



## **English Language Arts Kindergarten**

### **What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS)

#### Language: Literacy

- Demonstrate command of the conventions of standard English grammar and use-age when writing or speaking(L.K.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (L.K.2)
- With guidance and support from adults, explore word relationships and nuances in word meanings (L.K.5)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6)

#### Language: Vocabulary Acquisition and Use

- Determine or clarify the meaning of the unknown and multiple-meaning words and phrases based on kindergarten reading content (L.K.4)

#### Speaking and Listening: Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups (SL.K.1)
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something that is not understood (SL.K.2)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood (SL.K.3)

#### Speaking and Listening: Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail (SL.K.4)
- Add drawings or other visual displays to descriptions as desired to provide additional detail (S L.K.5)
- Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)

#### Writing: Text Types and Purposes

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My Favorite book is....) (W.K.1)
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic (W.K.2)
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened (W.K.3)

#### Writing: Production and Distribution of Writing

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed (W.K.5)
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers (W.K.6)

#### Writing: Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g; explore a number of books by favorite author and express opinions about them) (W.K.7)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question (W.K.8)

#### Reading: Literature Key Ideas and Details

- With prompting and support, ask and answer questions about key details in text (RL.K.1)
- With prompting and support, retell familiar stories, including key details (RL.K.2)
- With prompting and support, identify characters, settings, and major events in a story (RL.K.3)

#### Reading: Literature Craft and Structure

- Ask and answer questions about unknown words in a text (RL.K.4)
- Recognize common types of texts (e.g; storybooks, poems) (RL.K.5)
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (RL.K.6)

#### Reading: Literature Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g; what moment in a story an illustration depicts) (RL.K.7)
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9)

#### Reading: Literature Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding (RL.K.10)

#### Reading: Informational Text Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text (RI.K.1)
- With prompting and support, identify the main topic and retell key details of a text (RI.K.2)
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text (RI.K.3)

#### Reading: Informational Text Craft and Structure

- With prompting and support, ask and answer questions about unknown words in a text (RI.K.4)
- Identify the front cover, back cover, and title page of a book (RI.K.5)
- Name the author and illustrator of a text and define the role of each on presenting the ideas or information in a text (RI.K.6)

#### Reading: Informational Text Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) (RI.K.7)
- With prompting and support, identify the reasons an author gives to support points in a text. (RI.K.8)
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) (RI.K.9)

#### Reading: Informational Text Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding (RI.K.10)

#### Reading: Foundational Skills -Print Concepts

- Demonstrate understanding of the organization and basic features of print (RF.K.1)
- Follow words from left to right, top to bottom, and page by page (RF.K.1a)
- Recognize that spoken words are represented in written language by specific sequences of letters (RF.K.1b)
- Understand that words are separated by spaces in print (RF.K.1c)
- Recognize and name all upper- and lowercase letters of the alphabet (RF.K.1d)

## **Phonological Awareness**

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.K.2)
- Recognize and produce rhyming words (RF.K.2a)
- Count, pronounce, blend, and segment syllables in spoken words (RF.K.2b)
- Blend and segment onsets and rimes of single-syllable spoken words (RF.K.2c)
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/. ) (RF.K.2d)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF.K.2e)

## **Phonics and Word Recognition**

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

## **Fluency**

- Read emergent-reader texts with purpose and understanding. Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word. (RF.K.4)

### **How Students Learn**

- Class cooperative learning
- Small group cooperative learning
- Project-based learning
- Hands-on activities
- Class discussions
- Individualized Instruction
- Teacher directed learning
- Completion of classwork
- Books and classroom materials

### **How Students Are Assessed**

- Completion and effort exhibited on classwork based on assignment requirements
- Work quality
- Class participation
- Discussions and activities
- Observations
- Listening and following oral directions
- Group projects

### **Resources**

- Dolce sight words
- Getting Ready for the Code A, B, and C
- Explore the Code 1, 11/2, 2, 21/2
- Individual word dictionary
- Variety of music compact disc's, puppets, scarves, etc
- Guest speakers, teachers, and community educators
- Local Library
- Orton and Gillingham sight words and letters
- Reader Rabbit reading books

- Bob Books - emergent readers
- Individual Journal books
- Various internet and c.d.base programs
- Universal Publishing Handwriting book B
- Computers and computer software i.e: Smarty Ants Online Program
- A variety of teacher resources, activity books pertaining to literature, reading and writing



## **Kindergarten Mathematics**

### **What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS), McGraw-Hill My Math

#### Number Sense

- Know number names and the count sequence (K.CC.1, K.CC.2, K.CC.3)
- Count to tell the number of objects (K.CC.4, K.CC.5)
- Compare numbers (K.CC.6, K.CC.7)

#### Place Value

- Understanding Foundations of and generalize about place value (K.NBT.1)

#### Addition and Subtraction

- Fluently add and subtract basic facts (K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5)
- Compose and decompose numbers (K.NBT.1, K.OA.3)

#### Algebraic Representation

- Compose and decompose numbers (K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5)
- Identify/Generate/Explain patterns (K.CC.4)
- Solve addition and subtraction word problems (K.OA.2, K.NBT.1)
- Write and solve number sentences/equations (K.OA.1, K.OA.3, K.OA.4)

#### Measurement

- Describe and compare measurable attributes of objects (K.MD.1, K.MD.2)

#### Data Sets and Populations

- Classify objects by size, shape, and count (K.MD.3)

#### Two- and Three-Dimensional Shapes and Figures

- Describe shapes in the environment (K.G.1)
- Position of shapes (K.G.1)
- Compose two-dimensional shapes (K.G.6)
- Analyze and compare two-dimensional shapes (K.G.4)
- Model, build, and draw two-dimensional shapes (K.G.5)
- Identify, name, and describe three-dimensional shapes (K.G.1, K.G.2, K.G.3, K.G.4)
- Analyze and compare three-dimensional shapes (K.G.4)

### **How Students Learn**

- Class cooperative learning
- Small group cooperative learning
- Project-based learning
- Hands-on activities
- Class discussions and paired sharing
- Individualized Instruction
- Teacher directed learning
- Student-directed activities
- Completion of classwork and homework

- Books and classroom materials

**How Students Are Assessed**

- Completion and effort exhibited on classwork based on assignment requirements
- Work quality
- Class participation
- Discussions and activities
- Observations
- Listening and following oral directions
- Group projects
- Self-assessment

**Resources**

- McGraw-Hill My Math mathematic unit kit
- Assorted Manipulatives
- Board games
- Various internet and c.d.base programs
- Computers and computer software – i.e: Splash Math Online Program
- A variety of teacher resources, activity books pertaining to mathematics



## **Kindergarten Science**

### **What Students Learn**

The course objectives are based on the educational standards from the most recent release of the Hawaii State Standards (HSS)

#### The Scientific Process: Scientific Investigation

- Discover, invent and investigate using the skills necessary to engage in the scientific process (SC.K.1.1, SC.K.1.2, SC.K.1.3)

#### The Scientific Process: Nature of Science

- Understand the science, technology, and society are interrelated (SC.K.2.1)

#### Life and Environmental Sciences: Organisms and the Environment

- Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment (SC.K.3.1)

#### Life and Environmental Sciences: Structure and Function in Organisms

- Understand the structures and functions of living organisms and how organisms can be compared scientifically (SC.K.4.1)

#### Life and Environmental Sciences: Diversity, Genetics, and Evolution

- Understand genetics and biological and their impact on the unity and diversity of organisms (SC.K.5.1)

#### Physical, Earth, and Space Sciences: Nature of Matter and Energy

- Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe (SC.K.6.1)

#### Physical, Earth, and Space Sciences: Force and Motion

- Understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic (SC.K.7.1)

#### Physical, Earth, and Space Sciences: Earth and Space Science

- Understand the earth and its processes, the solar system, and the universe and its contents (SC.K.8.1, SC.K.8.2)

### **How Students Learn**

- Class cooperative learning
- Small group cooperative learning
- Project-based learning
- Hands-on activities
- Class discussions
- Hands-on activities, lab experiments
- Individualized Instruction
- Teacher directed learning
- Completion of classwork
- Books and classroom materials
- Computers and computer software

**How Students Are Assessed**

- Completion and effort exhibited on classwork based on assignment requirements
- Work quality
- Class participation
- Discussions and activities
- Observations
- Listening and following oral directions
- Group projects

**Resources**

- Macmillan hands on Science book and materials - Teacher guide
- SRA/McGraw-Hill Kindergarten Real Science Book - Teacher's Edition
- Guest speakers, teachers, and community educators
- Assorted Manipulatives
- Scholastic Building a Caring Classroom teaching kit
- Scholastic "Let's Find Out" Curriculum
- Warren Publishing House 1.2.3. Science
- Usborne - Science activities
- McGraw-Hill Children's Publishing Astronomy fact cards
- Various internet and c.d.base programs
- A variety of teacher resources, activity books pertaining to Sciences
- Participate in field-trips outside of classroom



## Kindergarten Social Studies Standards

### **Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY**-Understand change and/or continuity and cause and/or effect in history

- Chronological Thinking-Explain change and continuity over time, using calendars and simple timelines (SS.K.1.1)

### **Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE**

- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms (SS.K.1.1a)

### **History: HISTORICAL CONTENT**-Understand people now and then, here and now (learning, living, working together)

- Celebrations-Describe historically significant events and observances in American history (SS.K.3.1)

### **Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION**-Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

- Governance, Power, and Authority-Identify rules that apply in different settings and the results from complying or not complying with these rules (SS.K.4.1)

### **Political Science/Civics: PARTICIPATION AND CITIZENSHIP**-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

- Rights and Responsibilities-Describe his or her rights and demonstrate responsibilities of self in classroom, school, and neighborhood settings (SS.K.5.1)
- Civic Participation-Demonstrate ways to improve the quality of life in own school or community (SS.K.5.2)

### **Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY**-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

- Explain how and why people from different cultures observe different holidays/celebrations (SS.K.6.1)

### **Geography: WORLD IN SPATIAL TERMS**-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

- Physical characteristics in Spatial Terms-Identify location and physical characteristics represented on maps and globes (e.g., land, water, roads, cities) (SS.K.7.1)
- Physical characteristics in Spatial Terms-Use terms to describe relative location (i.e., above/below, near/far, left/right, and cardinal directions) (SS.K.7.2)

### **Economics: RESOURCES, MARKETS, AND GOVERNMENT**-Understand economic concepts and the characteristics of various economic systems

- Limited Resources and Choice-Explain people's basic needs and how they fulfill them (SS.K.8.1)
- Role and Function of Markets-Differentiate buyers (e.g., a parent or caregiver) and sellers (e.g., a storeowner or other producer) (SS.K.8.2)

CCSS - Common Core State Standards

HCPS - Hawaii Content and Performance Standards

### **How Students Learn**

- Class cooperative learning
- Small group cooperative learning
- Project-based learning
- Hands-on activities
- Class discussions
- Hands-on activities
- Individualized Instruction
- Teacher directed learning
- Completion of classwork
- Books and classroom materials
- Computers and computer software

### How Students Are Assessed

- Completion and effort exhibited on classwork based on assignment requirements
- Work quality
- Class participation
- Discussions and activities
- Observations
- Listening and following oral directions
- Group projects

### Resources

- Macmillan maps of the world book and materials - Teacher guide
- Presidents of the United States past and present - Teacher's Edition
- Landmarks of the United States - work sheets
- Scholastic big book of famous people
- Where our water goes - work books
- Use of a Daily Calendar
- Recycling in your neighborhood- informational booklets
- Guest speakers, teachers, and community educators
- Scholastic Building a Caring Classroom teaching kit
- Warren Publishing House 1.2.3. Social Interactions
- Usborne - books on Social awareness
- Scholastic books on Community Helpers
- Readers Digest Young Families
- Various internet and c.d.base programs
- A variety of teacher resources, activity books pertaining to Social Studies
- Participate in field-trips outside of classroom



## **Kindergarten Physical Education**

### **Movement and Forms-Use motor skills and movement patterns to perform a variety of physical activities**

#### **Fundamental Skills**

- Use basic loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K.2.1.1)
- Use basic non-loco motor skills in initial (immature) form alone, with a partner, and in small groups (PE.K.2.1.2)
- Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups (PE.K.2.1.3)

#### **Cognitive Concepts**

Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

#### **Safety and Play Etiquette**

- Use basic movement concepts related to space, time, effort, and relationships (E.g., personal space, fast/slow, strong/light, under/over) (PE.K.2.1.1)
- Identify basic rules for safe participation in physical activities (PE.K.2.2.2)

#### **Active Lifestyle**

Participate regularly in physical activity

#### **Individual, Dual, and Lifetime Activities**

- Participate regularly in physical activities (PE.K.2.3.1)
- Describe the social and emotional benefits of participating in physical activities (PE.K.2.3.2)

#### **Physical Fitness**

Know ways to achieve and maintain a health-enhancing level of physical fitness

#### **Fitness and Conditioning-Related Activities**

- Identify physiological indicators that accompany moderate to vigorous physical activities (PE.K.2.4.1)

#### **Students will learn by:**

Participation  
Activities introduced  
Rules and agreements of activities  
Working in groups  
How to take care of their bodies  
Leadership  
Exercises  
Personal achievement

#### **Students will be assessed by:**

Participation  
Health and Safety  
Team Spirit  
Knowledge of activities introduced     \_\_\_

Resources:

Sport Materials (e.g., balls, ropes, bats, hoops etc)  
Yoga Kids by Marsha Wenig ISBN 978-1-58479-292-5  
Hello readers on Healthy Bodies  
Germs! Germs! Germs! by Bobbi Katz  
Readers Digest - Great Big Book of Children's Games

HCPS - Hawaii Content and Performance Standards