

Learning Objectives

Kindergarten



Dear Parents/Guardians:

As part of our commitment to you as our stakeholders, the Curriculum Department of the Fulton County School System has identified learning objectives for all content areas taught in our schools. These learning objectives specify what a learner should know and be able to do at each grade level.

The learning objectives are organized by grade and reflect the Georgia Performance Standards (GPS) as appropriate (i.e., Language Arts, Mathematics, Science and Social Studies), and the Quality Core Curriculum (QCC) standards from the State of Georgia as well as national standards. We hope this will be helpful to you as you support your child's success in school. Please let us know how this document can be improved to best meet your needs.

Sincerely,
K-12 Curriculum Staff

Language Arts

Reading

- Begin to use reading strategies to comprehend words and pictures
- Identify and produce rhyming words and distinguish rhyming and nonrhyming words
- Use phonics to relate sounds to letters and letters to sounds; blend sounds
- Read high frequency words
- Listen to and read a variety of short stories, poems, and informational materials to gain knowledge and pleasure
- Recognize print and pictures as a source of information and entertainment
- Begin to understand that punctuation and capitalization are used in all written sentences
- Ask and answer questions about essential narrative elements
- Recognize, say, and write upper and lower case letters
- Read previously taught text with expression

Writing

- Write first and last name
- Use left to right and top to bottom progression
- Begin to use capital and lower case letters and punctuation
- Draw pictures to write about experiences, stories, people, objects and events
- Use letters and phonetically spelled words to write about experiences, stories, people, objects and events

Listening, Speaking and Viewing

- Follow two-step oral directions
- Listen to and recite stories, poems, and nursery rhymes
- Tell and act out stories using more complex vocabulary
- Repeat auditory sequences (letters, words, numbers, rhythmic patterns)
- Listen and speak appropriately with peers and adults
- Describe people, places, locations, things, and actions using complete sentences
- Use new vocabulary in oral language
- Begin to use subject-verb agreement and tense correctly

Mathematics

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will also count, compare, describe, and sort objects, and develop a sense of properties and patterns. Students will begin to understand measurement through the direct comparison of objects, understanding money by making fair trades with coins and understanding time by experiencing a daily schedule. Instruction and assessment will include the use of manipulatives and appropriate technology. Topics will be represented in multiple ways including concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts will be introduced and used in the context of real world phenomena.

Numbers and Operations

Students will correctly represent the number and order of objects using numbers and understand them.

- Count objects up to 30
- Identify and write numerals through 20
- Identify and produce models for number words through ten
- Sequence and identify ordinal numbers
- Estimate quantities using a benchmark
- Demonstrate understanding for more than, less than, equal to
- Identify coins and give value
- Count money and make exchanges (to \$0.30)
- Understand basic meanings of addition and subtraction and model them using objects
- Uses informal strategies to share objects (divide) equally between 2 and 3 people or sets

Geometry

Students will recognize and name basic geometric shapes and spatial relationships.

- Recognize and name circles, triangles, quadrilaterals (rectangles and squares), cubes, and spheres.
- Recognize shapes in the environment and compare their measurements
- Identify positional relationships (beside, above, below, in front of, behind, inside and outside)
- Extends, identifies, creates and transfers patterns

Measurement

Students will explore quantitative situations involving, length, capacity, height, weight, time, and temperature.

- Compare and order objects on a basis of length, capacity, height, and weight
- Understand measurement of calendar time (days of the week, months, seasons and daily events)
- Tell time relating to a daily schedule

Data Analysis and Probability

Students will pose questions and gather data about themselves and their surroundings.

- Pose information questions, collect data, organize, and display results using objects, pictures, and picture graphs

Process Skills

Each topic studied in this course is developed with careful thought toward helping every student achieve the following process standards.

- Solve problems (using appropriate technology)
- Reason and evaluate mathematical arguments
- Communicate mathematically
- Make connections among mathematical ideas and to other disciplines
- Represent mathematics in multiple ways

Science

Characteristics of Science

- Measure, keep records, and offer reasons for scientific findings

- Understand the importance of safety
- Use computational skills to analyze scientific data correctly
- Use the relevant tools of science to explore scientific matters
- Understand and communicate scientific ideas clearly
- Be familiar with both old and new scientific knowledge

Physical Science

- Compare, sort and classify common materials using the senses
- Categorize common objects according to their motions
- Communicate the effects of gravity on objects such as airplanes, birds, sun, moon, stars, a book on a table and a falling book

Earth Science

- Describe changes that occur in the sky during the day and night and recognize the sun supplies heat and light to the Earth
- Use the senses to describe the physical attributes of rocks and soils

Life Science

- Sort living organisms (plants and animals) and non-living things according to observable physical attributes
- Compare the similarities and differences in groups of organisms (animals, plants, parent, and baby)

*Science Glossary

Classifying includes organizing objects or events according to similarities and differences selected by the observer.

Communicating includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstrations, and/or other methods.

Observing includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Predicting includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. The accuracy of a prediction is closely related to the accuracy of the observations.

Social Studies

(Symbols of America)

History

- Identify the purpose of national holidays and describe people or event celebrated
- Correctly use words and phrases related to chronology and time to explain how things change

Civics and Government

- Retell stories that illustrate positive character traits and will explain how the people in the stories (such as examples of workers in various job categories) show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation and accomplishment

Geography

- Describe American culture by explaining diverse community and family celebrations and customs

Economics

- Describe the work that people do (police officer, firefighter, soldier, mail carrier, baker, farmer, doctor and teacher)
- Explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries
- Explain how money is used to purchase goods and services
- Explain that people must make choices because they cannot have everything they want

Health Education

Safety and Injury Prevention

- Choose behaviors to reduce risk of violence by following safety rules at home, school, and community (do not touch guns, travel with a friend/adult)
- Identify safety guidelines for

different weather conditions and natural disasters (stay inside during lightning, follow tornado drill directions)

- Identify sources of help in emergencies or threatening situations (dial 911, find an adult)

Nutrition

- Identify the sections of the food guide pyramid
- Make healthy food selections

Personal Health

- Identify resources to obtain basic first aid (fire station, Red Cross)
- Identify responsible health behaviors (rest/sleep, grooming)

Family Living/Growth and Development

- Practice conflict resolution skills (listening, 'I messages')
- Recognize and care for the body systems as they grow and change (losing teeth)
- Accept own physical uniqueness (short or tall, curly or straight hair, skin color)

Communicable and Chronic Disease

- Choose behaviors to prevent or reduce the risk of infection (washing hands, not sharing personal items like toothbrushes)
- Recognize that some diseases are communicable while others are non-communicable (common cold versus asthma)

Alcohol, Tobacco, and Other Drugs

- Know that the use of alcohol, tobacco, and other drugs can be harmful

Environmental Health

- Identify environmental issues that affect health (pollution from cars, water safety)

Physical Education

Motor Skills

- Perform basic locomotor skills (run, hop, jump, slide, walk, gallop), basic non-locomotor skills (bend, stretch, curl, twist, turn), and basic manipulative skills (grasp, release, throw, catch, kick, strike) and participate in simple games and rhythmical spatial compositions (over and under movements)

Movement Awareness

- Increase awareness of general and personal space levels, directions, and pathways
- Demonstrate understanding of the relationship of the body to objects, individuals, and groups
- Participate in fundamental and creative rhythmic activities

Cognitive (Knowledge Gained)

- Apply classroom rules, procedures, and safety practices

Affective/Social

(Relating to Emotions/Feelings, Group Learning)

- Demonstrate how to deal with cooperation, success, competition, frustration, leading, following, responsibility, and sharing space and equipment with others

Art

Production

- Create artwork from: concepts from other curriculum areas, visualization, imagination, observation

Criticism

- Recognize subject, theme, and main idea of artists' work form diverse cultures
- Pose questions about and gather information from art work
- Read meaning in artwork

History

- Recognize Western and non-Western artwork, artists, styles
- Seek clues in artwork that determine time and place

Aesthetics

- Offer ideas on: What is art? Who is an artist?
- Express preference for one artwork over another and offer reasons
- Explain feelings and ideas "read" in artwork

Relationship to Other Subjects

- "Read" art just as we read text: interpretation (comprehension); pictures tell a story (characters, events); sequencing (before and after art image); connect life experiences to artwork; retell important information in own words
- Connect visualization as part of the art making process to visualization in reading and writing
- Make natural connections/extensions of each art unit with math, language arts, science, social studies

Habits of Mind

- Build visualization, observation skills
- Develop care in craftsmanship (whole is larger than the parts)
- Practice self-evaluation skills: understand learning goals for each art work; evaluate when goals are reached
- Evaluate work in progress and adjust as necessary

Music

Performing

- Sing or play independently or in groups

Listening, Responding, and Creating

- Identify simple musical forms (difference between AB-part 1, part 2 and ABA-part 1, part 2 and part 1 again)
- Distinguish between high, low,

loud, and soft

- Create simple rhythmic patterns (quarter note, rest, quarter note)

Historical and Cultural Context

- Identify music by style or period (Latin Music: Mexican Hat Dance)

Relationship to Other Subjects

- Connect music to a story from Language Arts ("Engine, Engine, Number Nine" to a story about trains)

Technology Literacy Standards

Ethics

- Observe proper computer etiquette (no food or drinks, tidiness)
- Observe locally established policies and procedures for acceptable use of resources (when and how to use the "A" or "D" drives, mouse, and mouse pad)

Communication

- Enter/compose text
- Use tools (print, draw, and color)

Information Processing

- Recognize terms such as Internet and Search

Productivity

- Identify components of the computer (mouse, monitor, keyboard, printer, disk, headphones)
- Recognize terminology (desktop, icons, menu, scroll bar, window)

Information Literacy Standards

Access Information (Inquire, Think Critically, and Gain Knowledge)

Recognize the need for information. Identify the information question or problem.

- Verbalize questions
- Recognize the library as a place to find information
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

Evaluate Information Critically and Completely

Identify types of information. Locate and access information.

- identify the need for fiction or non-fiction library materials

Use Information

Recognize a variety of systems for organizing information. (e.g., chronological, topical, alphabetical, etc.)

- Locate picture books with assistance
- Locate non-fiction titles with assistance

Appreciate Literature

Read with assistance and independently to understand self, others, and the world.

- Understand and explore different types of literature (i.e., poetry, folktales, legends, fiction, nonfiction, fables, nursery rhymes, etc.)
- Select favorite author
- Read widely and frequently
- Read to inform for living, learning and working

Apply Principles of Information Literacy

Seek information to enrich understandings using multiple literacies, including digital, visual, textual, and technological as crucial skills.

- Read and understand text in all formats (e.g., picture, video, print)
- Extract information presented in any format (e.g., textual, visual, media, digital)
- Locate information for personal understanding on: (e.g., community workers, careers, health, recreation, etc.)
- Use creative and artistic formats to express personal learning.

Talented and Gifted

Advanced Communication Skills

- Use written, spoken, and technological media to convey new learning or challenge existing ideas
- Produce written and/or oral work that is complex, purposeful and organized, includes relevant sup-

porting examples and manipulation of language

- Use a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication
- Respond to contributions of others, considering all available information
- Participate in small group discussions to argue persuasively or reinforce others' good points
- Maintain a journal or log for self-reflection and/or self-evaluation
- Support and defend one's own opinions while respecting the opinions of others

Advanced Research Skills

- Use a variety of print and non-print resources to investigate a topic of interest
- Formulate original and appropriate questions to test the limits of an existing body of knowledge
- Use concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data
- Select appropriate research tools and methodologies (e.g., historical, descriptive, developmental, case, field, correlational, action, survey, interview) to conduct scientific investigations
- Gather, organize, analyze, and synthesize data from multiple sources to support or disprove a hypothesis

- Develop and use systematic procedures for recording and organizing information
- Defend research findings in a presentation or exhibit

Creative Thinking/ Creative Problem Solving

- Question accepted practices, rules, and existing principles to discover new knowledge
- Design, apply, evaluate, and adapt a variety of innovative strategies when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution)
- Incorporate brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products
- Demonstrate skills in fluency and flexibility to solve problems or create new products
- Develop original ideas, presentations, or products through synthesis and evaluation
- Clarify, illustrate, or elaborate on an idea for product improvement
- Use analogies, metaphors, illustrations, and/or models to explain complex concepts
- Tolerate ambiguity when solving problems
- Recognize and assume risks as a necessary part of problem solving
- Monitor and reflect on the creative process of problem solving for future applications

Higher Order and Critical Thinking

- Ask probing, insightful, and relevant questions
- Respond to questions with supporting information that reflects an in-depth knowledge of a topic
- Conduct comparisons using criteria
- Make and evaluate decisions using criteria
- Predict probable consequences of decisions
- Extrapolate verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships
- Examine an issue from more than one point of view
- Separate one's own point of view from that of others
- Recognize that the responsibility to examine and challenge existing ideas and theories is an ongoing process

We welcome your comments and suggestions. Please forward them to:
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