WDE

Kindergarten
Wyoming Content Standards
All Adopted and Active Content Area Sets as of July 2025

Rationale:

When a new or updated set of Wyoming Content & Performance Standards (WYCPS) is adopted under the State Board of Education and approved by the Governor, it is adopted with a designated school year by which districts must implement that new or updated set of standards into their district curriculum, instruction, and district assessment system. The time between the adoption date and the designated school year by which the new set must be implemented is the transition period districts are granted for this implementation. See Standards Expectations and Definitions on pages 2-3.

This document is a compilation of all ten WYCPS content areas. This includes previously adopted standards sets that will be phased out and newly-adopted standards sets that are to be implemented by a designated school year. For content areas that have two sets of standards, the previously adopted set is to be phased out and the newly adopted set is to be phased in by the designated implementation date on that set. Once the new set is fully implemented, this document will be updated on the WDE website to remove the phased out content area standards set(s).

Contents:

Standards Expectations and Definitions:

The State Board of Education designated expectations for districts' instruction and assessment of WYCPS in each grade band of each content area standards set adopted after 2023, as seen in the table below. All students in grades K-12 are expected to be educated on all Content Standards, unless the corresponding cell for grade band and content area on the table below is marked with "Elective," in which case students would only be required to receive instruction on those Content Standards if they elected to take that course.

Students must be assessed through the District's Assessment System on the Performance Standards in each light gray-shaded content area/grade band cell containing "Performance Standards" on the table below, unless the corresponding cell for grade band and content area is marked with "Elective," in which case the Performance Standards would be required to be assessed only for students who elected to take that course.

The content areas of *ELA, CTE, and Social Studies have not been adopted with this designation yet; therefore, all grade bands are identified as Content & Performance Standards until each content area is adopted. The terms found in this table are further defined on the next page.

CONTENT AREA	GRADE BAND			
	K-2	**3-5**	**6-8**	**9-12**
*ELA	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards
Math	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards
Science	Content Standards	Content & Performance Standards	Content & Performance Standards	Content & Performance Standards
*Social Studies	Content Standards	Content Standards	Content & Performance Standards	Content & Performance Standards
Health & Safety	Content Standards	Content Standards	Content Standards	Content & Performance Standards
PE	Content Standards	Content Standards	Content Standards	Content & Performance Standards
*CTE	Content Standards	Content Standards	Content Standards	Content & Performance Standards **Elective**
Fine & Performing Arts	Content Standards	Content Standards	Content & Performance Standards **Elective**	Content & Performance Standards **Elective**
Computer Science	Content Standards	Content Standards	Content & Performance Standards **Elective**	Content & Performance Standards **Elective**
World Languages & Cultures	Content Standards	Content & Performance Standards **Elective**		

Content Standards:

Content Standards define the content knowledge and skills students are expected to know and be able to do by the end of the grade band. They are built foundationally and then in learning progressions. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. Schools have local control on how to map out the curriculum for any standards grouped by grade bands.

Performance Standards:

Performance Standards are the standards all students are expected to learn and be assessed on through the district assessment system by the end of the grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skills at the proficient level. As such, they employ clear action verbs and describe "how good is good enough."

Districts and teachers are expected to give students multiple opportunities to demonstrate proficiency on the Performance Standards through the District Assessment System (DAS) and provide appropriate supports for student success. In the secondary level, only students electing to take a course aligned to these standards need to be assessed in the DAS.

Elective:

Elective means all students must be offered the opportunity to take content area instruction within the indicated grade level or grade band should they elect to do so. Districts may choose how to offer elective coursework, but all Content and Performance Standards must be included in a series of courses or the educational program.

Kindergarten English Language Arts (ELA) Standards

Standards Review Process Note:
The ELA Standards are currently being reviewed (as of Mar. 2025). The below set (2012) will continue to be in effect until a new/updated set is adopted and due to be fully implemented, as approved by the State Board of Education.

Kindergarten English Language Arts (ELA) (2012)
Sole Adopted Set - Until New/Updated Set Adopted via Standards Review Process

Reading for Literature
Key Ideas and Details

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8 N/A to literature.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

RL.K.10 Actively engage in group reading activities with purpose and understanding.

Reading for Informational Text
Key Ideas and Details

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills

Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

    RF.K.1.a Follow words from left to right, top to bottom, and page by page.

    RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.

    RF.K.1.c Understand that words are separated by spaces in print.

    RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

    RF.K.2.a Recognize and produce rhyming words.

    RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.

    RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.

    RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

    RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

    RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

    RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

    RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

    RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

Writing

Text Types and Purposes

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

W.K.4 Begins in grade 3.

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9 Begins in grade 4.

Range of Writing

W.K.10 Begins in grade 3.

Speaking and Listening

Comprehension and Collaboration

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

    SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

    SL.K.1.b Continue a conversation through multiple exchanges.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

    L.K.1.a Print many upper- and lowercase letters.

    L.K.1.b Use frequently occurring nouns and verbs.

    L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

    L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

    L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

    L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    L.K.2.a Capitalize the first word in a sentence and the pronoun I.

    L.K.2.b Recognize and name end punctuation.

    L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

    L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

L.K.3 Begins in grade 2.

Vocabulary Acquisition and Use

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

    L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

    L.K.4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

    L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

    L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

    L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

    L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Kindergarten Science Standards

Three Dimensions of Science:

Dimension 1: Crosscutting Concepts (CCC)

The seven Crosscutting Concepts, listed below, have application across all domains of science. As such, they provide one way of linking across the domains of the Disciplinary Core Ideas.

1. Patterns.
2. Cause and effect.
3. Scale, proportion, and quantity.
4. Systems and system models.
5. Energy and matter.
6. Structure and function.
7. Stability and change.

Dimension 2: Disciplinary Core Ideas (DCI)

The continuing expansion of scientific knowledge makes it impossible to teach all of the ideas related to a given discipline in exhaustive detail during the K–12 years. But given the cornucopia of information available today, virtually at a touch, an important role of science education is not to teach "all the facts" but rather to prepare students in the four domains of science with sufficient core knowledge so that they can later acquire additional information on their own. The four domains referenced are: 1) physical science, 2) life science, 3) Earth and space science, and 4) engineering, technology, and applications of science.

Dimension 3: Science and Engineering Practices (SEP)

The eight Science and Engineering Practices (SEPs), listed below, describe both (a) the major practices that scientists employ as they investigate and build models and theories about the world and (b) a key set of engineering practices that engineers use as they design and build systems. We use the term "practices" instead of skills to emphasize that engaging in a scientific investigation requires not only skill but also knowledge that is specific to each practice.

1. Asking questions (for science) and defining problems (for engineering).
2. Developing and using models.
3. Planning and carrying out investigations.
4. Analyzing and interpreting data.
5. Using mathematics and computational thinking.
6. Constructing explanations (for science) and designing solutions (for engineering).
7. Engaging in argument from evidence.
8. Obtaining, evaluating, and communicating information.

Kindergarten Science (2023)

Currently Adopted Set - To Be Fully Implemented by the Beginning of School Year 2025-26

Physical Science

PS2 Motion and Stability: Forces and Interactions

K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

PS3 Energy

K-PS3-2 Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Earth and Space Science

ESS3 Earth and Human Activity

K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

Engineering and Design

ETS1 Engineering, Technology, & Applications of Science

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Kindergarten Math Standards

Notes for Accessibility:
For best results—if using screen reader technology to access this document—adjust punctuation settings/speech verbosity to read parentheses and other special characters aloud.

Kindergarten Math Practices

MP1 Make sense of problems and persevere in solving them.
K.MP.1 In Kindergarten, students begin to build the understanding that doing mathematics involves solving problems and discussing how they solved them. Students can explain the meaning of a problem and look for ways to solve it. Students check their thinking by using concrete objects or pictures to help them conceptualize and solve problems. Students are also working on increasing stamina as they work on problems.

MP2 Reason abstractly and quantitatively.
K.MP.2 Students begin to recognize what a number is and that it also represents a specific quantity. Then, they connect the quantity to written symbols. Students make meaning of word problems and use manipulatives to express and solve their thinking. Students are also working on increasing stamina as they work on problems.

MP3 Construct viable arguments and critique the reasoning of others.
K.MP.3 Students construct arguments using concrete illustrations, such as objects, pictures, drawings, and actions. They also begin to develop their mathematical communication skills as they participate in mathematical discussions involving questions such as, "How did you get that?" and "Why is that true?" They explain their thinking to others and respond to others' thinking by making connections. Students are also working on increasing stamina as they work on problems.

MP4 Model with mathematics.
K.MP.4 Students experiment with representing problem situations in multiple ways, including using objects, acting out, drawing pictures, numbers, words (mathematical language), making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

MP5 Use appropriate tools strategically.
K.MP.5 Students begin to explore the different available tools when thinking about the concepts of numbers. They begin to learn which tools help strengthen their understanding of concepts. For instance, kindergarteners may decide that it might be advantageous to use linking cubes to represent two quantities and then compare the two representations side-by-side.

MP6 Attend to precision.
K.MP.6 As kindergarteners begin to develop their mathematical communication skills, they try to use clear and precise mathematical vocabulary in their discussions with others and in their own reasoning. Students learn to attend to the shapes of numbers, quickly recognize quantities (subitizing), and create simple drawings to show their work.

MP7 Look for and make use of structure.

K.MP.7 Students begin to notice a number pattern or structure. For instance, students recognize the pattern that exists in the teen numbers; every teen number is written with a 1 (representing one ten) and ends with the digit that is first stated, and the pattern of numbers 0 through 9 repeat in the following numbers of 20, 30, etc. They also recognize that 3 + 2 = 5 and 2 + 3 = 5.

MP8 Look for and express regularity in repeated reasoning.

K.MP.8 Students notice repetitive actions in counting and computation, etc. For example, they may notice that the next number in a counting sequence is one more. When counting by tens, the next number in the sequence is ten more (or one more group of ten). Students also notice that when adding two numbers, order of adding doesn't affect the sum (commutative property).

Kindergarten Math (2023)

Currently Adopted Set – To Be Fully Implemented by the Beginning of School Year 2025-26

Counting and Cardinality

Know number names and the count sequence.

    K.CC.1

        K.CC.1a Count to 100 by ones and by tens.

        K.CC.1b Count backwards by ones from 20.

    K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral from 0 to 20 [with a 0 (zero) representing a count of no objects].

Count to tell the number of objects.

    K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

        K.CC.4a Use one-to-one correspondence when counting objects.

        K.CC.4b Understand that the last number name said, tells the number of objects counted regardless of their arrangement.

        K.CC.4c Understand that each successive number name refers to a quantity that is one more, and each previous number name refers to a quantity that is one less.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

    K.OA.2 Solve word problems using objects and drawings to find sums up to 10 and differences within 10.

    K.OA.3 Decompose numbers less than or equal to 10 in more than one way.

    K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number.

    K.OA.5 Fluently add and subtract within 5.

Measurement and Data

Classify objects and count the number of objects in each category.

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

K.G.2 Correctly name shapes regardless of their orientations or overall size.

Analyze, compare, create, and compose shapes.

K.G.4 Analyze and compare two- and three-dimensional shapes, using informal language to describe their similarities, differences, and attributes.

K.G.6 Use simple shapes to compose squares, rectangles, and hexagons.

Grade K-2 Social Studies Standards

Standards Review Process Note:
The Social Studies Standards are currently (as of Mar. 2025) scheduled to undergo the Standards Review Process during the 2026-2027 calendar years. The below set (2014+2018) will continue to be in effect until a new/updated set is adopted and due to be fully implemented, as approved by the State Board of Education.

Grade Band Note:
The 2014+2018 Social Studies Standards were created in grade bands. Below are the K-2 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Grade K-2 Social Studies (2014+2018)
Sole Adopted Set - Until New/Updated Set Adopted via Standards Review Process

Citizenship, Government, and Democracy
Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

- **SS2.1.1** Understand that schools, tribes, communities, and the United States have rules that have to be followed.
- **SS2.1.2** Identify the symbols and traditional practices, including those of Indigenous Tribes of Wyoming (e.g., Arapaho and Shoshone flags, songs, and pledges), that honor patriotism in the United States.
- **SS2.1.3** Identify people and events that are honored on United States holidays.
  - **SS2.1.3.a** Identify how Indigenous Tribes of Wyoming honor people and celebrate through events (e.g., Native American Veterans Day, Native American Heritage Day, Wyoming Native American Day, Pow Wows).
- **SS2.1.4** Understand that the rules in the United States are called laws.

Culture and Cultural Diversity
Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

- **SS2.2.1** Name the ways groups (e.g., families and schools), including Indigenous Tribes of Wyoming, meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life (e.g., compare features of modern-day living [food, shelter, clothing, transportation] to those of the past; create a chart showing how farming, schools, or communities have changed over time; illustrate past dwellings [tepee, sweat lodge, wikiup, sod, log cabin, earth lodge] and present-day housing).
- **SS2.2.2** Recognize and describe unique ways in which expressions of culture influence people including Indigenous Tribes of Wyoming (e.g., language, sign language, stories, music, symbolism, and art).

Production, Distribution, and Consumption

Students describe the influence of economic factors on societies and make decisions based on economic principles.

      SS2.3.1 Give examples of and/or identify needs, wants, goods, and services.

      SS2.3.2 Identify how price may affect buying, selling, and saving decisions.

      SS2.3.3 Identify how science or technology affects production (e.g., assembly line, robots, and video streaming).

Time, Continuity, and Change

Students analyze events, people, problems, and ideas within their historical contexts.

      SS2.4.1 Identify how an event could change the future (e.g., moving to a new town means going to a new school or learning to ride a bike could mean getting to a friend's house faster).

      SS2.4.2 Identify tools and technologies, including those of Indigenous Tribes of Wyoming, that made or make life easier and sustainable (e.g., cars for getting one place to another, washing machines for washing clothes, flashlights to see in the dark, and usage of bison and natural resources).

      SS2.4.3 Describe a "current event" involving significant people and places in Wyoming (e.g., local, state, or tribal events).

People, Places, and Environments

Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.

      SS2.5.1 Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.

      SS2.5.2 Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community (e.g., neighborhoods, schools, towns, and reservation communities).

      SS2.5.3 Use the human features of a community to describe what makes that community unique (e.g., cultural, language, religion, food, clothing, political, economic, population, and types of jobs in an area) and why others move to or from that place.

      SS2.5.4 Identify how people, including Indigenous Tribes of Wyoming, may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).

Technology, Literacy, and Global Connections

Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

      SS2.6.1 Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).

      SS2.6.2 Distinguish between fiction and non-fiction.

      SS2.6.3 Use digital tools to learn about social studies concepts.

Grade K-5 Career and Vocational Education (CTE) Standards

Standards Review Process Note:
The Career and Vocational Education (CTE) Standards are currently being reviewed (as of Mar. 2025).
The below set (2014) will continue to be in effect until a new/updated set is adopted and due to be fully implemented, as approved by the State Board of Education.

Grade Band Note:
The 2014 Career and Vocational Education (CTE) Standards were created in grade bands. Below are the K-5 Standards. Please note school districts make local decisions on how to break up/repeat these standards across the 6-year span.

Grade K-5 Career and Vocational Education (CTE) (2014)
Sole Adopted Set - Until New/Updated Set Adopted via Standards Review Process

Career Development and Readiness
Students demonstrate career planning and employability skills.

CV5.1.1 Students identify and describe various occupations.

CV5.1.2 Students describe how work relates to meeting needs for goods, clothing, shelter, and other necessities for living.

CV5.1.3 Students identify and demonstrate behaviors contributing to the successful completion of workplace tasks.

CV5.1.4 Students complete tasks within an allotted time by acquiring, storing, organizing, and using materials and space efficiently.

Communication and Collaboration
Students develop the skills necessary to effectively lead, collaborate, and communicate.

CV5.2.1 Students identify and practice compromise and conflict resolution skills.

CV5.2.2 Students share new concepts learned through peer teaching and presenting to a group.

CV5.2.3 Students identify and actively participate in group roles and responsibilities while demonstrating respect and awareness of diversity.

CV5.2.4 Students apply safe, legal, and responsible use of information and technology as appropriate to the task.

Critical Thinking and Problem Solving
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.

CV5.3.1 Students identify and define real-world problems and meaningful questions for investigation.

CV5.3.2 Students plan and manage activities to develop a solution or complete a project.

CV5.3.3 Students collect and analyze data to identify solutions and make informed decisions.

CV5.3.4 Students seek help from appropriate people (staff, students, parents, etc.) and appropriate resources.

Technical Literacy
Students effectively read, evaluate, write, and communicate technical information.

  CV5.4.1 Students use a variety of methods including oral, written, graphic, pictorial, and/or multimedia in order to create and share a product.

  CV5.4.2 Students read and comprehend a variety of sources that provide workplace information, including functional texts.

  CV5.4.3 Students explain events, procedures, ideas, or concepts in technical texts, including what happened and why, based on specific information in the text. (Adapted from CCSS RI.4.3)

  CV5.4.4 Students interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (Adapted from CCSS RI.4.7)

Technical Proficiency and Productivity
Students safely, ethically, and productively use existing and new technologies and systems.

  CV5.5.1 Students explain the need for rules within organizational systems.

  CV5.5.2 Students examine family, community, monetary, and school systems.

  CV5.5.3 Students understand and apply the responsibilities of digital citizenship.

  CV5.5.4 Students understand and appropriately use available technology systems.

Grade K-2 Health and Safety Standards

Grade Band Note:
The 2012 Health and 2023 Health and Safety Standards were created in grade bands. Below are the K-2 Standards from each set. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Acronyms for Suggested Health Topics:
The following list highlights the possible health topics that can be focused on while teaching the Grade K-2 Health WYCPS:

ATOD	Alcohol, Tobacco, and Other Drugs
CEH	Community and Environmental Health
FA	First Aid
FAM	Family Life
IPS	Injury Prevention and Safety
ME	Mental and Emotional Health
NUT	Nutrition
PA	Physical Activity
PCD	Prevention and Control of Disease
PH	Personal Health
VPB	Violence Prevention and Bullying

Grade K-2 Health (2012)
Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Health Information, Products, and Resources
Students will access, analyze, and evaluate health information, products, and resources.

HE2.1.1 Identify people who can help students **enhance** their health (e.g. trusted adult, family member, school nurse, doctor etc.). FAM, IPS, PCD

HE2.1.2 Identify people who can help students **reduce** their risks (e.g. trusted adult, family member, school nurse, doctor etc.). IPS, FAM, VPB

HE2.1.3 Demonstrate the ability to locate help at school to reduce or avoid health risks (e.g., knowing where to find custodian, principal, school nurse). PCD, PH, IPS

HE2.1.4 Identify ways to contact or find help for health and safety emergencies (e.g., call 911, find playground monitor). VPB, IPS, FA

Problem Solving and Decision Making
Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and reduce or avoid health risks.

HE2.2.1 Identify situations where a health related decision is needed. IPS, PH, FAM

HE2.2.2 Recognize when assistance is needed for making a decision. IPS, VPB, ATOD

HE2.2.3 Describe how health related decisions can affect self or others (e.g., decision to sneeze into sleeve prevents spreading germs to others). IPS, PCD

HE2.2.4 Describe how family can influence decisions students make about health practices and risk behaviors (e.g., washing hands, not wearing seatbelts). FAM, PH, PCD

HE2.2.5 Recognize health-related problems that exist at home and school (e.g., soap dispenser is empty, students not washing hands after going to bathroom, ice on the playground). PH, IPS, VPB

Effective Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

HE2.3.1 Identify various methods to express individual health needs, wants, and feelings (e.g., visual, verbal, physical). PH, ME, FAM

HE2.3.2 Identify characteristics of effective communication for the purpose of expressing health needs, wants, and feelings (e.g., eye contact, clear purpose, etc.). PH, ME, FAM

HE2.3.3 Identify appropriate ways to respond to/in unwanted, threatening or dangerous situations. IPS, PH, VPB

HE2.3.4 Identify characteristics of effective listening skills to enhance health or reduce/avoid health risks (e.g., eyes on speaker, etc.). PCD, IPS, FA

Personal and Social Responsibility
Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

HE2.4.1 Identify behaviors that improve or maintain personal health. PA, NUT, PH

HE2.4.2 Identify behaviors that help avoid or reduce health risks. IPS, VPB, ATOD

HE2.4.3 Identify behaviors that prevent the spread of disease. CEH, PH, PCD

HE2.4.4 Recognize and accurately label emotions and how they are linked to behavior (anger, sadness, joy, etc.). ME, VPB

HE2.4.5 Demonstrate control of impulsive behavior (anger management, delayed gratification, etc.). ME, VPB, IPS

HE2.4.6 Describe why health goals are important. PH

HE2.4.7 Identify goals for enhancing health. PA, PH, NUT

HE2.4.8 Describe the ways people are similar and different. FAM, VPB

HE2.4.9 Recognize how individual health behavior affects the health and well-being of others. CEH, FAM, VPB

Grade K-2 Health and Safety (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

Health Information, Concepts, Products, and Resources

Students will access, analyze, and evaluate health information, products, and resources.

2.HE.1.1 Identify people (e.g., school nurse, school counselor, trusted adult, family member, doctor, etc.) in and out of school who can help students improve their health and safety. [Suggested Health Topics: FAM, IPS, PCD]

Problem Solving and Decision Making

Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and prevent, reduce, or avoid health risks.

2.HE.2.2 Identify how health-related choices (e.g., decision to sneeze into sleeve prevents spreading germs) affect self or others. [Suggested Health Topics: IPS, PCD]

Effective Communication

Students will demonstrate the ability to use interpersonal communication skills to enhance health and prevent, reduce, or avoid health risks.

2.HE.3.2 Identify appropriate ways to communicate (e.g., speaking and listening with good eye contact, clear purpose, etc.) about health needs, wants, and feelings. [Suggested Health Topics: PH, ME, FAM]

Personal and Social Responsibility

Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and preventing, reducing, or avoiding health risks.

2.HE.4.1 Identify behaviors that improve or maintain personal health. [Suggested Health Topics: PA, NUT, PH]

2.HE.4.4 Identify emotions (e.g., anger, sadness, joy, etc.) and how they are linked to behaviors. [Suggested Health Topics: ME, VPB]

2.HE.4.11 Recognize how healthy and unhealthy behaviors affect self and others. [Suggested Health Topics: CEH, FAM, VPB]

Grade K-2 Physical Education Standards

Grade Band Note:

The 2014 and 2023 Physical Education Standards were created in grade bands. Below are the K-2 Standards from each set. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

Grade K-2 Physical Education (2014)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Movement

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.

PE 2.1.1 Students demonstrate fundamental locomotor skills.

PE 2.1.2 Students demonstrate fundamental body control skills.

PE 2.1.3 Students demonstrate developing control of fundamental manipulative skills.

PE 2.1.4 Students demonstrate fundamental movement concepts related to space, effort, and relationships.

PE 2.1.5 Students identify critical elements of fundamental locomotor skills.

PE 2.1.6 Students identify critical elements of fundamental body control skills.

PE 2.1.7 Students identify critical elements of fundamental manipulative skills.

PE 2.1.8 Students identify critical elements of fundamental movement concepts related to space, effort, and relationships.

Fitness

The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE 2.2.1 Students identify current levels of personal health-related fitness.

PE 2.2.2 Students identify the health benefits of physical activity.

PE 2.2.3 Students identify the principles, components, and practices of health-related fitness.

PE 2.2.4 Students engage in a variety of physical activities that will enhance health-related fitness.

Personal and Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

PE 2.3.1 Students know and follow procedures and safe practices.

PE 2.3.2 Students demonstrate socially responsible behavior in physical activity settings.

PE 2.3.3 Students exhibit persistence when participating in a variety of physical activities.

PE 2.3.4 Students discover that physical activities promote self-expression and positive social interaction.

Grade K-2 Physical Education (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

Movement Skills

The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and tactics as they apply to the learning and performance of physical activities.

2.PE.1.1 Demonstrate fundamental locomotor skills.

2.PE.1.2 Demonstrate fundamental body control skills.

2.PE.1.3 Demonstrate developing fundamental manipulative skills.

2.PE.1.4 Demonstrate fundamental movement concepts related to space, effort, and relationships.

Personal And Social Behavior

The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.

2.PE.3.1 Know and follow rules, procedures, and safe practices in physical activity settings.

2.PE.3.3 Demonstrate persistence when participating in a variety of physical activities.

Grade K-12/K-2 World Languages & Cultures Standards

Grade Band Note:

The 2013 Foreign/World Language and 2024 World Languages & Cultures Standards were created in grade bands—the 2013 Foreign/World Language standards being grouped into one K-12 grade band and the 2024 World Languages & Cultures being grouped into K-2 and 3-12 grade bands. Below are the standards grade bands that include Kindergarten from each set. Please note school districts make local decisions on how to break up/repeat these standards across the grade band spans.

Grade K-12 Foreign/World Language (2013)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2028-29

Interpretive

All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

> **FL1.IL.1** Students will perform at Intermediate Low Level while listening to a culturally authentic **audio** source.
>
> **FL1.IL.2** Students will perform at Intermediate Low level while viewing a culturally authentic **audio-visual** source.
>
> **FL1.IL.3** Students will perform at Intermediate Low level while reading culturally authentic **printed** material.

Interpersonal

All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

> **FL2.IL.1** Students will perform at Intermediate Low level in **spoken** communication (2 way).
>
> **FL2.IL.2** Students will perform at Intermediate Low level in **written** communication (2 way).

Presentational

All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

> **FL3.IL.1** Students will present at the Intermediate Low level in a **spoken** presentation.
>
> **FL3.IL.2** Students will present at the Intermediate Low level in a **written** presentation.

Grade K-2 World Languages & Cultures (2024)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2028-29

Communication

Communicate effectively in a language other than English in order to function in a variety of situations and for multiple purposes.

> **K-2.WL.1.1** Interpretive Communication: Students understand what is heard, viewed, or read through exposure to a variety of topics, in a language other than English.

Cultures

Develop and expand cultural competence and understanding.

> **K-2.WL.1.2** Concept of Culture: Students investigate and explore concepts of world cultures through a variety of opportunities.
>
> **K-2.WL.1.3** Connections and Comparisons: Students make comparisons and connections between their own culture and other world cultures through a variety of opportunities.

Grade K-2 Computer Science Standards

Grade Band Note:

The 2020 and 2023 Computer Science Standards were created in grade bands. Below are the K-2 Standards from each set. Please note school districts make local decisions on how to break up/repeat these standards across the 3-year span.

End-of-Grade-Band Expectation

K-2 Students may be most familiar with touch devices. These students may not yet understand the use of computing devices beyond playing games. They may have emerging problem-solving skills and introductory level sequencing abilities, but their understanding of programming concepts may be limited.

By the end of Grade 2, students can:

- Protect and safeguard their information.
- Follow and write step-by-step instructions.
- Create programs to accomplish tasks.
- Work respectfully and responsibly with others in an online environment.

Plugged in:

This symbol designates when a standard may require hardware, software, or both in order to fully address the intent of the standard.

Computer Science (CS) Practices

1. Fostering an Inclusive Computing Culture
2. Collaborating Around Computing
3. Recognizing and Defining Computational Problems
4. Developing and Using Abstractions
5. Creating Computational Artifacts
6. Testing and Refining Computational Artifacts
7. Communicating About Computing

Grade K-2 Computer Science (2020)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Computing Systems

Devices (D), Hardware & Software (HS), and Troubleshooting (T)

2.CS.D.01 Independently select and use a computing device to perform a variety of tasks for an intended outcome (e.g., create an artifact). [Practice 1.1 Fostering an Inclusive Computing Culture]

2.CS.HS.01 Demonstrate and describe the function of common components of computing systems (hardware and software) (e.g., use a browser, search engine). [Practice 7.2 Communicating About Computing]

2.CS.T.01 Recognize computing systems might not work as expected and identify and effectively communicate simple hardware or software problems and implement solutions (e.g., app or program is not working as expected, no sound is coming from the device, caps lock turned on) and discuss problems with peers and adults. [Practice 6.2 Testing and Refining Computational Artifacts] [Practice 7.2 Communicating About Computing]

Network and the Internet

Network, Communication, & Organization (NCO) and Cybersecurity (C)

2.NI.NCO.01 Identify and describe that computing devices can be connected in a variety of ways (e.g., Bluetooth, Wi-Fi, home and school networks, the internet). [Practice 6.2 Testing and Refining Computational Artifacts]

2.NI.C.01 Explain what authentication factors (e.g., login) are, why we use them, and apply authentication to protect devices and information (personal and private) from unauthorized access. [Practice 7.3 Communicating About Computing]

Data Analysis

Storage (S), Collection, Visualization, & Transformation (CVT), and Inference & Models (IM)

2.DA.S.01 With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders. [Practice 4.2 Developing and Using Abstractions]

2.DA.CVT.01 With guidance, collect data and independently present the same data in various visual formats. [Practice 4.4 Developing and Using Abstractions] [Practice 7.1 Communicating About Computing]

2.DA.IM.01 With guidance, interpret data and present it in a chart or graph (visualization) in order to make a prediction, with or without a computing device. [Practice 4.1 Developing and Using Abstractions]

Algorithms and Programming

Algorithms (A), Variables (V), Control (C), Modularity (M), and Program Development (PD)

2.AP.A.01 With guidance, identify and model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks (e.g., verbally, kinesthetically, with robot devices, or a programming language). [Practice 4.4 Developing and Using Abstractions]

2.AP.V.01 Model the way programs store and manipulate data by using numbers or other symbols to represent information (e.g., thumbs up/down as representations of yes/no, arrows when writing algorithms to represent direction, or encode and decode words using numbers, pictographs, or other symbols to represent letters or words). [Practice 4.1 Developing and Using Abstractions]

2.AP.C.01 With guidance, independently and collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing, conditionals, and repetition. [Practice 5.2 Creating Computational Artifacts]

2.AP.M.01 Using grade appropriate content and complexity, decompose (breakdown) the steps needed to solve a problem into a precise sequence of instructions (e.g., develop a set of instructions on how to play your favorite game). [Practice 3.2 Recognizing and Defining Computational Problems]

2.AP.PD.01 Develop plans that describe a program's sequence of events, goals, and expected outcomes. [Practice 5.1 Creating Computational Artifacts] [Practice 7.2 Communicating About Computing]

2.AP.PD.02 Give credit to ideas, creations, and solutions of others while writing and developing programs. [Practice 7.3 Communicating About Computing]

2.AP.PD.03 Independently and collaboratively debug (identify and fix errors) programs using a programming language. [Practice 6.2 Testing and Refining Computational Artifacts]

2.AP.PD.04 Use correct terminology (debug, program input/output, code) to explain the development of a program or an algorithm (e.g., in an unplugged activity, hands on manipulatives, or a programming language). [Practice 7.2 Communicating About Computing]

Impacts of Computing
Culture (C) and Social Interactions (SI)

2.IC.C.01 Describe how people use different types of technologies in their daily work and personal lives. [Practice 3.1 Recognizing and Defining Computational Problems]

2.IC.SI.01 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. [Practice 2.1 Collaborating Around Computing]

Grade K-2 Computer Science (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

Computing Systems

Devices (D), Hardware & Software (HS), and Troubleshooting (T)

2.CS.HS.01 Demonstrate and describe the function of common components of computing systems (hardware and software) (e.g., use a browser, search engine). [Practice 7.2 Communicating About Computing]

Network & The Internet

Network, Communication, & Organization (NCO) and Cybersecurity (C)

2.NI.C.01 Explain what authentication factors (e.g., login) are, why we use them, and apply authentication to protect devices and information (personal and private) from unauthorized access. [Practice 7.3 Communication About Computing]

Algorithms & Programming

Algorithms (A), Variables (V), Control (C), Modularity (M), and Program Development (PD)

2.AP.A.01 With guidance, identify and model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks (e.g., verbally, kinesthetically, with robot devices, or a programming language). [Practice 4.4 Developing and Using Abstractions]

2.AP.C.01 With guidance, independently and collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing, conditionals, and repetition. [Practice 5.2 Creating Computational Artifacts]

2.AP.PD.03 Independently and collaboratively debug (identify and fix errors) programs using a programming language. [Practice 6.2 Testing and Refining Computational Artifacts]

Impacts of Computing

Culture (C) and Social Interactions (SI)

2.IC.SI.01 Practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. [Practice 2.1 Collaborating Around Computing]

Grade K-4/K-2 Fine & Performing Arts Standards

Grade Band Note:

The 2013 and 2023 Fine & Performing Arts Standards were created in grade bands—the 2013 F&PA grade bands being K-4, 5-8, and 9-11, and the 2023 F&PA grade bands being K-2, 3-5, 6-8, and 9-12. Below are the standards grade bands that include Kindergarten from each set. Please note school districts make local decisions on how to break up/repeat these standards across the grade band spans.

Grade K-4 Fine & Performing Arts (2013)

Previously Adopted Set - To Be Phased Out by the Beginning of School Year 2026-27

Domain Organization:

For this set of Fine & Performing Arts Standards, each discipline—Dance, Music, Theatre and Visual Arts—has its own benchmarks within its own domain so as to express each discipline's crucial content and skills in language congruent with the national standards of the field while also recognizing foundational skills and knowledge with common standards.

Visual Arts

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA4.1.A.1 Students create and revise original art to express ideas, experiences, and stories.

FPA4.1.A.2 Students investigate and apply a variety of materials, resources, technologies, and processes to communicate experiences and ideas through art.

FPA4.1.A.3 Students apply the elements and principles of design to their artwork.

FPA4.1.A.4 Students collaborate with others in creative artistic processes.

FPA4.1.A.5 Students use art materials and tools in a safe and responsible manner.

FPA4.1.A.6 Students complete and exhibit their artwork.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.A.1 Students observe and describe in detail the physical properties of works of art.

FPA4.2.A.2 Students respond to art, using vocabulary that describes subjects, themes, and symbols.

FPA4.2.A.3 Students describe works of art using the language of artistic elements and principles.

FPA4.2.A.4 Students explain their preference for specific works.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.A.1 Students know that the visual arts have both a history and specific relationships to various cultures.

FPA4.3.A.2 Students identify specific works of art as belonging to particular cultures, times, and environments.

FPA4.3.A.3 Students understand that history, environment, culture, and the visual arts can influence each other.

Artistic Connections
Students relate the arts to other disciplines, careers, and everyday life.

FPA4.4.A.1 Students identify connections between the visual arts and other disciplines in the curriculum.

FPA4.4.A.2 Students identify careers and recreational opportunities in the visual arts.

FPA4.4.A.3 Students recognize visual artists in their family and community and explore how these artists create their work.

FPA4.4.A.4 Students demonstrate appropriate behavior in a variety of art settings.

Dance

Creative Expression Through Production
Students create, perform, exhibit, or participate in the arts.

FPA4.1.D.1 Students explore isolated and coordinated dance movement with body awareness.

FPA4.1.D.2 Students practice and demonstrate balance, coordination, strength and range of motion in basic locomotor and nonlocomotor/axial movements, moving in a variety of directions.

FPA4.1.D.3 Students demonstrate the elements of dance, including shape, level, pathway, spatial awareness, and energy/movement quality.

FPA4.1.D.4 Students demonstrate the ability to dance to a musical phrase, responding to dynamic changes.

FPA4.1.D.5 Students demonstrate a sequence of movements, remember them in a short phrase, and identify the beginning, middle and end.

FPA4.1.D.6 Experience the use of technology with dance.

FPA4.1.D.7 Students independently create and perform movements to express images, ideas, intent, situations, and feelings.

Aesthetic Perception
Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.D.1 Students observe and discuss how dance is similar to and different from other forms of human movement.

FPA4.2.D.2 Students observe or perform dance and discuss observations in relation to personal context.

FPA4.2.D.3 Students observe and use dance terminology to describe how elements of dance contribute to a performance.

FPA4.2.D.4 Students observe and describe how production elements contribute to a performance.

Historical and Cultural Context
Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.D.1 Students observe, practice, perform, and respond to dances from their community and different cultures.

FPA4.3.D.2 Students observe or perform historical movements or dances.

FPA4.3.D.3 Students recognize that people create and perform dance differently. Observe or perform and compare multiple dance genres.

FPA4.3.D.4 Students recognize dancers in their family and community and explore how these artists create their work.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

> **FPA4.4.D.1** Students explore a concept or idea from another discipline through movement.
>
> **FPA4.4.D.2** Students identify careers and recreational opportunities in dance.
>
> **FPA4.4.D.3** Students explain how healthy practices enhance their ability to dance.
>
> **FPA4.4.D.4** Students are attentive and respond appropriately to vocal, musical, social, or observed cues.
>
> **FPA4.4.D.5** Students recognize how dance opportunities are supported in the community.

Music

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

> **FPA4.1.M.1** Students develop basic musicianship through practice, rehearsal, and revision.
>
> **FPA4.1.M.2** Students perform independently and with others a varied repertoire of music, developing pitch accuracy, rhythm, posture, dynamics, and steady beat.
>
> **FPA4.1.M.3** Students improvise simple rhythms, melodies, and accompaniments using a variety of traditional and non-traditional sounds.
>
> **FPA4.1.M.4** Students create music using a variety of traditional and non-traditional sound sources.
>
> **FPA4.1.M.5** Students read and notate simple rhythm, dynamics, and pitch notation.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

> **FPA4.2.M.1** Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices.
>
> **FPA4.2.M.2** Students respond to aural examples by moving to and describing music of various styles.
>
> **FPA4.2.M.3** Students explore criteria and discuss the quality of their own and others' performances and improvisations.
>
> **FPA4.2.M.4** Students explain their preferences for specific musical works and genres.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

> **FPA4.3.M.1** Students identify by genre or style examples of music from various historical periods and cultures.
>
> **FPA4.3.M.2** Students listen to a varied repertoire of music and explore the historical and cultural significance.
>
> **FPA4.3.M.3** Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

> **FPA4.4.M.1** Students demonstrate safe, responsible, and appropriate behavior in a variety of musical settings.
>
> **FPA4.4.M.2** Students identify similarities and differences between other disciplines and music.
>
> **FPA4.4.M.3** Students explore careers and cultural and recreational opportunities in music.
>
> **FPA4.4.M.4** Students recognize how musical opportunities are supported in the community.

Theatre

Creative Expression Through Production

Students create, perform, exhibit, or participate in the arts.

FPA4.1.T.1 Students create and perform to express ideas through the use of movement, sound, and language.

FPA4.1.T.2 Students explore the expression of an idea through the creative use of available materials and resources.

FPA4.1.T.3 Students develop self-discipline through practice and memorization.

FPA4.1.T.4 Students develop collaborative skills through the creative dramatic process.

FPA4.1.T.5 Students imagine and describe characters, plots, and settings.

Aesthetic Perception

Students respond to, analyze, and make informed judgments about the arts.

FPA4.2.T.1 Students view and discuss a live performance.

FPA4.2.T.2 Students observe and describe how theatrical elements contribute to a live performance.

FPA4.2.T.3 Students describe subjects, themes, and symbols of a dramatic work using basic theatrical terminology.

FPA4.2.T.4 Students explain their personal preference for dramatic works.

FPA4.2.T.5 Students read and understand a simple script.

Historical and Cultural Context

Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.

FPA4.3.T.1 Students explore dramatic works belonging to various cultures, times, and places.

Artistic Connections

Students relate the arts to other disciplines, careers, and everyday life.

FPA4.4.T.1 Students demonstrate appropriate etiquette in a variety of theatrical settings.

FPA4.4.T.2 Students develop and practice safe and responsible behavior in theatrical spaces.

FPA4.4.T.3 Students identify connections between theatre and other disciplines.

FPA4.4.T.4 Students identify careers and recreational opportunities in theatre.

FPA4.4.T.5 Students recognize theatre artists in their family and community and explore how these artists create their work.

FPA4.4.T.6 Students recognize how theatre opportunities are supported in the community.

Grade K-2 Fine & Performing Arts (2023)

Newly Adopted Set - To Be Fully Implemented by the Beginning of School Year 2026-27

C1. Create 1

2.FPA.C1 Generate and conceptualize artistic ideas and work.

P1. Present 1

2.FPA.P1 Select, analyze, and interpret artistic work for presentation.

R1. Respond 1

2.FPA.R1 Perceive and analyze artistic work.

CO1. Connect 1

2.FPA.CO1 Synthesize and relate knowledge and personal experiences to make art.