

CLAREMONT UNIFIED SCHOOL DISTRICT

Curriculum Goals Kindergarten

Language Arts

The Language Arts Program is designed to develop students' reading, writing and oral language skills in order to prepare them to have productive and enriched life-long experiences. The program has a balance of phonics-based skills and literacy development. Students will be encouraged and challenged to develop new knowledge and in-depth understanding in all content areas as they improve their reading skills and progress through the grades. The district program is articulated from kindergarten through twelfth grade and follows the standards outlined by the State of California.

Standard 1: Reading Process

To progress toward the content standard in Reading Skills and Strategies, kindergarten students will:

Demonstrate an understanding of how print is organized and read.

To progress toward meeting the grade level standard, students will:

- Identify the front and back of a book.
- Recognize that print goes from left to right and top to bottom.
- Identify print as the main source of meaning.
- Identify the title and author.
- Chant aloud with rhythm, pace and intonation.
- "Read" own writing.
- "Read" familiar texts.

Demonstrate developmentally appropriate levels of phonemic awareness, levels of decoding and word recognition.

To progress toward meeting the grade level standard, students will:

- Hear separate words.
- Aurally recognize rhyming words.
- Hear some separate sounds in words.
- Aurally recognize words that begin with same consonant sound.
- Orally substitute words in rhyming patterns.
- Recognize own name.
- Read signs, logos, label, and high interest words.
- Understand that letters make sounds.

To progress toward the content standard in Reading Comprehension, kindergarten students will:

Respond to fictional text to develop understanding of a story read aloud.

To progress toward meeting the grade level standard, students will:

- Talk to others about books.
- Use pictures and context to clarify meaning and make predictions.
- Retell stories orally and/or through dramatic play.
- Identify characters and story events.
- Answer clarifying questions.

Respond to nonfiction text or informational material that has been read aloud to develop understanding and expertise.

To progress toward meeting the grade level standard, students will:

- Relate new knowledge to personal experience.
- Restate ideas from text in their own words.

Standard 2: Literature: Interpreting, Critiquing, and Creating

To progress toward the content standard in Literature, kindergarten students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Listen to and experience literature from a variety of cultures.
- Listen to and experience nursery rhymes and poetry.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Summarize a simple story.
- Talk about character, setting, and story events.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Listen and respond to literature which relates to their developmental/experiential level.
- Recite favorite poems and chants.

Standard 3: Writing

To progress toward the content standard in Writing, kindergarten students will:

Understand the concept of writing.

To progress toward meeting the grade level standard, students will:

- Draw or use pictures and/or letters and temporary spelling (including scribbles/symbols) to convey experiences, stories, people, or objects.
- “Read” and explain their own writing attempts and drawings.
- Contribute to group stories and dictate individual stories.

Standard 4: Language Conventions

To progress toward the content standard in English Grammar, kindergarten students will:

Show evidence of standard English grammar, usage, and mechanics in their oral and written work.

To progress toward meeting the grade level standard, students will:

- Recognize and use correct word order in sentences when speaking.
- Print their own name using appropriate upper and lower case letters.
- Identify difference between lower and upper case letters.

Standard 5: Speaking and Listening

To progress toward the content standard in Speaking and Listening, kindergarten students will:

Use speaking and listening strategies to enhance learning.

To progress toward meeting the grade level standard, students will:

- Take turns when speaking and listening.
- Contribute to class and group discussion
- Listen to the speaker
- Give and follow simple directions

Use speaking strategies appropriate to audience and purpose.

To progress toward meeting the grade level standard, students will:

- Recite familiar songs, rhymes and poems
- Speak with an audible voice in a group

Mathematics

The major purpose of the K-6 mathematics program is to develop students' abilities to apply mathematics involving problems in everyday living. Ideas, concepts and/or skills are introduced at different grade levels. After introduction, it is expected that some degree of competency will be developed within that level and continue in future levels to the point of mastery. These standards have been adapted for Claremont Unified School District from "Mathematics Content Standards for California Public Schools, 1999," California Department of Education.

During the school year Kindergarten students will be working on the following concepts:

Focus Statement: By the end of kindergarten, students understand the consistency of small numbers, quantities and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense about properties and patterns.

Number Sense

- 1.1 Compare two or more sets (up to 10 objects in each group) and identify which set is equal to, more than or less than the other).
- 1.21 Count numbers to 31 using objects.
- 1.22 Recognize numbers to 31.
- 1.23 Represent numbers to 31 using objects.
- 1.24 Name numbers to 31.
- 1.25 Order numbers to 31 using objects.
- 1.3 Know that the larger numbers describe sets with more objects in them than smaller numbers.
- 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers each less than 10).
- 2.2 Know from memory addition and subtraction facts to 5.
- 3.1 Students use and experience estimation strategies.

Algebra and Functions

- 1.1 Identify, sort and classify objects by attribute and identify objects that do not belong to a particular grouping (e.g., all these balls are green, those are red).

Measurement and Geometry

- 1.1 Compare the length, weight and capacity of objects by making direct comparisons or using reference on objects (e.g., shorter/longer/taller, lighter/heavier, which holds more?).
- 1.2 Demonstrate understanding of concepts of time (e.g., morning, afternoon, evening, day, yesterday, tomorrow, week, year) including tools that measure time (e.g., clock, calendar).
- 1.3 Name the days of the week.
- 1.4 Identify the time (to the nearest hour) of everyday events (e.g. lunchtime is 12 o'clock, bedtime is 8 o'clock at night).
- 2.1 Identify and describe common geometric objects (circle, triangle, square, rectangle, cube, sphere, cone, cylinder and oval).
- 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

Statistics, Data Analysis and Probability

- 1.1 Pose information questions, collect data and record the results using objects, pictures and picture graphs.
- 1.2 Identify, describe and extend simple patterns involving shape, size or color.

Mathematical Reasoning

- 1.0 Students make decisions about how to set up a problem.
- 1.2 Use tools such as manipulatives or sketches to model problems.
- 2.0 Students solve problems in reasonable ways and justify reasoning.
- 2.1 Explain the reasoning used with concrete objects and pictorial representations.
- 2.2 Make precise calculations and check the validity of the results from the context of the problem.

Science

The goal of the district's Science program is to assure that all students are scientifically literate. A scientifically-literate student is able to understand and use the scientific method as a problem-solving tool. He/She can use the knowledge gained in science to recognize cause and effect relationships and to further investigate solutions to personal, global, and ethical questions.

Science instruction in grades K-6 is based on the premise that the nature of science and the intellectual development of the student are closely related. The program builds on developing a student's natural curiosity about his/her surrounding environment. The instruction includes developmental and hands-on activities which emphasize both process skills and conceptual development of scientific knowledge. Instruction at all levels encourages the student to understand the link and interrelationship between the three science disciplines of Physical Science, Earth Science, and Life Science. Students study this interrelationship through the use of the following 3 unifying concepts:

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| Physical Science | Our physical world is governed by the properties and interactions of matter and energy. |
| Earth Science | The Earth, Solar System and Universe are a dynamic system undergoing continual change. |
| Life Science | All living things are diverse, interdependent, and constantly changing to adapt to their environment. |

During Kindergarten, the specific grade level concepts used to guide instruction and develop scientific literacy are:

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| Physical Science | Energy and matter can be observed and described. |
| Earth Science | Many changes in the land, water, and sky affect our lives. |
| Life Science | Living things change and grow. |

Social Studies

In kindergarten children first begin to understand that school is a place of learning and working. Most children arrive for their first school experience eager to work and learn. Most will be working in groups for the first time. They must learn to share, to take turns, to respect the rights of others, and to take care of themselves and their own possessions. These are learnings that are necessary for good civic behavior in the classroom and in the larger society. Children can also discover how other people have learned and worked together by hearing stories of times past.

Sub-Topics of Instruction

- Learning to Work Together
- Working Together: Exploring, Creating and Communicating
- Reaching Out to Times Past

Health

The kindergarten health education program begins with the child and his/her immediate surrounding. The child will learn to make clear connections between his/her environment and the information being presented. The health curriculum will cover the nine strands included in the State Health Frameworks through the following topics.

- Personal Health
 - Dental and personal hygiene awareness
- Consumer and Community Health
 - Learning about health professionals
- Injury Prevention and Safety
 - Learning safe practices at home, school, and play
 - Personal safety

- **Individual Growth and Development**
 - Learning how people are alike and different
 - Learning how people grow
- **Tobacco, Alcohol, and Other Drugs**
 - Focus on good self-concept and positive decision making skills
- **Nutrition**
 - Learning to choose healthy foods from the basic food groups
- **Family Development**
 - Defining the family, discussing rule setting within the family unit
 - Discussing life cycles of plants and animals
- **Communicable and chronic diseases**
 - Learning good hygiene habits
- **Environmental Health**
 - Learning good conservation habits

Physical Education

Students in kindergarten will participate in activities which develop gross and fine motor skills that will improve their coordination. These activities begin the learning process to develop an appreciation for the importance of physical activities in everyday life. Students will have access to activities which develop and maintain a positive self-image.