



Kindergarten Instructional Objectives

Bible

1. Identify and explain Jesus' role as Savior.
2. Relate the details leading up to Christ's birth.
3. Relate the details leading up to Christ's death.
4. Recognize that man is a sinner and deserves eternal punishment.
5. Recognize that man must ask Christ to become his Savior.
6. Summarize and apply biblical truths found in the story of Joseph.
7. Summarize and apply biblical truths found in the story of Noah.
8. Summarize and apply biblical truths found in the story of David.
9. Explain each of the six days of creation based upon Biblical creation.
10. Recognize that God created man directly.
11. Summarize and apply biblical truths found in the story of Adam and Eve.
12. Summarize and apply biblical truths found in the story of Sarah and Abraham.
13. Summarize and apply biblical truths found in the story of Moses.
14. Memorize specific Bible passages.
15. Summarize the important events in Christ's ministry.
16. Explain how man must believe that Christ died for his sins.
17. Summarize and apply biblical truths found in the story of Paul/Saul.
18. Explain the purpose of prayer.
19. Apply biblical principles to making choices.
20. Name various types of worship, i.e. corporate prayer, singing, testimonies.

Reading: Literature

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
9. Actively engage in group reading activities with purpose and understanding.
10. With prompting and support, ask and answer questions about key details in a text.
11. With prompting and support, identify the main topic and retell key details of a text.
12. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
13. With prompting and support, ask and answer questions about unknown words in a text.
14. Identify the front cover, back cover, and title page of a book.
15. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

16. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
17. With prompting and support, identify the reasons an author gives to support points in a text.
18. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
19. Actively engage in group reading activities with purpose and understanding.
20. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.
21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
22. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
23. Read emergent-reader texts with purpose and understanding.

Reading: Writing/Language

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
4. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use question words (interrogatives) (e.g., who, what, where,

- when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.
5. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
 6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
 7. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
 8. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Handwriting

1. Print upper and lower case letters using correct pencil strokes using block printing.
2. Recognize the need for spacing between words.
3. Hold pencil correctly.
4. Print first and last names using capital and lower case letters.
5. Print numbers 1-30 using correct pencil strokes.

Mathematics

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

- c. Understand that each successive number name refers to a quantity that is one larger.
- 5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
- 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- 7. Compare two numbers between 1 and 10 presented as written numerals.
- 8. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 9. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- 10. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- 11. Fluently add and subtract within 5.
- 12. Work with numbers 11-19 to gain foundations for place value.
- 13. Describe and compare measurable attributes.
- 14. Classify objects and count the number of objects in each category.
- 15. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- 16. Analyze, compare, create, and compose shapes.

Science

1. Make purposeful observation of the natural world using the appropriate senses.
2. Generate questions based on observations.
3. Plan and conduct simple investigations.
4. Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.
5. Make accurate measurements with appropriate (non-standard) units for the measurement tool.
6. Construct simple charts from data and observations.
7. Develop strategies for information gathering.
8. Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.
9. Describe the direction of a moving object (for example: away from or closer to) from different observers' views.
10. Define gravity and observe how objects fall toward the earth.
11. Demonstrate pushes and pulls on objects that can move.
12. Observe that objects initially at rest will move in the direction of the push or pull.
13. Observe how pushes and pulls can change the speed or direction of moving objects.
14. Observe how shape (for example: cone, cylinder, sphere) and mass of an object can affect motion.
15. Identify that living things have basic needs.
16. Identify and compare living and nonliving things.
17. Identify Earth materials that occur in nature (sand, rocks, soil, water).
18. Describe how earth materials contribute to the growth of plant and animal life.

Social Studies

1. Distinguish among yesterday, today, tomorrow.
2. Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).
3. Identify the beginning, middle, and end of historical narratives or stories.
4. Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).
5. Recognize that maps and globes represent places.
6. Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.
7. Identify and describe places in the immediate environment (e.g., classroom, home, playground).
8. Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).
9. Identify our country's flag as an important symbol of the United States.
10. Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).
11. Describe fair ways for groups to make decisions.
12. Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).
13. Describe economic wants they have experienced.
14. Distinguish between goods and services.
15. Recognize situations in which people trade.
16. Identify classroom issues.
17. Use simple graphs to explain information about a classroom issue.
18. Compare their viewpoint about a classroom issue with the viewpoint of another person.
19. Express a position on a classroom issue.
20. Develop and implement an action plan to address or inform others about a public issue.
21. Participate in projects to help or inform others.

World Language

The students will receive 33 weeks of instruction in the following languages: *Spanish, German, and French*. These classes are taught by certified world language instructors.

Special Classes

Kindergarten children will receive instruction in the following special classes:

1. World Language (11 weeks each of French, German, and Spanish)
2. Art (once per week)
3. Music (once per week)
4. Physical Education (once per week)
5. Chapel (once per week)
6. Library (once per week)

