

A summary of the curriculum standards for kindergarteners follows. While not comprehensive, the information is a strong representation of what parents can expect their kindergarteners to know and be able to do by the end of the school year.

A complete set of standards adopted by the CVUSD Board of Education can be found on the District website at www.conejousd.org and on the State website www.cde.ca.gov/ci/.

ENGLISH LANGUAGE ARTS AND CONTENT AREA LITERACY

A kindergartener will:

- Recognize common types of texts such as storybooks, poems, fantasy, and realistic text.
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, describe the relationship between illustrations and the text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Demonstrate a *kindergarten* understanding of spoken words, syllables, and sounds.
- Know and apply *kindergarten* level phonics and word analysis skills in decoding words.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts.
- Read common high-frequency words by sight and emergent-reader texts with purpose and understanding.
- Use a combination of drawing, dictating, and writing to compose opinion pieces, informative/explanatory texts, and narratives.
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- Participate in collaborative conversations with diverse partners about *kindergarten* topics and texts.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Demonstrate a *kindergarten* command of the conventions of standard English grammar and usage.



MATHEMATICS

Through the use of the Mathematical Practices* kindergarteners will:

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.
- Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.
- Work with numbers 11-19 to gain foundations for place value.
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

***Mathematical Practices:** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.

TECHNOLOGY

- In kindergarten, students will with guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Kindergarteners are introduced to the National Educational Technology Standards for students www.iste.org/standards/standards-for-students which include: Creativity and Innovation; Communication and Collaboration; Research and Information; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; and Technology Operations and Concepts.



SCIENCE

Kindergarten students will participate in a program of study that involves life, earth, and physical sciences. Students will study plants and animals. They will experience active investigations, receive vocabulary instruction, and begin to read and write about science.

HISTORY-SOCIAL SCIENCE

THEME: LEARN AND WORK

Students learn about themselves and their world. They learn to identify and use structures of time and place such as calendars and maps. Students learn about the past and people who made a difference in the past, as well as learning about the roles people assume in the present world. They learn the role they play in the world today and the importance of learning to get along with each other. Students will begin to read and write about history-social science topics.

HEALTH AND PHYSICAL EDUCATION

Students will participate in a comprehensive, sequential physical education program that promotes physical, mental, emotional, and social well-being. Specific activities will promote skill development in the following areas: large and small motor development, balance, eye-hand coordination, eye-foot coordination, general coordination, and creative movement. The health curriculum and instructional strategies are based on up-to-date scientific information and are designed to help students become health-literate and develop the knowledge, skills, and behaviors needed for a lifelong commitment to healthy living.

VISUAL AND PERFORMING ARTS

Students will experience activities in a program that emphasizes visual arts, music, dance, and theatre from various cultures and time periods. They will learn to appreciate history, aesthetics, and the creation of the arts through integration with other subject areas, guest artists, live performances, music and art specialists, and attendance at special off-campus activities that foster enthusiasm for the arts. They will learn audience appreciation skills and will have an opportunity to regularly practice them.

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Form 95-00030

Revised 09/14

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

Curriculum Standards

Kindergarten

Learning is a continuous process that involves the home as well as the school. Children benefit greatly when they know that their parents are interested in and supportive of education. We invite you to join us as partners in this venture. If you have questions after reviewing the information in this summary, please contact us.

Each child grows and develops individually. There are, however, general characteristics and needs which apply to most children of a certain age. Knowing these characteristics will provide you with a better understanding of your child.

YOUR KINDERGARTEN CHILD NEEDS:

- a sense of security and a feeling of being loved
- group approval and acceptance
- a few special friends
- a happy environment
- opportunities for exercising large muscles
- experience sharing toys and taking turns in play
- opportunities to increase his or her vocabulary
- alternate periods of rest and activity
- ten or more hours of sleep each night
- good nutrition habits

PARENTS CAN HELP BY:

- listening and talking to your child
- having a sense of humor and infinite patience
- guiding your child through periods of silliness, stubbornness, and demanding behavior
- setting an example by reading and writing
- attending parent conferences, Back to School Night, Open House, and other school activities
- establishing a regular routine for completion of homework
- providing a quiet time and place for study
- offering encouragement and help in completing assignments as needed
- taking educational trips
- monitoring your child's television viewing and electronic device time
- notifying school as problems are observed or persist
- notifying school of stress in the home such as divorce or death in the family
- seeing that your child attends school regularly and on time
- giving specific praise for good work and behavior
- maintaining a positive attitude about your child's school