

# CURRICULUM GUIDE

## Kindergarten

### KINDERGARTEN

#### LANGUAGE ARTS



**Students will write to communicate for a variety of purposes. (State Goal 3).**

Students will be able to:

- Write uppercase and lowercase letters.
- Begin to write simple sentences.
- Write first and last name using correct uppercase and lowercase letters.
- Use developmental spelling to construct words and sentences.
- Identifies basic punctuation marks.

**Students will listen and speak effectively in a variety of situations. (State Goal 4).**

Students will be able to:

- Listen attentively to stories.
- Follow two to three step directions accurately.
- Communicate personal needs clearly.
- Speaks audibly and clearly.
- Express ideas to the group.
- Stays on topic.
- Take turns when speaking.
- Listen while others are speaking.

## READING

### Students will read with understanding and fluency. (State Goal 1)

Students will be able to:

- Understand that pictures and symbols have meaning and that print carries a message.
- Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right)
- Understand concepts of print (i.e., words, letters, spacing between words, and left to right)
- Recognize rhyming words.
- Demonstrate phonological and phonemic awareness.
- Identify and names upper and lower case letters of the alphabet.
- Connect sounds to the letters of the alphabet.
- Read one syllable and common sight words.
- Make predictions based on the cover, title, and pictures.
- Connects text to prior knowledge and experiences.
- Engage in shared/independent reading of familiar predictable text.
- Retell information from a story.
- Respond to simple questions about reading.
- Compare/contrast a variety of literary works.
- Demonstrate understanding that different text forms are used for different purposes.
- Demonstrate understanding of literal meaning of stories by making comments.



### Students will read and understand literature representative of various societies, eras, and ideas. (State Goal 2).

Students will be able to:

- Understands the structure of a story.
- Recognizes narrative, informational texts and rhymes.
- Shows interest in and knowledge about books and reading.
- Comprehends and responds to fiction and non-fiction.

## SOCIAL STUDIES

**Students will understand political systems, with the emphasis on the United States. (State Goal 14)**

Students will be able to:

- Recognize and demonstrate classroom, playground, and bus rules.
- Recite the Pledge of Allegiance.
- Recognize our Country's flag.



**Students will understand economic systems, with an emphasis on the United States (State Goal 15).**

Students will be able to:

- Identify community workers and the services they provide.
- Understand the roles of leaders in the classroom.
- Understand the difference between needs and wants.
- Begin to understand the use of money to obtain goods and services.

**Students will understand events, trends, individuals and movements shaping the history of Illinois, United States and other nations. (State Goal 16).**

Students will be able to:

- Show beginning awareness of why different holidays are celebrated throughout the year.
- Recognize leaders who have made an impact on our nation.

**Students will understand world geography and the effects of geography on society with an emphasis on the United States. (State Goal 17).**

Students will be able to:

- Recognize a globe and map as a model of the Earth.
- Compare the differences between urban and rural communities.

**Students will understand social systems with an emphasis on the United States. (State Goal 18).**

Students will be able to:

- Understand that each of us belongs to a family and they may vary in size and composition.
- Understand how friendships are made and how to become a good friend.

## Mathematics

**Students will Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios, and proportion. (State Goal 6)**

- Students will be able to:
- Use concepts that include number recognition, counting, sequence of numbers, one-to-one correspondence, and ordinals.
- Count forward by ones to 100.
- Skip count by fives and tens to 100.
- Read, write, and sequence numbers from 1 to 100.
- Count with understanding and recognize “how many” in sets of objects.
- Solve simple math problems mentally, or by using objects, drawing pictures, etc.
- Represent mathematical ideas with symbols, pictures, or objects.
- Talk about the thinking involved in solving mathematical problems.
- Estimate number of objects in a set.
- Connect numbers to quantities they represent using physical models and representations.
- Make comparisons of quantities. (more, less and equal)
- 
- 



**Students will estimate, make and use measurements of objects, quantities and relationships, and determine acceptable levels of accuracy. (State Goal 7)**

Students will be able to:

- Demonstrate a beginning understanding of measurement using non-standard units.
- Count with understanding and recognize “how many” in sets of objects.
- Construct a sense of time through participation in daily activities.
- Order, compare and describe objects by size, length, capacity, and weight.
- Use estimation skills in solving everyday measurement problems.
- Use common instruments for measuring during work or play.
- Show increasing skill in using available tools for exploring and extending mathematical competence.
- Name the days of the week in order.
- Identify the penny, nickel, and dime.
- Tell time to the hour.
- 

**Students will use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results. (State Goal 8).**

Students will be able to:

- Sort objects into groups and tell the rule or rationale for the groups.
- Recognize, describe, translate, duplicate, create, and extend patterns in various formats.
- Construct and explain a simple graph.
- Investigate addition and subtraction using concrete objects.
- Describe and compare qualitative change.
-

# Kindergarten

**Students will use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes, and space. State Goal 9**

Students will be able to:

- Recognize geometric shapes and structures in the environment.
- Identify and name basic shapes.
- Describe some attributes of two and three dimensional shapes.
- Show understanding of and use direction, location, and position words.

**Students will collect, organize, and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.**

**State Goal 10**

Students will be able to:

- Represent data using concrete objects, pictures, and graphs.
- Study, compare, interpret and analyze information presented in a graph form.
- Make reasonable predictions based on information gathered in a graph form.
- Gather and analyze data about themselves or their environment.
- Use tallies to record data.



## Science

**Students will understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems. State Goal 11**

Students will be able to:

- Use the five senses to observe an object or event (magnifying glass to look at tadpoles).
- Describe observed changes in objects or events (changes in seasons).
- Use simple tools and equipment to observe and gather data (thermometer for temperature).

**Students will understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences. State Goal 12**

Students will be able to:

- Sort a collection into two categories: living things and non-living things.
- Describe changes in nature throughout the year.
- Recognize characteristics of living things as related to their environments.
- Identify, describe, and compare properties of objects (size, shape, and color).
- Names the four seasons and realize that they form a pattern.
- Describe daily weather conditions (sunny, cloudy, windy, rainy, snowy).
- Participate in recycling.
- Compare the characteristics of night and day.
- Describe the different characteristics of the seasons.
- **Develop a working knowledge of hygiene and maintaining their health.**

**Students will use the language arts to acquire, access and communicate information.  
(State Goal 5).**

Students will be able to:

Brainstorm together information.

Relate prior knowledge to new information.

Use discussion, drawing, writing or other means to communicate new information  
learned.

