

# Kindergarten Standard Matrix



## ENGLISH-LANGUAGE ARTS

<b>1.17</b>	<b>Reading:</b> Identify and sort common words in basic categories (e.g., colors, shapes, foods).	X	X	X		X				
<b>1.18</b>	<b>Reading:</b> Describe common objects and events in both general and specific language.	X	X	X				X	X	X
<b>2.1</b>	<b>Listening &amp; Speaking:</b> Describe people, places, things (e.g., size, color, shape), locations, and actions.			X	X	X	X	X	X	

## MATHEMATICS

<b>1.0</b>	<b>Number Sense:</b> Students understand the relationship between numbers and quantities (e.g., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).						X			
<b>1.1</b>	<b>Number Sense:</b> Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	X		X		X				
<b>2.1</b>	<b>Number Sense:</b> Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	X	X	X						
<b>1.1</b>	<b>Algebra &amp; Functions:</b> Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	X		X		X				
<b>2.1</b>	<b>Measurement &amp; Geometry:</b> Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	X	X	X						
<b>1.1</b>	<b>Statistics, Data Analysis, &amp; Probability:</b> Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.	X	X	X		X		X	X	X

# Kindergarten



## SCIENCE

<b>2.a</b>	<b>Life Science:</b> Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).		X	X	X				
<b>2.c</b>	<b>Life Science:</b> Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	X							
<b>4.a</b>	<b>Investigation &amp; Experimentation:</b> Students will observe common objects by using the five senses.					X			
<b>4.b</b>	<b>Investigation &amp; Experimentation:</b> Students will describe the properties of common objects.					X			
<b>4.d</b>	<b>Investigation &amp; Experimentation:</b> Students will compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).			X	X				
<b>4.e</b>	<b>Investigation &amp; Experimentation:</b> Students will communicate observations orally and through drawings.				X				

## HISTORY/SOCIAL SCIENCE

<b>K.3</b>	<b>Social Science:</b> Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	X	X				X		
<b>K.4.1</b>	<b>Social Science:</b> Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.		X						
<b>K.4.3</b>	<b>Social Science:</b> Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).		X						
<b>K.4.4</b>	<b>Social Science:</b> Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.						X		

## Kindergarten



### HISTORY/SOCIAL SCIENCE

<b>K.4.5</b>	<b>Social Science:</b> Demonstrate familiarity with the school's layout, environs, and the jobs people do there.		X					X		
<b>K.6.3</b>	<b>Social Science:</b> Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).				X					

### PHYSICAL EDUCATION

<b>1.1</b>	<b>Physical Education:</b> Travel within a large group using locomotor skills without bumping into others or falling.		X							
<b>2.3</b>	<b>Physical Education:</b> Identify and describe body parts including the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.							X		
<b>3.2</b>	<b>Physical Education:</b> Participate 3-4 days per week in moderate to vigorous physical activities that increase breathing and heart rate.							X		
<b>4.1</b>	<b>Physical Education:</b> Identify physical activities that are enjoyable and challenging.		X							
<b>4.2</b>	<b>Physical Education:</b> Explain that the body is comprised mostly of water.								X	
<b>4.3</b>	<b>Physical Education:</b> Explain why nutritious food provides energy for physical activity.								X	
<b>4.4</b>	<b>Physical Education:</b> Identify that the heart is a muscle located in the chest, and explain that the heart beats faster and becomes stronger with physical activity.							X		
<b>4.6</b>	<b>Physical Education:</b> Explain that strong muscles help the body to climb, hang, push, and pull.							X		
<b>5.1</b>	<b>Physical Education:</b> Identify feelings that result from participation in physical activity.		X							

## Kindergarten



## HEALTH FRAMEWORK

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	<b>Health Framework Expectation:</b> Students will demonstrate ways in which they can enhance and maintain their health and well-being.	X	X	X		X		X	X	X
5	<b>Health Framework Expectation:</b> Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.				X					
8	<b>Health Framework Expectation:</b> Students will identify information, products, and services that may be helpful or harmful to their health.						X			