

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Language Arts Standards  
Kindergarten

Course Abilities [Apply the following to each content standard.]

1. Prepare students to develop abilities in language arts.
  - A. Think clearly and solve problems about language (classify, decide, solve, compare).
  - B. Talk and write clearly about language (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
  
2. Prepare students to be able to read, write, speak, and listen for many purposes.
  - A. Be able to listen to, comprehend, interpret, evaluate, and enjoy literature (rhyme, fairy tale, and story) and informational texts. State R1

Course Content [Read, write, speak, and listen skillfully.]

3. Be ready to read.
  - A. Name the capital letters in alphabetical and random order.
  - B. Name the lower case letters in alphabetical and random order.
  - C. Know the consonant sounds.
  - D. Name a word that rhymes with a clue word.
  - E. Name beginning and ending sounds in words.
  - F. Know to read from left to right, top to bottom, and from front to back.
  - G. Recognize that print conveys meaning. R1 .1 .2a
  - H. Distinguish, reproduce, and manipulate the sounds in words. R2.1.ia
  - I. Distinguish between a word and a letter.
  - J. Point to individual words when reading.
  - K. Identify the parts of a book.
  
4. Be able to listen to, tell, and talk about rhymes, fairy tales, and stories.
  - A. Listen to nursery rhymes, fairy tales, and short stories for important details.
  - B. Know when a story or fairy tale is over.
  - C. Recite a rhyme with a group and alone.
  - D. Talk about rhymes, fairy tales, and stories.
  - E. Identify what parts of a fairy tale could not really happen.
  - F. Know fairy tales are a kind of story.
  - G. Tell a story from a picture.

Kindergarten Language Arts (cont.)

5. Be able to print name, numbers, and the alphabet.
  - A. Print from left to right and from top to bottom.
  - B. Print capital letters.
  - C. Print lower-case letters.
  - D. Print name clearly using correct letter formation.
  - E. Be able to draw and tell about pictures to show ideas and to show sequence.
  - F. Know what sequence is.
  - G. Draw a picture that shows the sequence of a story and other things.
  - H. Tell a story or an idea in sequence by drawing.
  - I. Tell what drawings are about and know when to stop talking.
  - J. Use sounds in words to write an idea.
  
6. Be able to listen for information.
  - A. Look at the speaker.
  - B. Be quiet when someone is speaking.
  - C. Keep feet and hands to self and not bother others.
  - D. Avoid interrupting.
  - E. Ask and answer questions about important details in complete thoughts.
  - F. Follow multiple step oral directions.
  
7. Be able to tell thoughts in a group discussion.
  - A. Share ideas and feelings.
  - B. Answer and ask questions in complete thoughts.
  - C. Tell ideas in sequence and know when the telling is complete.
  - D. Speak loud enough to be heard but not too loud.
  - E. Wait turn to talk, do not distract others, and look at others when they talk.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Math Standards  
Kindergarten

Course Abilities [Apply the following to each content standard.]

1. Prepare students to develop abilities in math.
  - A. Think clearly and solve problems in math (classify, decide, estimate, solve, compare).
  - B. Talk and write clearly about math (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
2. Prepare students to be able to apply math knowledge and skills to a variety of purposes.
  - A. Use math to solve problems in a step-by-step manner (research, thesis, support, and recommendations).
  - B. Conduct research (locate, observe and gather, present).
  - C. Use manipulatives to help solve problems.

Course Content

3. Be able to use words to describe objects and mathematical concepts.
  - A. Sort and describe objects (color, weight, shape, length and other kinds of size).
  - B. Use the words for size and position (more/less, few/many, large/small, big/little, heavy/light, over/under, above/below, top/bottom, and beside/in front of/behind,). A1 .1.4, A5.1 .7, E1 .2.2
  - C. Identify, compare, draw, and recognize squares, circles, triangles, and rectangles in the environment. A5.1.1, A5.1.6, A5.1.8
  - D. Use physical materials, models, pictures, and language to represent and communicate mathematical ideas (e.g., quantity, shape, and size) in simple graphs. C1 .1.2
4. Be able to understand two-part patterns.
  - A. Predict what comes next. A4.1 .1
  - B. Copy a pattern from a picture or model. A4.1 .1
  - C. Add to patterns. A4.1.1
5. Be able to count by memory to 100.
  - A. Know number order from 0 to 100.
  - B. See the repeated pattern in numbers from 0 to 100.
6. Be able to count manipulatives up to 20.
  - A. Count up to 20 from memory.
  - B. Touch and count each item in the correct order.

Kindergarten Math (Cont.)

7. Be able to match sets with numbers to ten.
  - A. Recognize the numbers 1 to 10.
  - B. Count ordered objects up to 10.
  - C. Count unordered objects up to 10.
  
8. Be able to recognize numbers 0 to 20 in random order.
  - A. Recognize numbers 0 to 20.
  - B. Recognize number patterns.
  - C. Point to numbers upon request.
  - D. Name numbers in random order.
  
9. Be able to write numbers 0 to 9.
  - A. Imagine the stroke pattern of each number.
  - B. Write numbers using correct number formation.
  
10. Be able to perform simple addition and subtraction using objects.
  - A. Join sets.
  - B. Separate sets.
  - C. Explain how sets are joined and separated.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Social Studies Standards  
Kindergarten (Understand Yourself)

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in social studies.
  - A. Think clearly and solve problems about social studies (classify, decide, estimate, solve, compare).
  - B. Talk and write clearly about social studies (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
  
2. Be able to apply social studies knowledge and skills to a variety of purposes.
  - A. Be able to conduct and present research (locate and organize information, write, and present).
  - B. Be able to relate social studies to self:
    - view life from other perspectives and others' point of view;
    - explain the effects important inventions, events, people, and moments have on self;
    - think about other people and other places to solve problems and make decisions;
    - relate current events to one's own life (be able to talk about current events).
  - C. Possess technical skills:
    - listen/dictate/write/present: instructions, chart, thank you letter, letter of request, proposal, report, and summary;
    - technology: word processing, Internet, AV production.

Course Content

3. Know about where one lives.
  - A. Know where one lives.
  - B. Know what it is like where one lives.
  
4. Know things in personal life which could change.
  - A. Know that families move.
  - B. Know that families change in size and how they live.
  - C. know that parents have to work so one can have food, clothing, and shelter.
  
5. Understand that other people don't live like oneself.
  - A. Know how others in the class live.
  - B. Know about life in other places (rural, urban) and what is important to them.
  - C. Know about life in other places in the United States and what is important to them.
  - D. Know about life in other places in the world and what is important to them.
  - E. Know how others lived in the past and what was important to them.

## Kindergarten (Cont.)

6. Understand personal responsibilities.
  - A. Right now:
    - respect (social, rights of others, property, authority);
    - responsibilities (learn, grow, develop potential).
  - B. In the future:
    - citizenship (participate and abide by the laws);
    - family (love, relationships, satisfaction);
    - career (reward and job satisfaction);
    - environment (effects on the world and individual responsibilities).
  
7. Know days which are personally important.
  - A. Know one's birthday.
  - B. Know the birthdays of one's parents.
  - C. Know the birthdays of one's brothers and sisters.
  - D. Know important holidays and why they are important.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Science Standards  
Kindergarten

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in science.
  - A. Think clearly and solve problems about science (classify, decide, estimate, solve, compare).
  - B. Talk and write clearly about science (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
  - E. Explore related careers.
  
2. Be able to apply science knowledge and skills to a variety of purposes.
  - A. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusion).
  - B. Be able to conduct research (field research, library research, experimentation).
  - C. Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
  - D. Know how to preserve the earth (reuse, reduce, recycle, refuse).
  - E. Possess technical skills:
    - listen/dictate/write/present: instructions, chart, report, proposal, letter of request, summary;
    - technology: word processing, Internet, AV production.

Course Content

3. Know the five senses and how they help us.
  - A. Know about seeing.
  - B. Know about smelling.
  - C. Know about touching.
  - D. Know about hearing.
  - E. Know about tasting.
  - F. Know about the visible parts of the body (head, arms, shoulders, legs, knees, trunk, toes, fingers).
  
4. Know about common plants.
  - A. Know different common plants (trees, flowers, grass, local, and of special interest).
  - B. Know where common plants grow.
  - C. Know about care of common plants.
  
5. Know about common animals.
  - A. Know different common animals (farm, pets, zoo, local, and of special interest).
  - B. Know where common animals live.
  - C. Know how different animals move.
  
6. Know our physical environment (air, land, and water).
  - A. Know how air is all around us.
  - B. Know how the earth is made up of land and water.
  - C. Know how we need to care for the air, land, and water.
  - D. Know the names and the order of the four seasons.
  - E. Know the weather in each season in the area where one lives.

BOROUGH SCHOOL DISTRICT  
Art Standards  
Kindergarten

1. Know about things that are in art. [Be able to experience the elements of art.]
  - A. Know important colors.
  - B. Know when colors are lighter or darker. [Be able to distinguish values of the same color.]
  - C. Know about point, line, and shape. [Be able to identify and distinguish between point, line, and shape.]
  - D. Know about texture. [Be able to verbally react to: describe by touch and appearance.]
  - E. Be able to find point, line, shape, and texture in many places (intentional art, everyday objects, and nature).
  
2. Know about art. [Know about the process of creating art.]
  - A. Know what art is [creating things to communicate ideas and show beauty by visual images] and where it can be found (everyday objects, formal art, advertising, decorative elements, buildings, etc.).
  - B. Know that artists make many different kinds of art (painting, drawing, ceramics, mixed media, functional objects, cake decorating, carving, etc.).
  - C. Know that art is made all over the world. [Know art is produced by peoples of all cultures.]
  - D. Know artists get their ideas in many ways (nature, other visual art, other art forms such as poetry and fiction, imagination, history and current events, emotions, etc.).
  - E. Be able to say how you feel about a work of art.
  
3. Be able to make and talk about many kinds of art. [Be able to experiment with a wide variety of art materials.]
  - A. Be able to make many kinds of art by yourself and with others. [Be able to complete a finished work of art in many materials/media (drawing, finger and brush painting, clay and similar materials, papiermache, paper folding, mixed media).]
  - B. Be able to plan the art before you do it.
  - C. Be able to say why you made the art. [Be able to identify the idea/motivation behind the work.]
  - D. Be able to say what it is like to make art. [Be able to express feelings associated with creating art.]

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Physical Education Standards  
Kindergarten

Course Abilities (Should be achieved throughout year.)

1. Be able to apply physical education to life.
  - A. Be able to work to be better at physical skills and to be in good shape.
  - B. Be able to play safely and by the rules.
  - C. Be able to be a good winner and loser, encourage others, and show social skills.
  - D. Know why we practice.
  - E. Be able to take care of sports equipment.

Course Content

2. Be able to balance on one foot, hop, skip, and do the standing broad jump [locomotor skill].
3. Be able to move a part of your body when told to do so [perceptual motor proficiency].
  - A. Know the names of parts of the body.
  - B. Be able to move the parts of the body in the way you are told to.
4. Be able to move to a rhythm.
  - A. Be able to move in line and do circle games to a rhythm.
  - B. Be able to move balls, scarves, sticks, and other things to a rhythm.
  - C. Be able to hop, skip, walk, and run to a rhythm.
  - D. Be able to move body parts to a rhythm.
  - E. Be able to make up your own ways to move to a rhythm.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Music Standards  
Kindergarten

1. Be able to hear and make loud and soft sounds. [Expression]
  - A. Be able to tell loud and soft sounds apart.
  - B. Be able to make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
  - C. Be able to whisper, speak, sing, and call with the correct loudness.
  
2. Be able to hear and make high and low tones. [Melody]
  - A. Be able to tell high and low tones apart.
  - B. Be able to speak with high and low tones.
  - C. Be able to produce high and low tones on classroom instruments.
  - D. Be able to hear when tones are getting higher or lower.
  
3. Be able to hear and make a steady beat, long and short sounds, and fast and slow tempos. [Rhythm]
  - A. Be able to hear a steady beat.
  - B. Be able to clap and stomp a steady beat and make a steady beat on class instruments.
  - C. Be able to tell long and short sounds apart.
  - D. Be able to sing long and short sounds and make long and short sounds on class instruments.
  - E. Be able to tell fast and slow tempos apart.
  
4. Be able to hear and make echo and tell sections apart. [Form]
  - A. Be able to hear echo.
  - B. Be able to make an echo by calling, singing, and playing class instruments.
  - C. Be able to move your body to show you hear different sections.
  
5. Know when music has accompaniment. [Harmony]
  - A. Be able to hear when only one voice or instrument is playing or singing.
  - B. Be able to hear when more than one voice or instrument is playing at the same time.
  
6. Enjoy many kinds of music and from many countries. [History/Style]
  - A. Be able to say what you think of the music you hear.
  - B. Be able to move your body to the music you hear.
  
7. Be able to take care of equipment and be a good audience. [Audience/performance Skills]
  - A. Be able to play class instruments correctly and use them for no other purpose.
  - B. Be able to put instruments away in the correct way.
  - C. Be able to listen quietly and pay attention to performances.
  - D. Know when and how to clap at a performance.

Health Standards  
Kindergarten

R 1. Know that people are alike and different.

- A. Know how people show happiness, love, anxiety, fear, guilt, frustration, and grief.
- B. Know that how one behaves is important [different behaviors result in different consequences].
- C. Know that people do things in different ways [and handle things in different ways].
- D. Know how families are alike and different.

W 2. Know how to stay healthy.

- A. Know why rest, sleep, and play are important to good health.
- B. Know good sleep, rest, and play habits.
- C. Know that there are good and bad things [substances] at home and at school.
- D. Know how not to eat, drink, or touch the bad things [substances].
- E. Know the purpose of medicine and who should give it.
- F. Be able to tell when a person is sick.
- G. Know that good habits make one healthy.
- H. Know that tobacco and drugs are bad.
- I. Know about infectious diseases (including AIDS).
- J. Know that what is eaten helps or hurts one's health.
- K. Know exercise is important.

W 3. Be able to keep clean. [Be able to use good personal hygiene habits.]

- A. Know the benefits of being clean [good hygiene].
- B. Be able to take care of one's teeth.
- C. Be able to keep one's own body clean.

S 4. Be able to be safe. [Understand and apply personal and traffic safety.]

- A. Know and obey the rules for riding in a car and bus.
- B. Know and obey the rules for walking on streets and sidewalks [being a pedestrian].
- C. Know and use the rules for the school and playground.
- D. Know how to get help [who, how, and when to tell in case of emergencies, including 911].

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
World Language Standards  
Elementary/Junior High (Introductory Course)

Focus of the year/program: sense the differences and become interested

Course Abilities [Apply the following to each content standard .]

1. Develop abilities in world language.
  - A. Think clearly and solve problems about language (classify, decide, solve, compare).
  - B. Talk and write clearly about language (present, persuade, collaborate, explain, defend, recommend).
  - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
  
2. Be able to read, write, speak, and listen for many purposes.
  - A. Be able to read and enjoy literature.
  - B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
  - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
  - D. Possess technical skills:
    - read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
    - technology: word processing, Internet, AV production

Course Content (Read, write, speak, and listen skillfully)

3. Be able to use different ways of greeting people in different situations in the target language.
  - A. Know and apply gestures and words for conventional greetings.
  - B. Know and apply terms of address in both formal and informal situations.
  
4. Be able to imitate language sounds in the target language.
  - A. Be able to recognize and say the alphabet.
  - B. Be able to recognize and say sound combinations.
  - C. Be able to recognize silent letters.
  - D. Be able to pronounce vocabulary words with reasonable accuracy.
  
5. Be able to respond to basic questions and classroom directions in the target language.
  - A. Be able to answer personal questions (age, likes and dislikes, names, where live, time, dates).
  - B. Be able to use vocabulary words, pronouns, and a few basic verbs.
  - C. Be able to ask simple questions.
  - D. Be able to react properly to simple classroom commands and directions.
  - E. Be able to identify and apply the vocabulary for classroom objects and activities.
  
6. Be able to use simple sentences.
  - A. Be able to use pronouns and a few basic verbs.
  - B. Be able to describe classmates, family, and self.
  - C. Be able to give and respond to simple commands.
  - D. Be able to identify cognates.
  - E. Be able to recognize the vocabulary words for each unit.

World Languages - Elementary I Junior High (cont.)

7. Be able to watch and listen for main ideas and details.
  - A. Be able to identify cognates.
  - B. Be able to watch others' actions and reactions to discover meaning.
  - C. Be able to restate in English a simple passage in the target language.
  - D. Be able to find specific details in simple passages in the target language.
  
8. Possess basic knowledge of the geography and culture of countries of the target language.
  - A. Be able to identify countries of the target language on the globe.
  - B. Be able to identify the capitals and a few key features on a map of the countries.
  - C. Be able to explore the countries' traditions, stories, arts, etc.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Computer Standards  
Kindergarten to Sixth Grade

1. Understand and be able to properly use the keyboard. [K-Sixth Grade]
  - A. Know and be able to use a basic keyboard. [Primary]
  - B. Know and be able to use a computer keyboard (enter, esc, alt). [Primary]
  - C. Know and be able to use proper posture and placement of hands on keyboard. [Intermediate]
  - D. Be able to keyboard using the touch system. [Intermediate]
  
2. Understand basic computer operations. [K-Sixth Grade]
  - A. Know basic computer terminology. [Primary]
  - B. Be able to use a checklist to determine why a computer is not functioning properly. [Intermediate]
  - C. Be able to use menu-driven software. [Intermediate]
  
3. Be able to use a word processing program. [Fourth-Sixth Grade]
  - A. Be able to write and edit documents.
  - B. Be able to load and save documents.
  - C. Be able to print.
  - D. Be able to use graphics and fonts (print shops, logowriter, writing center).
  
4. Be able to use hardware and software safely and properly. [K-Second Grade]
  - A. Be able to use input devices (mouse, keyboard).
  - B. Be able to turn on/off and adjust monitor.
  - C. Be able to turn on/off CPU.
  - D. Be able to insert diskettes and access disk drives.
  - E. Be able to log on and off network.
  
5. Be able to use a computer as an educational tool. [K-Sixth Grade]
  - A. Be able to use remote databases to access and retrieve information (Internet, Weekly Reader, Prodigy, Nova, Space Shuttle). [Intermediate]
  - B. Be able to use database and spreadsheets to manipulate data. [Intermediate]
  - C. Be able to use technology to solve problems. [Intermediate]

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
Media Standards  
Kindergarten

Course Abilities [Apply the following to each content standard.]

1. Apply abilities to media.
  - A. Think clearly and solve problems about media (classify, decide, estimate, solve, compare).
  - B. Talk and write clearly (present, persuade, collaborate, explain, recommend).
  - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
  - D. Use the quality process (plan, draft, analyze, and revise when producing products).
  
2. Be able to read, write, speak, and listen for many purposes .
  - A. Be able to watch listen to, and enjoy media.
  - B. Be able to use mass media (magazines, newspapers, radio, television, CD-ROM).
  - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
  - D. Possess technical skills:
    - listen/dictate/write/present: instructions, chart, thank you letter, request, proposal,
    - technology: word processing, Internet, AV production.

Find

3. Know about the media center.
  - A. Know the purpose of the media center.
  - B. Know where the media center is (and where the closest public library is).
  - C. Know the people who work in the media center and how they will help.  
report, summary;
  
4. Be able to find the parts of the media center (and in the public library) which contain the items one is seeking.
  - A. Be able to find easy-reading books.
  - B. Be able to find audio-books and filmstrips.
  
5. Be able to check out and return materials.
  - A. Know how and where to check out materials.
  - B. Know how and where to return materials.

Other

6. Be able to show respect for people and materials in the media center (and in the public library).
  - A. Be able to talk quietly in the media center.
  - B. Be able to treat the materials in the media center with care.
  - C. Be able to behave correctly for different activities in the media center.
  - D. Be able to return materials on time and in the right place.
  
7. Know how to use an audiocassette recorder and a VCR/TV set-up.
  - A. Be able to load, turn on, rewind, turn off, and unload audiocassette player.
  - B. Be able to load, turn on, rewind, turn off, and unload a VCR/TV set-up.

NORTH SLOPE BOROUGH SCHOOL DISTRICT  
K-12 Counseling Standards  
Kindergarten

Acquire and apply knowledge of self and others.

1. Understand, accept and respect self.
  - A. Be able to describe one's own physical, intellectual and emotional characteristics.
  - B. Know how to show "mad, sad and glad."
2. Understand, respect and get along with others.
  - A. Be able to describe the physical, intellectual and emotional characteristics of others.
  - B. Know how people show happiness, sadness and anger.
3. Be able to communicate effectively.
  - A. Be able to recognize that children listen to and speak with a variety of people.
  - B. Know how to greet people politely.
4. Know how to behave responsibly in the family.
  - A. Know where one's place is in the family system.
  - B. Know that how one behaves is important [different behaviors result in different consequences.]
5. Develop group and leadership skills.
  - A. Know how to interact with others in ways that demonstrate cooperative behavior.
  - B. Know how to politely get another person's attention
6. Make appropriate decisions about drugs and alcohol.
  - A. Know that there are good and bad things (substances) at home and at school.
  - B. Know how to avoid bad things.
  - C. Know the purpose of medicine and who should give it.
7. Make appropriate decisions about personal safety.
  - A. Know and obey rules for riding in a car and bus.
  - B. Know and use the rules for the school and playground.
  - C. Know how to get help [who, how, and when to tell in case of emergencies, including 911].
  - D. Know one's house number.

Develop competencies in career and life planning.

1. Use appropriate decision-making skills.
  - A. Know that some decisions are difficult to make.
  - B. Be able to accept consequences for choices made.

### Kindergarten (cont.)

2. Be able to solve problems.
  - A. Be able to describe situations that produce happy, unhappy or angry feelings.
  - B. Know what to do with happy, unhappy or angry feelings.
3. Explore, plan and prepare for the future.
  - A. Be able to describe people and the activities they enjoy.
  - B. Know about good work habits.
4. Explore, plan and prepare for a career.
  - A. Be able to define "work."
  - B. Be able to recognize different work situations (1obs) in the home, school and community.

### Achieve Educational Success

1. Develop positive attitudes toward school and learning.
  - A. Know that making mistakes is a normal part of learning.
  - B. Be able to describe why coming to school can be fun.
2. Make decisions about educational opportunities.
  - A. Be able to describe what first grade will be like and explain what might be exciting about it.
  - B. Know that kindergarten students learn through listening, watching and playing.
3. Behave responsibly in school.
  - A. Be able to describe areas in school where kindergartners are self-sufficient and where they are not.
  - B. Be able to pay attention to the speaker [body basics].
  - C. Know how to clean up after an activity.