

# Kindergarten Curriculum



*Wondering what your child will be expected to know and do in reading, writing, math, art, science, PE and social studies in both English and Japanese? This guide briefly outlines the Oregon standards for each subject at the kindergarten level. Please do not hesitate to ask your child's teachers if you have questions or would like more information about any aspect of your child's academic program.*

## CONTENTS:

Literacy	1
Mathematics	2
Art	2
Science	3
Social Studies	4
Physical Education	4

## LITERACY BENCHMARKS

### READING

- Read aloud kindergarten material with 90-100% accuracy.
- Demonstrate an understanding of the concepts about print: in English and Japanese: front of book, print contains a message, where to start reading on a page, which way to go when reading a line of text, return sweep, word by word matching in English and symbol by symbol matching in Japanese, types of punctuation at end of sentence.
- Recognize and generate pairs of rhyming words.
- Listen to spoken sentences and clap individual words or syllables.
- Isolate beginning and/or ending syllables.
- Orally blend or separate sounds when given sound segments of a word.
- Identify the sound of all letters in English.
- Read 20 or more high frequency words.
- Learn and use new vocabulary from literary and informational texts during read alouds, shared reading, guided reading, content studies, classroom discussions.
- Describe common objects and events with an increasing vocabulary of verbs, adjectives and adverbs.

### LITERATURE

- Listen to and experience traditional and contemporary literature from a variety of cultures and genres.
- Listen to, experience, and respond to a wide variety of informational texts (e.g. sci-

ence big books, children's magazines).

- Make predictions during read alouds and shared reading.
- Demonstrate listening comprehension of more complex text through discussion.
- Choose books for own interest and purpose.
- Use rereading and self-correcting strategies when reading.
- Begin to use comprehension strategies to assist with meaning during read alouds and shared reading: ask questions, make inferences, and make connections using background knowledge.
- Recall details in own words from informational text read aloud.
- Describe new information from text in own words.
- Return to text to location information and answer questions during shared and guided reading.
- Retell familiar stories including characters and sequence of events.

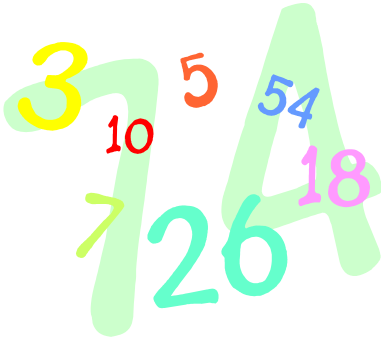
### WRITING

- Use prewriting activities to initiate writing (draw a picture, brainstorming, etc.).
- Express ideas on paper using sound and symbol knowledge.
- Write narratives that contain a story.
- Write simple factual information about a topic.
- Write for functional purposes (to give information, directions).

# M A T H

## NUMBER & COMPUTATION FOR KINDERGARTEN

- Count a set of 20 objects accurately.
- Count by rote by 1's to 30 beginning with any number less than 30.
- Read, write and understand numbers to 10.
- Make reasonable estimates of quantities to 20.
- Use objects or pictures to solve simple story problems.



## GEOMETRY

- Classify and sort collections of objects by shape, number of sides, etc.
- Recognize, name, and describe the following shapes: square, circle, triangle and rectangle.
- Find and describe shapes in the environment.

## ALGEBRAIC THINKING

- Sort and classify collections of objects by color and size as well as shape.
- Identify, copy extend and create repeating patterns like “red, blue, red, blue” or “circle, square, triangle, circle, square, triangle”.
- Understand that adding or subtracting objects one at a time is a type of pattern.

## MEASUREMENT

- Compare objects of different length, different weight and different volume and use appropriate words to describe the differences (e.g. longer than, heavier than, holds more than)
- Understand why and how people use clocks, money and calendars.

## STATISTICS & PROBABILITY

- Given a simple 2-column graph, tell what the graph is about and how many more items one column has than the other.

## PROBLEM-SOLVING

- Communicate mathematical thinking in a variety of ways.
- Use multiple strategies to solve problems.

# A R T

**CREATE, PRESENT & PERFORM:** Apply ideas, techniques and processes in the arts.

**AESTHETICS & CRITICISM:** Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

**HISTORICAL & CULTURAL PERSPECTIVES:** Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.



## K-3 SCIENCE STANDARDS

**LIFE SCIENCE:** Understand structure, function, and interactions of living organisms and their environment.

**EARTH & SPACE SCIENCE:** Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.

**HISTORY & NATURE OF SCIENCE:** Understand science as a human endeavor, the nature of scientific knowledge and the history of science as it relates to and clarifies scientific inquiries.

**UNIFYING CONCEPTS & PROCESSES:** Understand and apply major concepts and processes embedded within all sciences.

**PHYSICAL SCIENCE:** Understand structures and properties of matter and changes that occur in the physical world.

**SCIENCE IN PERSONAL & SOCIAL PERSPECTIVES:** Understand that science provides a basis for understanding and acting on personal and social issues.

**SCIENTIFIC INQUIRY:** Use interrelated processes to pose questions and investigate the physical and living world.

**SCIENCE & TECHNOLOGY:** Understand the interconnections among science, technology and society.

### CONTENT STRANDS FOR KINDERGARTEN



**Animals 2 x 2:** Students compare the structures and functions in four pairs of similar animals (goldfish and guppies, redworms and night crawlers, land snails and water snails, and pillbugs and sowbugs).

**Trees:** Students learn about parts and functions of trees by adopting a schoolyard tree, observing tree parts, collecting and pressing leaves, and keeping scrapbooks.



### PROCESS SKILLS FOR K-5 SCIENCE

**OBSERVE:** Gather information by using the senses or instruments to note facts or occurrences.

**MEASURE:** Collect data concerning physical characteristics such as dimension, quantity or capacity.

**USE NUMBERS:** Count, compute, and communicate quantitative data using figures, letters, words and symbols.

**CLASSIFY:** Organize objects or events by their attributes.

**QUESTION:** Identify problems and develop testable statements relating to the problems.

**COMMUNICATE:** Exchange information and ideas.

**DESIGN EXPERIMENTS:** Plan and conduct data gathering operations to test hypotheses, answer questions and generate new ideas.

**INTERPRET DATA:** Find patterns or meaning in experimental results.

**DEFINE OPERATIONALITY:** Use experiments to develop working definitions of objects or events.

**FORMULATE MODELS:** Use problem-solving and questioning skills to develop mental models to explain phenomena.

**HYPOTHESIZE:** Use information and questions to generate statements that predict the likely outcome of an investigation.

**INFER:** Conclude from evidence and experience.

**PREDICT:** Declare in advance what is likely to happen, based on experience.

**CONTROL VARIABLES:** Identify and manage factors that may influence the outcome of an experiment.

SCIENCE

# Social Studies



## THEME - Self Awareness

### SKILLS.CONCEPTS

- Explore today as a basis for yesterday and tomorrow
- Awareness of self
- Understand materials needed to complete a task
- Understand concept of location and place

### HISTORY

- Awareness of personal history

### CIVICS & GOVERNMENT

- Respect the rights of others
- Understand the importance of rules
- Bridge home life with the group life of the school

### ECONOMICS

- Understand humans need food, clothing and shelter to survive
- Careers

### GEOGRAPHY

- Where and what it is like where you live
- Where and how others live, with particular attention given to living in Japan
- Environmental relationships to sustain life and communities

# Physical Education

## MOTOR SKILLS & CONCEPTS

- Walk, run and gallop using a mature form.
- Travel forward and in control using a variety of locomotor patterns (jogging, walking, galloping, jumping, hopping).
- Change direction quickly and stop in control.
- Maintain balance while bearing weight on a variety of body parts.
- Manipulate a variety of objects (underhand throw, overhand throw, catch, kick, bounce, strike).
- Toss a ball and catch before it bounces twice.
- Begin to establish a movement vocabulary.



## ACTIVE LIFESTYLE

- Sustain moderate to vigorous physical activities for short periods of time.
- Identify changes in the body during moderate to vigorous physical activity (heart rate, breathing rate, sweating).
- Identify feelings that result from participation in physical activities.

## SELF-MANAGEMENT & SOCIAL BEHAVIOR

- Apply, with teacher reinforcement, rules, procedures, and safe practices.
- Share space and equipment with others.
- Resolve conflict by talking with classmates or asking teacher for help.

The information in this brochure has been assembled by Kathryn Anderson, Richmond principal, for the convenience of our parents and teachers. For information about the Oregon content standards in greater detail, please check the Richmond website at [www.richmondjmp.org](http://www.richmondjmp.org) or the Oregon Department of Education website at [www.ode.state.or.us](http://www.ode.state.or.us).

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