

The California Content Standards for Kindergarten

issued by the California Department of Education
(This is a partial list to give parents an example of the content standards)



ENGLISH-LANGUAGE ARTS

• READING

○ **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

○ **Reading Comprehension**

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the material to be read.

• WRITING

- Students write words and brief sentences that are legible.



• WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

- Students write and speak with a command of standard English conventions.

• LISTENING AND SPEAKING

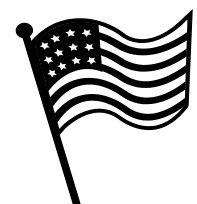
- Students listen and respond to oral communication. They speak in clear and coherent sentences.

HISTORY-SOCIAL SCIENCE

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

Students:

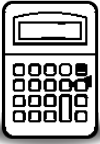
- Understand that being a good citizen involves acting in certain ways.
- Recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
- Match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
- Compare and contrast the locations of people, places, and environments and describe their characteristics.
- Put events in temporal order using a calendar, placing days, weeks, and months in proper order.
- Understand that history relates to events, people and places of other times.



MATHMATICS

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.

- NUMBER SENSE



- Understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).
- Understand and describe simple additions and subtractions.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

- ALGEBRA AND FUNCTIONS

- Students sort and classify objects. Understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
- Identify common objects in their environment and describe the geometric features.

- STATISTICS, DATA ANALYSIS, AND PROBABILITY

- Students collect information about objects and events in their environment.

- MATHEMATICAL REASONING

- Students make decisions about how to set up a problem.
- Solve problems in reasonable ways and justify their reasoning.



SCIENCE

- PHYSICAL SCIENCES

- Properties of material, can be observed, measured, and predicted.

- LIFE SCIENCE

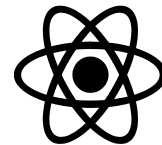
- Different types of plants and animals inhabit the earth.

- EARTH SCIENCES

- Earth is composed of land, air, and water.

- INVESTIGATION AND EXPERIMENTATION

- Scientific progress is made by asking meaningful questions and conducting careful investigations. To understand this concept and to address the content in the other three strands, students should develop their own questions and perform investigations.



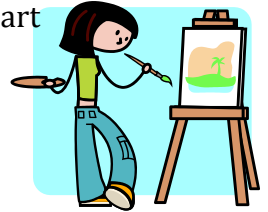
PHYSICAL EDUCATION

- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- Students assess and maintain a level of physical fitness to improve health and performance.
- Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.



VISUAL ARTS

- Recognize and describe simple patterns found in the environment and works of art
- Name art material
- Identify the elements of art (line, color, shape, form, texture, value, space).
- Use lines, shapes/form, and colors to make patterns.
- Look at and discuss works of art from a variety of times and places.
- Draw geometric shapes and forms
- Demonstrate beginning skills to use scissors, glue, and paper in creating a 3D construction.



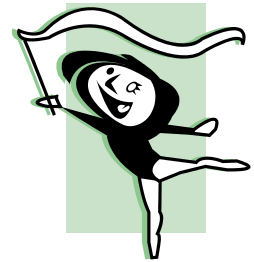
THEATRE

- Use vocabulary of the theatre such as actor, character, setting, and audience
- Identify differences between real people and imaginary characters.
- Perform group pantomimes and improvisations to retell familiar stories.
- Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).
- Use costumes and props in role playing.
- Retell stories, myths, fables, and fairy tales from various cultures and times.
- Respond appropriately to a theatrical experience as an audience member.



DANCE

- Perform basic locomotor skills (walk, run, gallop, jump, hop, and balance)
- Understand and respond to a wide range of opposites (high/low, forward/backward, wiggle/freeze).
- Create movements that reflect a variety of personal experiences (recall feeling happy, sad, angry, and excited).
- Name and perform folk/traditional dances from the U.S. and other countries.
- Respond spontaneously to different types of music, rhythms, and sounds.
- Perform simple movements in response to oral instruction.
- Explain basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music).



MUSIC

- Use icons or invented symbols to represent beat.
- Identify and describe basic elements in music (high/low, fast/slow, loud/soft, beat).
- Create accompaniments, using the voice or a variety of classroom instruments.
- Sing and play simple singing games from various cultures.
- Sing age-appropriate songs from memory.
- Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
- Identify the various uses of music in daily experiences.
- Use music, together with dance, theatre, and visual arts, for storytelling.
- Identify, talk about, sing, or play music written for specific purposes (work song, lullaby).



HEALTH & SAFETY

- NUTRITION AND PHYSICAL ACTIVITY

- Name a variety of healthy foods and explain why they are necessary for good health.
- Identify a variety of healthy snacks.
- Describe the benefits of being physically active.
- Recognize the importance of a healthy breakfast.



- GROWTH AND DEVELOPMENT

- Explain that living things grow and mature.
- Describe their own physical characteristics.
- Name ways in which people are similar and ways in which they are different.
- Identify trusted adults who promote healthy growth and development.
- Name body parts and their functions.
- Name and describe the five senses.



- INJURY PREVENTION AND SAFETY

- Identify safety rules for the home, the school and the community.
- Identify emergency situations.
- Explain ways to stay safe when riding in a bus or other vehicle.
- Distinguish between appropriate and inappropriate touching.
- Describe school rules about getting along with others.
- Recognize the characteristics of bullying.
- Identify ways to stay safe when crossing streets, riding a bicycle, or playing.
- Recognize that anything may be poisonous or cause harm if used unsafely.
- Identify people who are strangers
- Define and explain the dangers of weapons.

- ALCOHOL, TOBACCO, AND OTHER DRUGS

- Explain why medicines are used.
- Explain that medicines can be helpful or harmful.
- Recognize that medicines should be taken only under the supervision of a trusted adult.
- Recognize that some household products are harmful if ingested or inhaled.
- Recognize that tobacco smoke is harmful to health and should be avoided.



- MENTAL, EMOTIONAL, AND SOCIAL HEALTH

- Identify a variety of emotions.
- Describe the characteristics of families.
- Identify trusted adults at home and at school.
- Describe characteristics that make each individual unique.
- Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."



- PERSONAL AND COMMUNITY HEALTH

- Identify effective dental and personal hygiene practices.
- Describe sun-safety practices.
- Define "germs."
- Explain why the transmission of germs may be harmful to health.
- Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.