

Las Lomas School

Curriculum Guide for Kindergarten Parents

Las Lomas School has traditionally maintained a comprehensive course of study for all students. In recent years the State of California has developed content standards in the areas of mathematics, English-language arts, science, and history-social sciences designed to bring our state's public schools "on par with those in the best educational systems in other states and nations." As we have reviewed and updated our curriculum in the main academic areas, we have adopted the state standards as the core of our academic program, K-8.

Las Lomas School has traditionally encouraged and supported teachers to implement curriculum using a variety of instructional strategies designed to meet the needs of each student. Each teacher's strengths and expertise are recognized and valued as the means and methods for delivering a quality education to every child. While the content standards describe what to teach, they are not intended to define how to teach. Teachers interpret and adapt the curriculum to reach all students through differentiated instruction.

Well-communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. This curriculum guide is intended to inform parents about what kindergarteners need to know and be able to do by the **end** of kindergarten.

Websites

To obtain additional information about State of California standards, and curriculum instruction visit the following California Department of Education websites:

CDE	www.cde.ca.gov
Mathematics	www.cde.ca.gov/cdepress/standards-pdfs/mathematics.pdf
Science	www.cde.ca.gov/cdepress/standards-pdfs/science.pdf
History-Social Science	www.cde.ca.gov/cdepress/Hist_SocSci_Std.pdf
Reading/Language Arts	www.cde.ca.gov/cdepress/standards-pdfs/english-language-arts.pdf
Visual/Performing Arts	www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf
Physical Education	www.cde.ca.gov/cfir/pe/
Las Lomas District	www.llesd.org/



English-Language Arts

The English-Language Arts Standards for California Public Schools Introduction states:

• *The ability to communicate well -to read, write, listen, and speak- runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation... Reading, writing, listening, and speaking exists in context and in relation to each other.*

The English-language arts standards are organized into four sections.

The faculty of Las Lomas School is committed to continually improving instruction and is currently participating in The Literacy Collaborative developed at The Ohio State University. This comprehensive program provides ongoing, site-based support to help teachers deliver the highest quality early literacy instruction. Two teachers at Las Lomas have been trained to coach their peers and provide support by observing in classrooms, providing demonstration lessons, and helping one another achieve their professional goals. In addition, all teachers are trained in data assessment of student learning to inform and improve instruction.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book
- 1.2 Follow words from left to right and from top to bottom on the printed page
- 1.3 Understand that printed materials provide information
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes
- 1.8 Track/represent change in simple syllables/words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated
- 1.9 Blend vowel-consonant sounds orally to make words or syllables
- 1.10 Identify/produce rhyming words in response to oral prompt
- 1.11 Distinguish orally stated one-syllable words and separate into beginning/ending sounds
- 1.12 Track auditorily each word in a sentence and each syllable in a word
- 1.13 Count the number of sounds in syllables and syllables in words

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters
- 1.15 Read simple one-syllable and high-frequency words (sight words)
- 1.16 Understand that as letters of words change, so do the sounds

Vocabulary and Concept Development

- 1.17 Identify/sort common words in basic categories (colors, shapes, foods)
- 1.18 Describe common objects/events in both general and specific language

2.0 Reading Comprehension

Students identify basic facts/ideas in what they are read, heard, or viewed. They use comprehension strategies.

Structural features of informational materials, comprehension/analysis of grade-level-appropriate text

- 2.1 Locate the title, table of contents, name of author, and name of illustrator
- 2.2 Use pictures and context to make predictions about story content
- 2.3 Connect to life experiences the information and events in texts
- 2.4 Retell familiar stories
- 2.5 Ask and answer questions about essential elements of a text

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Distinguish fantasy from realistic text
- 3.2 Identify types of everyday print materials
- 3.3 Identify characters, settings, and important events

Writing

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and focus, penmanship

- 1.1 Use letters and phonetically spelled words to write about experiences/stories/people/objects/events
- 1.2 Write consonant-vowel-consonant words
- 1.3 Write by moving from left to right and from top to bottom
- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Sentence structure, spelling

- 1.1 Recognize and use complete, coherent sentences when speaking
- 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet and knowledge of letter names

Listening and Speaking

1.0 Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

- 1.1 Understand and follow one- and two-step oral directions
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests.

- 2.1 Describe people, places, things, locations, and actions
- 2.2 Recite short poems, rhymes, and songs
- 2.3 Relate an experience or creative story in a logical sequence

Adopted program: *Houghton-Mifflin Reading: A Legacy of Literacy*, Houghton-Mifflin, 2003

Additional materials/resources may include: Literacy Collaborative approach from Ohio State University, Lucy Calkins *Units of Study for Primary Writing*, Language Lab, Reading Specialists

Mathematics

The Mathematics Content Standards for California Public Schools Introduction states:

- *Proficiency in most of mathematics is not an innate characteristic; it is achieved through persistence, effort, and practice.*
 - *Students require a strong foundation in basic skills. All students must be able to add, subtract, multiply, and divide easily.*
- Content standards for mathematics at kindergarten generalize into the following expectations:
- *By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns.*
 - *Mathematics content standards are organized into five strands.*

Number Sense

- 1.0 Students understand the relationship between numbers and quantities (that a set of objects has the same numbers of objects in different situations regardless of its position or arrangement:
 - 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set if equal to, more than, or less than the other
 - 1.2 Count, recognize, represent, name, order a numbers of objects (up to 30)
 - 1.3 Know that larger numbers describe sets with more objects in them than smaller numbers have
- 2.0 Students understand and describe simple additions and subtractions:
 - 2.1 Use concrete objects to find answers to addition/subtractions problems for numbers less than 10
- 3.0 Students use estimation strategies in computation/problem solving with numbers using ones/tens places:
 - 3.1 Recognize when an estimate is reasonable

Algebra and Functions

- 1.1 Identify/sort/classify objects by attribute and identify objects that do not belong to particular group

Measurement and Geometry

- 1.0 Students understand the concept of time and units to measure it; they understand objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:
 - 1.1 Compare length/weight/capacity of objects by making direct comparisons with reference objects
 - 1.2 Demonstrate understanding of concepts of time (morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar, etc.)
- 2.0 Students identify common objects in their environment and describe the geometric features:
 - 2.1 Identify/describe common geometric objects (circle, triangle, square, rectangle, cube, sphere, cone)
 - 2.2 Compare familiar plane/solid objects by common attributes (position, shape, size roundness, number of corners)

Statistics, Data Analysis, and Probability

- 1.0 Students collect information about objects and events in their environments:
 - 1.1 Pose information questions; collect data; record results using objects, pictures, picture graphs
 - 1.2 Identify/describe/extend simple patterns by referring to their shapes, sizes, colors
- 2.0 Students sort objects/create/describe patterns by numbers, shapes, sizes, rhythms, or colors:
 - 2.1 Describe, extend, explain ways to get to next elements in simple repeating patterns

Mathematical Reasoning

- 1.0 Students make decisions about how to set up a problem:
 - 1.1 Determine the approach, materials, and strategies to be used
 - 1.3 Use tools such as manipulatives or sketches, to model problems
- 2.0 Students solve problems and justify their reasoning:
 - 2.1 Explain reasoning used with concrete objects and/or pictorial representations
 - 2.2 Make precise calculations and check the validity of the results from the context of the problem

Adopted text: *Harcourt Mathematics*, California Edition, 2002.

Websites: www.harcourtschool.com
www.cde.ca.gov/standards/

Additional material/resources may include: *Math Their Way*

Science

The Science Content Standards for California Public Schools Introduction states:

- *...the content of science education includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century.*
- *The Investigation and Experimentation standards should be integral to, and directly and specifically support, the teaching of content strands and disciplines.*

Physical Sciences

1. Properties of materials can be observed, measured, and predicted.

Life Sciences

2. Different types of plants and animals inhabit the earth.

Earth Sciences

3. Earth is composed of land, air, and water.

Investigation and Experimentation

4. Scientific progress is made by asking meaningful questions and conducting careful investigations.

Adopted Program: *FOSS* [Full Option Science System], Delta, 2006. Developed by the Lawrence Hall of Science, UC Berkeley

Websites: www.fossweb.com
www.deltaeducation.com

Additional resources may include: *GEMS* units

History-Social Science

The History-Social Science Standards for California Public Schools Introduction states:

- *These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship.*
- *Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historic connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.*

K.1 Students understand that being a good citizen involves acting in certain ways.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students make simple descriptions of work that people do and the names of related jobs at school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

Adopted text: *Harcourt Reflections for California*, 2006, Harcourt School Publishers

Website: www.harcourtschool.com/hss

Visual and Performing Arts

The Visual and Performing Arts Standards for California Public Schools Introduction states:

- *Dance, music, theatre, and the visual arts have endured in all cultures throughout the ages as a universal basic language. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination.*
- *Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline.*
- *Academic rigor is a basic characteristic of a comprehensive education in the arts, including: learning through active practice, reading about the arts and artists, researching, writing, and communicating about the arts, reflecting on the arts, and participating in arts criticism.*
- *Another goal is to help students make connections between concepts in all of the arts and across subject areas.*

The main areas of focus in each area of dance, music, theatre, and visual arts include:

- 1.0 Artistic Perception
- 2.0 Creative Expression
- 3.0 Historical and Cultural Context
- 4.0 Aesthetic Valuing Aesthetic Valuing
- 5.0 Connections, Relationships, Applications

Physical Education

The Physical Education Department of the Las Lomas Elementary School District provides a sequential, progressive curriculum to help students develop a life long commitment to their own physical well-being, health, and personal fitness. The newly adopted LLESD Standards are based on National and State Standards. A complete copy of this document is available through the school or district office. The major physical education goals for all students are:

- *Students develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.*
- *Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities.*
- *Students develop appropriate behaviors by working independently and with others during planned physical activity.*

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| Standard 1 | Movement Activities |
| Standard 2 | Understand how and why one moves in a variety of situations |
| Standard 3 | Achieve and maintain a health-enhancing level of physical fitness |
| Standard 4 | Exhibit physically active lifestyle and understand that physical activity provides opportunities for enjoyment, challenge, and self-expression |
| Standard 5 | Demonstrate responsible personal behavior while participating in movement activities |
| Standard 6 | Demonstrate responsible social behavior while participating in movement activities; understand importance of respect for others |
| Standard 7 | Understand the interrelationship between history and culture, and games, sports, play, and dance |

Technology

The goal of the Las Lomas Elementary School District is to support and enhance classroom instruction through the judicious use of technology, incorporating technology into the curriculum and teaching basic computer literacy skills appropriate at each grade level and developmental level. Grade level objectives can be found on the LLESD website under Tech Services/Tech Plan.

Kindergarten Objectives

- 1.0 Develop familiarity with parts of a computer (monitor, keyboard, mouse, cd-roms, disks)
- 2.0 Develop basic click and drag mouse skills
- 3.0 Open software on screen from desktop icon
- 4.0 Develop understanding of keyboard use
- 5.0 Learn the basics of computer care
- 6.0 Use productivity tools such as KidPix and creative writing center
- 7.0 Use curriculum related software programs