm, flow, meter and pronunciation through practiced text

II. Reading critically in all content areas (1.2.0)

   A. Understand oral presentation of informational texts

- Identify real and make-believe

III. Reading, analyzing and interpreting literature (1.3.0)

   A. Identify literary elements of stories describing characters, setting and plot through illustration and oral interpretation

   B. Identify orally the literary devices in stories

- Rhyme
- Rhythm
- Personification (through group discussion)

- onomatopoeia

   C. Identify the structures in poetry through oral discussion.

- Pattern books
- Predictable books
- Nursery rhymes

IV. Types of writing (1.4.0)

   A. Write informational pieces

- Draws <u>and writes</u> to convey information

V. Quality of writing (1.5.0)

   A. Uses written symbols to express a thought on a given topic

   B. Shows an understanding of organization

- Arranges pictures to show sequential order
- Expresses written text to show beginning, middle and end

   C. Discuss orally the ways to improve detail and order by doing a group story

   D. Teacher edits writing using conventions of language

- Spelling
- Capital letters
- Punctuation--period, question mark, exclamation point
- Complete sentences

VI. Characteristics and function of the English language (1.7.0)

   A. Recognizes that there are other languages

   B. Identifies dialogue in literature

VII. Research (1.8.0)

   A. Discuss how to learn about topics for research

   B. Discuss locating <u>essential and non-essential</u> information using appropriate sources

   C. Organize and present the main ideas from research

- Draw and sequence pictures
- Summarize orally

TO BE TAUGHT ALL YEAR

I. Learning to read independently (1.1.0)

   A. Before reading identify the purposes of text through discussion

   B. Preview the text formats: titles and authors

   C. During reading use knowledge of picture clues, <u>context clues,</u> and sounds to understand new words

   D. Read picture graphics or picture books using self-monitoring comprehension strategies (predicting)

   E. Understand the meaning of new vocabulary learned in various subject areas

II. Reading critically in all content areas (1.2.0)

   A. Use a variety of media to facilitate learning

- Computer
- Tape recorder
- Television
- Videos
- <u>Compact Disc</u>
- <u>Digital Camera</u>

   B. Recognize, <u>use,</u> and identify various forms of genre <u>to identify and recognize text purpose</u>

- Real – <u>non-fiction</u>
- Make-believe - <u>fiction</u>
- Nursery rhymes
- Poetry
- Fairy tales

III. Reading, analyzing and interpreting literature (1.3.0)

   A. Listen to and understand works of literature

   B. Identify the structures in drama through oral interaction, dialogue, and story enactment

C. Listen and respond to nonfiction and fiction, including poetry and drama <u>by making inferences and drawing conclusions</u>

D.<u> Identify cause/effect and problem/solution, and compare/contrast to draw conclusions</u>

E.<u> Analyze headings, graphics, and charts to derive meaning</u>

IV. Types of writing (1.4.0)

A. Express opinions with appropriate information

V. Quality of writing (1.5.0)

A. In a directed group, can contribute to the writing of sentences relating to a central idea

B. Present written work when appropriate

- Illustration

VI. Speaking and listening (1.6.0)

A. Listens to others

- Shows readiness for listening
- Focuses on speaker
- Distinguishes real versus fantasy

B. Listen to a selection of literature

- Relate to personal experience
- Predict what will happen next
- Tell beginning, middle and end
- Recognize characters
- Identify and define new words and concepts

C. Speak using skills appropriate to formal speech situations

- Use appropriate volume
- Use eye contact
- Use complete sentences
- Demonstrate awareness of audience

D. Contribute to discussions

- Ask relevant questions
- Respond with appropriate information or opinions to questions asked
- Listen to and acknowledge the contributions of others

- Display appropriate turn-taking behaviors

- Express personal needs, ideas, feelings or points of view

E. Participate in small and large group discussions and presentations.
   - Participates in everyday conversation

   - Retells nursery rhymes and short poems

   - Demonstrates knowledge of name, address, telephone number, birthday

   - Deliver short reports (show and tell, seminar), field trip summary included in parenthesis

   - Give simple directions or explanations

F. Use media for learning purposes

   - Recognize radio, television, film and the Internet as part of everyday life

   - Recognize advertisement

Summative Assessments: To be developed by teacher based on Pennsylvania Academic Standards.

Language Arts Department Philosophy for
Kindergarten Through Fifth Grade

1. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.

2. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed throughout the grades.

3. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.

4. Skills will be integrated not only across the curriculum but also within the course content.

5. Skills should be practical to the demands of everyday communication.

SUMMER READING

Summer reading will be required in order to nurture reading skills and to promote lifelong readers. Students must read 8 books over the summer. A suggested list of books will be provided for parents and guardians.

COURSE DESCRIPTION

Course Title: Mathematics – Kindergarten

Course Number: _____

Course Description and Prerequisites:
     Mathematics is necessary for functioning and solving problems in everyday life. This course is designed to enhance student's beginning understanding of mathematical concepts. The foundation of basic concepts will be taught and supported through exploration of skills such as counting, shape exploration, measurement, number exploration, patterns, time, and money. All of these mathematical concepts are important for kindergarten and primary students to learn.

Suggested Grade Level: Kindergarten

Length of Course: ____One Semester   _X_ Two Semesters ـ____Other

Units of Credit: _____

PDE *Certification and Staffing Policies and Guidelines (CSPG)* Required Teacher Certification(s)

Certification verified by WCSD Human Resources Department:
     ____Yes   ____No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

Suggested Supplemental Materials:
Clocks, pattern blocks, snap cubes, counters, coins, geoboard, and geometric shapes.

Course Standards

PA Academic Standards:
2.1   Numbers, Number Systems and Number Relationships
2.2   Computation and Estimation
2.3   Measurement and Estimation
2.4   Mathematical Reasoning and Connections
2.5   Mathematical Problem Solving and Communication
2.7   Probability and Predictions
2.8   Algebra and Functions
2.9   Geometry
2.10 Trigonometry
2.11 Concepts of Calculus

WCSD Academic Standards:

Industry or Other Standards:

WCSD EXPECTATIONS

WCSD K-12 Expectations for instruction in writing, reading, mathematics and, technology have been developed and revised annually. The teacher will integrate all WCSD Expectations into this planned instruction

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (I.E.P.) or Gifted Individual Education Plan (G.I.E.P.).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

2.1 Numbers, Number Systems and Number Relationships

x – performance assessed during that semester

	Performance Indicator	1	2	Assessment
A.	• Count using whole numbers to twenty by ones. • Count using whole numbers to 100 by tens.	X	X	Formative Assessments: • Observation • Evaluate written work/response
B.	Use whole numbers to represent quantities.	X	X	• Performance assessment • Tests/quizzes
C.	• Write numerals in sequence from 1 to 10. • Represent equivalent forms of the same number through the use of concrete objects. • Represent equivalent forms of the same number through the use of drawings and symbols.	X X X	X X X	• Problem-solving • Create an illustration • Develop a model using manipulatives • Hands on representation • Evaluate oral response Summative Assessments: • Portfolio
D.				• Test
E.	Identify the penny, nickel, and dime.		X	• Performance assessment
F.				
G.	• Use concrete objects to represent the numbers 1 through 20. • Use concrete objects to group and order sets with numbers 1 through 20.	X X	X X	
H.	Use concrete objects to demonstrate understanding of one to one correspondence.	X	X	
I.	• Demonstrate an understanding of place value with manipulatives. • Label more than or less than.	X X	X X	
J.				
K.				
L.				

2.2 Computation and Estimation

	Performance Indicator	1	2	Assessment
A.	• Use manipulatives to calculate and explain single digit addition. • Use manipulatives to calculate and explain single digit subtraction.		X X	Formative Assessments: • Evaluate written work/response • Performance assessment • Observation
B.	• Demonstrate an understanding of single digit addition in horizontal form. • Demonstrate an understanding of subtraction in horizontal form.		X X	• Problem-solving • Develop a model using manipulatives • Evaluate oral response • Hands on representation
C.				
D.				

	Performance Indicator	1	2	Assessment
E.				Summative Assessments:
F.				• Test
G.	Use concrete objects to represent a given number sentence.		X	• Performance assessment

2.3 Measurement and Estimation

	Performance Indicator	1	2	Assessment
A.				Formative Assessments:
B.	• Determine the length and height of objects with non-standard units. • Use concrete objects to represent and estimate non-standard units up to 10.		X X	• Evaluate written work/response • Performance assessment • Observation • Problem-solving
C.	Name and order the days of the week.	X	X	• Develop a model using manipulatives
D.	• Tell time to the hour using an analog clock. • Tell time to the hour using a digital clock.		X X	• Evaluate oral response • Hands on representation
E.				Summative Assessments:
F.				• Portfolio
G.	Demonstrate and verify measurements using measurable characteristics such as using the words longer, shorter, hotter, colder, heavier, lighter, and the same.		X	• Test • Performance assessment

2.4 Mathematical Reasoning and Connections

	Performance Indicator	1	2	Assessment
A.	Make and verify predictions about the quantity, size, and shape of objects.		X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response
B.				Summative Assessments: • Performance assessment

2.5 Mathematical Problem Solving and Communication

	Performance Indicator	1	2	Assessment
A.	Use appropriate problem solving strategies such as guess and check, working backwards, and look for a pattern.		X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response
B.				• Problem-solving
C.	Determine which method, materials, and strategy will be used to solve a problem, including paper and pencil and manipulatives.		X	Summative Assessments: • Performance assessment

2.6 Statistics and Data Analysis

	Performance Indicator	1	2	Assessment
A.	Interpret and describe analysis of data on a given graph.	X	X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response Summative Assessments: • Performance assessment
B.				
C.				
D.				

2.7 Probability and Predictions

	Performance Indicator	1	2	Assessment
A.				Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response • Develop a model Summative Assessments: • Performance assessment
B.				
C.				
D.	Compare data and make predictions using concepts such as likely, not likely, and the same.	X	X	

2.8 Algebra and Functions

	Performance Indicator	1	2	Assessment
A.	Recognize, describe, extend, and replicate patterns up to 4 objects.	X	X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response • Develop a model Summative Assessments: • Performance assessment • Test
B.				
C.				
D.				
E.				
F.				
G.				
H.				
I.				
J.				

2.9 Geometry

	Performance Indicator	1	2	Assessment
A.	• Identify six basic shapes in two dimensions (circle, square, triangle, rectangle, oval, and diamond). • Label six basic two-dimensional shapes.	X	X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response • Develop a model using manipulatives • Problem-solving
B.	Build geometric shapes using manipulatives.	X	X	
C.	Draw two-dimensional shapes.	X	X	Summative Assessments: • Performance assessment
D.				
E.				
F.				
G.				
H.				
I.				

2.10 Trigonometry

	Performance Indicator	1	2	Assessment
A.	Construct a triangle, square, and rectangle on a geoboard.	X	X	Formative Assessments: • Observation • Develop a model using manipulatives Summative Assessments: • Performance assessment
B.				

2.11 Concepts of Calculus

	Performance Indicator	1	2	Assessment
A.	Identify least and greatest values 0-10.	X	X	Formative Assessments: • Evaluate written work/response • Observation • Evaluate oral response • Problem-solving Summative Assessments: • Performance assessment • Test
B.				

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: ____ Yes   ____ No

District-wide Final Examination Required: ____ Yes   _X_ No

Course Challenge Assessment:

REQUIRED COURSE SEQUENCE AND TIMELINE

Content Sequence	Dates
Shapes	September
Sorting & Classifying	
Numbers 1-5	October
Numbers 6-10	November
Patterns	December
Greater Numbers	January
Time and Money	February
Measurement	March
Addition	April
Subtraction	May/June

WRITING TEAM:

Mary DeSimone   Linda Gibson   Trina Massa   Donna Trubic

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?   ____ Yes   ____ No

2. Does this course issue a mark/grade for the report card?

    ____ Yes____ No

3. Does this course issue a Pass/Fail mark?   ____ Yes   ____ No

4. Is the course mark/grade part of the GPA calculation?

    ____ Yes   ____ No

5. Is the course eligible for Honor Roll calculation?____ Yes   ____ No

6. What is the academic weight of the course?

    ____ No weight/Non credit   ____ Standard weight

    ____ Enhanced weight   (Describe)_____

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Social Studies - Kindergarten

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Length Of Course: All year or 180 days

Units Of Credit (If Appropriate): N/A

Date Written: February 2002   **Date Approved**: April 14, 2003

Date Reviewed: 2002-2003   **Implementation Year**: 2003 - 2004

Teacher Certification Required: Elementary Education

Standards Addressed (code): 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 8.1, 8.3, 8.4

Relationship to Other Planned Instruction: integrated with Language Arts, Mathematics, Science, Health, Art, and Music

Special Requirements:
1. Library media instruction and information literacy will be integrated throughout the social studies curriculum where appropriate.
2. Social Studies is presented with an interdisciplinary approach throughout the Kindergarten curriculum.
3. Appropriate instructional modifications will be made for the students with i.e.p.'s and g.i.e.p.'s.

Writing Team Members: Susan M. Kibbey
                          Linda Gilson

Standards addressed (code and description):

5.1 Principles and Documents of Government

5.2 Rights and Responsibilities of Citizenship

5.3 How Government Works

5.4 How International Relationships Function

6.1 Economic Systems

6.2 Markets and the Functions of Government

6.3 Scarcity and Choice

6.4 Economic Interdependence

6.5 Work and Earnings

7.1 Basic Geography Literacy

7.2 The Physical Characteristics of Places and Regions

7.3 The Human Characteristics of Places and Regions

7.4 The Interactions Between People and Places

8.1 Historical Analysis and Skills Development

8.3 United States History

8.4 World History

COURSE DESCRIPTION:
The Kindergarten Social Studies curriculum covers and enhances the various aspects of a cross-curriculum approach that includes the study of self, family, school, community, and country.

Outline of Content Sequence and Recommended Time (weeks or days):
1st semester
2nd semester
All Year

Formative Assessments:
Teacher observations
Teacher created assessments

Summative Assessments: Teacher created assessments based

Required/Approved Textbooks and Materials:

Book Title:
Publisher:
ISBN #:
Copyright:
Date of Adoption:

Content Sequence and Recommended Time Frame
FIRST SEMESTER
5.1.0 Principles and Documents of Government
       E Identify documents of United States Government
       F Bill of Rights (ex. trial by jury)
       G Describe the purpose of the United States flag, the Pledge of Allegiance and the
          National Anthem.

5.3.0 How Government Works
       F. Explain what an elections Is

6.3.0 Scarcity and Choice
       D. Identify costs and benefits associated with an economic decision.
          *buying a toy

7.1.0 Basic Geographic Literacy
       A. Identify geographic tools and their uses
          *Globes
          *Graphs
          *Photographs
          *Maps

7.3.0 The Human Characteristics of Places and Regions
       E. Identify the human characteristics of places and regions by their political
          activities.
          * Type of political unit (e.g. state, country)

8.3.0 United States History
       B. Identify and describe primary documents, material artifacts and historic sites
          important in United States history.
          *Documents (e.g. Bill of Rights)
          * Writings and communications (e.g. Pledge of Allegiance)
          * Historic Places (e.g. The White House, Statue of Liberty)
          * The flag of the United States

8.4.0 World History
       C. Compare similarities and differences between earliest civilizations and life today.
          (e.g. Americas, 1st Thanksgiving, Colonial times)

2ND SEMESTER

5.3.0 How Government Works
       H. Identify individual interests and explain ways to influence others.
          *Environmental (e.g. Earth Day)

6.2.0 Markets and the Functions of Government
       C. Identify means of payment
          *Money (e.g. coin Identification of penny, nickel, dime, quarter, etc.)
       I. Identify goods and services produced by the government (e.g. postal service, etc.)

8.3.0 United States History
  A. Identify contributions of individuals and groups to United States history.
     *George Washington
     *Thomas Jefferson
     *Abraham Lincoln
     *Theodore Roosevelt
     *Franklin D. Roosevelt

ALL YEAR

5.1.0 Principles and Documents of Government
  A. Describe what government Is (e.g. school rules, classroom rules, bus rules)
  B. Explain the purpose of rules and why they are important in school, classroom,
     bus, along with rewards and consequences.
  C. Define the principles and ideals shaping government
     *Trust
     *Patriotism
     *Liberty
     *Citizenship
  E. Identify documents of U.S. government
     *Declaration of Independence
  I. Explain why government is necessary in the classroom, school, community.
  J. Explain the importance of respect for the property and the opinions of others.
  K. Identify symbols and political holidays.

5.2.0 Rights and Responsibilities of Citizenship
  A. Identify examples of the rights and responsibilities of citizenship.
     *Personal rights
  B. Identify personal rights and responsibilities.
     * Taking turns
  C. Identify sources of conflict and disagreement and different ways conflict can be
     resolved.
  F. Explain the benefits of following rules and laws and the consequences of violating
     them.
  G. Identify ways to participate in government and civic life.

5.3.0 How Government Works
  C. Identify reasons for rules and laws in the school and community.
  D. Identify services performed by the local, state, and national governments
     *Local (e.g. postal workers)
     *State (e.g. Penn Dot)
  E. Identify positions of authority at school and in local, state, and national
     government.
     *Local (e.g. teacher, principal, adults)
     *State (e.g. Governor)
     *National (e.g. President)
  G. Explain why being treated fairly is important.
  J. Identify the role of the media in society.
  K. Identify different ways people govern themselves.

6.1.0 Economic Systems
  A.   Describe how individuals, families, and communities with limited resources make choices.

6.2.0 Markets and Functions of Government
  D. Define the economic concept of market and identify different types

*gas stations, supermarkets, internet

6.3.0 Scarcity and Choice
- B. Identify wants of different people.
  - *water, food, seasonal clothing, shelter
- C. Identify and define natural, human, and capital resources.
  - *community helpers
- E. Explain what is given up when making a choice.
- F. Explain how self interest influences choice.

6.4.0 Economic Interdependence
- D. Identify location of resources.
  - *Transportation networks resources
  - *Communication and technology network resources

6.5.0 Work and Earnings
- A. Explain why people work for themselves and/or other people.
  - *e.g. classroom jobs
- C. Describe how people work to produce goods and services.
  - * e.g. community workers, school workers
- D. Explain why people work to earn income
  - *e.g. clothing, food, shelter, recreation items

7.1.0 Basic Geography Literacy
- B. Identify and locate places and regions.
  - *Local bodies of water
  - *Local community
  - *Physical regions (landforms e.g. hills, valley)

7.2.0 The Physical Characteristics of Places and Regions
- A. Identify the physical characteristics of places and regions
  - *weather
  - * vegetation (e.g. forests, desert)
  - *Earth basic physical systems (e.g. air (atmosphere), soils and rocks (lithosphere), plants, animals (biosphere).
- B. Identify the basic physical processes that affect the physical characteristics of places and regions.
  - *Earth and sunrelationships (e.g. seasons, weather, climate)
  - *Extreme physical events (e.g. floods, tornadoes, etc.)

7.3.0 The Human Characteristics of Places and Regions
- B. Identify the human characteristics of places and regions by their cultural characteristics.
  - *Components of culture (e.g. customs, food, language, celebrations)
- C. Identify the human characteristics of places and regions by their settlement characteristics.
  - *Types of settlements (e.g. neighborhood, town, city, country)
- D. Identify the human characteristics of places and regions by their economic activities.
  - * Location factors in the spatial activities (e.g. pizza shop, mall, television, farms, etc.)

7.4.0 The Interactions Between People and Places
- A. Identify the impacts of physical systems on people.
  - *How people depend on, adjust to and modify physical systems on a local scale (e.g. snowfall and daily activities, drought and water use)
  - *Ways in which natural hazards affect human activities (e.g. storms)
- B. Identify the impacts of people on physical systems.
  - *Effects of energy use (e.g. water quality, air quality, etc.)

8.1.0 Historical Analysis and Skills Development
   A.   Understand the chronological thinking and distinguish between past, present, and future time.
      ∗Calendar Time
      ∗Events (e.g. time and place)
   B.   Develop an understanding of historical sources.
      ∗Mathematical data from graphs and tables
   C.   Understand fundamentals of historical interpretation.
      ∗Difference between fact and opinion
      ∗Cause and effect
   D.   Understand historical research.
      ∗Event (time and place)
      ∗Conclusions (e.g. storytelling, role playing)

8.3.0 United States History
   D. Identify conflict and cooperation among social groups and organizations in United States history.
      ∗ Domestic instability (e.g. impact on daily activities)

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WARREN COUNTY SCHOOL DISTRICT
Planned Instruction

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Course Title:　Science- Kindergarten

Course Number:

Suggested Educational Level(s):　Kindergarten

Suggested Periods Per Week:＿＿＿＿＿**Length of Period**:

Suggested Length Of Course:　All year

Units Of Credit (If Appropriate):

Date Written:　March 2002　　　　**Date Approved**:　April 8, 2002

Date Reviewed:　　　　　　　**Implementation Year**:　2002/2003

Teacher Certification Required:　Elementary Education

Standards Addressed (code):

Standards in bold print are taught and assessed to mastery.

 3.1.4ADCE; 3.2.4ABC; 3.3.4ABCD; 3.4.4ABCD; 3.5.4ABDC; 3.7.4AB; 3.8.4AB; 4.1.4ABCD; 4.2.4ABCD; 4.3.4 AB; 4.4.4AC; 4.5.4ABC; **4.6.4A**; 4.7.4AC; 4.8.4ABCD; 4.9.4A

Relationship to Other Planned Instruction:

Prerequisites:

Special Requirements:
1. Library media instruction and information literacy will be integrated throughout the science curriculum where appropriate. Development of skills and activities will take place during the first implementation year of the planned instruction by the science teachers and library media specialists.
2. Appropriate instructional modifications will be made for students with i.e.p.'s and g.i.e.p.'s.

Writing Team Members:　 Rosemary Hansen
　　　　　　　　　　Chris Collins
　　　　　　　　　　Sue Kibbey
　　　　　　　　　　Kim Yourchisin
 Standards addressed (code and description):

3.1.4 Unifying Themes
  (A) Know that natural and human made objects are made up of parts.
  (C) Illustrate patterns that regularly occur in nature.
  (D) Know that scale is an important attribute of natural and human made objects,
      events and phenomena.
  (E) Recognize change in natural and physical systems.
3.2.4 Inquiry and Design
  (A) Identify and use the nature of scientific and technological knowledge.
  (B) Describe objects in the world using the five senses.
  (C) Recognize and use the elements of scientific inquiry to solve problems.
3.3.4 Biological Sciences
  (A) Know the similarities and differences of living things.
  (B) Know that living things are made up of parts that have specific functions.
  (C) Know that characteristics are inherited and, thus, offspring closely resemble their
      parents.
  (D) Identify changes in living things over time.
3.4.4 Physical Science, Chemistry and Physics
  (A) Recognize basic concepts about the structure and properties of matter.
  (B) Know basic energy types, sources and conversions.
  (C) Observe and describe different types of force and motion.
  (D) Describe the composition and structure of the solar system and the earth's place in
      it.
3.5.4 Earth Sciences
  (A) Know basic landforms and earth history.
  (B) Know types and uses of earth materials.
  (C) Know basic weather elements.
  (D) Recognize the earth's different water resources.
3.7.4 Technological devices
  (A) Explore the use of basic tools, simple material and techniques to safely solve
      problems.
  (B) Select appropriate instruments to measure, record, cut and fasten.
3.8.4 Science, Technology and Human Endeavors
  (A) Know that people select, create, and use science and technology and are limited
by
      social and physical restraints.
  (B) Know how human ingenuity and technological resources satisfy specific human
      needs and improve the quality of life.
4.1.4 Watersheds and Wetlands
  (A) Identify various types of water environments.
  (B) Explain the differences between moving and still water.
  (C) Identify living things found in water environments.
  (D) Identify a wetland and the plants and animals found there.
4.2.4 Renewable and Nonrenewable Resources
  (A) Identify needs of people.
  (B) Identify products derived from natural resources.
  (C) Know that some natural resources have limited life spans.
  (D) Identify by-products and their use of natural resources.
4.3.4 Environmental Health

Kindergarten

(A) Know that plants, animals and humans are dependent on air and water.
(B) Identify how human actions affect environmental health.
4.4.4 Agriculture and Society
    (A) Know the importance of agriculture to humans.
    (C) Know that food and fiber originate from plants and animals.
4.5.4 Integrated Pest Management
    (A) Know types of pests.
    (B) Explain pest control.
4.6.4 Ecosystems and Their Interactions
    (A) Understand that living things are dependent on nonliving things in the
        environment for survival.
4.7.4 Threatened, Endangered and Extinct Species
    (A) Identify differences in living things.
    (C) Define and understand extinction.
4.8.4 Humans and Environments
    (A) Identify the biological requirements of humans.
    (B) Know that environmental conditions influence where and how people live.
    (C) Explain how human activities may change the environment.
    (D) Know the importance of natural resources in daily life.
4.9.4 Environmental Laws and Regulations
    (A) Know that there are laws and regulations for the environment.

COURSE DESCRIPTION:

Kindergarten science covers the various aspects of biological, chemical, earth, and environmental sciences using an activity-based approach. Unifying themes, inquiry and design are incorporated within the areas of study.

Kindergarten

Specific Educational Objectives to be Taught and
Outline of Content Sequence and Recommended Time :
Items in bold are to be taught and assessed for mastery)

TO BE TAUGHT FIRST SEMESTER

3.1.4 Unifying Themes
    (A) Know that natural and human made objects are made up of parts.
    (C) Illustrate patterns that regularly occur in nature.
- Use knowledge of natural patterns to predict next occurrences(e.g., seasons, leaf patterns, lunar phases).

3.5.4 Earth Sciences
    (D) Recognize the earth's different water resources.
- Know that approximately three-fourths of the earth is covered by water.

4.7.4 Threatened, Endangered and Extinct Species
    (A). Identify differences in living things.
- Explain why plants and animals are different colors, shapes and sizes and how these differences relate to their survival.
- Identify characteristics that living things
    (C) Define and understand extinction.
- Identify an animal that is extinct.

TO BE TAUGHT SECOND SEMESTER

3.3.4 Biological Sciences
    (D) Identify changes in living things over time.
- Compare extinct life forms with living organisms (e.g., flowers, plants, trees, etc).

3.4.4. Physical Science, Chemistry and Physics
    (A) Recognize basic concepts about the structure and properties of matter.
- Know different material characteristics (e.g., texture, state of matter, solubility).
    (B) Know basic energy types, sources and conversions.
- Identify energy forms and examples (e.g., sunlight, heat, stored, motion).

3.5.4 Earth Sciences
    (B) Know types and uses of various earth materials (e.g., growing plants).

4.1.4 Watersheds and Wetlands
    (A) Identify various types of water environments.
- Identify lotic system (e.g., creeks, rivers, streams).
- Identify lentic system (e.g., ponds, lakes, swamps).
    (B) Explain the differences between moving and still water.
- Identify types of precipitation.
    (C) Identify living things found in water environments.
- Know some fish, amphibians, and insects that are found in fresh water.
    (D) Identify a wetland and the plants and animals found there.

Kindergarten

4.5.4 Integrated Pest Management
    (A) Know types of pests.
- Identify flies, ants, and mice.

    (B) Explain pest control.
- Identify chemical labels (poison, warning labels).

4.6.4 Ecosystems and Their Interactions
    (A) Understand that living things are dependent on nonliving things in the environment for survival.
- **Identify and categorize living and nonliving things.**
- Identify animals that live underground.

TO BE TAUGHT ALL YEAR

3.1.4 Unifying Themes
    (D) Know that scale is an important attribute of natural and human made objects, events and phenomena.
    (E) Recognize change in natural and physical systems.
- Examine and explain change by using time and measurements.
- Describe the change to objects cause by heat, cold, and light.

3.2.4 Inquiry and Design
    (A) Identify and use the nature of scientific and technological knowledge.
- Distinguish between a scientific fact and a belief.
- Relate how new information can change existing perceptions(e.g., weather changes, animal habitat).

    (B) Describe objects in the world using the five senses.
- Recognize observational descriptors from each of the five senses (e.g., see-blue, feel-rough)

    (C) Recognize and use the elements of scientific inquiry to solve problems.
- Generate questions about objects and/or events.

3.3.4 Biological Sciences
    (A) Know the similarities and differences of living things.
- Describe the basic needs of plants and animals.

    (B) Know that living things are made up of parts that have specific functions.
    (C) Know that characteristics are inherited and, thus, offspring closely resemble their parents.
- Identify physical characteristics that appear in both parents and offspring and differ between families, strains or species.

3.4.4 Physical Science, Chemistry and Physics
    (C) Observe and describe different types of force and motion.
- Identify characteristics of sound (pitch, loudness and echoes)

    (D) Describe the composition and structure of the solar system and the earth's place in it.
- Illustrate the seasonal changes.

Kindergarten

3.5.4 Earth Sciences
   (A) Know basic landforms and earth history.
   - Describe earth processes (e.g., rusting, weathering, erosion that have affected play in students' neighborhoods.
   (C) Know basic weather elements.
   - Identify weather patterns from data charts(including temperature) and graphs.
3.7.4 Technological Devices
   (A) Explore the use of basic tools, simple material and techniques to safely solve problems.
   - Select and safely apply classroom tools and materials.
   (B) Select appropriate instruments to study materials.
   - Develop simple skills to measure, record, cut and fasten.
3.8.4 Science. Technology and Human Endeavors
   (A) Know that people select, create, and use science and technology and are limited by social and physical restraints.
   (B) Know how human ingenuity and technological resources satisfy specific human needs and improve the quality of life.
4.2.4 Renewable and Nonrenewable Resources
   (A) Identify needs of people.
   (B) Identify products derived from natural resources.
   - Identify products made from trees.
   (C) Know that some natural resources have limited life spans.
   - Identify various means of conserving natural resources.
   (D) Identify by-products and their use of natural resources.
   - Identify those items that can be recycled and those that cannot.
   - Identify use of reusable products.
4.3.4 Environmental Health
   (A) Know that plants, animals and humans are dependent on air and water.
   - Know that all living things need air and water to survive.
   - Describe potentially dangerous pest controls used in the home.
   (B) Identify how human actions affect environmental health
   - Identify litter and its effect on the environment.
4.4.4 Agriculture and Society
   (A) Know the importance of agriculture to humans.
   - Identify people's basic needs.
   (C) Know that food and fiber originate from plants and animals.
   - Identify food and fiber.
   - Identify what plants and animals need to grow.
4.8.4 Humans and Environments
   (A) Identify the biological requirements of humans.
   - Identify water as a natural resource.
   (B) Know that environmental conditions influence where and how people live.
   - Identify weather conditions and type of clothing worn, and suitable housing.
   (C) Explain how human activities may change the environment.
   - Identify seasonal activities such as raking leaves, building snow people, sled riding, appropriate sports, etc.

6

Kindergarten

(D) Know the importance of natural resources in daily life.
- Importance of water as natural resource in daily life.

4.9.4 Environmental Laws and Regulations
(A) Know that there are laws and regulations for the environment.
- Know what can be recycled in school.

Formative Assessments (optional):

Teacher created assessments.

Summative Assessments:

Checklist

Required/Approved Textbooks and Materials:

Book Title: Harcourt Science
Publisher: Harcourt School Publishers
ISBN #:
Copyright: 2002
Date of Adoption: June 17, 2002

Science Philosophy for Kindergarten Through Fourth Grade

1. Students must be held accountable for science and technology and environmental and ecology(STEE) standards identified at each precise assessment level. Skills must broaden, deepen, and build at each grade level to avoid repetition.

2. STEE standards may be satisfied at a grade level other than the one designated by the state. The standards are distributed throughout the grades. Standards may also be satisfied as listed/described in the student's Individualized Educational Plan(IEP).

3. The STEE standards may be integrated across the curriculum.

4. The STEE will be addressed by incorporating inquiry and design, decision-making, and hands on activities.

Kindergarten

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Health - K

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: N/A   **Length of Period**: N/A

Suggested Length Of Course: All year

Units Of Credit (If Appropriate): N/A

Date Written: November 2002   **Date Approved**: February 24, 2003

Date Reviewed: 2002-2003   **Implementation Year**: 2003-2004

Teacher Certification Required: Elementary Education

Standards Addressed (code): 10.1 ABCDE
                                 10.2 ABCDE
                                 10.3 ABCD

Relationship to Other Planned Instruction:
1. The Health curriculum in kindergarten spirals with concepts introduced and revisited with competency to be demonstrated by the end of 180 days.
2. Health is presented with an interdisciplinary approach throughout the kindergarten curriculum.

Prerequisites: None

Special Requirements: None

Writing Team Members: Grace Backstrom
                                   Sue Kibbey
                                   Patti Kolbrich

Standards addressed

10.1.0 – Concepts of Health

       A. Identify stages of growth

       B. Identify and know the location and function of major body parts

       C. Explain the role of the food pyramid in helping people eat a healthy diet

       D. Know age appropriate drug information

       E. Identify types of common health problems of children

10.2.0 Healthful Living

       A. Identify personal hygiene practices and community helpers

       B. Identify health related information

       C. Identify media sources that influence health and safety

       D. Identify steps in a decision-making process

       E. Identify environmental factors that affect health

10.3.0 Safety and Injury Prevention

       A. Recognize safe and unsafe practices

       B. Recognize emergency situations and explain the appropriate responses

       C. Recognize conflict situations and identify strategies to avoid or resolve

       D. Identify and use safe practices in physical activity settings

COURSE DESCRIPTION:

Kindergarten Health shall teach, challenge, and support the exploration of concepts for healthy living. Students will be exposed to valid health information through technology, media, health care personnel, and experiences.

Outline of Content Sequence:

10.1.0 – (K)

    A. Identify stages of growth: •infancy (e.g. baby)
                             •childhood
                             •adolescence
                             •adulthood

    B. Identify and know the location and function of major body organs:
                             •circulatory (e.g. heart)
                             •respiratory (e.g. lungs)
                             •skeletal (e.g. shoulder, knee, elbow, ankle, etc.)
                             •digestive (e.g. stomach)

    C. Explain the role of the food guide pyramid in helping people eat a healthy diet:
                             •food groups (e.g. meat, vegetables)
                             •number of servings

    D. Know age appropriate drug information:
                             •definition of a drug
                             •effect of drugs
                             •proper use of medicine
                             •healthy/unhealthy risk taking (e.g. smoking)
                             •skills to avoid drugs

    E. Identify types of common health problems of children:
                             •infectious diseases (e.g. colds, flu, chicken pox)
                             •non-infectious diseases (e.g. asthma, hayfever, allergies, lyme disease)
                             •germs

10.2.0 - Healthful Living

    A. Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease:
                             •health care professionals (e.g. doctor, dentist, nurse, school nurse, etc.)
                             •pharmacist

    B. Identify health-related information:
                             •signs and symbols
                             •terminology (e.g. drugs, prescriptions)
                             •products and services (e.g. over the counter medications, cough syrup, etc.) (e.g. doctor's office, EMT's, dentist office, ambulance, etc., pharmacy)

    C. Identify media sources that influence health and safety:
                             •television
                             •radio
                             •Internet
                             •newspaper
                             •magazines

    D. Identify the steps in a decision-making process.

E. Identify environmental factors that affect health:
- pollution (e.g. air, water, noise, soil)
- waste disposal
- temperature extremes
- insects/animals

10.3.0 – (K)

A. Recognize safe/unsafe practices in the home, school and community:
- general (e.g. fire, electrical, animals)
- modes of transportation (e.g. pedestrian, bicycle, vehicular)
- outdoor (e.g. play, weather, water)
- safe around people (e.g. safe/unsafe touch, abuse, stranger, bully)
- natural disasters (e.g. tornadoes, severe thunderstorms, etc.)

B. Recognize emergency situations and explain appropriate responses:
- importance of remaining calm
- how to call for help
- simple assistance procedures
- how to protect self

C. Recognize conflict situations and identify strategies to avoid or resolve:
- walk away
- I-statements
- refusal skills
- adult intervention

D. Identify and use safe practices in physical activity settings (e.g. proper equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, cool-down).

Summative Assessments: To be developed during implementation

Required/Approved Textbooks and Materials:

Book Title:
Publisher:
ISBN #:
Copyright:
Date of Adoption:

Course Title: Information Literacy (Library Media) Skills K-2

Course Number: _____

Suggested Educational Level(s): K-2_____

Suggested Period Per Week: 1_____ **Length of Period:** Kindergarten: 20 minutes
                                                                    Grades 1-2: 40 minutes

Suggested Length of Course: all year from Kindergarten through Second Grade_____

United Of Credit (If Appropriate): N/A_____

Date Written: 2/15/01_____   **Date Approved:** __April 9, 2001_____

Date Review: _____   **Implementation Year:** __2001/2002____

Teacher Certification Required: Certified Library Media Specialist_____

Standards Addressed (code): Academic Standard Codes will need to be added as the following areas are developed. Information Literacy skills are part of all Planned Instruction and should be integrated.

Mathematics	Reading, Writing, Speaking and Listening	Science and Technology	Arts and Humanities	Environment and Ecology	History
2.1.3 D, G, 2.2.3 A, B, E, F, 2.3.3 A, B, C, G, 2.4.3 A 2.6.3 A 2.7.3 A,	1.1.3 A, G, 1.2.3 A, B, C 1.3.3 F 1.5.3 E 1.6.3 A, B, D, F, 1.8.3 B, C				
Civics and Government	**Geography**	**Economics**	**Family and Consumer Sciences**	**Health, Safety and Physical Education**	

Relationship to Other Planned Instructions:
This planned instruction can be integrated in to any other curriculum area or it can stand alone to work toward the primary curriculum Academic Standards.

Prerequisites: N/A

Special requirements:
- Electronic Dictionary (CD-ROM and/or Online) - age appropriate
- Electronic Encyclopedia (CD-ROM and/or Online) – age appropriate
- Classroom Set of Abridged Dictionaries - age appropriate
- A Unabridged Dictionary
- Encyclopedia – age appropriate
- Automated Online Catalog
- Access to the Internet via the district network
- Power Library - via PDE
- 15-20 student stations in the Library Media Center for instructional purposes (The computer labs in the various buildings are scheduled every period for instruction. By having 15-20 stations located in the Library Media Center for Information Literacy skills, there would be space for teachers to schedule in students for impromptu related projects and writing assignments)
- Teaching Manuals for Information Skills

Writing Team Members: Dixie Gurdak, Jeanette Walter, Joni Brown, Priscilla Breese

Standards addressed (code and description): Will need to be updated as new Academic Standards are approved.

Mathematics
2.1.3   **Number, Numbers Systems and Number Relationships**
2.2.3   **Computation and Estimation**
2.3.3   **Measurement and Estimation**
2.4.3   **Mathematical Reasoning and Connections**
2.6.3   **Statistics and Data Analysis**

Reading, Writing, Speaking and Listening
1.1.3   **Learning to Read Independently**
1.2.3   **Read Critically in All Content Areas**
1.3.3   **Reading, Analyzing and Interpreting Literature**
1.5.3   **Quality of Writing**
1.6.3   **Speaking and Listening**
1.8.3   **Research**

Course Description:
Information Literacy (Library Media) Skills K-2 is a required planned instruction designed to support the Pennsylvania Academic Standards through literature appreciate and information literacy skills.

Outline of Content Sequence and Recommended Time (weeks or days):
*This planned instruction will be covered during the period that students are in kindergarten through grade 2. It is recommended that this planned instruction be integrated into the curriculum areas in collaboration with the classroom teacher and the Library Media Specialist, but it can be taught in isolation. (**The Checklist of Information Literacy Skills, which is attached, should be used as a guide for appropriate instruction at each grade level.**)*

I.   Library Media Center Citizenship
    A.   Behavior
    B.   Care of information resources
    C.   Procedures for circulation of resources

II.   Learning to Read Independently
    A.   Preview text format of book including
        1.   Cover
        2.   Spine
        3.   Body/Content
        4.   Title location
        5.   Author location
        6.   Illustrator location
        7.   Illustration as part of content
        8.   Title page location and content
    B.   Reading text using self-monitoring comprehension strategies
        1.   Guide Words
        2.   Main heading
        3.   Illustration caption

III.   Read and understand works of literature
    A.   Literature Appreciation
        1.   Picture books
        2.   Tall Tales
        3.   Fairy Tales
        4.   Caldecott Award Books
    B.   Reference resources – age appropriate
        1.   Dictionary
        2.   Encyclopedia

IV.   Read and respond to nonfiction and fiction including poetry and drama
    A.   Select books of interest
        1.   Easy Fiction
        2.   Easy Non-fiction
    B.   Select books on appropriate level

V.   Locate information using appropriate sources and strategies
    A.   Recognize call number components
    B.   Locate print materials utilizing call numbers
    C.   Listen to information and organize the information in sequential order.
    D.   Reference Strategies (print and electronic)
        1.   Dictionary (age appropriate abridged and unabridged)
            a.   Basic organization
            b.   Purpose of resource
        2.   Encyclopedia (age appropriate)
            a.   Basic organization
            b.   Purpose of resource
        3.   Internet
            a.   accessing information via the hyperlink method on a predetermined web site
            b.   policy on the acceptable usage of the Internet within the academic setting
    E.   Global and educational providers
        1.   Local public library
        2.   Online OPAC (Online Public Access Catalog)

Specific Educational Objectives to be taught:
Objective: The student will be able to demonstrate the information literacy skills that will provide he or she the ability to be a life-long learner.
    Goals:
        1. to know that books are placed in order by author's last name or by number depending on content of material
        2. to know where resources are located within the Library Media Center which are appropriate for his/her age level
        3. to be able to select materials appropriate to their interest and reading level
        4. to know the purpose and basic format of reference resources which are age appropriate
        5. to know the difference between resources that are factual or non-factual

Formative Assessments (optional): N/A

Summative Assessments:
Students will be assessed for success of goals through observation.

Listed below is the developmental sequence to be followed in writing planned instruction.

I.   **Complete a scope and sequence chart of the standards**
(See attached checklist of Information Literacy Skills)

II.   **Identify and place in written from major specific objectives to be taught.**
The student will be able to demonstrate the information literacy skills that will provide he or she the ability to be a life-long learner.

III.   **Identify and place in written form summative assessments of the course.**
Students will be assessed for success of goals through observation.

IV.   **Complete Content Sequence and Recommended time frame.** (See above)

V.   **Complete Formative Assessment (optional).** N/A

VI.   **Complete 2 or 3 units (optional).**
(See attached checklist of Information Literacy Skills)

VII.   ==**Selected recommended materials including integrated technology hardware and software. (will complete after the Library Media Specialists have completed their preview of materials)**==
- Electronic Dictionary (CD-ROM and/or Online) - age appropriate
- Electronic Encyclopedia (CD-ROM and/or Online) – age appropriate
- Classroom Set of Abridged Dictionaries - age appropriate
- A Unabridged Dictionary
- Encyclopedia – age appropriate
- Automated Online Catalog
- Access to the Internet via the district network
- Power Library - via PDE
- 15-20 student stations in the Library Media Center for instructional purposes (The computer labs in the various buildings are scheduled every period for instruction. By having 15-20 stations located in the Library Media Center for Information Literacy instruction, there would be space for teachers to schedule in students for impromptu related projects and writing assignments)
- Teaching Manuals for Information Skills

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WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

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Course Title: Physical Education - K

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 1/wk   **Length of Period**: 40 min

Suggested Length Of Course: All Year

Units Of Credit (If Appropriate): N/A

Date Written: November 2002   **Date Approved**: February 24, 2003

Date Reviewed: 2002-2003   **Implementation Year**: 2003-2004

Teacher Certification Required: Health and Physical Education

Standards Addressed (code): 10.3.3
10.4.3
10.5.3

Relationship to Other Planned Instruction: None

Prerequisites: None

Special Requirements: Modifications will be made for special needs students.

Writing Team Members: Caryn Chew
Lynn Jablonowski
Kim Nelson
Jeff Manelick
Jeff Passaro

Standards addressed (code and description):

10.3.3 – Safety and Injury Prevention

10.4.3 – Physical Activity

10.5.3 – Concepts, principles, and strategies of movement

COURSE DESCRIPTION: Physical Education **–** Kindergarten – provides the students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthful life.

Outline of Content Sequence:

   I.   Motor Fitness (l0.5.3)
- Spatial Awareness
- Non locomotor movement
- Locomotor movement
- Eye-hand skills
- Eye-foot skills
- Striking

  II.   Physical Fitness
- Endurance – (10.4.3)
- Strength
- Speed
- Flexibility – (10.5.3)
- Ability
Body response monitoring (10.4.3)

 III.   Cognitive
- Rules – (10.5.3)
- Terminology
- Strategies
- Safety

- Sportsmanship (10.4.3)
- Benefits of Physical fitness (10.4.3C)

Specific Educational Objectives to be Taught:

1. Sustains moderate to vigorous physical activity for short amounts of time
2. Identifies the physiological signs of moderate physical activity.
3. Recognizes two appropriate sites on the body to monitor heart rate.
4. Understands the relationship between physical activity and heart health
5. Works in a group setting without interfering with others.
6. Demonstrates the ability to work alone or in a small group with direct adult supervision.
7. Demonstrates non-locomotor movements using different parts of the body.
8. Demonstrates a variety of locomotor and combination skills in a movement pattern.
9. Demonstrates the emerging skills of catching, kicking, throwing, and striking.
10. Understands the concepts of pathways, levels, and directionality (above, below, behind, etc.).
11. Demonstrates knowledge of flexibility by performing exercises that enhance proper flexibility in a variety of muscle groups.
12. Recognizes that games have rules.

Summative Assessments: Attached

Required/Approved Textbooks and Materials:

Book Title:
Publisher:
ISBN #:
Copyright:
Date of Adoption:

Course Title: Technology K - 6

Course Number: None assigned yet

Suggested Educational Level(s): K - 6

Suggested Periods Per Week: 2   **Length of Period**:   40 min

Suggested Length Of Course: 72 days

Units Of Credit (If Appropriate):

Date Written: Spring 2002   **Date Approved**: June 17, 2002

Date Reviewed: Summer 2004   **Implementation Year**: 2002/2003 and beyond

Teacher Certification Required: Elementary Education

Standards Addressed (code): 3.6, 3.7, 3.8

Relationship to Other Planned Instruction: All curricula should be integrated with technology.

Prerequisites: As students move through grades K – 6, they should advance from an awareness level of the Pennsylvania Technology Standards to a mastery level of the Pennsylvania Technology Standards.

Special Requirements:

Writing Team Members :Amy Stewart, Susan Howe, Ginny Barrett
Revision Writing Team: Donna Holding, Jane Bonavita, Mary Beyer, Susan Howe, Danene Mattern, Susan Nosel, Dixie Clough, Susan Howe, Ginny Barrett, Janet Peterson

Standards addressed (code and description):

The Pennsylvania Academic Standards for Technology addresses in the Planned Instruction are identified on the attached charts. Knowledge and skill levels for K – 6 students are also identified on the attached charts.

COURSE DESCRIPTION: (Brief – suitable for course descriptions issued to students.)

Each WCSD building which houses students in any grade level K – 6, will implement this plan directing instructional staff under the leadership of the principal to integrate all curricula and the Pennsylvania Standards of Technology. The goal of the school is to incorporate the Pennsylvania Standards for Technology Knowledge and Skills outlined in this Planned Instruction so that K – 6 students move from an awareness level to a mastery level of the Standards.

Outline of Content Sequence and Recommended Time (weeks or days):

Two days a week the teachers will integrate this technology into the curriculum using the appropriate checklist for their level of instruction.

Specific Educational Objectives to be Taught:

See attached checklist.

Kindergarten Technology Skills – Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Kindergarten: Below are the technology concepts to be implemented in Kindergarten. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)

A = AWARENESS

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	A
Understand images can come from a scanner, digital camera, Internet and video.	A
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	A

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, **CPU**)	A
Start, shut down and restart	A
Print a document	A
Insert and remove disks correctly	A
Choose the appropriate printer	A
Recognize and locate letters, punctuation and numbers on a keyboard	A
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	A
Use correct right and left-hand keyboard positions	A
Demonstrate correct home row positions	A
Enter text at a defined speed with acceptable accuracy.	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	A
Create, open and close a new document.	A
Understand the **desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu**	A
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	A
• Insert and move cursor to enter text	A
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	A
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	A
• Create original artwork using the tools within a grade appropriate graphics program.	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's **Acceptable Use Policy and Ethics**.	A
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in **Favorites**.	A
Log-on to an e-mail server, send, retrieve and read e-mail messages.	A
Use the Internet to answer age appropriate questions.	A

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	A
Discuss consequences of misuse of technology and information gathered through the use of technology.	A

Grade One Technology Skills – Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade One: **Below are the technology concepts to be implemented in First grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	A
Understand images can come from a scanner, digital camera, Internet and video.	A
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	A

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, **CPU**)	A
Start, shut down and restart	A
Print a document	A
Insert and remove disks correctly	A
Choose the appropriate printer	A
Recognize and locate letters, punctuation and numbers on a keyboard	A
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	A
Use correct right and left-hand keyboard positions	A
Demonstrate correct home row positions	A
Enter text at a defined speed with acceptable accuracy.	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Create, open and close a new document.	A
Use Save and Save As appropriately.	A
Understand the **desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu**	A
Use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	A
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	A
• Insert and move cursor to enter text	A
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	A
• Change *justification* and *line spacing*	A
• Cut, copy and paste text within a document	A
• Use spell check	A
• Apply appropriate *page orientation.*	A
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Create original artwork using the tools within a grade appropriate graphics program.	A
Use the delete, copy, paste, cut functions in a graphics program	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's ***Acceptable Use Policy and Ethics***.	A
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in ***Favorites***.	A
Log-on to an e-mail server, send, retrieve and read e-mail messages.	A
Use the Internet to answer age appropriate questions.	A

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	A
Discuss consequences of misuse of technology and information gathered through the use of technology.	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Start, shut down and restart	G

Knowledge and Skills 3.7 , 3.7.4D, 3.7.7 D	
Startup and quit applications.	G

Grade Two Technology Skills –
Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher
guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell
on student check list. Under your grade, mark each cell indicating the
student's achievement level   (A, G, I, M) at this time. If the skill was not
presented or taught do not place a mark in the cell.

**Grade Two: Below are the technology concepts to be implemented in
Second grade. All words that are in italic and bold have definitions
listed in the glossary. Extra explanations and examples are included in
this Teacher version. It is recommended to use the correct vocabulary
with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
• Use the delete, copy, paste, and cut functions in a graphics program	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's *Acceptable Use Policy and Ethics*.	A

G = GUIDANCE

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	G
Understand images can come from a scanner, digital camera, Internet and video.	G
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	G

Knowledge and Skills 3.7, 3.7.4, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, *CPU*)	G
Print a document	G
Insert and remove disks correctly	G
Choose the appropriate printer	G
Recognize and locate letters, punctuation and numbers on a keyboard	G
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	G
Use correct right and left-hand keyboard positions	G
Demonstrate correct home row positions	G
Enter text at a defined speed with acceptable accuracy.	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Create, open and close a new document.	G
Use Save and Save As appropriately.	G
Understand the *desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu*	G
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	G
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	G
• Change *justification* and *line spacing*	G

• Cut, copy and paste text within a document	G
• Use spell check	G
• Apply appropriate *page orientation.*	G
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	G
• Create original artwork using the tools within a grade appropriate graphics program.	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in *Favorites.*	G
Log-on to an e-mail server, send, retrieve and read e-mail messages.	G
Use the Internet to answer age appropriate questions.	G

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	G
Discuss consequences of misuse of technology and information gathered through the use of technology.	G

I = INDEPENDENT

Knowledge and Skills 3.7, 3.7.4, 3.7.7 C	
Start, shut down and restart	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	I

Grade Three Technology Skills – Teacher Master List

Skill levels

A = Awareness Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level   (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Three: Below are the technology concepts to be implemented in Third grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video games, car, handhelds, hospital, restaurants, gas pumps)	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	A
Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	A

Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	A
Apply basic spreadsheet skills	
• Read and interpret information in a spreadsheet	A
• Enter, edit and delete information in a spreadsheet / graphing program	A
Apply basic graphics skills	
• Import and export graphics in appropriate file format such as ***tif, bmp, jpg, and gif.***	A
***Apply basic* multimedia skills**	
• Navigate through a multimedia presentation	A
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix, etc)	A
• Import different file formats (text, pictures, graphs, tables)	A
• Apply formatting to text within a slide	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's ***Acceptable Use Policy and Ethics***.	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	G
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	G
Use correct right and left-hand keyboard positions	G
Demonstrate correct home row positions	G
Enter text at a defined speed with acceptable accuracy.	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	G
Apply basic Word Processing skills.	
• Apply appropriate page orientation.	G
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	G
• Create original artwork using the tools within a grade appropriate graphics program.	G
• Use the delete, copy, paste, cut functions in a graphics program	G

I = INDEPENDENT

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	I
Understand images can come from a scanner, digital camera, Internet and video.	I
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	I

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, *CPU*)	I
Print a document	I
Insert and remove disks correctly	I
Choose the appropriate printer	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	I
Create, open and close a new document.	I

Use Save and Save As appropriately.	I
Understand the ***desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu***	I
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	I
• Insert and move cursor to enter text	I
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	I
• Change justification and line spacing	I
• Cut, copy and paste text within a document	I
• Use spell check	I

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in ***Favorites.***	I
Log-on to an e-mail server, send, retrieve and read e-mail messages.	I
Use the Internet to answer age appropriate questions.	I

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	I
Discuss consequences of misuse of technology and information gathered through the use of technology.	I

M = MASTERY

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Start, shut down and restart	M

Grade Four Technology Skills – Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level   (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Four: **Below are the technology concepts to be implemented in Fourth grade. All words that are in italic and bold have definitions listed in the glossary. Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Explain options for storing files of various sizes	A
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)	A
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.	A
Apply the appropriate method of communications technology to communicate a thought. (phone, letter, e-mail, etc.)	A

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video	A

games, car, handhelds, hospital, restaurants, gas pumps)	
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)	A

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Use the *file management features* such as *file, delete, copy, format*	A
Identify and solve basic software problems relevant to specific software applications (Example: My tool bar is gone!)	A
Apply basic Word Processing skills.	
• Format document (Headers, footers, margins, page numbering), paragraph and page (tab, indent, line spacing, outline format)	A
• Multi-column documents	A
• Use the find / replace, thesaurus, dictionary	A
• Import and arrange graphics in a document	A
• Use a table to display related information	A
Demonstrate a basic knowledge of desktop publishing applications	
• Use appropriate font styles and size	A
• Set the paragraph indentation	A
• Choose document justification	A
• Use principles of design (proportion, balance, contrast)	A
Apply basic spreadsheet skills	
• Format cell attributes (columns, rows, *justification*, styles and number)	A
• Use data from a spreadsheet to create charts and graphs	A
Apply basic database skills	
• Use an age-appropriate database to find information	A
• Enter information in an existing database	A
Apply basic graphics skills	
• Capture still images using a scanner, digital camera and Internet	A
Apply basic multimedia skills	
• Navigate through a multimedia presentation	A
• Use age-appropriate multimedia software to	A

create slides (PowerPoint, Kid Pix, etc)	
• Import different file formats (text, pictures, graphs, tables)	A
• Apply formatting to text within a slide	A

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Describe the organization and functions of the basic parts that make up the *World Wide Web* (*search engines, directories*, sites).	A
Apply basic on-line research techniques to meet specific needs. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.	A
Attach a document to an e-mail message. Retrieve a message that contains an attached document.	A
Save a graphic from an Internet document.	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	G
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	G
Use correct right and left-hand keyboard positions	G
Demonstrate correct home row positions	G
Enter text at a defined speed with acceptable accuracy.	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	G

Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	G
Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	G
Apply basic spreadsheet skills	
• Read and interpret information in a spreadsheet	G
• Enter, edit and delete information in a spreadsheet / graphing program	G
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	G
• Use the delete, copy, paste, cut functions in a graphics program	G
• Import and export graphics in appropriate file format such as *tif, bmp, jpg, and gif*.	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's *Acceptable Use Policy and Ethics*.	G

I = INDEPENDENT

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic Word Processing skills.	

• Apply appropriate *page orientation.*	I
Apply basic graphics skills	
• Create original artwork using the tools within a grade appropriate graphics program.	I

M = MASTERY

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, **fiber optics**).	M
Understand images can come from a scanner, digital camera, Internet and video.	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	M

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, **CPU**)	M
Start, shut down and restart	M
Print a document	M
Insert and remove disks correctly	M
Choose the appropriate printer	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	M
Create, open and close a new document.	M
Use Save and Save As appropriately.	M
Understand the **desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu**	M

Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	M
• Insert and move cursor to enter text	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	M
• Change justification and line spacing	M
• Cut, copy and paste text within a document	M
• Use spell check	M

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in **Favorites.**	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	M
Use the Internet to answer age appropriate questions.	M

Knowledge and Skills 3.8, 3.8.4A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	M

Grade Five Technology Skills –
Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell on student check list. Under your grade, mark each cell indicating the student's achievement level   (A, G, I, M) at this time. If the skill was not presented or taught do not place a mark in the cell.

Grade Five: **Below are the technology concepts to be implemented in Fifth grade. All words that are in italic and bold have definitions listed in the glossary.   Extra explanations and examples are included in this Teacher version. It is recommended to use the correct vocabulary with all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic Word Processing skills.	
• Set column width	A
Apply basic spreadsheet skills	
• Use basic formulas for adding, subtracting, multiplying, dividing, averaging and determining percents	A

G = GUIDANCE

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Explain options for storing files of various sizes	G
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)	G
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.	G
Apply the appropriate method of communications technology to communicate a thought. (phone, letter, e-mail, etc.)	G

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video games, car, handhelds, hospital, restaurants, gas pumps)	G
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)	G

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Use the *file management features* such as *file, delete, copy, format*	G
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	G
Identify and solve basic software problems relevant to specific software applications (Example: My tool bar is gone!)	G
Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	G
• Format document (Headers, footers, margins, page numbering), paragraph and page (tab, indent, line spacing, outline format)	G
• Multi-column documents	G
• Use the find / replace, thesaurus, dictionary	G
Apply basic word processing skills (continued).	
• Import and arrange graphics in a document	G
• Use a table to display related information	G
Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	G
• Use appropriate font styles and size	G
• Set the paragraph indentation	G
• Choose document justification	G
• Use principles of design (proportion, balance, contrast)	G
Apply basic spreadsheet skills	
• Read and interpret information in a spreadsheet	G
• Enter, edit and delete information in a spreadsheet / graphing program	G
• Format cell attributes (columns, rows, *justification*, styles and number)	G
• Use data from a spreadsheet to create charts and graphs	G
Apply basic database skills	
• Use an age-appropriate database to find information	G
• Enter information in an existing database	G
Apply basic graphics skills	
• Import and export graphics in appropriate file	G

format such as *tif, bmp, jpg, and gif*.	
• Capture still images using a scanner, digital camera and Internet	G
Apply basic multimedia skills	
• Navigate through a multimedia presentation	G
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix, etc)	G
• Import different file formats (text, pictures, graphs, tables)	G
• Apply formatting to text within a slide	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's ***Acceptable Use Policy and Ethics***.	G
Describe the organization and functions of the basic parts that make up the *World Wide Web* (*search engines, directories*, sites).	G
Apply basic on-line research techniques to meet specific needs. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.	G
Attach a document to an e-mail message. Retrieve a message that contains an attached document.	G
Save a graphic from an Internet document.	G

I = INDEPENDENT

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	I
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	I
Use correct right and left-hand keyboard positions	I
Demonstrate correct home row positions	I
Enter text at a defined speed with acceptable accuracy.	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	I
Apply basic Word Processing skills.	
• Apply appropriate *page orientation.*	I
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	I
• Create original artwork using the tools within a grade appropriate graphics program.	I
• Use the delete, copy, paste, cut functions in a graphics program	I

M = MASTERY

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	M
Understand images can come from a scanner, digital camera, Internet and video.	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	M

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, *CPU*)	M
Start, shut down and restart	M
Print a document	M
Insert and remove disks correctly	M
Choose the appropriate printer	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	M
Create, open and close a new document.	M
Use Save and Save As appropriately.	M
Understand the **desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu**	M
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	M
• Insert and move cursor to enter text	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	M
• Change justification and line spacing	M
• Cut, copy and paste text within a document	M
• Use spell check	M

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in **Favorites.**	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	M
Use the Internet to answer age appropriate questions.	M

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	M

Grade Six Technology Skills –
Teacher Master List

Skill levels

A = Awareness   Student has been exposed to the concept.

G = Guidance   Student is able to complete task with teacher
guidance.

I = Independent   Student is able to complete task independently.

M = Mastery   Student is able to teach the skill to someone else.

Scoring Directions:

Recommended skill levels are found in the upper left hand corner of the cell
on student check list. Under your grade, mark each cell indicating the
student's achievement level   (A, G, I, M) at this time. If the skill was not
presented or taught do not place a mark in the cell.

**Grade Six: Below are the technology concepts to be implemented in
Sixth grade. All words that are in italic and bold have definitions listed
in the glossary. Extra explanations and examples are included in this
Teacher version. It is recommended to use the correct vocabulary with
all students. (example: CPU instead of Tower)**

A = AWARENESS

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
***Demonstrate a basic knowledge of* desktop publishing applications**	
• Set column width	A

G = GUIDANCE

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic spreadsheet skills	
• Use basic formulas for adding, subtracting, multiplying, dividing, averaging and determining percents	G
Apply basic graphics skills	
• Capture still images using a scanner, digital camera and Internet	G
Apply basic multimedia skills	
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix, etc)	G
• Import different file formats (text, pictures, graphs, tables)	G
• Apply formatting to text within a slide	G

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Understand and agree to the District's ***Acceptable Use Policy and Ethics***.	G

I = INDEPENDENT

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Explain options for storing files of various sizes	I
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)	I
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.	I
Apply the appropriate method of communications technology to communicate a thought. (phone, letter, e-mail, etc.)	I

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Recognize and locate letters, punctuation and numbers on a keyboard	I
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace,	I

option/alt., tab, insert and other function keys)	
Use correct right and left-hand keyboard positions	I
Demonstrate correct home row positions	I
Enter text at a defined speed with acceptable accuracy.	I
Know specialized computer applications used in the community (ATM's, grocery store, airport kiosks, video games, car, handhelds, hospital, restaurants, gas pumps)	I
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)	I

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Use the *file management features* such as *file, delete, copy, format*	I
Identify and use appropriate software to meet specific needs. (word processing to write a letter, spreadsheets to create a graph)	I
Identify and solve basic software problems relevant to specific software applications (Example: My tool bar is gone!)	I
Apply basic Word Processing skills.	
• Cut, copy and paste text to another document	I
• Format document (Headers, footers, margins, page numbering), paragraph and page (tab, indent, line spacing, outline format)	I
• Multi-column documents	I
• Use the find / replace, thesaurus, dictionary	I
• Import and arrange graphics in a document	I
• Use a table to display related information	I
Demonstrate a basic knowledge of desktop publishing applications	
• Use age appropriate software for desktop publishing	I
• Use appropriate font styles and size	I
• Set the paragraph indentation	I
• Choose document *justification*	I
• Use principles of design (proportion, balance, contrast)	I
Apply basic spreadsheet skills	

• Read and interpret information in a spreadsheet	I
• Enter, edit and delete information in a spreadsheet / graphing program	I
• Format cell attributes (columns, rows, justification, styles and number)	I
• Use data from a spreadsheet to create charts and graphs	I
Apply basic database skills	
• Use an age-appropriate database to find information	I
• Enter information in an existing database	I
Apply basic graphics skills	
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	I
Apply basic graphics skills	
• Use the delete, copy, paste, cut functions in a graphics program	I
• Import and export graphics in appropriate file format such as *tif, bmp, jpg, and gif*.	I
Apply basic multimedia skills	
• Navigate through a multimedia presentation	I

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Describe the organization and functions of the basic parts that make up the *World Wide Web* (*search engines, directories*, sites).	I
Apply basic on-line research techniques to meet specific needs. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.	I
Attach a document to an e-mail message. Retrieve a message that contains an attached document.	I
Save a graphic from an Internet document.	I

M = MASTERY

Knowledge and Skills 3.6, 3.6.4 B, 3.6.7 B	
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, *fiber optics*).	M
Understand images can come from a scanner, digital camera, Internet and video.	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	M

Knowledge and Skills 3.7, 3.7.4 C, 3.7.7 C	
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, *CPU*)	M
Start, shut down and restart	M
Print a document	M
Insert and remove disks correctly	M
Choose the appropriate printer	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Startup and quit applications.	M
Create, open and close a new document.	M
Use Save and Save As appropriately.	M
Understand the *desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu*	M

Knowledge and Skills 3.7, 3.7.4 D, 3.7.7 D	
Apply basic Word Processing skills.	
• Enter and delete text to complete an assignment	M

• Insert and move cursor to enter text	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	M
• Change *justification* and *line spacing*	M
• Cut, copy and paste text within a document	M
• Use spell check	M
• Apply appropriate *page orientation.*	M
Apply basic graphics skills	
• Create original artwork using the tools within a grade appropriate graphics program.	M

Knowledge and Skills 3.7, 3.7.4 E, 3.7.7 E	
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in ***Favorites.***	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	M
Use the Internet to answer age appropriate questions.	M

Knowledge and Skills 3.8, 3.8.4 A	
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	M

Required/Approved Textbooks and Materials:

Book Title: None

Publisher:
ISBN #:
Copyright:
Date of Adoption:

3.6 Technology Education

3.6.4 B Know that information technologies involve encoding, transmitting, receiving, storing, retrieving and decoding.

3.6.7 B Explain information technologies of encoding, transmitting, receiving, storing, retrieving and decoding.

Knowledge and Skills	K	1	2	3	4	5	6
Identify electronic communication methods that exist in the community (digital camera, telephone, Internet, television, fiber optics).	A	A	G	I	M	M	M
Understand images can come from a scanner, digital camera, Internet and video.	A	A	G	I	M	M	M
Describe how to use images from various sources such as clipart, digital camera, scanner, etc.	A	A	G	I	M	M	M
Explain options for storing files of various sizes					A	G	I
Demonstrate the effectiveness of image generating techniques to communicate a story (photography, video)					A	G	I
Analyze and evaluate the effectiveness of a graphic object designed and produced to communicate a thought or concept.					A	G	I
Apply the appropriate method of communications technology to communicate a thought.					A	G	I

3.7 Technological Devices

3.7.4 C Identify basic computer operations and concepts.

3.7.7 C Explain and apply basic computer operations and concepts.

Knowledge and Skills	K	1	2	3	4	5	6
Explain and demonstrate major parts and functions of the computer (i.e. keyboard, monitor, printer, mouse, CPU,)	A	A	G	I	M	M	M
Start, shut down and restart	A	G	I	M	M	M	M
Print a document	A	A	G	I	M	M	M
Insert and remove disks correctly	A	A	G	I	M	M	M
Choose an appropriate printer	A	A	G	I	M	M	M
Recognize and locate letters, punctuation and numbers on a	A	A	G	G	G	I	I

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keyboard							
Use the basic key functions (space bar, return/enter key, shift key, arrow keys, caps lock, delete/backspace, option/alt., tab, insert and other function keys)	A	A	G	G	G	I	I
Use correct right and left-hand keyboard positions	A	A	G	G	G	I	I
Demonstrate correct home row positions	A	A	G	G	G	I	I
Enter text at a defined speed with acceptable accuracy.	A	A	G	G	G	I	I
Know specialized computer applications used in the community				A	A	G	I
Describe the function and demonstrate the use of advanced input / output devices (scanner, projector, digital camera)					A	G	I

3.7 Technological Devices

3.7.4 D Use basic computer software.

3.7.7 D Apply computer software to solve specific problems.

Knowledge and Skills	K	1	2	3	4	5	6
Startup and quit applications.	A	G	I	I	M	M	M
Create, open and close a new document	A	A	G	I	M	M	M
Use Save and Save As appropriately.		A	G	I	M	M	M
Understand the desktop, window manipulation (zoom box, close box, resize box), finder / program manager, application / finder menu	A	A	G	I	M	M	M
Use the file management features such as file, delete, copy, format					A	G	I
Identify and use appropriate software to meet specific needs				A	G	I	I
Identify and solve basic software problems relevant to specific software applications					A	G	I
Apply basic Word Processing skills.							
• Enter and delete text to complete an assignment	A	A	G	I	M	M	M
• Insert and move cursor to enter text	A	A	G	I	M	M	M
• Format and edit text (font type and size, changing color, bolding, spacing, undo, etc.)	A	A	G	I	M	M	M
• Change justification and line spacing		A	G	I	M	M	M
• Cut, copy and paste text within a document		A	G	I	M	M	M
• Use spell check		A	G	I	M	M	M
• Apply appropriate page orientation.		A	G	G	I	I	M
• Cut, copy and paste text to another document				A	G	G	I
• Format document (Headers, footers, margins, page numbering) Paragraph & page (tab, indent, line spacing, outline)					A	G	I
• Multi-column documents					A	G	I
• Use the find / replace, thesaurus, dictionary					A	G	I

Knowledge and Skills	K	1	2	3	4	5	6
• Import and arrange graphics in a document					A	G	I
• Use a table to display related information					A	G	I
Demonstrate a basic knowledge of Desktop Publishing applications							
• Use age appropriate software for desktop publishing				A	G	G	I
• Use appropriate font styles and size					A	G	I
• Set the paragraph indentation					A	G	I
• Choose document justification					A	G	I
• Use principles of design (proportion, balance, contrast)					A	G	I

A – Awareness Level   G – Guidance Level   I – Independent Level   M – Mastery Level

3.7 Technological Devices
3.7.4 D Use basic computer software.
3.7.7 D Apply computer software to solve specific problems.

Knowledge and Skills	K	1	2	3	4	5	6
• Set column width						A	A
Apply basic spreadsheet skills							
• Read and interpret information in a spreadsheet				A	G	G	I
• Enter, edit and delete information in a spreadsheet / graphing program				A	G	G	I
• Format cell attributes (columns, rows, justification, styles and number)					A	G	I
• Use data from a spreadsheet to create charts and graphs					A	G	I
• Use basic formulas for adding, subtracting, multiplying, dividing,						A	G

Skill							
averaging and determining percents							
Apply basic database skills							
• Use an age-appropriate database to find information					A	G	I
• Enter information in an existing database					A	G	I
Apply basic graphics skills							
• Use editing tools in drawing and painting programs (select, add color and pattern, resize, crop and erase)	A	A	G	G	G	I	I
• Create original artwork using the tools within a grade appropriate graphics program.	A	A	G	G	I	I	M
• Use the delete, copy, paste, cut functions in a graphics program		A	A	G	G	I	I
• Import and export graphics in appropriate file format such as tif, bmp,jpg, and gif.				A	G	G	I
• Capture still images using a scanner, digital camera and Internet					A	G	G
Apply basic multimedia skills							
• Navigate through a multimedia presentation				A	A	G	I
• Use age-appropriate multimedia software to create slides (PowerPoint, Kid Pix,etc.)				A	A	G	G
• Import different file formats (text, pictures, graphs and tables)				A	A	G	G
• Apply formatting to text within a slide				A	A	G	G

A – Awareness Level   G – Guidance Level   I – Independent Level   M – Mastery Level

3.7 Technological Devices
3.7.4 E Identify basic computer communications systems.
3.7.7 E Explain basic computer communications systems.

Knowledge and Skills	K	1	2	3	4	5	6
Understand and agree to the District's Acceptable Use Policy and Ethics.	A	A	A	A	G	G	G
Navigate the Internet using a browser (Internet Explorer) and mark pages found on the Internet in *Favorites*	A	A	G	I	M	M	M
Log-on to an e-mail server, send, retrieve and read e-mail messages.	A	A	G	I	M	M	M
Use the Internet to answer age appropriate questions.	A	A	G	I	M	M	M
Describe the organization and functions of the basic parts that make up the World Wide Web (search engines, directories, sites).					A	G	I
Apply basic on-line research techniques to meet a specific need. Consider the accuracy and validity of information found on the Internet and cite bibliographical references.					A	G	I
Attach a document to an e-mail message. Retrieve a message that contains an attached document.					A	G	I
Save a graphic from an Internet document.					A	G	I

3.8 Science, Technology and Human Endeavors

3.8.4 A Know that people select, create and use science and technology and are limited by social and physical restraints.

Knowledge and Skills	K	1	2	3	4	5	6
Demonstrate proper ethical behavior when using technology and information gathered through the use of technology.	A	A	G	I	M	M	M
Discuss consequences of misuse of technology and information gathered through the use of technology.	A	A	G	I	M	M	M

Course Title: Art for Kindergarten

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 2   **Length of Period**: 30 min

Suggested Length Of Course: 1 year

Units Of Credit:

Date Written: 3/2/04   **Date Approved**: May 10, 2004

Date Reviewed: 2003-2004   **Implementation Year**: 2004-2005

Teacher Certification Required: Certification in Art Education

Standards Addressed

9.1.3F, 9.1.3G, 9.1.3H, 9.2.3 A

Relationship to Other Planned Instruction: Integrated with Kindergarten curriculum

Prerequisites: none

Special Requirements: none

Writing Team Members: Barb Kersey, Terri Walters, Eileen Bovard, Carla Melkonian, Rebecca Yeager, Joie Hinds, Jennifer Gaston, Karen DeMarte, Cindy Hartburg

Standards addressed:

9.1 Production, Performance, and Exhibition of Dance, Music, Theatre and Visual Arts

9.1.3 F   Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the works of Picasso)

9.1.3 G   Students will be able to recognize the fuction of rehearsals and practice sessions.

9.1.3 H   Handle materials, equipment and tools safely at work and performance spaces.

9.2 Historical and Cultural Contexts

9.2.3 A   Explain the historical, cultural and social content of an individual work in the arts.

COURSE DESCRIPTION:

The Kindergarten visual art curriculum, integrated with the regular education classroom, is designed to enhance the students' appreciation of visual art tools and materials. The students will learn the basic processes involved in the production of artwork, art history, and ways of discussing artworks in conjunction with events in their daily lives.

Outline of Content Sequence and Recommended Time :

The following standards will be addressed when they are developmentally appropriate and as they correlate with other curricular areas.

9.1.Production and Performance

9.2 Historical and Social Context

Specific Educational Objectives to be taught:

9.1.3 F   To discuss an artist's work in a group situation.

9.1.3 G To understand the benefits of drafts and practices for finished art.

9.1.3 H To identify safe handling of materials at age and grade appropriate levels**.**

9.2.3A   To identify similarities and differences between artworks and events in their
                daily lives.

Summative Assessments:

9.1.3 F   Students will be able to work in groups to discuss the work of a particular
                 artist.

9.1.3 G   Students will be able to discuss the benefits of drafts and practices for
                 finished art

9.1.3 H   Students can identify and model safe handling of age and grade
                 appropriate materials

9.2.3 A   Students can identify similarities and differences between
                 artworks and events in their daily lives.

Required/Approved Textbooks and Materials:

Eraser Clay, paint (tempera, watercolor, finger), drawing mediums (crayons, pastels (oil and pastel), markers, charcoal, chalk, colored pencils,

Book Title:
Publisher:
ISBN #:
Copyright:
Date of Adoption:

Planned Instruction

Course Title: Kindergarten Music

Course Number:

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 1   **Length of Period**: 20 minutes

Suggested Length Of Course: One Year

Units Of Credit:

Date Written: 3/2/04   **Date Approved**: May 10, 2004

Date Reviewed: 2003-2004   **Implementation Year**: 2004 - 2005

Teacher Certification Required: Music Education Certification

Standards Addressed (code): 9.1.3.F   9.1.3G   9.1.3.H   9.2.3.A

Relationship to Other Planned Instruction: Some standards may be addressed with the music specialist through arts infused activities aligned with the Kindergarten Curriculum.

Prerequisites: none

Special Requirements: none

Writing Team Members: Ellen Johnson, Sue Ross, Diane Reese, Mark Napolitan

Standards addressed :

9.1.3.F   Identify works of others through a performance or exhibition.

9.1.3G   Recognize the function of rehearsals and practice sessions.

9.1.3.H   Handle materials, equipment and tools safely at work and performance spaces.

9.2.3.A   Explain the historical, cultural and social context of an individual work in the arts.

COURSE DESCRIPTION:

The Kindergarten Music Curriculum, aligned and correlated with the regular education classroom, is designed to enhanced the student's appreciation of music**.**

Outline of Content Sequence and Recommended Time:

The following standards will be addressed when they are developmentally appropriate.

9.1. Production and Performance

9.2.Historical and Cultural Context

Specific Educational Objectives to be taught:

9.1.3.F   To perform musical works in a concert setting.
9.1.3G   To participate in mechanics of a rehearsal for performance.
9.1.3.H   To identify safe handling of materials at grade appropriate
                levels.
9.2.3.A   To become aware of the historical, cultural, social background of a musical
                work.

Summative Assessments:
9.1.3.F   The student will perform in a concert or exhibition setting.
9.1.3G   The student will participate in a rehearsal.
9.1.3.H   The student will demonstrate correct usage and playing of instruments.
9.2.3.A   The student will discuss the background of a music work through its
                historical, cultural, or social content in a group or class situation.

Required/Approved Textbooks and Materials:

Warren County School District
Current Half-Day Kindergarten Schedule for A-B-C-D-E Days

A typical half-day kindergarten schedule. Students will have 40 minutes of computers with the classroom teachers, 20 minutes of library with the librarian and 20 minutes of music with the music teacher throughout A-E days. This schedule does not reflect Language Arts Workshops, Writing and Math Workshops.

8:00-8:15
Opening/Flag/Calendar/Weather Chart/Morning News/Attendance
8:15 - 8:30
Music with classroom teacher.
8:30-9:15
Language Arts
9:15 – 9:30
Snack/Physical Activity
9:30 – 10:00
Classroom Story with whole group activity
10:00 – 10:30
Math
10:30-10:50
Social Studies or Science or Art
10:50 – 11:00
Ready for dismissal-teacher assistant will walk and dismiss students by office entrance.
11:00 - 11:15
Unstructured due to dismissal
11:15 - 12:00
Lunch and Planning Time
12:00
Students arrive
12:00 – 12:20
Intentional social interaction and free play
12:20 – 12:30
Opening/Flag/Calendar/Weather Chart/News/Attendance
12:30 - 12:40
Music with the classroom teacher.
12:40 - 1:15
Language Arts
1:15 – 1:30
Snack/Physical Activity
1:30 – 2:00
Classroom Story with whole group activity
2:00-2:30
Math
2:30 – 2:50
Social Studies or Science or Art
2:50 - 3:00
Late bus dismissal 3:05