Merrimack School District
Essential Learning Competencies

School	Merrimack School District
Grade Level	Kindergarten
Quarter	1

Subject Area: Reading

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Understand basic features of print. • Recognize words are made of letters • Recognize and name upper- and lowercase letters of their name. (RFK.1)	Know and apply concepts of print	• Observations from small group • Direct assessment for recognizing letters • F&P lessons
2. Understand spoken words, syllables and sounds • Recognize and produce rhymes (RF.K.2)	Uses phonemic awareness skills	• F&P lessons • Observations from small group • Direct assessment for rhyming • Draw/match rhyming pictures
3. Ask and answer questions about key details in a text. (RL/RI.K.1)	Comprehends grade level text	• Making Meaning lessons • Observations from class read alouds

Subject Area: Speaking and Listening

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Participate in collaborative discussions (SL.K.1) Follow agreed upon rules for discussion (SL.K.1a)	Demonstrates positive listening habits	Observations
2. Ask and answer questions to get help or seek information (SL.K.3)	Communicates relevant ideas clearly and effectively	Observations

Subject Area: Math

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Counts to 20 by ones (K.CC.1)	Recognizes patterns and relationships among numbers	Direct assessment
2. One to one correspondence up to 5 (K.CC.4a)	Recognizes patterns and relationships among numbers	Direct assessment
3. Count to find out "how many?", up to 5 objects in a line or objects scattered	Uses a variety of efficient strategies and tools to solve problems accurately	• Direct assessment • Student work samples

Subject Area: Fine Motor

Essential Learning Competencies *Not standards but recommended assessment areas for Q1	Reporting Standards Alignment	Formative and Summative Assessments
1. Correctly forms upper- and lowercase letters in their first name (L.K.1a)	Uses grade level fine motor skills	• Student work samples • White board activities • Sensory writing
2. *Holds pencil correctly		• Observations
3. *Appropriately holds and uses scissors		• Student work samples • Observations

Subject Area: Science

Essential Learning Competencies	Reporting Standards Alignment	Formative and Summative Assessments
1. Describe how each sense is used in their lives.	Asks questions and defines problems	• Open ended activities • Drawings, scavenger hunt, a menu of options including "their own" options, guided by UDL • Online resources

Subject Area: Social Studies

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
1. School: school workers, classroom and school rules, appropriate decision making Explain the need for and purposes of rules in various settings inside and outside of school. (D2.Civ.3.K-2) Apply civic virtues when participating in school settings. (D2.Civ.7.K-2) Explain how people can work together to make decisions in the classroom. (D2.Civ.11.K-2)	Asks questions about civic responsibilities and their community Communicates civic and community concepts	• Open ended activities • Drawings, scavenger hunt, a menu of options including "their own" options, guided by UDL • Online resources

Subject Area: Characteristics of a Successful Learner

Essential Learning Competencies	Reporting Standards Alignment	Formative Assessments
1.Communicates needs 2.Recognizes one's strengths and challenges	Self-Awareness	
3.Sets and monitors progress towards goals 4.Practices self-control	Self-Management	• Teacher Observation • Role Play • Participation in Lessons
5.Navigates conflict effectively	Relationship Building	
6.Follows directions and expectations	Responsible Decision Making	

Subject Area: Unified Arts

Essential Learning Competencies		Formative Assessments
Understand and practice the skills that will help maintain a healthy lifestyle. National Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	**PE**	Physical Activity Knowledge: • Discuss the benefits of being active and exercising and/or playing • Discuss physical activity that they participate in outside of school Engages in Physical Activity • Actively engages in PE in response to instruction and practice
Understand how fair, responsible, and respectful behavior in physical education relates to a positive, global environment. National Standard 4: The physically literate individual exhibits responsible	**PE**	Personal Responsibility: • Follow directions in group settings • Accept personal responsibility by using equipment and space appropriately

personal and social behavior that respects self and others.		• Follow the rules and parameters of the learning environment • Be aware of personal social behavior in Physical Education • Accept responsibility for class protocols
In an effort to create tuneful musicians, grades K-4 will focus on **active listening** through creating, responding, and connecting activities.	**Music**	• Songtales • Listening maps and journals • Recorded singing presentations
In an effort to create beatful, musicians, grades K-4 will focus on **keeping a steady beat** through creating, responding, and connecting activities.	**Music**	• Beat keeping games • Body percussion • Instrument performance • Keeping the beat to recorded music
In an effort to create artful musicians, grades K-4 will focus on **appropriate musical responses** through creating, responding, and connecting activities.	**Music**	• Movement Activities • Audience Etiquette • Song analysis • Music Appreciation
Creativity and innovative thinking are essential life skills that can be developed. Students can explore imaginative ideas and brainstorm different ways to solve a problem. Creating Anchor Standard 1: Generate and conceptualize artistic ideas and work.	**Art**	• Student Sketchbooks • Student Art
Artists and designers experiment with forms, structures, concepts, media, and art making approaches. Students can be safe and follow art rules in using materials. Creating Achor Standard 2: Organize and develop artistic ideas and work.	**Art**	• Student Sketchbooks • Student Artwork
Through art making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Students can make art about experiences and stories in their life. Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.	**Art**	• Student Art • Group Discussion • Sketchbook