

## **BIBLE**

### **Kindergarten**

#### **Learn about the Life of Jesus and how to be like Jesus**

- Understand studying the Bible can lead to knowing God and learning to be like Him
- Understand that the God family – “God the Father, God the Son and God the Holy Spirit” work in perfect unity, yet are separate and unique beings
- Know that God is the Creator of the Universe and that He is everywhere at once and all-knowing
- Learn the story of the origin of sin and God’s plan of salvation
- Realize the benefit from following Christ’s example in one’s daily life
- Understand that God depends on individuals to spread the Good News of salvation
- Understand how to show one’s commitment to God
- Know that people have similar spiritual gifts found in the Bible characters
- Understand the freedom to choose good or evil
- Explain the importance of prayer and praise
- Develop a spirit of thankfulness
- Know that Jesus is coming back

#### **FINE ARTS**

##### **Art**

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people’s experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

##### **Music**

- Initiate a steady beat
- Recognize quarter notes
- Begin echo singing
- Sing with instrumental accompaniment
- Discern when a verse has ended and a chorus has begun
- Listen to band and orchestra music
- Sing scripture songs and children’s hymns

#### **LANGUAGE ARTS**

##### **Viewing**

- View pictures to gain meaning
- Predict unknown words from picture clues
- Answer questions as a means to understanding content
- Share thoughts and feelings after viewing visual media
- Sequence story events using pictures

##### **Listening**

- Make eye contact
- Listen and follow one and two step directions
- Listen to others while waiting for turn to speak

- Listen to a variety of media

##### **Reading**

- Phonemic awareness
- Explicit systematic phonics
- Pre-reading concepts
- Follow print from left to right
- Make connections between words and pictures
- Know that print tells the story

##### **Speaking**

- Learn simple rules for conversation
- Share information and ideas clearly

##### **Visually Representing**

- Experiment with visual forms of communication
- Design visual media to model what makes presentations appealing

##### **Writing**

- Print from left to right
- Use invented spelling
- Correctly spell CVC/CVCC words
- Dictate or write a personal experience in sequential order
- Begin to use ending punctuation
- Begin to use capitalization

#### **MATH**

##### **Number and Operations**

- Count and understand numbers to 20
- Write numbers 0 to 20
- Use one-to-one correspondence with numbers and objects
- Understand and represent adding two numbers with sums to ten
- Add and subtract two numbers using objects to ten

##### **Algebra**

- Recognize and explain how objects can be classified
- Sort, classify and order objects by time, size, number and other properties
- Compare and contrast objects
- Identify, create, copy, describe and extend sequences e.g. sounds, shapes, motions, numbers
- Model a mathematical problem situation using manipulatives

##### **Geometry**

- Compare, sort and arrange similar and different objects by size, color and shape
- Identify triangles, squares and circles
- Describe relative position of objects in space
- Identify and fit pieces of puzzles/shapes that go together
- Construct 3-dimensional objects

##### **Measurement**

- Compare the weight of two objects and the capacity of two containers
- Compare and describe length, size, distance, temperature e.g. long, longer, longest, same length
- Measure length by counting non-standard units
- Recognize how a thermometer denotes hot, cold and medium temperatures
- Measure area using concrete objects
- Order events by time e.g. before, after

- Identify that clocks, watches and calendars are used to measure time

- Tell time to the hour
- Know and name the seven days of the week in order (relate to Sabbath)

##### **Data Analysis/ Probability**

- Discuss events as likely or unlikely
- Pose questions and gather data about themselves and their surroundings

#### **PHYSICAL EDUCATION**

##### **Spiritual Emphasis**

- Recognize that God’s ideal for quality living includes a healthy lifestyle
- Incorporate into one’s lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

##### **Movement and Motor Skills**

- Demonstrate progress toward the mature form of selected manipulative, locomotor and non-locomotor skills
- Demonstrate mature form in walking and running
- Identify fundamental movement (skip, strike)
- Establish a beginning movement vocabulary, e.g. personal space, high/low levels, fast/slow speeds, light/heavy weight, balance, twist
- Apply appropriate concepts to performance, e.g. change direction while running

##### **Lifestyle and Fitness**

- Participate daily in moderate to vigorous physical activity
- Select and participate in activities that require some physical exertion during free time
- Identify likes and dislikes connected with participation in physical activity
- Sustain moderate to vigorous physical activity in accordance with an approved fitness test
- Identify the physiological signs of moderate physical activity, e.g. fast heart rate, heavy breathing
- Understand the value of engaging in physical activities as play and recreation
- Associate positive feelings with participation in physical activity and play

- Try new movement activities and skills

##### **Sportsmanship and Appropriate Behaviors**

- Learn and apply concepts of grace and forgiveness
- Apply, with teacher reinforcement, class room rules and procedures and safe practices
- Share space and equipment with others
- Recognize the joy of shared play
- Interact positively with students in class regardless of personal differences e.g. race, gender, disability, religion

#### **SCIENCE**

**Physical:** Simple Measurement, Observation, Light/Colors

- Perform simple comparative measurements
- Describe objects according to their physical properties e.g., color, texture, size
- Describe various sources of light
- Identify sunlight as a composite of all colors
- Identify primary colors
- Describe the composition of secondary colors
- Identify the fixed order of color as found in a rainbow
- Life:** Worms, Insects, Spiders
- Recognize characteristics that are similar and different between organisms
- Describe the basic needs of living things
- Describe how related animals have similar characteristics
- Identify how animals gather and store food, defend themselves, find shelter and adapt
- Understand the beneficial effects of earthworms
- Explain how insects are both harmful and helpful
- Know the dangers of poisonous spiders
- Earth:** Air, Land, Water, Ecology, Seasons
- Describe air as a substance that takes up space and moves around us
- Recognize that the Earth is made up of land, water and the gases of the atmosphere
- Recognize/describe appropriate ways to care for our Earth
- Identify God's role in the creation of the Universe
- Understand how Earth's position in relation to the sun accounts for days, seasons and years
- Identify seasonal changes in weather patterns
- Health:** Home/School Safety
- Identify common hazards and practice safety rules
- Demonstrate appropriate work and play behaviors
- Scientific Inquiry**
- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment
- Service/Career Options**
- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science
- SOCIAL STUDIES**
- History:** Yourself (Time, Families, Holidays)
- Introduce calendar time: days, weeks, months, birthdays, holidays
- Develop a personal picture time line
- Understand that God has a plan for each person
- Understand one's role in one's family
- Explore the contributions of the lives of people in past and present
- Civics:** Ideas about Civic Life, Politics and Government
- Understand basic safety rules
- Understand individual roles in groups and government

- Understand the relationship between home, school and the community
- Appreciate and respect diversity
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Geography:** Geographic Features and Patterns of the Environment
- Know where each lives
- Know what it is like where each lives e.g. weather, topography
- Economics:** Roll of Community Helpers
- Understand that community helpers are paid for the services provided
- Explore basic information about transportation and communication
- Know that a price is the amount a person pays when goods or services are bought
- Know the major services provided by the community
- Know that some of the goods and services are provided by the government
- TECHNOLOGY**
- Demonstrate proper use and care of computers and other audio-visual equipment
- Begin learning basic keyboarding
- Use a variety of electronic resources to enhance learning and access information
- Use computers to express ideas with drawing and word processing software
- Begin learning correct use of computer terms
- Learn about technology related occupations
- Practice courtesy and sharing of computer time
- PERSONAL/SOCIAL DEVELOPMENT**
- Personal**
- Care for own toileting needs and hand washing
- Separating from parents with relative ease
- Demonstrate care for own belongings and respect for others
- Understand and express personal thoughts and feelings
- Personal-Social**
- Internalize and comply with classroom routines and rules
- Stay on task and ignore minor distractions
- Transition smoothly from one activity to the next
- Social**
- Respect classmates and classroom materials
- Take turns
- Display a caring attitude toward peers
- Show a balance of initiating and accepting ideas for play
- Attempt to resolve conflicts verbally and in a developmentally appropriate manner
- Play cooperatively and share
- Positive Approach to Learning**
- Create or suggest new activities
- Ask for help when needed

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## SEVENTH-DAY ADVENTIST

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## KEY LEARNINGS Kindergarten