



**STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS **KINDERGARTEN****  
**[VDOE Guidelines - Updated 7/29/20](#)**

*"Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program.  
 Parents and guardians also have the right to excuse their child from all or part of family life education instruction."*

Grade Standard	What needs to be addressed?	Who is responsible for instruction?	What resources are available?	Which qtr. is it addressed in?
K.1	<p><b>The student will experience success and positive feelings about self.</b>  <u>Descriptive Statement:</u> These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for differences.</p>	Classroom Teachers	<p>Chrysanthemum by Kevin Henkes (<a href="#">YouTube</a>)</p> <p>Hey Little Ant by Hannah and Phillip Hoose (<a href="#">YouTube</a>)</p> <p>Tacky the Penguin (<a href="#">YouTube</a>)</p> <p>The Snowflake Bentley (<a href="#">YouTube</a>)</p> <p>Unique Monique (<a href="#">YouTube</a>)</p>	<p>1st</p> <p>2nd</p>
K.2	<p><b>The student will experience respect from and for others.</b>  <u>Descriptive Statement:</u> Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.</p>	Counselors	Counseling Lessons about being Kind, Fair, Safe, Responsible and Respectful. <a href="#">PowerPoint</a>	1st
K.3	<p><b>The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.</b>  <u>Descriptive Statement:</u> The teacher uses appropriate descriptive language</p>	Technology Coordinator Counselor	<p><a href="#">Common Sense Media</a></p> <p>Counseling Lessons about being Kind, Fair, Safe,</p>	1st

	to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The student is introduced to the concept of privacy, especially in the use of bathroom facilities. The importance of privacy and boundaries of self and others is introduced and tools are provided to support the child in respecting the personal privacy and boundaries of others. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the Internet, are introduced.		Responsible and Respectful. <a href="#">PowerPoint</a>	
<b>K.4</b>	<b>The student will recognize that everyone is a member of a family and that families come in many forms.</b> <u>Descriptive Statement:</u> This includes a variety of family forms: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families or guardians; families with stepparents; and other blended families.	Classroom Teachers	<a href="#">The Family Book by Todd Parr</a>	1st
<b>K.5</b>	<b>The student will identify members of his or her own family.</b> <u>Descriptive Statement:</u> This refers to identifying the adult and child members of the student's family.	Classroom Teachers	<b>PYP Unit: All for One and One for All.</b> Lessons, discussions and activities about families, friends and communities.	1st
<b>K.6</b>	<b>The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.</b> <u>Descriptive Statement:</u> The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping and playing, the child will understand that rules are made for safety, and protection.	Counselor	<a href="#">Little Miss Happy PowerPoint</a>	1st
<b>K.7</b>	<b>The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.</b> <u>Descriptive Statement:</u> It is important for the student to understand that appropriate expressions of affection are healthy for the individual, the family, and the community. The student will begin to understand the differences between appropriate and inappropriate expressions of affection.	Classroom Teachers	<b>PYP Unit: All for One and One for All.</b> Lessons, discussions and activities about families, friends and communities.	3rd
<b>K.8</b>	<b>The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.</b>	Counselor	<a href="#">Second Step: Child Protection Unit Lesson 3-4-5</a>	3rd

	<p><u>Descriptive Statement:</u> Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.</p>			
<b>K.9</b>	<p><b>The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.</b>  <u>Descriptive Statement:</u> This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.</p>	Counselor	<a href="#">Second Step: Child Protection Unit Lesson 3-4-5</a>	1st
<b>K.10</b>	<p><b>The student will identify "feeling good" and "feeling bad."</b>  <u>Descriptive Statement:</u> Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning.</p>	Classroom Teacher	The Feelings Book: <a href="#">(YouTube)</a>  <a href="#">Second step: Unit 2 and Unit 3</a>	2nd
<b>K.11</b>	<p><b>The student will find help safely.</b>  <u>Descriptive Statement:</u> Students will learn how to identify when they are in an unsafe environment. Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.</p>	Classroom Teachers	Telephone Book Activity	2nd

## STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS **FIRST GRADE**

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Grade Standard	What needs to be addressed?	Who is responsible for instruction?	What resources are available?	Which qtr. is it addressed in?
1.1	<p><b>The student will experience continuing success and positive feelings about self.</b>  <u>Descriptive Statement:</u> The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. Parents are encouraged to reinforce successful experiences, self-esteem, and good mental health practices at home.</p>	Counselor (addressed in kdg)	<p><a href="#">3 Step PowerPoint</a>   <a href="#">Needs vs. Fair PowerPoint</a></p>	1st
1.2	<p><b>The student will experience continuing respect from others.</b>  <u>Descriptive Statement:</u> Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical, mental and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.</p>	Counselor (addressed in kdg)	<p><a href="#">3 Step PowerPoint</a></p>	1st
1.3	<p><b>The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.</b>  <u>Descriptive Statement:</u> The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings, and practices good mental health behaviors. The student is made aware of any behavior on his or her part that causes others to have hurt feelings.</p>	Classroom Teacher  Counselor	<p>How Full is your Bucket? (<a href="#">YouTube</a>)   <a href="#">Making Good Choices PowerPoint</a></p>	1st
1.4	<p><b>The student will develop an understanding of the importance of a family</b></p>	Classroom Teachers	<p>Book: <a href="#">Family Book</a></p>	3rd

	<p><b>and of different family patterns.</b>  <u>Descriptive statement:</u> The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparent; and other blended families.</p>	(addressed in kdg)		
1.5	<p><b>The student will identify family members and their responsibilities in contributing to the successful functioning of the family.</b>  <u>Descriptive Statement:</u> The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or physically and mentally disabled family members; and providing for fun and play.</p>	Classroom Teachers	<p><a href="#">Earning class money</a>  <a href="#">Jobs - teacher, students, parents</a>  <a href="#">Tell me about your job</a></p>	2nd  1st
1.6	<p><b>The student will realize that human beings and other mammals have babies and that the babies can be breastfed.</b>  <u>Descriptive Statement:</u> Content associated with this objective can be found in books, magazines, films, videos, and other materials, as approved by the school division. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.</p>	Classroom Teachers	Mammal Book	3rd
1.7	<p><b>The student will use correct terminology when talking about body parts and functions.</b> <u>Descriptive Statement:</u> Scientific terms such as urinate, bowel movement, penis, vulva, and breast will be introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.</p>	Classroom Teachers	Handle as it occurs in daily activity. Teachers will use correct terminology when situation arises.	Throughout year
1.8	<p><b>The student will express his or her feelings of happiness, sadness, and anger to the teacher.</b> <u>Descriptive Statement:</u> Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems. Positive mental health practices will be utilized.</p>	Classroom Teachers	<p>Handle as it occurs in daily activity. Teachers will help children on an individual basis to recognize and express their feelings</p> <p><a href="#">Second Step</a></p>	2nd

1.9	<p><b>The student will become aware of appropriate behavior to use in dealing with his or her feelings.</b>  <u>Descriptive Statement:</u> The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama. Positive mental health practices will be utilized.</p>	Classroom Teacher	Book: <a href="#">My Mouth is a Volcano</a>	1st
1.10	<p><b>The student will experience the logical consequences of his or her behavior.</b>  <u>Descriptive Statement:</u> The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making and positive mental health at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.</p>	Counselor  Classroom Teacher	<a href="#">Red Ribbon Week</a> (Kdg and 1st)  <a href="#">Making Good Choices PowerPoint</a>  Handle as it occurs in daily activity. Teachers will help children on an individual basis to recognize logical consequences of his or her behavior.	Year Round
1.11	<p><b>The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.</b>  <u>Descriptive Statement:</u> The child is reminded that appropriate expressions of affection are important for individual and family well-being. The student will begin to understand the differences between appropriate and inappropriate expressions of affection and the impact on individual mental health. The importance of privacy and boundaries for self and others is discussed and the student is provided with tools to support the student in demonstrating respect for their personal privacy and boundaries of others.</p>	Counselor	Book: <a href="#">Personal Space Camp-Book</a>  <a href="#">Little Miss Happy PowerPoint</a> (kdg)	2nd
1.12	<p><b>The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.</b>  <u>Descriptive Statement:</u> Elements of good (positive, healthy) and bad (negative, unhealthy) touching are reviewed, and methods of avoiding negative encounters are presented. Appropriate use of communication devices such as the phone and internet will be discussed. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.</p>	Counselor	<a href="#">Second Step: Child Protection Units (kdg)</a>  <a href="#">3 Step</a> (kdg)	1st

## STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS **SECOND GRADE**

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Grade Standard	What needs to be addressed?	Who is responsible for instruction? (PE Teacher, Counselor, Instructional Technology Coordinator, Classroom Teacher)	What resources are available?	Which qtr. is it addressed in?
2.1	<p><b>The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.</b>  <u>Descriptive Statement:</u> The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.</p>	Librarian	<a href="#">We're Different. We're the Same book</a>	2nd
2.2	<p><b>The student will realize that adults other than parents also provide care and support for children.</b>  <u>Descriptive Statement:</u> Adults, other than parents, who provide care and support for children include foster parents; childcare providers; daycare teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.</p>	Librarian		1st
2.3	<p><b>The student will become aware that babies grow inside the mother's body in a special place called the uterus.</b>  <u>Descriptive Statement:</u> The purpose of this objective is to provide basic,</p>	PE Teachers	<a href="#">Book: What's in There? All about before you were born</a>	3rd quarter



	age-appropriate, medically-accurate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.		<a href="#">Book: What's in There? All about before you were born (Link #2)</a>  <a href="#">Video: Nina and the Neurons: Brilliant Bodies: Belly Buttons</a>	
2.4	<p><b>The student will become aware of the need to take responsibility for the effects of his or her behavior on others.</b></p> <p><u>Descriptive Statement:</u> Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior. School personnel will use positive mental health practices to resolve problem behavior. The importance of privacy and boundaries for self and others is reinforced along with tools to ensure that the student respects the personal privacy and boundaries of others.</p>	Classroom Teacher and/or Counselor	<p>Book: <a href="#">Have You Filled a Bucket Today</a></p>	<p>1st quarter/all year long</p> <p>1st quarter</p>
2.5	<p><b>The student will demonstrate appropriate ways of dealing with feelings.</b></p> <p><u>Descriptive Statement:</u> Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships. The concept of virtual relationships will be introduced. Appropriate behavior, in response to pleasant and unpleasant feelings, is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.</p>	Classroom teacher School Counselor	<p>Second Step Lesson <a href="#">Lesson 5</a></p> <p><a href="#">Big Deals and Little Deals and What to do When they Happen to You</a></p>	<p>1st quarter/ongoing</p> <p>ongoing</p>
2.6	<p><b>The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.</b></p> <p><u>Descriptive Statement:</u> The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. The student will recognize inappropriate expressions and demonstrate skills to correct inappropriate expressions.</p>	School Counselor	<p>Book: <a href="#">Hands are Not for Hitting</a></p>	
2.7	<p><b>The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.</b></p> <p><u>Descriptive Statement:</u> This is a review of the elements of good (positive, healthy)</p>	School Counselor	<p><a href="#">Seeking Help</a> pgs. 62-66</p> <p><a href="#">What is Child Abuse?</a></p>	



	and bad (negative, unhealthy) touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.			
<b>2.8</b>	<p><b>The student will be conscious of how commercials use our emotions to make us want products.</b></p> <p><u>Descriptive Statement:</u> Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self- esteem or body image.</p>	Classroom Teachers	Economics PYP unit.	3rd Quarter