

# **NORTHERN VALLEY SCHOOLS CONSORTIUM**

Closter, Demarest, Harrington Park,  
Haworth, Northvale, Norwood,  
Old Tappan, and the  
Northern Valley Regional High School District

## **CURRICULUM OBJECTIVES: KINDERGARTEN**

**COMPREHENSIVE HEALTH**

**LANGUAGE ARTS**

**MATHEMATICS**

**MUSIC**

**PHYSICAL EDUCATION**

**SCIENCE**

**SOCIAL STUDIES**

**TECHNOLOGY**

**VISUAL ARTS**

**WORLD LANGUAGES**

2016-2017

**NORTHERN VALLEY SCHOOLS CONSORTIUM  
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# **COMPREHENSIVE HEALTH**

## **WELLNESS**

All students will acquire health promotion concepts. Students will know:

- How to take care of their bodies to stay healthy.
- How their body works.
- Ways to stay safe at home and in the community.
- The importance of expressing their feeling.

## **INTEGRATED SKILLS**

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will know:

- That they have a role in determining their health and well-being.
- The importance of developing good character.
- Who to go to for help at school and at home.

## **DRUGS AND MEDICINE**

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will know:

- That only a trusted adult should dispense medication.
- The dangers of using tobacco and other drugs.

## **HUMAN RELATIONSHIPS AND SEXUALITY**

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will know:

- That there are many different types of families.
- The characteristics of healthy relationships



## **LANGUAGE ARTS**

### **Literature**

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Reading Foundational Skills**

### **Print Concepts**

1. Demonstrate understanding of the organization and basic features of print.
  - Follow words from left to right, top to bottom, and page by page.
  - Recognize that spoken words are represented in written language by specific sequences of letters.
  - Understand that words are separated by spaces in print.
  - Recognize and name all upper- and lowercase letters of the alphabet.
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Recognize and produce rhyming words.
  - Count, pronounce, blend, and segment syllables in spoken words. (clapping)
  - Blend and segment onsets and rimes of single-syllable spoken words.
  - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
  - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
  - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Fluency**

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

## **Reading and Information Text**

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Writing**

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## **Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.



# **MATHEMATICS**

## **Counting and Cardinality:**

### **Know number names and the count sequence.**

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write and name numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

### **Count to tell the number of objects.**

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

For example: When given a number (1-20), represent the number with objects.

### **Compare numbers.**

6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
7. Compare two numbers between 1 and 10 presented as written numerals.

## **Operations and Algebraic Thinking:**

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.



3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5.

### **Number and Operations in Base Ten:**

#### **Work with numbers 11–19 to gain foundations for place value.**

1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

### **Measurement and Data:**

#### **Describe and compare measurable attributes.**

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

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

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

### **Geometry**

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

1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three dimensional (“solid”).

#### **Analyze, compare, create, and compose shapes.**

4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). Recognize, describe, extend and create repeating patterns with manipulatives and pictorially.
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes.



# MUSIC

## **Singing**

- A. Sing a song by imitation.
- B. Participate in singing games and dramatizations.
- C. Indicate direction and movement of melody.
- D. Sing with good posture, breath control, and articulation.
- E. Sing from memory a basic repertoire of folk and composed songs representing various genres, styles, and cultures.

## **Playing instruments**

- A. Play simple rhythms on classroom instruments accurately and independently.
- B. Play independent instrumental parts (simple, rhythmic, or melodic).
- C. Echo short rhythmic, and melodic patterns and phrases.
- D. Demonstrate when playing in groups skill in matching tone quality, and listening to others.
- E. Play a varied repertoire of music representing diverse genres and styles.
- F. Play rhythmic accompaniments to songs from various musical cultures.

## **Improvising and composing**

- A. Improvise “answers” to given rhythmic and melodic phrases in appropriate matching style and form.
- B. Utilize music to dramatize songs and stories.

## **Reading and notation**

- A. Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form, and melody.
- B. Read a system of notation that represents a complex symbolic language that indicates pitch, rhythm, dynamics, and tempo,

## **Listening and responding**

- A. Listen to a variety of music.
- B. Demonstrate musical perception by describing or answering questions about music heard.
- C. Respond through movement.
- D. Practice employing audience behavior.
- E. Discriminate mood.
- F. Echo – clap simple 2, 3, or 4 beat patterns.
- G. Respond to rhythms by walking, running, marching and skipping.
- H. Identify and describe uses of the elements of music in various genres and styles.
- I. Identify and describe simple musical forms.
- J. Use correct terminology in describing or explaining music, musical notation, musical instruments, vocal ranges, and musical performance.
- K. Create patterns of movement to express thoughts or feelings to the musical works.
- L. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

### **Critiquing**

- A. Compare two performances using personal criteria or criteria developed by the class.
- B. Explain why specific compositions may be effective or appropriate in certain settings and not in others.
- C. Apply the principles of positive critique in giving and receiving responses to performances.

### **Recognizing relationships**

- A. Acknowledge the relationships between music and the other arts.
- B. Participate in folk dances and singing games.
- C. Explain how music reflects historical and social events and movements.
- D. Use the expressive and rhythmic elements of music making in interpretive readings.

### **Understanding western music**

- A. Describe and compare characteristics of various genres of Western art and music.
- B. Identify specific occasions that can be enriched by music and describe the characteristics of suitable music.

### **Understanding world music**

- A. Recognize music from various world cultures.



## **PHYSICAL EDUCATION**

### **I. Basic Movement Skills & Concepts**

- A. Demonstrate locomotor skills using appropriate form.
- B. Demonstrate non-manipulative skills.
- C. Participate in manipulative skills.
- D. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- E. Respond in movement to changes in tempo, beat, rhythm, or musical style.
- F. Correct movement errors in response to feedback. Use visual and verbal cues to improve performance and self-assess skills.

### **II. Team Sports**

- A. Explain what it means to demonstrate good sportsmanship.
- B. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- C. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- D. Explain the difference between offense and defense.
- E. Determine how attitude impacts physical performance.
- F. Demonstrate strategies that enable team members to achieve goals.

### **III. Individual Sports/Recreational Games/Lifetime Activities**

- A. Explain what it means to demonstrate good sportsmanship

- B. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- C. Explain the difference between offense and defense
- D. Determine how attitude impacts physical performance

#### **IV. Fitness and Physical Activity**

- A. Employ health related fitness.
- B. Demonstrate skill related fitness:
- C. Recognize body responses:
- D. Explain the role of regular physical activity in relation to personal health.
- E. Explain what it means to be physically fit.
- F. Develop a fitness goal and monitor progress toward achievement
- G. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- H. Determine how attitude impacts physical performance

#### **V. Project Adventure (Optional Enrichment)**

- A. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- B. Explain what it means to demonstrate good sportsmanship
- C. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

#### **VI. Guided Discovery (Optional Enrichment)**

- A. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

### **ATTITUDES AND VALUES**

- A. Demonstrate positive feelings toward safety in physical education.
- B. Demonstrate good sportsmanship.
- C. Demonstrate positive attitude and behaviors toward self and others in physical education
- D. Appreciate physical activities for creating an avenue of self-expression.
- E. Demonstrate a knowledge of rules which enhances the success of the activity.
- F. Understand the importance of maintaining physical fitness.
- C. Appreciate physical activity for promoting mental and physical well-being.



## **SCIENCE**

### **A. SENSES**

1. Identify the 5 senses as sight, smell, sound, taste, and touch.
2. Sort objects according to the materials from which they are made, or the physical properties – using sight and touch – and give a rationale for sorting.
3. Demonstrate that sound can be produced by vibrating objects.
4. Record taste characteristics of students' individual snacks using tally marks.
5. Construct a class bar graph to classify students' individual snacks according to characteristics of taste.
6. Recognize objects as odorless or having an odor, and categorize objects as such.
7. Construct a class pictograph to represent students' likes and dislikes for a given smell.

## **B. SEASONAL AND WEATHER AWARENESS**

1. Name the four seasons.
2. Compare and contrast distinguishing characteristics of the four seasons.
3. Describe daily and seasonal changes and patterns in the weather.
4. Explain current weather conditions and describe how those conditions affect our daily lives.
5. Illustrate observations that describe the natural features in the local environment.

## **C. PLANTS**

1. Distinguish between living and non-living things.
2. Classify seeds according to characteristics, size, and color.
3. Describe the basic needs of plants and list the basic parts of a plant.
4. Plant seeds and apply basic needs for maintaining life.
5. Keep a plant journal that labels and illustrates observations of plant growth and changes.
6. Demonstrate that plants develop seeds that will grow into the same types of plants.

## **D. ANIMALS**

1. Recognize that humans and other animals resemble their parents.
2. Observe and describe body coverings, shapes, sizes, and colors of different animals.
3. Sort animal pictures by body covering, number of legs, ability to fly, etc., and give rationale for sorting.
4. Describe the responsibilities of a zookeeper, farmer, and veterinarian.
5. Distinguish between animals as pets and animals found in the wild.
6. Explain how animals meet their basic needs within their surroundings.



## **SOCIAL STUDIES**

**Current Events: Students will become familiar with local, state, national, and international news as determined by the teacher to be relevant and appropriate.**

### **Civics, Government, Human Rights**

1. Explore the basic concepts of diversity, tolerance, fairness, and respect for others.
2. Know that a responsibility/rule means something that must or should be done.
3. Understand the meaning of voting.
4. Identify the beginning, middle, and end of the Martin Luther King, Jr. story.

### **Geography, People, And The Environment**

1. Describe the impact of weather on everyday life in New Jersey.
2. Understand how human interaction such as littering and recycling, impacts the environment.
3. Plan a project to inform others about environmental issues.

### **Economics, Innovation, and Technology**

1. Understand that money is used to purchase items and services.
2. Explain how money is used in their daily lives.
3. Differentiate among types of U.S. currency.
4. Identify different transportation systems.

## **History, Culture, and Perspectives**

1. Recognize how the Native Americans and Pilgrims worked together.
2. Explain how folklore and the actions of famous historical and fictional characters have contributed to our national heritage.
3. Identify historical significance of major national holidays.
4. Identify actions that are unfair or discriminatory such as bullying, and proposed solutions to address such action.



## **TECHNOLOGY**

### **K - 4 Objectives**

#### **I. Technology Operations and Concepts**

1. Identify and use the basic features of a computer and its operating system
2. Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/log out).
3. Use technology terms in daily practice.
4. Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
5. Demonstrates appropriate keyboarding/mouse skills and correct posture.
6. Create a document with text using a word processing program.
7. Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
8. Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
9. Use a digital camera to take a picture.
10. Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
11. Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

#### **II. Digital Citizenship**

1. Model legal and ethical behaviors when using both print and non-print information by citing resources.
2. Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
3. Analyze the need for and use of copyrights.
4. Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

### **III. Research and Information Literacy**

1. Use the Internet to explore and investigate information with a teacher's support.
2. Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
3. Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
4. Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

### **IV. Critical Thinking, Problem Solving, and Decision-Making**

1. Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
2. Use mapping tools to plan and choose alternate routes to and from various locations.
3. Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



## **VISUAL ARTS**

### **Objectives for Kindergarten Grades 1, 2**

#### **The Creative Process:**

1. Identify the basic elements of art and principles of design in diverse types of artwork.
2. Identify elements of art and principles of design in specific works of art and explain how they are used.

#### **History of Arts and Culture:**

1. Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
2. Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

#### **Performing:**

1. Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
2. Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
3. Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories
4. Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
5. Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

## **Aesthetic Responses & Critique Methodologies**

1. Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
2. Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
3. Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
4. Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
5. Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
6. Apply the principles of positive critique in giving and receiving responses to performances.
7. Recognize the subject or theme in works of dance, music, theatre, and visual art.



## **WORLD LANGUAGE**

### **Getting to Know You**

1. Know how to say one's name.
2. Use names in greetings.
3. Use appropriate greetings.
4. Express state of being using phrases.\*
5. Use question and answer format.\*
6. Express likes and dislikes (i.e. food, activities, and animals).\*

### **Colors and Shapes**

1. Identify and name colors.
2. Identify and name shapes.
3. Use size to describe color/shape (big/small).
4. Use question and answer format.\*

### **Calendar and Weather**

1. Say numbers (0-31).
2. Recite the days of week and months of the year.
3. Relate several weather expressions orally.