

- Safe and regular participation in physical activity
- Achieve and maintain a health-enhancing level of life-long physical fitness
- Responsible personal and social behavior that respects self and others in physical activity settings

Students will be able to:

- Demonstrate a mature pattern in walking, running, galloping, hopping, and jumping
- Demonstrate mature form in starting/stopping, bending, twisting, and stretching
- Demonstrate critical elements in a variety of manipulative skills: throwing, catching, kicking, rolling, and bouncing
- Demonstrate spatial awareness
- Identify and demonstrate rules and safety procedures in grade-appropriate activities
- Describe the basic concepts of physical fitness, exercise, and a healthy workout
- Identify the foods that help promote a healthy body
- Recognize where the heart is located and its function
- Recognize that muscles move and help in movement
- Recognize that bones support the body and help in movement
- Identify and describe how home activities can influence health and fitness
- Participate in fitness testing



Camas School District
841 N.E. 22nd Avenue
Camas, WA 98607

CAMAS SCHOOL DISTRICT A GUIDE TO KINDERGARTEN CURRICULUM



READING

READING STRATEGY (CONCEPTS OF PRINT) GOALS

Students will be able to:

- Discriminate between a letter and a word
- Point to words (1:1 correspondence)
- Know where to begin reading a text
- Turn pages in a book from front to back
- Track from left to right

DECODING STRATEGY GOALS

Students will be able to:

- Identify letters of the alphabet
- Identify consonant and short vowel sounds
- Begin to make approximations with sounds to read words
- Identify rhyming words
- Identify appropriate sight words

READING RESPONSE GOALS

Students will be able to:

- Retell, re-enact familiar stories
- Distinguish between “fact” and “fantasy”
- Use picture clues to make story predictions

KINDERGARTEN READING

BENCHMARKS TO BE ASSESSED

- Can demonstrate the appropriate use of a book
- Can retell a familiar story
- Can read his/her first name
- Can respond to the questions “Is this real or make believe?” after hearing a story and tell why
- Can read an emergent-level book using picture clues and beginning sounds
- Can identify letters of the alphabet, consonant, and short vowel sounds

WRITING

GOALS FOR WHAT THE WRITER DOES

Students will be able to:

- Reproduce words from his/her environment
- Take risks using letters and letter forms
- Label illustrations with letters, a caption, or simple sentence

GOALS FOR WHAT THE WRITING SHOULD SHOW

Students will be able to:

- Use sound/symbol relationships (i.e. beginning and ending sounds)
- Use one or more letters in groups to form words
- Understand that writing moves from left to right and top to bottom

GOALS FOR THE USE OF WRITING

Students will be able to:

- Write first name
- Express an idea or message through print and/or pictures
- Understand writing addresses a variety of audiences

KINDERGARTEN WRITING

BENCHMARKS TO BE ASSESSED

- Write letters or words to label his/her own illustrations or to express an idea
- Write first name
- Form letters and begin to group them into words

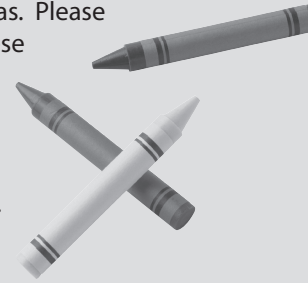
SPEAKING

Through a variety of classroom activities, students will be able to practice oral communication skills in these five categories:

- **IMAGINING**—communication which casts the participant in imaginary situations and includes creative behaviors such as role-playing, fantasizing, speculating, dramatizing, theorizing, and storytelling
- **SHARING FEELINGS**—communication which expresses and responds to feelings and attitudes such as exclaiming, expressing a state or an attitude, commiserating, disagreeing and appropriately rejecting, or interrupting
- **INFORMING**—communication that seeks information; for example, stating information, questioning, answering, justifying, naming, pointing out an object, demonstrating, explaining, and acknowledging
- **CONTROLLING**—communication acts which are intended to control behavior; for example, commanding, offering, suggesting, permitting, warning, prohibiting, contracting, refusing, bargaining, justifying, and persuading
- **RITUALIZING**—communication that

Dear Parents:

This document provides an overview of the adopted district curriculum in Language Arts, Mathematics, Science and Social Studies. As a guide, it is intended to highlight the most essential learning targets for students. More detailed curriculum guides are available for each of the major discipline areas. Please ask your principal if you are interested in examining these materials. The Camas School District curriculum is also reviewed and frequently updated. Comments, suggestions and editing notes may be given to any principal or sent to the Curriculum Department, Camas School District, 841 NE 22nd Avenue, Camas, WA 98607.



serves primarily to maintain social relationships and interactions, such as greeting, taking leave, interrupting, participating in culturally appropriate speech modes and demonstrating culturally appropriate amenities

KINDERGARTEN SPEAKING GOALS

Students will be able to:

- Orally share information/experiences in small and large groups
- Take turns in classroom discussion/conversations
- Use verbal skills to solve a social conflict/situation
- Use courteous language with adults and peers

MATH

NUMBER SENSE GOALS

(Numeration, computation, and estimation)

Students will be able to:

- Discuss use of numbers in daily life
- Explain numerical relationships in terms of greater than, less than, equal to, and not equal to
- Use numbers to identify position within a set as well as the number of members of a set (ordinal and cardinal numbers)
- Show evidence of an emerging sense of magnitude in describing real world phenomena
- Predict the relative effect of arithmetic operations on numbers
- Construct sets of objects for given numbers (0—10)
- Determine the number of objects in

given sets (0—10)

- Compare and order sets of objects according to the number of members in the sets (0—10)
- Count orally by 1s to 50
- Count orally by 10s to 50
- Recognize numerals 0—9
- Count backward from 10
- Represent the processes of addition and subtraction through role playing and the use of manipulatives

MEASUREMENT GOALS

(Attributes and dimensions, approximation and precision, systems and tools)

Students will be able to:

- Classify and describe linear attributes of objects (e.g. long, short, thicker, thinner)
- Arrange objects in order of size, by length or by height
- Cover a surface with a variety of objects
- Use the words full, empty, less and more, to talk about volume and capacity
- Use the words heavier or lighter, to talk about the mass (weight) of two objects
- Use the term long time or short time, to talk about the duration of events
- Use words like hot, hotter; cold, colder; warm, warmer; cool, cooler to talk about temperature
- Exchange play money for objects in a play store
- Recognize measurement tools such as rulers, scales, clocks, tiles, cups, pints, quarts, thermometers
- Match tools to measurement

GEOMETRIC GOALS

(Shape and dimension, relationships and transformations)

Students will be able to:

- Identify, sort and classify 3-D objects in the environment
- Describe and discuss orally, objects, using such words as big, little, round, like a box, like a can
- Build 3-D objects
- Describe the relative position of 3-D objects, using such words as over, under, beside, between, inside, outside

PROBABILITY AND STATISTICS

GOALS

(Chance, data analysis, prediction and inference)

Students will be able to:

- Collect, with assistance, first-hand information
- Construct, with assistance, a concrete/object bar graph, using one-to-one correspondence
- Compare data in two categories, using such words as more, less, the same
- Answer questions about simple graphs

ALGEBRAIC GOALS

(Relationships and representations and operations)

Students will be able to:

- Sort objects, using a single attribute
- Recognize and reproduce a pattern, using actions and manipulatives
- Describe, orally, a pattern
- Use language such as repeats, grows, increases, and decreases to describe patterns

SCIENCE

KEY CONCEPTS EMPHASIZED AT KINDERGARTEN

- Organisms
- Structures and Properties

Key Units Taught at Kindergarten

- Animals 2x2
- Eggs
- Living Things Useful to Mankind
- Wood/Paper

Process Skills Learned

- Observing
- Comparing
- Communicating

Students will be able to:

- Distinguish the distinct characteristics of living and non-living

- Develop an understanding of different types of animals and their life cycle and changes
- Communicate/describe characteristics of an animal
- Compare the beginning of the life cycle to a mature adult
- Compare and describe the various properties of wood and paper

SOCIAL STUDIES

MAJOR UNITS OR THEMES STUDIED

- Me/My Family/Homes Unit
- Adjustment to school and a group process
- Expressing Feelings
- Personal Safety in a Social Setting
- Celebration of Major Holidays and Multi-cultural Celebrations
- Studying the Children of Japan
- The Farm

Students will be able to:

- Gain knowledge of self in relationship to others in the school environment
- Participate successfully in the routines, group activities and individual study habits reinforced at this level
- Complete language experience, oral sharing, and art-oriented activities built around major holidays, multi-cultural celebrations and famous American historical events and figures
- Know and use self help information
- Actively participate in group process activities which focus on friendship, ways we all are alike and different, empathy, sharing and caring
- Participate in selected group activities which reinforce democratic decision making and proposing new ideas
- Explain how one’s feelings, actions, and customs can be similar or different from those of others
- Compare and contrast the types, costs, history, and availability of various foods

PHYSICAL EDUCATION

PHYSICAL WELLNESS GOALS

- Competency in motor skills and fundamental movement needed to perform a variety of physical activities
- Understanding of movement concepts, principal strategies, and tactics as they apply to the learning and performance of physical activities