

Welcome to Kindergarten



Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS



**Physical Education
& Health**



**English Language
Arts**



**Information
Literacy and
Technology**



**English
Language
Development**

**History/
Social
Studies**



Mathematics



Arts



Science

K



English Language Arts

Reading, Writing, Speaking, Listening, and Research

- Understands concepts of print
- Recognizes and produces rhymes
- Blends and segments sounds
- Decodes simple consonant-vowel-consonant words
- Uses pictures and context to read text and reads sight words
- Retells stories and identifies characters, settings and events
- Identifies main topic and details in informational texts
- Writes narrative, informative and opinion pieces
- Prints upper and lower case letter accurately
- Writes and spells simple words phonetically
- Writes first and last name correctly
- Participates in collaborative discussions, asking and answering in complete sentences
- Describes familiar people, places and things orally
- Expresses thoughts, feelings, and ideas clearly

Students should master these skills

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills



Kindergarten students should be working toward mastery in:

Speaking & Listening

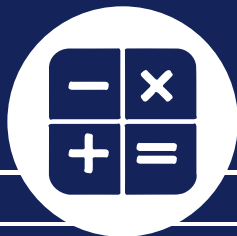
- Use simple words, phrases, and gestures to communicate.
- Follow one-or two-step directions.

Reading & Writing

- Recognize common words and symbols.
- Use drawings and labels to express ideas.

Grammar

- Understand basic word order and frequently used nouns, verbs and prepositions.



Kindergarten students should master:

- Counting to 100 by ones and tens
- Writing numbers from 0-20
- Counting, 1:1 correspondence
- Composing and decomposing numbers to 10
- Fluently adding and subtracting within 5
- Place Value 11-19

Kindergarten student work toward fluency in:

- Addition and Subtraction Strategies within 10
- Comparing numbers and objects using greater than, less than or equal to

Kindergarten students are introduced to:

- Addition and subtraction word problems
- Measurable attributes, such as length or weight
- Classifying objects into categories
- 2-D (flat) and 3-D (solid) shapes
- Comparing, creating and composing shapes

Students should master these skills

In Math, students will:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



1. Plant and Animal Needs

Students observe plants and animals directly and through books and media to discover patterns in what they need to survive. They distinguish how organisms meet their needs using resources from their surroundings.

2. Plant and Animals Change Their Environment

Students gather evidence about how organisms can directly change their environment. They focus especially on human impacts by gathering information about ways to reduce those impacts. They communicate their solutions.

3. Weather Patterns

Students observe the weather to spot patterns in the rhythm of the seasons and of the day. They investigate the effects of the Sun on the Earth and design a shelter for shade.

4. Pushes and Pulls

Students explore how pushes and pulls speed objects up, slow them down, or change their direction. They design solutions to schoolyard challenges such as moving heavy boxes and protecting a block structure from an oncoming ball.

Students will learn about

Science focuses on:

- **Disciplinary Core Ideas**
- **Cross Cutting Concepts**
- **Science and Engineering Practices**



History-Social Science

- Rules and Working Together
- State and Country Symbols
- My Community Then and Now
- Local Geography
- Calendars and Time
- My Country Then and Now

Students will learn about

Learning and Working Now and Long Ago



Arts

California Art Standards

Artistic Processes

Creating

Conceiving and developing new artistic ideas and work.

Performing (dance, music, theatre)

Realizing, interpreting, and presenting artistic ideas and work.

Presenting (visual arts)

Interpreting and sharing artistic work

Producing (media arts)

Realizing and presenting artistic ideas and work

Responding

Understanding and evaluating how the arts convey meaning

Connecting

Relating artistic ideas and work with personal meaning and external context.

Anchor Standards: Students will...

1. **Generate** and conceptualize artistic ideas and work.
2. **Organize** and develop artistic ideas and work.
3. **Refine** and complete artistic work.
4. **Analyze**, interpret, and select artistic work for presentation.
5. **Develop** and refine artistic work for presentation.
6. **Convey** meaning through the presentation of artistic work.
7. **Perceive** and analyze artistic work.
8. **Interpret** intent and meaning in artistic work.
9. **Apply** criteria to evaluate artistic work.
10. **Synthesize** and relate knowledge and personal experiences to make art.
11. **Relate** artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art options for students:

- Visual Arts with HSS
- Theater within HSS
- Music
- Dance
- Media Arts- MSCD Tech Scope and Sequence



Information Literacy & Technology

Kindergarten students should master:

- Turning on an iPad or computer and login
- Using touchscreen/touchpad to select and manipulating shapes and icons, clicking on URLs, and scrolling
- Using icons, windows, and menus to open applications and documents
- Complying with classroom and district rules (Acceptable Use Policy) regarding responsible use of computers and networks (e.g. Ethical use, privacy, plagiarism, hacking, file sharing).
- Explaining responsible uses of technology and digital information; describing possible consequences of inappropriate use
- Identifying cyberbullying and describing strategies to deal with such a situation.
- Analyzing and explaining how media and technology can be used to distort, exaggerate, and misrepresent information.
- Identifying and analyzing the purpose of a media message (to inform, persuade, and entertain)

Students should master these skills

1 - GOING PLACES SAFELY How do you go places safely on the computer?

2 - A-B-C SEARCHING How can you use the alphabet to find things online?

3 - KEEP IT PRIVATE What kinds of information should you keep to yourself when you use the Internet?

4 - MY CREATIVE WORK How can you give credit to your own creative work?

5 - SENDING EMAIL How do you connect with others through email?

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Physical Education and Health

- 100 minutes per week
- Nutrition and Exercise
- Sports, Games and Dance
- Teamwork, Sportsmanship, and Individual Goal Setting



Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days.

Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

What else can classrooms do to celebrate?

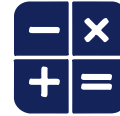
- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information

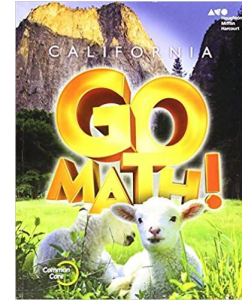
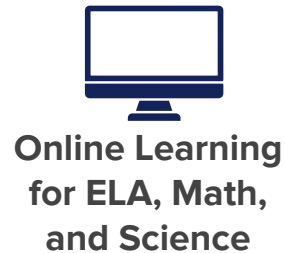


1. **Adopted Materials**
2. **Assessments**
3. **Academic Excursions**
4. **Social-Emotional Learning**
5. **Parent/Home Activities**

Adopted Materials by Content



Mathematics



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Science



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History-
Social
Science



State	District	Grade Level
<ul style="list-style-type: none">Not applicable	<ul style="list-style-type: none">Diagnostic Performance Assessment (DPA) Two times per yearmCLASS (Reading Risk Screen) Three times per year	<ul style="list-style-type: none">Common Formative Assessments (CFA) Four times per yearWriting Performance Task (WPT) Three times per year

Academic Excursions

HSS: Learning and Working Now and Long Ago

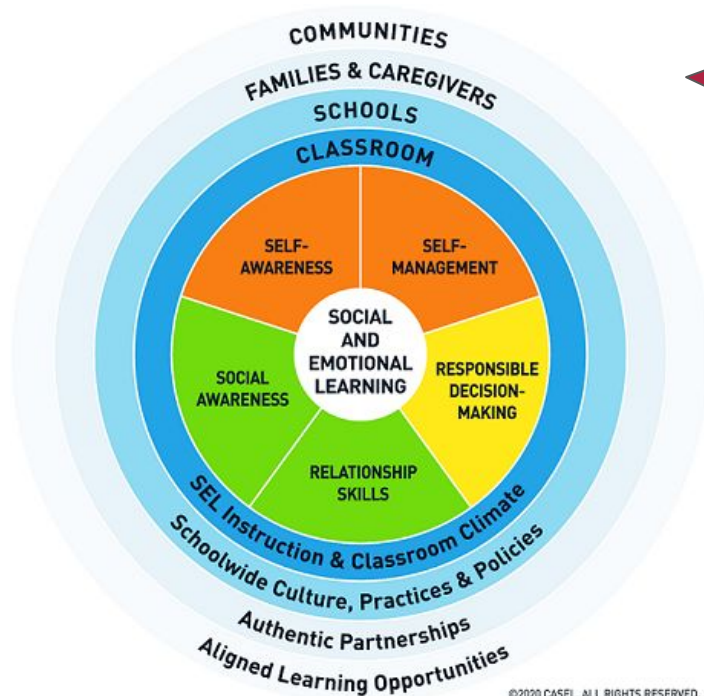
NGSS: Patterns of life, weather, forces, energy

District Approved List:

- Local Grocery Store/Farmers' Market
- Post Office/Fire Station/Train Station
- **KiDS Kids Discovery Station**
- Pumpkin Patch
- Local Plays and Performances/Symphonies
- Local Dairy
- Applegate Zoo
- Los Banos County Fair
- Merced Courthouse Museum
- Merced College Farm
- UC Merced Children's Opera



Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Read to students every night
- Obtain a public library card and visit weekly
- Write letters and keep a journal
- Practice hand-eye coordination with pencils, crayons and scissors.
- Count objects and skip count-2's, 5's, 10's
- Notice and Wonder Science and Nature
- Practice peaceful solutions
- Exercise, hike, run, play, catch
- Find opportunities for teamwork and sportsmanship
- Demonstrate knowledge in all steps in toileting routine
- Work on learning to tie shoes
- Work on dressing and undressing
- Work on opening packaging
- Work on following 2 step directions



THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING

Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME

Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY

Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!



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