

Kide Science® Correlation

for the

Texas Essential Knowledge and Skills (TEKS)

Kindergarten



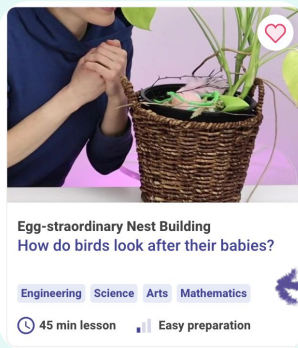
Kide Science: about us.



Our activities are story-based inquiries - creating playful scenarios in your classroom.

In every single lesson, children advance crucial science-process skills (also known as inquiry skills):

- ✓ Observation
- ✓ Classification
- ✓ Communication
- ✓ Measurement
- ✓ Predication
- ✓ Interpretation
- ✓ Conclusion



In addition to these scientific inquiry skills, each lesson supports many other skills, including technological, social-emotional, linguistic, mathematical and movement skills.

We really are cross-curricular.

See [our other standards documents](#) for more details.

How Kide Science supports the Texas Essential Knowledge and Skills (TEKS)



In this document we will:

1. Show you a **summary** of how we support The Texas Essential Knowledge and Skills **standards** for Kindergarten.
2. Show you what **lesson recommendations** we have for each of the standards and also how we support the **Principles for Science**.



Something missing?

If you have other curriculum requirements, don't hesitate to contact us through info@kidescience.com



See how many of your standards we support!

We develop inquiry skills across many areas of learning. Therefore, we support the standards for many of the domains, as shown below. For our specific lesson recommendations, see our alignment documents.

DOMAINS	We have lesson recommendations for:
Domain §110.2. English Language Arts and Reading	40% of the domain
Developing and sustaining foundational language skills:	7/14 standards
Comprehension skills	8/9 standards
Response skills	6/6 standards
Multiple genres	0/10 standards
Author's purpose and craft	0/5 standards
Composition	0/7 standards
Inquiry and research	3/5 standards
Domain §111.2. Mathematics	40% of the domain
Mathematical process standards	2/7 standards
Number and operations	0/13 standards
Algebraic reasoning	0/1 standards
Geometry and measurement	8/8 standards
Data analysis	3/3 standards
Personal financial literacy	0/4 standards
Domain §112.11. Science	96% of the domain
Scientific investigation and reasoning	12/12 standards
Matter and energy	2/2 standards
Force, motion and energy	4/4 standards
Earth and Space	5/6 standards
Organisms and environments	6/6 standards

DOMAINS	We have lesson recommendations for:
Domain §113.11. Social Studies	40% of the domain
History	0/3 standards
Geography	2/5 standards
Economics	0/5 standards
Government	0/4 standards
Citizenship	0/3 standards
Culture	0/3 standards
Science, technology, and society	3/3 standards
Social studies skills	7/7 standards
Domain §115.12. Health Education	20% of the domain
Physical health and hygiene	3/5 standards
Mental health and wellness	5/9 standards
Healthy eating and physical activity	0/6 standards
Injury and violence prevention and safety	0/13 standards
Alcohol, tobacco, and other drugs--use	0/3 standards
Domain §116.12. Physical Education	60% of the domain
Movement patterns and movement skills	9/19 standards
Performance strategies	4/4 standards
Health, physical activity, and fitness	3/9 standards
Social and emotional health	6/7 standards
Lifetime wellness	2/2 standards

DOMAINS	We have lesson recommendations for:
Domain §117.102. Art	40% of the domain
Foundations: observation and perception	2/2 standards
Creative expression	3/3 standards
Historical and cultural relevance	0/4 standards
Critical evaluation and response	0/3 standards
Domain §117.103. Music	0% of the domain
Foundations: music literacy	0/5 standards
Creative expression	0/5 standards
Historical and cultural relevance	0/2 standards
Critical evaluation and response	0/3 standards
Domain §117.104. Theatre	50% of the domain
Foundations: inquiry and understanding	4/4 standards
Creative expression	4/8 outcomes
Historical and cultural relevance	0/2 outcomes
Critical evaluation and response	0/2 standards
Domain §126.6. Technology Applications	15% of the domain*
Creativity and innovation	4/5 standards
Communication and collaboration	0/4 standards
Research and information fluency	0/3 standards
Critical thinking, problem solving, and decision making	0/4 standards
Digital citizenship	0/3 standards
Technology operations and concepts	0/7 standards

**We are proud to say that we are screen free for children. Our practical, hands-on approach engages children and builds skills without the need for technology. However, investigators may choose to present their learning using technology e.g. film a video, take photos or record a voice note.*

Texas (TEKS) Kindergarten Lesson recommendations



Domain §110.2. English Language Arts and Reading, Kindergarten

The main focus of a Kide activity is on **inquiry skills** (including **communication**).

In addition, each of the Kide activities start with a **story time** to introduce a research problem. This shared story provides an excellent opportunity to practice **comprehension skills**, as well as setting a base for independent reading skills.

Whilst we don't claim to fully match with the English Language Arts and Reading standards, on the following pages you can find a list of the ones we do support.

We either **support** the specific objectives (✓), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.

Developing and sustaining foundational language skills



Developing and sustaining foundational language skills			
110.2.1	Listening, speaking, discussion, and thinking-- oral language . The student develops oral language through listening, speaking, and discussion. The student is expected to:		
			Kide activity suggestions
✓	110.2.1A	listen actively and ask questions to understand information and answer questions using multi-word responses	All lessons
✓	110.2.1B	restate and follow oral directions that involve a short, related sequence of actions	
✓	110.2.1C	share information and ideas by speaking audibly and clearly using the conventions of language	
✓	110.2.1D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
➔	110.2.1E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	
110.2.3	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- vocabulary . The student uses newly acquired vocabulary expressively. The student is expected to:		
✓	110.2.3B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	All lessons
✓	110.2.3C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.	





Domain §110.2. English Language Arts and Reading, Kindergarten



Comprehension skills			
110.2.5	Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
			Kide activity suggestions
	110.2.5B	generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance	<p>All lessons</p> <p>Each of the Kide activities start with a shared story time to introduce a research problem.</p> <p>This provides an excellent opportunity to practice comprehension skills and set a base for independent reading skills.</p>
	110.2.5C	make and confirm predictions using text features and structures with adult assistance	
	110.2.5D	create mental images to deepen understanding with adult assistance	
	110.2.5E	make connections to personal experiences, ideas in other texts, and society with adult assistance	
	110.2.5F	make inferences and use evidence to support understanding with adult assistance	
	110.2.5G	evaluate details to determine what is most important with adult assistance	
	110.2.5H	synthesize information to create new understanding with adult assistance	
	110.2.5I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	





Domain §110.2. English Language Arts and Reading, Kindergarten



Response skills			
110.2.6	Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	110.2.6A	describe personal connections to a variety of sources	All lessons (when discussing the story, investigating, and then reporting back their findings.)
	110.2.6B	provide an oral, pictorial, or written response to a text	
	110.2.6C	use text evidence to support an appropriate response	
	110.2.6D	retell texts in ways that maintain meaning	
	110.2.6E	interact with sources in meaningful ways such as illustrating or writing	
	110.2.6F	respond using newly acquired vocabulary as appropriate	New science vocab



Inquiry and research			
110.2.12	Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
	110.2.12A	generate questions for formal and informal inquiry with adult assistance	All lessons
	110.2.12B	develop and follow a research plan with adult assistance	
	110.2.12E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	



1+1

Domain §111.2. Mathematics, Kindergarten

The main focus of a Kide activity is on **inquiry skills** (including **measurement, comparison** and **classification**.) These skills set the foundations to number sense and basic operations

We also support areas of Geometry and Shapes and Math through physical movement.

Whilst we don't claim to fully match with the Mathematics standards, on the following pages you can find a list of the ones we do support.

We either **support** the specific objectives (✔), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.

Mathematical process standards



Mathematical process standards			
111.2.1	The student uses mathematical processes to acquire and demonstrate mathematical understanding . The student is expected to:		
			Kide activity suggestions
➔	111.2.1A	apply mathematics to problems arising in everyday life, society, and the workplace	An Exact Science Measuring
➔	111.2.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	<p>All Kide lessons develop problem solving with science. This model can then be applied to Math.</p> <p>For example: Lava Pond A Secret Friend Crab Walk Sugary Problems</p>

1+1

Domain §111.2. Mathematics, Kindergarten

Geometry and measurement			
✓	111.2.6	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:	
	✓	111.2.6A	identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles
	✓	111.2.6B	identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world;
	➔	111.2.6C	identify two-dimensional components of three-dimensional objects
	➔	111.2.6D	identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably
	➔	111.2.6E	classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size
	✓	111.2.6F	create two-dimensional shapes using a variety of materials and drawings
Children are reminded to observe the sizes, shapes and features of objects throughout our lessons, especially in these: Planning an Escape Kindergarten of Shape Creatures A Secret Friend Egg-straordinary Nest Building Bubbles! Hoseli's Holidays			
Spooky Shadows Beehive Peculiar Creatures of the Forest Bubbles!			
✓	111.2.7.	The student applies mathematical process standards to directly compare measurable attributes . The student is expected to:	
	✓	111.2.7A	give an example of a measurable attribute of a given object, including length, capacity, and weight
	✓	111.2.7B	compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference
Many lessons Especially in: Growing Dino An Exact Science Measuring			

1+1

Domain §111.2. Mathematics, Kindergarten



Data analysis			
111.2.8	The student applies mathematical process standards to collect and organize data to make it useful for interpreting information . The student is expected to:		
	111.2.8A	collect, sort, and organize data into two or three categories	Hair Standing on End The Assistant to the Assistant Robot Mystical Magnets Force of the Wind Floating Problems
	111.2.8B	use data to create real-object and picture graphs	Kindergarten of Shape Creatures
	111.2.8C	draw conclusions from real-object and picture graphs	Kindergarten of Shape Creatures



Principles for Science for Kindergarten

We either **support** the specific principles (✔), or we are **working towards** them (➔).



1.	<p>In Kindergarten, students observe and describe the natural world using their senses. Students do science as inquiry in order to develop and enrich their abilities to understand scientific concepts and processes. Students develop vocabulary through their experiences investigating properties of common objects, earth materials, and organisms.</p>	
✔	A	<p>A central theme throughout the study of scientific investigation and reasoning; matter and energy; force, motion, and energy; Earth and space; and organisms and environment is active engagement in asking questions, creating a method to answer those questions, answering those questions, communicating ideas, and exploring with scientific tools. Scientific investigation and reasoning involves practicing safe procedures, asking questions about the natural world, and seeking answers to those questions through simple observations used in descriptive investigations.</p>
✔	B	<p>Matter is described in terms of its physical properties, including relative size, weight, shape, color, and texture. The importance of light, thermal, and sound energy is identified as it relates to the students' everyday life. The location and motion of objects are explored.</p>
➔	C	<p>Weather is recorded and discussed on a daily basis so students may begin to recognize patterns in the weather. Other patterns are observed in the appearance of objects in the sky.</p>
➔	D	<p>In life science, students recognize the interdependence of organisms in the natural world. They understand that all organisms have basic needs that can be satisfied through interactions with living and nonliving things. Students will investigate the life cycle of plants and identify likenesses between parents and offspring</p>
✔	<p>2. Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."</p>	
✔	<p>3. Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.</p>	
✔	<p>4. The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific processes, including</p>	
✔		inquiry methods
✔		analyzing information
✔		making informed decisions
✔		using tools to collect and record information
✔		while addressing the major concepts and vocabulary, in the context of physical, earth, and life sciences
✔	<p>Districts are encouraged to facilitate classroom and outdoor investigations for at least 80% of instructional time.</p>	





Domain §112.11. Science, Kindergarten

Our program is well aligned with the Texas Essential Knowledge and Skills (TEKS) Science Domain.

See our specific lesson recommendations on the following pages to suit the standards within the domain.

We either **support** the specific objectives (✔), or we are **working towards** them (➔)

Scientific investigation and reasoning			
➔	112.11.1	The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices . The student is expected to:	
			Kide activity suggestions
	➔	112.11.1A	identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately; and
			All of our lessons provide excellent opportunities to discuss safety with tools, substances etc
			Recycling could be discussed in these lessons: Welcome to Supraland Lift It Up! Planes, Trains and Hot Air Balloons Frantic Fall
✔	112.11.2	The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:	
			Kide activity suggestions
	✔	112.11.2A	ask questions about organisms, objects, and events observed in the natural world
	✔	112.11.2B	plan and conduct simple descriptive investigations
	✔	112.11.2C	collect data and make observations using simple tools
	✔	112.11.2D	record and organize data and observations using pictures, numbers, and words
✔	112.11.2E	communicate observations about simple descriptive investigations	
			All lessons





Domain §112.11. Science, Kindergarten



Scientific investigation and reasoning			
112.11.3	The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:		
			Kide activity suggestions
	112.11.3A	identify and explain a problem such as the impact of littering and propose a solution	All lessons
	112.11.3B	make predictions based on observable patterns in nature	
	112.11.3C	explore that scientists investigate different things in the natural world and use tools to help in their investigations	
112.11.4	The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:		
			Kide activity suggestions
	112.11.4A	collect information using tools, including computing devices, hand lenses, primary balances, cups, bowls, magnets, collecting nets, and notebooks; timing devices; nonstandard measuring items; weather instruments such as demonstration thermometers; and materials to support observations of habitats of organisms such as terrariums and aquariums	Hiding in Plain Sight Habitat Hunting
	112.11.4B	use the senses as a tool of observation to identify properties and patterns of organisms, objects, and events in the environment	All lessons





Domain §112.11. Science, Kindergarten



Matter and energy			
112.11.5	The student knows that objects have properties and patterns . The student is expected to:		
			Kide activity suggestions
	112.11.5A	observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture	Many of our lessons encourage children to classify based on their observations, especially: Measuring Kindergarten of Shape Creatures Hair Standing on End What a Machine!
	112.11.5B	observe, record, and discuss how materials can be changed by heating or cooling	Bottled Heat Hoseli's Instant Sorbet A Freezing Surprise Operation Ice Rescue Cloudy Skies



Force, motion and energy			
112.11.6	The student knows that energy, force, and motion are related and are a part of their everyday life . The student is expected to:		
			Kide activity suggestions
	112.11.6A	use the senses to explore different forms of energy such as light, thermal, and sound	Pi Hiding A Colorful Arc Upside Down Bottled Heat The Peculiar Part of Mr Hush Hello, Is Anybody There? Make Some Music!
	112.11.6B	explore interactions between magnets and various materials	Mystical Magnets Hoseli's Journey
	112.11.6C	observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside	A Celebration Meal Where Are You, Hoseli?
	112.11.6D	observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow	Stop and Go Space Adventure Carousel! Optical Illusions





Domain §112.11. Science, Kindergarten



Earth and Space			
112.11.7		The student knows that the natural world includes earth materials . The student is expected to:	
			Kide activity suggestions
	112.11.7A	observe, describe, and sort rocks by size, shape, color, and texture	Summer Sandcastles Digging Up Dinosaurs For classification practice (adapt by including rocks): Floating Problems
	112.11.7B	observe and describe physical properties of natural sources of water, including color and clarity	Not yet covered
	112.11.7C	give examples of ways rocks, soil, and water are useful	From seed to Plant Flowery Business Cloudy skies
112.11.8		The student knows that there are recognizable patterns in the natural world and among objects in the sky . The student is expected to	
			Kide activity suggestions
	112.11.8A	observe and describe weather changes from day to day and over seasons	Getting Dressed for Autumn Magical Winter Garden A Freezing Surprise Spooky Shadows Space Adventure All 10 lessons in Kelvin's Weather Adventure -lesson collection
	112.11.8B	identify events that have repeating patterns, including seasons of the year and day and night	
	112.11.8C	observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun	





Domain §112.11. Science, Kindergarten



Organisms and environments			
112.11.9	The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:		
			Kide activity suggestions
	112.11.9A	differentiate between living and nonliving things based upon whether they have basic needs and produce offspring	What makes a living thing? Breathing Leaves
	112.11.9B	examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants	Flowery Business From Seed to Plant Busy Bees Beehive Egg-straordinary Nest Building What Makes a Living Thing? Hiding in Plain Sight Fruity Surprise Habitat Hunting Caring for a Pet Dog
112.11.10	The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:		
			Kide activity suggestions
	112.11.10A	sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape	Hiding in Plain Sight From Seed to Plant Kindergarten of Shape Creatures Busy Bees Breathing Leaves
	112.11.10B	identify basic parts of plants and animals;	Flowery Business Habitat Hunting Beehive Breathing Leaves
	112.11.10C	identify ways that young plants resemble the parent plant	From Seed to Plant
	112.11.10D	observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit	From Seed to Plant





Domain §113.1. Social Studies, Kindergarten

The main focus of a Kide activity is on **inquiry skills** (including **critical thinking**). Our program has activities to develop these skills through Social Studies topics e.g map work and technology.

Whilst we don't claim to fully match the Social Studies standards, on the following pages you can find a list of the ones we do support.

We either **support** the specific objectives (✓), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.



Geography			
113.11.3	The student understands the concept of location . The student is expected to		
			Kide activity suggestions
✓	113.11.3A	use spatial terms, including over, under, near, far, left, and right, to describe relative location	A Celebration Meal Where Are You, Hoseli
✓	113.11.3C	identify and use geographic tools that aid in determining location, including maps and globes	Northbound Hoseli's Magnet Map Welcome to Supraland! Where Are You, Hoseli? Planes, Trains and Hot Air Balloons



Science, technology, and society			
113.11.12	The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:		
			Kide activity suggestions
✓	113.11.12A	identify examples of technology used in the home and school;	Space Adventure What a Machine! Lift it Up! The Assistant to the Assistant Robot
✓	113.11.12B	describe how technology helps accomplish specific tasks and meet people's needs	
✓	113.11.12C	describe how his or her life might be different without modern technology	





Domain §113.1. Social Studies, Kindergarten

Social studies skills				
✓	113.11.13	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:		
			Kide activity suggestions	
	✓	113.11.13A	gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance;	All lessons
✓	113.11.13B	sequence and categorize information	All lessons	
✓	113.11.14	The student communicates in oral and visual forms . The student is expected to:		
			Kide activity suggestions	
	➔	113.11.14A	place events in chronological order	You can practice this when reporting back each lesson. Especially: Getting Dressed for Autumn Assistant to the Assistant Robot
	➔	113.11.14B	use social studies terminology related to time and chronology correctly, including before, after, next, first, last , yesterday, today, and tomorrow	
	✓	113.11.14C	express ideas orally based on knowledge and experiences	All lessons
➔	113.11.14D	create and interpret visuals, including pictures and maps	All lessons	
✓	113.11.15	The student uses problem-solving and decision-making skills , working independently and with others. The student is expected to use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.		





Domain §115.12. Health Education, Kindergarten

In addition to the more traditional STEAM areas, our cross-curricular program also has activities to support **SEL** and **creative movement**. These are always underpinned by those crucial inquiry skills.

Whilst we don't claim to fully match the Health Education standards, on the following pages you can find a list of the ones we do support.

We either **support** the specific objectives (✓), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.

Physical health and hygiene			Kide activity suggestions
✓	115.12.1	Body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name the five senses .	The Peculiar Party of Mr Hush What's Your Superpower? Eggy Mystery Happy Heartbeat
✓	115.12.2	Personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:	
			Kide activity suggestions
✓	115.12.2B	identify personal hygiene and health habits that help individuals stay healthy such as hand washing and brushing teeth;	Fruity Surprise Getting Dressed for Autumn Germs in Hiding Movement lesson bundle
➔	115.12.2C	discuss ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization	Germs in Hiding





Domain §115.12. Health Education, Kindergarten



Mental health and wellness			
115.12.3		Social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:	
			Kide activity suggestions
	115.12.3A	identify their own feelings and emotions	Our lessons encourage collaboration of ideas and self regulation during hands-on investigations. Children empathise with the characters and this is a chance to discuss their own emotions. Particular lessons to support this: Puppy Playtime Caring for A Pet Dog True Friends All 5 Pikkuli Lessons
	115.12.3B	describe and practice calming and self-management strategies	
	115.12.3C	discuss how friends can influence a person's behavior	
	115.12.3E	demonstrate respect and communicate appropriately with individuals	
	115.12.3F	identify and practice ways to solve conflicts with a friend	





Domain §116.12. Physical Education, Kindergarten

In addition to the more traditional STEAM subjects, our cross-curricular programme also has activities to support **Movement Patterns and Movement Skills, Performance Strategies, Social and Emotional Health and Lifetime Wellness.**

Whilst we don't claim to fully match with the Physical Development standards, on the following pages you can find a list of the ones we do support.

We either **support** the specific objectives (✓), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.

Movement patterns and movement skills



116.12.1		Locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:	
			Kide activity suggestions
➔	116.12.1A	practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking	For physical movement skills, see our Kids Collab activity collection These activities include a lot of locomotive movement, focusing on creativeness and joy of movement, rather than correct technique.
➔	116.12.1B	practice correct technique while jumping in place, forward and backward, and side to side	
➔	116.12.1C	demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills	
➔	116.12.1D	spin and roll at different levels, speeds, and positions	





Domain §116.12. Physical Education, Kindergarten

Movement patterns and movement skills			
116.12.2	Non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:		
			Kide activity suggestions
	116.12.2A	maintain balance while bearing weight using different bases of support	Party Robot
	116.12.2B	practice bending, stretching, twisting, and curling while maintaining balance	Party Robot
116.12.4	Spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:		
			Kide activity suggestions
	116.12.4B	demonstrate a variety of pathways, shapes, and levels while maintaining balance	Crab Walk Lava Pond Party Robot
	116.12.4C	demonstrate clear contrast when moving in different speeds and directions while maintaining balance	Stop and Go
			Kide activity suggestions
116.12.5	Rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns.		Happy Heartbeat





Domain §116.12. Physical Education, Kindergarten



Performance strategies			
116.12.6	Games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:		
			Kide activity suggestions
	116.12.6A	demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed	Happy Heartbeat Stop and Go Lava Pond
	116.12.6B	practice the correct techniques for motor development skills following teacher direction; and	Developed through our Kids Collab bundle Our Outdoor Bundle And our Exploring the Wild with Esther bundle
	116.12.6C	demonstrate safe practices by following rules, procedures, and directions during class and activities	
	116.12.7	Outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to discuss outdoor recreation and health and fitness activities in school and the community.	
Health, physical activity and fitness			
	116.12.8	Fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:	
	116.12.8A	discuss the immediate effect of physical activity on the heart and lungs	Happy Heartbeat
	116.12.8B	describe the importance of daily active play	Developed through our Kids Collab bundle
	116.12.8C	participate in exercises that promote health-related fitness	





Domain §116.12. Physical Education, Kindergarten



Social and emotional health			
116.12.12	Personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:		
			Kide activity suggestions
	116.12.12A	give examples of consequences resulting from personal actions	All lessons
	116.12.12B	demonstrate respect for differences and similarities in abilities of self and others	
	116.12.12C	identify personal impulses and emotions with teacher guidance	
116.12.13	Resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:		
			Kide activity suggestions
	116.12.13A	demonstrate respect and cooperation through words and actions with teacher guidance; and	All lessons
	116.12.13B	communicate feelings and thoughts appropriately with teacher guidance	
116.12.14	Perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain why some physical activities are challenging		



Lifetime wellness			
116.12.16	Application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:		
	116.12.16A	participate in moderate to vigorous physical activity on a regular basis	Kids Collab bundle
	116.12.16B	identify physical activity for personal enjoyment with teacher guidance	





Domain §117.102. Art, Kindergarten

The main focus of each Kide activity is on **inquiry skills**. We develop these through STEAM activities, including Art. Therefore many of our activities have opportunities to practice many of the Art Curriculum Standards.

For the standards we do fully cover, see the lesson suggestions below.

We either **support** the specific objectives (✓), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.

Foundations: observation and perception



117.102.1 The student develops and **expands visual literacy skills using critical thinking, imagination, and the senses** to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

			Kide activity suggestions
✓	117.102.1A	gather information from subjects in the environment using the senses	For example: Winter Garden Happy Heartbeat Make Some Music Spooky Shadows Planes, Trains and Hot Air Balloons Beehive Summer Sandcastles
✓	117.102.1B	identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment	

Creative expression



117.102.2 The student communicates ideas through original artworks using a variety of media with appropriate skills. The student **expresses thoughts and ideas creatively** while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

			Kide activity suggestions
✓	117.102.2A	create artworks using a variety of lines, shapes, colors, textures, and forms	Many lessons inc. Colorful Drawing Book A Kingdom Under the Sea Hoseli's Magnet Map Optical Illusions Googly Eyes Peculiar Creatures of the Forest Winter Garden Welcome to Supraland Journey into Imagination
✓	117.102.2B	arrange components intuitively to create artworks	
✓	117.102.2C	use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms	





Domain §117.104. Theatre, Kindergarten

For every single Kide activity we encourage children (and adults) to act in role as an investigator. This provides many opportunities for Theatre skills to be developed, alongside those all important **inquiry skills**.

We either **support** the specific objectives (✓), or we are **working towards** them (➔). We focus on developing the *fundamental skills* required to achieve the objectives.

Foundations: inquiry and understanding



117.104.1	The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:		
			Kide activity suggestions
✓	117.104.1A	develop self-awareness through dramatic play	In every lesson children will role play: developing their identity as an investigator
✓	117.104.1B	explore space using expressive movement	Stop and Go Lava Pond
➔	117.104.1C	imitate sounds	Happy Heartbeat Make Some Music Hello is anybody out there?
✓	117.104.1D	imitate and recreate objects in dramatic play	Space Adventure Habitat Hunting Planes, Trains and Hot Air Balloons Spooky Shadows Stop and Go Party Robot

Creative expression



117.104.2	Performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:		
			Kide activity suggestions
✓	117.104.2A	demonstrate safe use of movement and voice	All lessons: the more that children perform as investigators, the more that they will use the skills of investigators!
✓	117.104.2B	assume roles through imitation and recreation	
✓	117.104.2C	identify the characteristics of dramatic play	
✓	117.104.2D	participate in dramatic play	





Domain §126.6. Technology Applications, Kindergarten

The main focus of a Kide activity is on **inquiry skills** (including creativity). We do this in the context of STEAM topics, Technology being one of them.

Whilst we don't claim to fully match with the Technology Application standards, below you can find a list of the ones we do support.

We either **support** the specific objectives (✔), or we are **working towards** them (➡). We focus on developing the *fundamental skills* required to achieve the objectives.



Creativity and innovation			
126.6.1	The student uses creative thinking and innovative processes to construct knowledge and develop digital products . The student is expected to:		
			Kide activity suggestions
✔	126.6.1A	apply prior knowledge to develop new ideas, products, and processes	All lessons
✔	126.6.1B	create original products using a variety of resources	
✔	126.6.1D	create and execute steps to accomplish a task	All lessons
✔	126.6.1E	evaluate and modify steps to accomplish a task	

