

Morton District 709

Kindergarten Curriculum Guides

Fine Arts

Physical Education

Social Science

Science

## Contents

SCIENCE.....	4
STATE GOAL FOR LEARNING ELEVEN.....	4
STATE GOAL FOR LEARNING TWELVE.....	4
STATE GOAL FOR LEARNING THIRTEEN.....	5
SOCIAL STUDIES.....	6
STATE GOAL FOR LEARNING FOURTEEN.....	6
STATE GOAL FOR LEARNING FIFTEEN.....	6
STATE GOAL FOR LEARNING SIXTEEN.....	6
STATE GOAL FOR LEARNING SEVENTEEN.....	7
STATE GOAL FOR LEARNING EIGHTEEN.....	7
PHYSICAL DEVELOPMENT AND HEALTH.....	8
STATE GOAL FOR LEARNING NINETEEN.....	8
STATE GOAL FOR LEARNING TWENTY.....	8
STATE GOAL FOR LEARNING TWENTY-ONE.....	8
STATE GOAL FOR LEARNING TWENTY-TWO.....	9
STATE GOAL FOR LEARNING TWENTY-THREE.....	9
STATE GOAL FOR LEARNING TWENTY-FOUR.....	9
FINE ARTS.....	11
STATE GOAL FOR LEARNING TWENTY-FIVE.....	11
STATE GOAL FOR LEARNING TWENTY-SIX.....	11
STATE GOAL FOR LEARNING TWENTY-SEVEN.....	12
APPENDIX A.....	13
SOCIAL STUDIES: KINDERGARTEN THROUGH SIXTH MAP SKILLS SCOPE AND SEQUENCE.....	13
APPENDIX B.....	14
SOCIAL STUDIES: CHARTS AND GRAPH SKILLS.....	14



# SCIENCE

*Teachers are encouraged to emphasize the changing nature of scientific knowledge and understanding in their instruction. Students should learn how scientific theories have changed over time and should understand that most theories while supported by the preponderance of the current evidence have missing pieces of evidence or pieces of evidence that appear contradictory to the theory. Students should recognize that some scientific advancements have occurred as a result of individuals who have taken a different or somewhat unique view of the available data, offering a new explanation based on their interpretation of the evidence. While our curriculum will teach the currently accepted scientific theories and students will be expected to demonstrate their knowledge and understanding of those theories, we will respect individual beliefs and views. Our goal is to develop creative, critical-thinking students of science who can contribute to a greater knowledge of the truth about the universe in which we live.*

## **STATE GOAL FOR LEARNING ELEVEN**

*UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS, AND SOLVE PROBLEMS.*

### **Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) know and apply concepts, principles, and processes of scientific inquiry.
- B) know and apply concepts, principles, and processes of technological design.

## **STATE GOAL FOR LEARNING TWELVE**

*UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES, AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.*

### **Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) know and apply concepts that explain how living things function, adapt, and change.
- B) know and apply concepts that describe how living things interact with each other and their environments.
- C) know and apply concepts that describe properties of matter and energy and the interactions between them.
- D) know and apply concepts that describe force and motion and the principles that explain them.
- E) know and apply concepts that describe the features and processes of the Earth and its resources.
- F) know and apply concepts that explain the composition and structure of the universe and Earth's place in it.

### **District Objectives**

#### ***My Body***

- 12A.001 Identify and locate major internal body parts, such as heart, lungs and stomach. **M**
- 12A.007 Explain why it is important to eat healthy, and get plenty of sleep. **M**

#### ***Characteristics of Living Things***

- 12A.003 Classify objects as living and non-living. **D**

#### ***Pushes and Pulls***

- 12D.004 Demonstrate or describe pushing and pulling. **M**
- 12D.005 Identify objects according to how they move. **M**

#### ***Weather and Seasons***

- 12F.008 Identify and describe weather and seasonal changes. **M**

#### ***Outer Space***

- 12F.009 Identify and illustrate the sun, moon, and stars. **M**
- 12F.010 Describe differences between the sun and moon. **M**

**STATE GOAL FOR LEARNING THIRTEEN**

*UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) know and apply the accepted practices of science.
- B) know and apply concepts that describe the interaction between science, technology, and society.

# SOCIAL STUDIES

## STATE GOAL FOR LEARNING FOURTEEN

*UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand and explain basic principals of the United States government.
- B) understand the structures and functions of the political systems of Illinois, the United States and other nations.
- C) understand election processes and responsibilities of citizens.
- D) understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- E) understand United States foreign policy as it relates to other nations and international issues.
- F) understand the development of United States political ideas and traditions.

### District Objectives

- 14E.101 Participate in an election using picture ballots. **I**
- 14E.102 Visit a voting booth located in their school. **I**
- 14C.103 Recognize the value of working together. **I**
- 14A.303 Discuss and determine class rules and American citizens' rights and responsibilities. **I**
- 14F.001 Identify the American Flag, the colors of the flag, and the meaning of the stars. **I/D/M**
- 14F.002 Recite the Pledge of Allegiance and show respect. **I/D/M**

## STATE GOAL FOR LEARNING FIFTEEN

*UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.
- B) understand that scarcity necessitates choices by consumers.
- C) understand that scarcity necessitates choices by producers.
- D) understand trade as an exchange of goods or services.
- E) understand the impact of government policies and decisions on production and consumption in the economy.

### District Objectives

- 15A.106 Explain how people earn money for a job done. **I**
- 15B.107 Identify various community helpers such as, but not limited to: police, firefighter, nurse, doctor, ambulance driver, etc. **I**
- 15A.003 Identify different modes of transportation (for example: train, plane, car, truck, bicycle, boat, and feet). **I/D/M**
- 15A.004 Identify the principal of his/her school. **I/D/M**

## STATE GOAL FOR LEARNING SIXTEEN

*UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.*

### Illinois Learning Standards

As a result of their schooling, students will be able to....

- A) apply the skills of historical analysis and interpretation.
- B) understand the development of significant political events.
- C) understand the development of economic systems.
- D) understand Illinois, United States and world social history.
- E) understand Illinois, United States and world environmental history.

**District Objectives**

- 16B.312 Recognize why we observe American holidays such as, but not limited to: Martin Luther King, Jr., Veteran’s Day, Thanksgiving, Independence Day, Memorial Day, Casimir Pulaski Day, and birthdays of Abraham Lincoln and George Washington. **I**
- 16B.313 Identify why we celebrate Thanksgiving, the various groups who took part in the first Thanksgiving, and the contributions of each. **I**
- 16B.314 Identify some common symbols of America, for example, but not limited to: the Liberty Bell, the Statue of Liberty, the White House, and the Bald Eagle. **I**
- 16B.005 Identify Abraham Lincoln. **I/D/M**
- 16B.006 Identify the participants of the first Thanksgiving. **I/D/M**

**STATE GOAL FOR LEARNING SEVENTEEN**

*UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) locate, describe and explain places, regions and features on the Earth.
- B) analyze and explain characteristics and interactions of the Earth’s physical systems.
- C) understand relationships between geographic factors and society.
- D) understand the historical significance of geography.

**District Objectives**

- 17A.115 Develop a variety of map skills according to the map skills chart. **I**
- 17A.116 Identify and label directions, north, south, east, and west on a map. **I**
- 17A.007 Identify a globe as a representation of the Earth. **I/D/M**
- 17A.008 Distinguish between a map and a globe. **I/D/M**

**STATE GOAL FOR LEARNING EIGHTEEN**

*UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- B) understand the roles and interactions of individuals and groups in society.
- C) understand how social systems form and develop over time.

**District Objectives**

- 18B.118 Discuss and understand the impact of current events as they relate to their community. **I**
- 18B.119 Discuss current events and how these events may affect their lives. **I**
- 18B.120 Identify the White House and the current President of the United States. **I**
- 18B.121 Identify how people depend on each other at home and school. **I**
- 18B.122 Identify ways to work together to complete tasks. **I**
- 18B.212 Identify what a good citizen does and demonstrate an understanding that every course of action has consequences. **I**
- 18B.213 Demonstrate ways of showing respect for their country’s flag. **I**
- 18B.214 Identify responsibilities that people must have to work together to achieve their goals. **I**
- 18B.323 Know the basic traditional needs and wants of all people, for example, but not limited to: food, shelter, clothing, love, safety, and belonging, and how the people of Morton meet these needs. **I**

# PHYSICAL DEVELOPMENT AND HEALTH

## STATE GOAL FOR LEARNING NINETEEN

*ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.*

### Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
- B) analyze various movement concepts and applications.
- C) demonstrate knowledge of rules, safety and strategies during physical activity.

### District Objectives

- 19A.200 Demonstrate the ability to perform various locomotor movements such as walk, run, jump, hop, skip, gallop, slide, and leap. **I**
- 19A.201 Demonstrate the ability to perform various non-locomotor movements such as swing, bend, twist, rock, sway, and stretch. **I**
- 19A.202 Demonstrate basic tumbling, balances, and rolls. **I**
- 19A.203 Demonstrate acceptable movements while working with balls and equipment in your own space and shared space. Supporting activities include: throwing, catching, striking, kicking, shooting, Frisbees, bean bags, balls, balloons, hula-hoops, ribbons, and scarves. **I**
- 19B.204 Understand body and space in relationship to other objects and people. (i.e. identify own space, parachute, movement experiences with apparatus(balance beam, bars, ropes, etc.) **I**
- 19C.205 Develop a sense of safety practices used during physical activity. **I**

## STATE GOAL FOR LEARNING TWENTY

*ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.*

### Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) know and apply the principles and components of health-related fitness.
- B) assess individual fitness levels.
- C) set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

### District Objectives

- 20A.200 Students will engage in physical fitness activities that encourage strengthening, flexibility, and range of movement such as jumping rope, exercises (sit ups, jumping jacks, etc.) and climbing, hanging and stretching. **I**
- 20B.201 Develop a positive attitude toward maintaining a healthy body through physical activities. **I**

## STATE GOAL FOR LEARNING TWENTY-ONE

*DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS THROUGH PHYSICAL ACTIVITY.*

### Illinois Learning Standard

As a result of their schooling, students will be able to....

- A) demonstrate individual responsibility during group physical activities.
- B) demonstrate cooperative skills during structured group physical activity.

### District Objectives

- 21A.200 Learn to follow directions and get along with classmates while participating in physical activities. **I**  
21B.200 Learn to follow safety guidelines while performing physical activity. **I**

**STATE GOAL FOR LEARNING TWENTY-TWO**

***UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.***

**Illinois Learning Standard**

As a result of their schooling, students will be able to....

- A) explain the basic principles of health promotion, illness prevention and safety.
- B) describe and explain the factors that influence health among individuals, groups and communities.
- C) explain how the environment can affect health.

**District Objectives**

- 22A.201 Identify fever, rashes, coughs, and congestion as general signs and symptoms of illness. **I**  
(Addressed in Science – 2nd Grade – 12A.201)
- 22B.201 Explain the importance of healthy eating habits and keeping your body clean. **I**  
(Addressed in Science – 1st Grade – 12A.101)

**STATE GOAL FOR LEARNING TWENTY-THREE**

***UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.***

**Illinois Learning Standard**

As a result of their schooling, students will be able to....

- A) describe and explain the structure and functions of the human body systems and how they interrelate.
- B) explain the effects of health-related actions on the body systems.
- C) describe factors that affect growth and development.

**District Objectives**

- 23A.201 Identify functions of the heart, lungs, and the eyes. **I**  
(Addressed in Science – Kindergarten – 12A.001)
- 23B.201 Explain how keeping clean, exercise, and a proper diet influence our health. **I**  
(Addressed in 1st Grade – 12A.101)

**STATE GOAL FOR LEARNING TWENTY-FOUR**

***PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.***

**Illinois Learning Standard**

As a result of their schooling, students will be able to.....

- A) demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
- B) apply decision-making skills related to the protection and promotion of individual health.
- C) demonstrate skills essential to enhancing health and avoiding dangerous situations.

**District Objectives**

24A.200 Students will demonstrate the practices of Good Sportsmanship in daily activities such as waiting their turn, no pushing, and making good choices regarding the truth (honesty vs lying). **I**

24A.201 Demonstrate positive verbal and nonverbal communication skills (listening, cheering others on, etc.). **I**

## FINE ARTS

### DANCE /DRAMA/MUSIC/VISUAL ARTS

#### STATE GOAL FOR LEARNING TWENTY-FIVE

*KNOW THE LANGUAGE OF THE ARTS.*

#### Illinois Learning Standards

As a result of their schooling, students will be able to...

- A) understand the sensory elements, organizational principals and expressive qualities of the arts.
- B) understand the similarities, distinctions and connections in and among the arts.

#### District Objectives Dance

- 25A.101 Express mood and emotion through body movements. **I**
- 25A.201 Duplicate the beat/rhythm presented by using. (i.e. hand clapping, rhythm sticks, etc.) **I**
- 25A.202 Understand and perform the elements of personal and shared space. **I**

#### District Objectives Drama

- 25A.401 Understand how changes in posture, walk, and vocal quality affect characterization. **I**

#### District Objectives Music

- 25A.201 Identify and create a steady beat, patterns of long and short sounds, repeated, and even and uneven. **I**
- 25A.204 Discriminate between loud/soft and fast/slow. **I**
- 25A.103 Describe and perform the elements of music: melody, rhythm, mood, pitch, harmony, duration, tonality, dynamics, and form. **I**
- 25A.206 Identify how many phrases to a song and same and different phrases. **I**
- 25A.104 Differentiate between and identify high/low pitch and upward/downward movement. **I**
- 25B.105 Identify and perform a skit, combining the properties of music, visual art, and drama and describe how each worked together for the success of the skit. **I**

#### District Objectives Visual Arts

- 25A.101 Identify primary colors. **I**
- 25A.102 Identify and name basic geometric shapes. **I**
- 25B.103 Build visual memory by using familiar scenes and objects in artwork. (i.e. after fieldtrip, vacation, etc.) **I**
- 25B.104 Create imaginary images of creatures, objects, and places. **I**

#### STATE GOAL FOR LEARNING TWENTY-SIX

*THROUGH CREATING AND PERFORMING, UNDERSTAND HOW WORKS OF ART ARE PRODUCED.*

#### Illinois Learning Standards

As a result of their schooling, students will be able to...

- A) understand processes, traditional tools and modern technologies used in the arts.
- B) apply skills and knowledge necessary to create and perform in one or more of the arts.

#### District Objectives Dance

- 26B.204 Perform an activity with locomotor and nonlocomotor skills and changing body levels to a musical or rhythmic accompaniment. **I**

#### District Objectives Drama

- 26B.101 Interpret by tone and volume the mood and feeling of the speaker. **I**

#### District Objectives Music

- 26B.106 Identify and perform the technique to create sound on all simple classroom percussion instruments. **I**
- 26A.001 Differentiate between environmental, simple classroom percussion, and vocally produced sounds. **I/D/M**

#### District Objectives Visual Arts

- 26A.105 Demonstrate various ways to use crayons. **I/D**
- 26A.106 Demonstrate that found materials (leaves, seeds, etc.) and man- made and discarded materials (yarn, cartons, spools, paper, etc.) can be used to create art. **I/D**

**STATE GOAL FOR LEARNING TWENTY-SEVEN**

*UNDERSTAND THE ROLE OF THE ARTS IN CIVILIZATIONS, PAST AND PRESENT.*

**Illinois Learning Standards**

As a result of their schooling, students will be able to....

- A) analyze how the arts function in history, society and everyday life.
- B) understand how the arts shape and reflect history, society, and everyday life.

**District Objectives Music**

27A.108 Identify music from a variety of styles, cultures, and moods. **I**

## APPENDIX A

### SOCIAL STUDIES: KINDERGARTEN THROUGH SIXTH MAP SKILLS SCOPE AND SEQUENCE

The following helps students:

#### MAP AND GLOBE SKILLS

	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
<b>understanding globes</b>	.	.	.	.	.	.	.
North and South Poles		.	.	.	.	.	.
equator			.	.	.	.	.
hemispheres			.	.	.	.	.
prime meridian					.	.	.
Tropics of Cancer and Capricorn					.	.	.
Arctic and Antarctic Circles					.	.	.
<b>identify the purpose and use of maps</b>	.	.	.	.	.	.	.
map title		.	.	.	.	.	.
time zones		.	.	.	.	.	.
map key (legend)		.	.	.	.	.	.
compass rose (direction indicator)		.	.	.	.	.	.
map scale (miles, kilometers)				.	.	.	.
grid scale (longitude, latitude)			.	.	.	.	.
<b>comparing maps with globes</b>	.	.	.	.	.	.	.
<b>comparing maps with photographs</b>		.	.	.	.	.	.
<b>understanding map symbols</b>	.	.	.	.	.	.	.
land and water	.	.	.	.	.	.	.
colors, tints, and patterns		.	.	.	.	.	.
object and picture symbols		.	.	.	.	.	.
lines and borders			.	.	.	.	.
road, routes, and arrows		.	.	.	.	.	.
location symbols			.	.	.	.	.
relief and elevation					.	.	.
<b>understanding directional terms and finding direction (top, bottom, left, right)</b>	.	.	.	.	.	.	.
cardinal directions (N., S., E., W.)		.	.	.	.	.	.
intermediate directions				.	.	.	.
<b>understanding and measuring distance</b>				.	.	.	.
miles and kilometers				.	.	.	.
map insets				.	.	.	.
<b>understanding and finding location</b>		.	.	.	.	.	.
number and letter grids			.	.	.	.	.
lines of latitude and longitude (parallels and meridians)					.	.	.
measurements in degrees					.	.	.
<b>understanding map projections and distortions</b>						.	.
<b>understanding cartograms</b>							.

## APPENDIX B

### SOCIAL STUDIES: CHARTS AND GRAPH SKILLS

	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>
understanding and using pictographs	•	•	•	•	•	•	•
understanding and using charts and diagrams	•	•	•	•	•	•	•
understanding and using bar graphs	•	•	•	•	•	•	•
understanding and using calendars and time lines	•	•	•	•	•	•	•
understanding and using tables and schedules		•	•	•	•	•	•
understanding and using line graphs					•	•	•
understanding and using circle (pie) graphs						•	•
understanding and using climographs							•