

Kindergarten

Art Performances

The student will be able to:

- Manipulate a variety of media, such as paint, dough, clay, crayons, paper, and fibers.
- Use tools and materials correctly with confidence.
- Create works of art that incorporate key elements and key principles.
- Identify and describe symbols of art in everyday life.
- Identify various functions of art.
- Manipulate images to resemble the art of particular cultures, times, and places.
- Listen to peers explain works of art.
- Create art works that incorporate cross-curricular concepts.
- Identify art in everyday life.

Reading Performances

The student will be able to:

- Identify sounds of both upper and lower case letters of the alphabet (Letter-sound relationships).
- Identify names of both upper and lower case letters of the alphabet.
- Demonstrate phonemic awareness skills by hearing and orally manipulating sounds (eg., phoneme isolation, identification, categorization, blending, segmentation, deletion, addition, substitution) (Phonemic awareness).
- Demonstrate an understanding of graphemes and phonemes (i.e., sound-symbol relationships) in written and spoken language (Phonics).

Life Skills Performances

The student will be able to:

- Articulate feeling of competence and confidence as learners
- Identify feelings
- Identify behaviors that lead to successful learning
- Demonstrate the ability to work independently
- Learn about the variety of traditional and nontraditional occupations
- Learn how to make friends
- Learn about the differences between appropriate and inappropriate physical contact
- Understand which situations require adult help
- Develop positive attitudes toward self as a unique and worthy person
- Recognize that everyone has rights and responsibilities
- Distinguish between appropriate and inappropriate behavior
- Identify family roles
- Identify values

Math Performances

The student will be able to:

- Recognize one to one correspondence (K1.1.1)
- Count from 10-0 backwards (K1.2.3b)
- Make groups of 5 & 10 (K1.2.4)
- Repeat subtraction using concrete objects (K1.4.3)

- Recognize whether an event is possible, impossible, or certain. (K4.1.1)
- Plot whole numbers from 0-20 on a horizontal number line. (2.2.1)

Music Performances

The student will be able to:

- Independently use a developmentally appropriate voice to sing diatonic songs of at least an octave while maintaining accurate pitch, correct posture, and precise articulation (Diction).
- Demonstrate, with a steady tempo (steady beat), accurate duration of each pitch in simple meters.
- Sing age appropriate songs using accurate dynamics and phrasing to communicate an interpretation of a given song.
- Perform a short song using effective expression.
- Accurately echo short rhythmic patterns.
- Respond to the conductor's cues while performing in groups.
- Respond to selected music characteristics or to specific music events through movement.
- Demonstrate appropriate behavior while attending live musical events.

Physical Education Performances

The student will be able to:

- Demonstrate the ability to move using a variety of locomotor skills.
- Demonstrate clear contrasts between slow and fast movements traveling in different directions (e.g., sideways, backward) and in personal and general space.
- Maintain momentary balance in a variety of positions and levels.
- Project objects through space using various means (e.g., rolling, sliding, and throwing).
- Catch a self-tossed ball after it bounces.
- Strike a balloon repeatedly with different body parts.
- Perform a simple rhythmic pattern.
- Recognize locomotor skills, levels, and pathways when demonstrated.
- Understand and respond appropriately to the terms of over, under, beside, between, in, out, above, below, front, and back.
- Identify various body parts (e.g., head, knee, shoulder, back).
- Participate regularly in a variety of non-structured physical activities outside of physical education class (e.g., tag, hide and seek).
- Participate regularly in games and activities that use manipulatives (e.g., balls, hoops, beanbags) outside of physical education class.
- Participate in a variety of games that increase breathing and heart rate.
- Demonstrate sufficient muscular strength by supporting body weight in various activities.
- Follow instructions in games and activities.
- Demonstrate self-discipline and responsibility while actively participating in group, individual, and partner activities.
- Resolve conflicts with others in socially acceptable ways.
- Respect others, equipment, and learning environment.
- Help others in the physical activity setting through actions and words.
- Develop positive attitudes towards physical activity.
- Continue to participate when learning a new activity even when not successful.

- Understand the importance of participating with others.
- Describe the relationship between well-being and health related behaviors.

Science Performances

The student will be able to:

- Employ appropriate equipment, tools, and safety procedures to gather data.
- Conduct a simple investigation.
- Describe an observation orally or pictorially.
- Observe properties of objects and measures those properties using age appropriate tools.
- Separate or sort a group of objects or materials by properties.
- Compare solids and liquids.
- Demonstrate that magnets attract and repel.
- Observe life cycles of different living things.
- Observe living things in various environment.
- Examine the structures/parts of living things.
- Observe, compare, and sort earth materials.
- Describe that the sun provides light and warmth.
- Observe changes in the weather from day to day.
- Discuss weather safety procedures.
- Discuss the types and benefits of healthy foods on the food pyramid.

Social Studies Performances

The student will be able to:

- Identify leaders at home and school.
- Understand that a person cannot have everything he/she *wants*, so a choice has to be made.
- Discuss the *benefits* of saving money.
- Identify and correctly use terms related to *location*, direction, and distance.
- Locate major geographic features.
- Compare and contrast his/her own life with life in a city and/or a rural *community*.
- Place events in sequential order.

Information and Technology

The student will be able to:

- Use input/output devices to successfully operate computers and other technologies
- Communicate about technology using developmentally appropriate terminology and vocabulary
- Works collaboratively with others when using technology in the classroom
- Demonstrate positive social and ethical behaviors when using technology
- Practice responsible use of technology systems and software
- Use a variety of media/technology resources for learning activities
- Create developmentally appropriate multimedia products
- Create a word processing document with assistance
- Gather information and communicate with others using telecommunications with assistance
- Use developmentally appropriate multimedia resources to support learning

Grade 1

Art Performances

The student will be able to:

- Use a variety of techniques, such as modeling, painting, drawing, coloring, cutting, gluing, and printing.
- Develop vocabulary and use it to describe a work of art.
- Use tools and materials to strengthen fine and gross motor skills.
- Explain or teach a technique to another student.
- Correctly use art materials, such as paint, glue, markers, crayons, clay, and pencils.
- Safely use art tools, such as paint brushes and scissors.
- Identify key elements and key principles used to express feelings, ideas, and messages.
- Practice using key elements.
- Describe images and symbols in art works.
- Create art works based on images, subjects, and symbols.
- Differentiate between a general problem and a visual problem.
- Talk about “what is art”.
- Create art with a purpose.
- Identify the parts of a work of art.
- Restate the narrative depicted in an art work.
- Define and use vocabulary appropriate to the discussion of aesthetics.
- Compare and contrast characteristics of visual art works.
- Describe similar and divergent concepts among the visual and performing arts.
- Identify everyday objects created by artists.

Reading Performances

The student will be able to:

- Identify names of both upper and lower case letters of the alphabet.
- Identify and manipulate phonemes in spoken words (e.g., phoneme isolation, identification, categorization, blending, segmentation, deletion, addition, substitution) (Phonemic Awareness).
- Identify onsets and rhymes in spoken words (e.g., alliteration, intonation, rhyme) (Phonological Awareness).
- Use knowledge of letter-sound correspondences (e.g., consonant-vowel patterns, blends, digraphs, word families) when reading unknown words (Phonics).
- Sequence events according to basic story structure of beginning, middle, and end.
- Retell or role play important events and main ideas from narrative and expository texts.

Life Skills Performances

The student will be able to:

- Demonstrate the ability to work cooperatively with other students
- Take responsibility for their actions
- Apply effective decision-making skills to make healthy and safe choices
- Recognize individual differences

- Learn about the relationship between rules and safety
- Identify and recognize changing family roles
- Respect alternative points of view

Math Performances

The student will be able to:

- Count and write whole numbers to 100 in numerical form. (K1.2.1)
- Count subsets of whole numbers from 0-100 both forward and backwards. (K1.2.3)
- Count to 50 by twos, fives and tens. (K1.4.3)
- Identifies any whole number from 0-30 as even or odd. (K1.2.6)
- Use repeated addition and subtraction with whole numbers to find the sum or difference of concrete objects in groups of 10 or less. (K1.4.4 & K1.4.5)
- Generates repeating patterns for the AB pattern, ABC pattern, AAB pattern using numbers, geometric shapes, real life objects, tables and graphs. (K2.1.1)
- Describe and compare two whole numbers from 0-100 using the terms: is equal to, is less than, is greater than. (K2.2.3)
- Recognize and draw circles, squares, rectangles, triangles, ellipses, plane figures/two dimensional figures rectangular prisms, cylinders, cones and spheres. (K3.1.1)
- Recognizes whether an outcome of a simple event in an experiment or simulation is impossible, possible or certain. (K4.1.1)
- States numerical relationships for whole numbers from 0-50 in a horizontal or vertical table. (K2.3.3)

Music Performances

The student will be able to:

- Demonstrate appropriate timbre and dynamics while singing in an ensemble setting.
- Perform melodic patterns accurately and independently on classroom instruments.
- Accurately echo short rhythmic patterns.
- Demonstrate appropriate timbre and dynamics while playing in an ensemble setting.
- Improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines.
- Identify and describe characteristics of music used in her/his daily life.

Physical Education Performances

The student will be able to:

- Demonstrate initial form in galloping, skipping, hopping, and sliding.
- Demonstrate control in traveling, weight bearing, weight shifting, and balancing activities.
- Combine locomotor patterns in time to music.
- Demonstrate the manipulative skills of throwing, catching, dribbling with hand and foot, kicking, and striking.
- Demonstrate motor patterns in simple combinations.
- Identify various body parts and levels in performing physical activities.
- Apply movement concepts to a variety of basic skills.
- Recognize appropriate safety practices in general space.
- Correct movement errors in response to corrective feedback.

- Access health information and health promoting products and services from three or more sources.

Science Performances

The student will be able to:

- Employ appropriate equipment, tools, and safety procedures to gather data.
- Conduct a simple investigation.
- Describe an observation orally or pictorially.
- Observe properties of objects and measure those properties using age appropriate tools.
- Describe and classify objects by more than one property.
- Compare solids, liquids, and gases.
- Observe life cycles of different living things.
- Observe living things in various environment.
- Examine the structures/parts of living things.
- Observe, compare, and sort earth materials.
- Describe that the sun provides light and warmth.
- Observe changes in the weather from day to day.
- Discuss weather safety procedures.
- Discuss the types and benefits of healthy foods on the food pyramid.

Social Studies Performances

The student will be able to:

- Recognize that people can make rules and leaders can enforce rules.
- Understand individuals and families cannot have everything they want, so they have to make choices (e.g., having to decide whether to buy a new video game or a pair of shoes).
- Discuss why people *save* money in a bank.
- Describe the purposes of maps and globes (e.g., model of earth, representation of earth's features).
- Locate major geographic locations (e.g., United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean).
- Map *physical* and *human features* of the school (e.g., physical: hills, creeks, trees; human: play equipment, fences, sidewalks).
- Identify the office of the president as the leader of the United States and identifies the first president and the current president.
- Describe the *needs* of a family (e.g. food, shelter).
- Compare types of shelter used by American Indians in Kansas over time (e.g., grass lodge, tipi/tepee, earth lodge, frame house).
- Identify types of shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses).
- Use a timeline to share the history of a family (e.g., his/her own family, a family from literature).
- Put events in chronological order.
- Use information to provide details to support a main idea in history.

Information and Technology

The student will be able to:

- Use input/output devices to successfully operate computers and other technologies
- Communicate about technology using developmentally appropriate terminology and vocabulary
- Demonstrate an understanding of touch-type keyboarding
- Work collaboratively with others when using technology in the classroom
- Demonstrate positive social and ethical behaviors when using technology
- Practice responsible use of technology systems and software
- Use a variety of media/technology resources for learning activities
- Create developmentally appropriate multimedia products
- Create a word processing document with assistance
- Gather information and communicate with others using telecommunications with assistance
- Use developmentally appropriate technology resources to support learning

Grade 2

Art Performances

The student will be able to:

- Apply a variety of processes, such as painting, clay building, collage, mixed media, print making.
- Correctly identify different media, techniques, and processes.
- Correctly follow the steps of a process.
- View originals and reproductions of art and discuss how and why they differ.
- Follow established routines.
- Identify key elements in works of art.
- List ways artists use key elements and key principles to convey ideas.
- Identify types of art works, such as portrait, still life, landscape, and sculpture.
- Develop and use personally developed sign/symbol schema.
- Compare and contrast art forms from past and present cultures.
- Identify how art and society influence each other.
- Create art that uses art techniques from other cultures.
- Explain works of art.
- Define and use vocabulary appropriate to the discussion of art works.
- Show respect for varying opinions regarding the merits of art work.
- Distinguish original works of art from reproductions.
- Describe qualities among different forms of art works.

Reading Performances

The student will be able to:

- Use knowledge of developmentally appropriate decoding skills (e.g., consonant-vowel combinations, blends, digraphs, word families) when reading unknown words.
- Use knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels.

- Determine the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.
- Determine meaning of words through knowledge of word structure (e.g., base words, compound nouns, contractions).
- Use illustrations and text to make inferences and draw conclusions.
- Sequence events according to basic story structure of beginning, middle, and end.
- Retell or determine important events and main ideas from narrative and expository texts.
- Identify the topic, main idea, and supporting details in appropriate-level texts.
- Identify and describe character(s) in literature.
- Identify and describe setting.

Life Skills Performances

The student will be able to:

- Display a positive interest in learning
- Expressing feelings
- Identify attitudes that lead to successful learning
- Demonstrate productivity
- Learn how to keep friends
- Differentiate between situations requiring peer support and situations requiring adult help
- Identify personal strengths and assets
- Identify behaviors that lead to successful learning
- Recognize individual differences
- Demonstrate the ability to set boundaries, rights, and personal privacy

Math Performances

The student will be able to:

- know, explain, and represent whole numbers from 0 through 1,000 using concrete objects (K1.1.1) ■
- identify coins, states their values, and determine the total value to \$1.00 of a mixed group of coins using pennies, nickels, dimes, quarters, and half-dollars (K1.1.5)
- represent whole numbers from 0-through 1,000 using various groupings and place value models emphasizing 1s, 10s, and 100s; explains the groups; and states the value of the digit in ones place, tens place, and hundreds place (K1.2.2)
- identify the place value of the digits in whole numbers from 0-1000 (K1.2.4)
- N perform and explain these computational procedures:
 - a. adds and subtracts three-digit whole numbers with and without regrouping including the use of concrete objects ■
 - b. adds and subtracts monetary amounts through 99¢ using cent notation and money models (K1.4.7)
- N identify basic addition and subtraction fact families (facts with sums from 0 through 20 and corresponding subtraction facts) (K1.4.8)
- identify and continues a pattern presented in various formats including numeric (list or table), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written (K2.1.3.) ■
- demonstrate how
 - plane figures (circles, square, rectangles, triangles, ellipses) can be combined or separated to make a new shape;
 - solids (cubes, rectangular solids, cylinders, cones, spheres) can be combined or separated to make a new shape. (A3.1.2)

- read and tell time by five-minute intervals using analog and digital clocks (K3.2.2)
- measure
 - a. length to the nearest inch or foot and to the nearest whole unit of a nonstandard unit; (K3.2.4)
- organize, display, and read numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using these data displays (K4.4.1)
 - a. graphs using concrete objects;
 - b. pictographs with a whole symbol or picture representing one, two, or ten (no partial symbols or pictures);
 - c. frequency tables (tally marks);
 - d. horizontal and vertical bar graphs;

Music Performances

The student will be able to:

- Respond expressively to conductor's cues while singing in ensembles.
- Perform a short song with effective expression.
- Perform accurate rhythms in simple meters on classroom instruments.
- Perform rhythmic patterns accurately and independently on classroom instruments.
- Expressively perform music selected from various periods and cultures.
- Accurately echo short melodic patterns.
- Improvise "answers" in the same style to given rhythmic and melodic "questions."
- Improvise simple rhythmic and melodic ostinato accompaniments.
- Identify the sounds of a variety of instruments and voices.
- Respond to selected music characteristics or to specific music events through movement.
- Sing from memory selected songs characteristic of music from various periods, genres, and cultures.

Physical Education Performances

The student will be able to:

- Correct movement errors in response to corrective feedback.
- Explain that appropriate practice improves performance.
- Engage in moderate to vigorous physical activity on an intermittent basis.
- Engage in a wide variety of physical activity outside of physical education.
- Participate in a variety of activities that involve manipulation of objects in and outside of physical education class.
- Demonstrate sufficient muscular strength to bear body weight for climbing, hanging, and momentary body support of the hands.
- Participate in a variety of games that increase breathing and heart rate.
- Sustain activity for increasingly longer periods of time while participating in various activities in physical education.
- Describe three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors.
- Identify three health risks and describe at least one risk reduction strategy.
- Recognize the health related physical fitness components.
- Follow instructions and class procedures while participating in physical education.

- Work in diverse group settings without interfering with others.
- Use equipment safely and appropriately.
- Demonstrate cooperation and consideration of others in group activities.
- Demonstrate socially acceptable conflict resolution during class activity.
- Exhibit both verbal and nonverbal indicators of enjoyment.
- Willingly try new movements and skills.
- Continue to participate when not successful on the first try.

Science Performances

The student will be able to:

- Ask questions that he or she can answer by investigating.
- Plan and conduct a simple investigation.
- Employ appropriate equipment, *tools*, and safety procedures to gather data.
- Demonstrate the ability to communicate, critique, analyze his or her own investigations, and interpret the work of other students.
- Observe *properties* of objects and measure those *properties* using appropriate *tools*.
- Describe and *classify* objects by more than one property.
- Move objects by pushing, pulling, throwing, spinning, dropping, and rolling and describe the motion.
- Describe that the sun provides light and warmth.
- Observe, describe, and record daily and seasonal weather changes.
- Discuss the nutritional value of various foods and their contribution to health.

Social Studies Performances

The student will be able to:

- Recognize that the United States *Constitution* is a written plan for the rules of *government* (e.g., knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school).
- Demonstrate leadership in the classroom.
- Know the difference between *goods* and *services*, provides examples how each satisfies people's wants and needs.
- Identify the *opportunity cost* of a choice (e.g., next best alternative not chosen).
- Understand the concept of exchange and the use of money to purchase *goods* and *services* (e.g., trade with barter or money).
- Explain the advantage of choosing to save or spend money that is earned or received.
- Define a *budget* as a plan for *spending* and saving *income*.
- Know that a decision-making process can help people make *spending* and saving decisions.
- Make and use maps to represent and locate familiar places within cities and Kansas (e.g., title, symbols, *legend*, *compass rose*, cardinal directions, grid system).
- Identify and correctly uses terms: North, South, East, West.
- Locate major geographic features (e.g., Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, DC).
- Identify physical and human changes that have taken place over time in the local *region* (e.g., physical, tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses).

- Identify the past and present settlement of development patterns of his/her *community* or local areas.
- Describe how *physical systems* influence people and their activities.
- Compare various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars).
- Compare and contrast the ways people communicate with each other past and present.
- Identify important innovations made in the past that influence today (e.g., Wright Brothers-airplane; Henry Ford- automobile; Ancient China- irrigation, paper; Inca- highways to connect cities).
- Recognize the impact of contributions made by leaders past and present.
- Compare and contrast daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.
- Define *immigration* and gives past and present examples from Kansas.
- Define history as the story of the past.
- Create and use timelines.
- Use information to understand cause and effect.

Information and Technology

The student will be able to:

- Use input/output devices to successfully operate computers and other technologies
- Communicate about technology using developmentally appropriate and accurate terminology and vocabulary
- Demonstrate an understanding of touch-type keyboarding
- Works collaboratively with others when using technology in the classroom
- Demonstrate positive social and ethical behaviors when using technology
- Practice responsible use of technology systems and software
- Use a variety of media/technology resources for learning activities
- Create developmentally appropriate multimedia products
- Create a word processing document with assistance
- Gather information and communicate with others using telecommunications with assistance
- Use developmentally appropriate technology to support learning

Grade 3

Art Performances

The student will be able to:

- Explain the differences between various techniques.
- Practice to understand qualities and characteristics of various media, techniques, and processes.
- Communicate personal ideas and feelings through the choice of media, techniques, and/or processes.
- Demonstrate appropriate use of art tools and materials.
- Maintain a positive attitude toward the art room environment.
- Produce art works that focus on communicating through the use of elements of art.
- Categorize works based on the use of subjects, symbols, and ideas.
- Develop and communicate intended ideas through use of personal sign/symbol schema.

- Recognize the relationships between history, culture, and the visual arts.
- Discuss how art develops to serve different purposes.
- Recognize, respect, and represent diverse cultures in and through art.
- Define and use vocabulary appropriate to discussion of art works.
- Develop personal viewpoints regarding the characteristics and merits of art work.
- Critique works of art.
- Explain the differences between a reproduction and an original work of art.

Reading Performances

The student will be able to:

- Determine the meaning of unknown words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences to paragraphs.
- Determine meaning of words through knowledge of word structure (e.g., root words, prefixes, suffixes).
- Understand the purpose of text features (e.g., title, graphs and charts, table of contents, pictures/illustrations) and use such features to locate information in and to gain meaning from appropriate-level texts.
- Use information from the text to make inferences and draw conclusions.
- Identify text structure (e.g., sequence, problem solution).
- Compare and contrast information (e.g., topics, characters) in a text.
- Link causes and effects in appropriate-level narrative and expository texts.
- Retell main ideas or events as well as supporting details in narrative and expository texts.
- Identify the topic, main idea(s), and supporting details in appropriate-level texts.
- Identify and describe characters' physical traits, basic personality traits, and actions.
- Identify and describe the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.

Life Skills Performances

The student will be able to:

- Use effective communication skills
- Understand the need for self-control and how to practice it
- Identify changing personal and social roles
- Identify resource people in the school and community, and know how to seek their help
- Apply effective problem-solving skills to make safe and healthy choices
- Identify personal skills, interests and abilities, and relate them to current career choice
- Understand change is a part of growth
- Respect and appreciate individual differences
- Develop an awareness of personal abilities, skills, interests, and motivations
- Use problem-solving and decision-making skills to assess progress toward educational goals
- Learning coping skills for managing life events
- Identify values, attitudes, and beliefs

Math Performances

The student will be able to:

- Compare and order:
 - a. whole numbers from 0 through 10,000 with and without the use of concrete objects.
 - b. fractions greater than or equal to zero with like denominators (halves, fourths,

- thirds, eighths, tenths, sixteenths) using concrete objects
 - c. decimals greater than or equal to zero through tenths place using concrete objects (K1.1.2)
- Know, explain, and use equivalent representations including the use of mathematical models for:
 - a. addition and subtraction of whole numbers from 0 through 1,000
 - b. multiplication using the basic facts through the 5's and the multiplication facts of the 10's. (K1.1.3)
- N Determine the value of mixed coins and bills with total value of \$50 or less. (K1.1.4)
- A1.4.1N Solve one step real-world addition or subtraction problems with (\$): whole numbers from 0 through 10,000 and monetary amounts using dollars and cents notation through \$500.00. (A.1.4.1)
- N Identify multiplication and division fact families through the 5's and the multiplication and division fact families of the 10's. (K1.4.7) ■
- Recognize multiple representations of the same pattern. (A2.1.2)
- Generalize numerical patterns using whole numbers from 0 to 200 with one operation (addition, subtraction) by stating the rule using words. (K2.3.3)
- Recognize the solids (cubes, rectangular prisms, cylinders, cones, and spheres) (K3.1.3)
- Recognize and describes square, triangle, rhombus, hexagon, parallelogram, and trapezoid from a pattern block set. (K3.1.4)
- Solve real-world problems by applying appropriate measurements:
 - length to the nearest inch, foot or yard
 - length to the nearest centimeter or meter
 - number of days in a week (A3.2.1)
- Read and tell time to the minute using analog and digital clocks. (K3.2.2)
- List some of the possible outcomes of a simple event in an experiment or simulation including the use of concrete objects. (K4.1.2) ■
- Find these statistical measures of a data set with less than ten data points using whole numbers from 0 through 1,000:
 - minimum and maximum data values
 - range
 - mode (uni-modal only)
 - median when data set has an odd number of data points (K4.2.3)

Music Performances

The student will be able to:

- Demonstrate, with a steady tempo (steady beat), accurate duration of each pitch in simple meters.
- Respond expressively to conductor's cues while singing in ensembles.
- Perform a short song with accurate pitch.
- Perform a short song using appropriate timbre.
- Perform melodic patterns accurately and independently on classroom instruments.
- Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.
- Read and notate simple pitch notation using traditional notation.
- Identify the sounds of a variety of instruments and voices.

Physical Education Performances

The student will be able to:

- Develop and refine a creative dance into a repeatable pattern.
- Demonstrate the ability to change direction quickly while the body is in motion.
- Transfer and support body weight on upper body.
- Demonstrate knowledge of key elements related to throw, catch, kick, volley, dribble with hands, dribble with feet, and strike.
- Cooperate with all class members by taking turns and sharing equipment.
- Identify at least one activity for participation on a regular basis outside of physical education class.
- Discuss how culture, media, technology, and other factors influence health.
- Describe developmentally appropriate communication by using verbal and nonverbal communication skills.
- Describe developmentally appropriate use of refusal and conflict resolution skills.

Science Performances

The student will be able to:

- Ask questions that he or she can answer by investigating.
- Plan and conduct a simple investigation.
- Employ appropriate equipment, *tools*, and safety procedures to gather data.
- Demonstrate the ability to communicate, critique, analyze his or her own investigations, and interpret the work of other students.
- Observe *properties* of objects and measure those *properties* using appropriate *tools*.
- Observe and record how one object *interacts* with another object.
- Recognize and describe the difference between solids, liquids, and gases.
- Move objects by pushing, pulling, throwing, spinning, dropping, and rolling and describe the motion.
- Identify that the source of sound is vibrations.
- Demonstrate that magnets attract and repel.
- Design a simple experiment to determine whether various objects will be attracted to magnets.
- Construct a *simple, parallel, or series* circuit.
- Discuss that the Sun provides light and heat (electromagnetic radiation) to maintain the temperature of the earth.
- Observe, describe, and record daily and seasonal weather changes.

Social Studies Performances

The student will be able to:

- Know that there are not enough available resources to satisfy all *wants* for *goods* and *services*.
- Identify and give examples of markets that occur when buyers and sellers exchange *goods* and *services* in the *community*.
- List *goods and services* in the *community* that are paid for by taxes (e.g., roads, parks, schools, fire protection).
- Analyze how *needs* and *wants* are met through spending and saving decisions.
- Identify consequences of *borrowing* and *lending*.
- Give an example of income and how the money was spent or saved.

- Apply *geographic tools*, including grid systems, symbols, *legends*, *scales* and a *compass rose* to construct and interpret maps.
- Identify and give examples of the difference between political and *physical features* on a map.
- Locate the oceans and continents (e.g., Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica).
- Discuss reasons for the particular *locations* in a *community* are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation, agricultural).
- Locate major political features (e.g., Los Angeles, New York City, Denver, Chicago, his/her country, his/her neighboring cities, his/her county seat)
- Identify the physical characteristics of the local *community* (e.g., landforms, bodies of water, *natural resources*, weather, and seasons).
- Compare various *ecosystems* in the *community* (e.g., *locations*, and characteristics of plant and animal life).
- Discuss the consequences of human modification in their *community* on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, and transportation).
- Identify ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel *consumption*, clothing, recreation, jobs, *resource* availability).
- Examine how people in their *community* interact with people in other communities in Kansas.
- Compare life in his/her *community* with another community (e.g., population/location, jobs, customs, history, *natural resources*, *ethnic groups*, local government).
- Retell the history of the community using local documents or *artifacts*.
- Create and use timelines to illustrate a *community's* history.
- Observe and draw conclusions in his/her own words.

Information and Technology

The student will be able to:

- Use input/output devices to successfully operate computers and other technologies
- Communicate about technology using developmentally appropriate terminology and vocabulary
- Use file management skills with documents
- Demonstrate the understanding of touch-type keyboarding
- Discuss common uses of technology in daily life
- Discuss basic issues related to responsible use of technology, information, and consequences of inappropriate use
- Use a variety of media/technology resources for learning activities
- Create developmentally appropriate multimedia products
- Create a word processing document utilizing formatting tools
- Use telecommunications efficiently to access information and communicate with others in support of learning
- Use telecommunications and online resources to participate in collaborative problem solving activities
- Use developmentally appropriate technology resources to support learning