

Welcome to the Kindergarten
AIM Program
La Mesa
TLC



Ms. Angie Wilson
619-463-8811, X146
awilson@learningchoice.org
<http://www.mswilsontlc.weebly.com>

La Mesa AIM Program Kindergarten Informational Packet Ms. Wilson

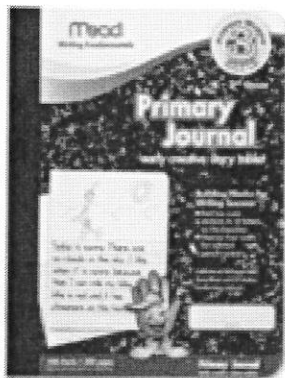
Welcome back families! My name is Ms. Wilson and I will be the Kindergarten AIM teacher here at TLC Academy, La Mesa. I am very excited and honored to be your child's AIM Teacher this school year. We are going to have a wonderful year working together to provide the best education possible to your child. I would like to provide you with some very helpful information.

What supplies will your child need?

As a school, we provide the entire curriculum you will use at home with your child.

I would like to ask that you provide the additional journal for your child to use at home:

- Writing and math journal- This primary journal is the one that I recommend because it provides appropriate lines for writing and also provides space for your child to create a picture to go with his or her writing.
- Use the first half of the journal for daily writing prompts/journal writing etc.
- Use the second half of the book for math journal prompts, etc.



Suggested supplies for the Classroom and Home

As you think about the new school year, here is a list of recommended items to be donated to the classroom. These are classroom supplies that the entire class will use throughout the whole school year. You may also find these items helpful to you as you create a classroom area for your child at home.

Antibacterial liquid soap

Boxes of tissues

Baby Wipes

Glue Sticks

Erasers

Pencils

Crayons

Colored Pencils

Copy paper (white and multi colored)

Whiteboard markers

Crayola colored markers

Small and large ziplock bags

Bottles of white school glue

Construction paper (multiple colors)

AIM Mission Statement

Achieve, Inspire, Motivate (AIM) is a program that is open to students in Kindergarten through 5th grade within the Learning Choice Academy. Students, parents and teachers work as a triad. The AIM team believes that children can and will learn. To ensure that all children reach their potential, we offer curriculum in our program that allows interactive, hands-on, group projects as well as differentiated instruction.

We will foster a positive school environment in which children and adults feel welcomed, respected, trusted and an important part of school, while maintaining high academic expectations.

TLC Academy AIM Program Meeting Week Dates 2017-18

What is a Meeting Week?

A meeting week is a week when your child is at home the whole week (for all five days). On the calendar, when it says No AIM classes, it is referring to a Meeting Week. You will be given enough at-home assignment to complete for the entire week. During a meeting, you will come into school on one of the days for a meeting. The meetings are approximately 30 minutes long.

Learning Period (LP) 1 (8/28 - 10/6)	Meeting week 10/9-10/13
LP2 (10/9 - 11/17)	Meeting week 11/13-11/17
LP3 (11/27 - 1/19)	Meeting week 1/16 - 1/19
LP4 (1/22 - 3/5)	Meeting week 2/26-3/2
LP5 (3/6 - 4/30)	Meeting week 4/23 - 4/27
LP6 (5-1 - 6/13)	Meeting week 5/29-6/8

What will I need to bring to my meeting:

All work you have completed for that learning period. You can tear it out of consumable books or bring the books in. You will need to bring in their journal (for writing and math).

All learning and P.E. logs completed and signed as well as one sample from language arts, math and social studies. Please make sure samples have the students name in their writing as well as the complete date of the assignment.

Meeting Attendance:

Being that our meetings are shorter this year, if you are later than fifteen minutes, our meeting will be cancelled. Please read the following information from the Parent/Student Handbook regarding inadequate attendance of required meetings.

Inadequate Attendance of Required Meetings:

You must keep monthly appointments, whether they are with the Educational Partner or are related to IEP/assessment meetings in the special education program. TLC Educational Partners dedicate time and effort to prepare for student meetings and it is asked that families call as soon as possible when they know they will be unable to make a meeting.

Of course it is understood that illness or unexpected problems occur on an occasional basis, which may cause a family to miss an appointment. In this situation, a follow-up appointment should be made as soon as possible after an absence. If your student misses a second appointment, he or she will be placed on probation and an advisory letter will be mailed with a final make-up appointment. If the student fails to attend the third appointment, the student will be withdrawn from The Learning Choice Academy. If a student misses three consecutive appointments, he or she may also be considered truant. This is why it is so important to keep in touch with the Educational Partner. If a student enrolls in another school without providing formal notification, the student may unknowingly be reported as truant.

**Processing of student orders and payment of extended units will be withheld for students on probation. More information about probation can be found on page 20 of this handbook.*

If a student misses two consecutive meetings, then makes it to the third meeting, then misses another two consecutive meetings later in the semester, they can still be dropped for lack of attendance. It is essential that students attend their scheduled meetings.

Therefore, I ask that you make every effort to be on time. I completely understand that things will come up. If you do need to cancel or re-schedule, please inform me as soon as possible advance of your appointment if you are able to do so. This year we will stick to a schedule during our meetings to stay organized and on task. Our meetings will not be able to run over the allotted time to be respectful to those waiting. Therefore, if you arrive ten minutes late and it happens to be a thirty-minute meeting, your meeting will only last twenty minutes.

**AIM Kindergarten
Daily Schedule
TUESDAY/THURSDAY**

8:30 - 8:45	Morning Routines
8:45 - 10:00	Language Arts
10:00 - 10:15	Nutrition Break
10:15 - 11:00	Writing
11:00 - 11:40	Math
11:40 - 12:05	Lunch
12:05 - 12:30	Lunch recess
12:25 - 12:40	Silent Reading
12:40 - 1:00	Read Aloud
1:00 - 2:10	Science/Art/Music
2:10 - 2:30	Learning round up/Sharing/Clean up

Curriculum

AIM uses the following curriculum both in class and at home:

Harcourt Excursions

Wordly Wise (Vocabulary program)

Explode the Code

Reading A to Z

Writing A to Z

Science A to Z

Singapore math - Grade K

Handwriting without tears

National Geographic Science and additional materials

Enchanted Learning

Teachers Pay Teachers Website materials

Social Studies - There are several social studies options - you can choose your option and do your social studies curriculum at home.

Monthly Meeting Format

10 minutes of work review

I will check logs and samples and review all work that your child has completed this learning period

5 minutes of Student Centered Sharing

Student picks something from social studies they have been working on at home to share about.

5 minutes of Assessment review

I will review any assessments that have been given in class this learning period (sight words, math, reading assessments and writing tests).

10 minutes of Discussion/Questions:

Language Arts: Writing/Phonics/Reading- Discuss what child needs to focus on in these areas.

*Share writing journal during this time and discuss

Math- Discuss what child needs to focus on in this area.

*Share math journal during this time and discuss

Questions- Time for you to bring up any questions you may have.

You will have the option of e-mailing me your questions ahead of time so we can make the most of our time. I will e-mail you the week prior to our meetings to see if you would like to choose this option. Otherwise, you can ask your questions during the meeting.

Classroom Rules

I will be introducing the classroom rules the first day of AIM class and I will continue to review them for several weeks. They are as follows:

1. Raise your hand (when you need to say something or want to share).
2. Be a friend
3. Walk, don't run
4. Listen to your teacher
5. Share with others
6. Help clean up

Language Arts and Math Assignments

At the beginning of each learning period, you will receive Language Arts and Math assignment packet.

The assignment pages list assignments that you will need to complete by the end of the learning period. Please make sure to grade your child's work using the grading rubric in this packet. I do not expect you to grade every paper but I would like you to grade most of your child's work.

At the end of each learning period, at your monthly meeting you will turn in your child's learning logs along with one sample from each subject area all with their name and date on each. You will also bring for review the rest of your child's work for that learning period.

If you can also be ready to tell me what you think your child earned in each subject (language arts, math, social studies and P.E.) overall:

- O - Outstanding (Outstanding - above grade level performance, very few if any errors in independent work)
- S - Satisfactory (Satisfactory - at grade level performance, some errors in independent work)
- N - Needs Improvement (Needs improvement - below grade level performance, several errors in independent work)

How do you log assignments? (See attached learning log example for help)

We are going to follow a system for writing down assignments on our logs.

Please follow this schedule and write down **only one** assignment your child completed in that subject area on that particular day. ALWAYS write the subject first (language arts, math, social studies, p.e., science).

EXAMPLE FOR LOGS:

Monday-Language Arts: practice letter m and letter n book

Tuesday- I will be emailing you these AIM assignments - if you are at home write an additional math or language arts assignment here)*

Wednesday- Social Studies: Homes and Families - what is a family?

Thursday - I will be emailing you these AIM assignments - if you are at home write an additional math or language arts assignment here)*

Friday - Math - Counting - numbers 1-10

*AIM assignment log entries can be found on my website at:

<http://mswilsonlc.weebly.com/aim-information.html>

These will usually be available about a week before meetings.

What will happen if I do not turn in my child's assignments correctly or on time?

Turning work in on time and correctly will be part of your child's grade this year. If work is not turned in on time or turned in incorrectly, your child's grade will reflect this.

Grading Rubric

O : (Outstanding) Advanced - My student worked far above grade level on this assignment. Assignment is neat, organized, completed on time, and shows above grade level understanding of the grade level content area. This assignment was created completed independently and successfully. There are no mistakes on work at this level.

S : (Satisfactory) Proficient - My student is working at grade level. Assignment is neat, organized, completed on time, and shows at grade level understanding of content area. There are few if any mistakes on work done independently.

N : (Needs improvement) Below Grade Level- This assignment is very difficult to read, unorganized, late or not fully completed within one learning session, and my child does not show understanding of grade level content from this assignment. My student requires constant parent/teacher support in completing assignments.

Birthdays and Holidays

Birthdays:

In my AIM Kindergarten class we celebrate birthdays by doing the following:

1. We will sing to your child in my teacher's chair on or near your child's birthday. (If your child does not celebrate birthdays they do not need to participate and can sit quietly while we sing).
2. The birthday child will be line leader for the day.
3. The birthday child will pick a prize from prize box at the end of the day.
4. If you want to bring treats I suggest bringing them at the end of the day and would suggest pencils, small prizes etc. rather than cupcakes or sweet snacks.

Holidays:

We will be having a class party for the following holidays:

1. Halloween
2. Valentine's Day

The party will be at the end of the day from 1:45 - 2:30. If you do not want your child to participate you can pick them up early that day or have your child stay home and work from home on that day.

Lunches/Snacks/Waterbottles

1. Please send your child with a healthy lunch to school each day. They will put their lunchbox in the lunch bins until lunch time.
2. If you choose to send a waterbottle your child will need their name on the bottle. We will keep these in a bin next to the lunch bin in the hallway.
3. Please send your child with a snack (separate from the lunch) in a plastic bag with their name on the bag. The snacks will go in the snack bin first thing in the morning.

High Frequency (Cheer Words)

AIM Kindergarten

LP1:

Week 1: I, like, and, the

Week 2: go, my, on

Week 3: off, here, not

Week 4: can, for, are

Week 5: Review

Week 6: Give test on words in class

LP2:

Week 1: you, what, who

Week 2: once, find, have

Week 3: little, do, said

Week 4: friend, where, away

Week 5: Review

Week 6: Give test on words in class

LP3:

Week 1: does, were, did

Week 2: from, went, look

Week 3: see, every, this

Week 4: some, many, want

Week 5: Review

Week 6: Give test on words in class

LP4:

Week 1: come, people, because

Week 2: always, know, she

Week 3: walk, would, happy

Week 4: saw, they, was

Week 5: Review

Week 6: Give test on words in class

LP5:

Week 1: very, there, says

Week 2: nice, girl, boy

Week 3: with, again, when

Week 4: done, their, laugh

Week 5: Review

Week 6: Give test on words in class

LP6

Week 1: only, sure, put

Week 2: though, through, they're

Week 3: family, favorite, a lot, other

Week 4: right, used to, during, enough

Week 5: Review

Week 6: Give test on words in class

Suggestion for a typical "at-home" school day

This is a suggestion for a typical at-home day. Please follow assignment packet for each LP as your lessons.

Kindergarten -

State regulated instructional minutes = 205

1. Language arts (phonics, reading, writing, grammar) = 75 minutes (with 20 minutes of instruction and a 5 - 10 minute break)

15 minutes of reading - small blue phonics book, library books and other stories at home

10 minutes of letters and sounds practice - use flashcards - watch online videos, etc.

5 minutes - practice cheer words for the week

15 minutes of writing instruction (day 1 brainstorm and picture, day 2 rough draft and editing, day 3 final draft)

10 minutes - phonics, grammar, etc. - practice book pages

10 minutes - wordly wise (vocabulary)

10 minutes - Handwriting without tears

2. Math = 70 minutes (15 minutes of instruction and a 5-10 minute break)

Math journal problem (5 minutes)

Calendar (5 - 10 minutes)

Number practice (10 minutes)

Counting (5 minutes)

Math lesson - introduce and do math pages (20-30 minutes)

IXL math - (5-15 minutes)

3. Social Studies = 30 minutes (20 minutes of instruction and a 5-10 minute break)

Introduce lesson for the day - discuss/watch videos online about subject etc. - 20 minutes

Do workbook pages to follow up lesson 25 minutes

4. P.E. = 20 - 30 minutes (walking, running, jogging, biking, hiking, throwing, catching, jumping, sports - soccer, baseball, gymnastics, ballet etc.)

AIM Outside Recess Rules

1. You may only use the balls for the games they are intended for. Example the basketball for the basketball game, rubber balls for four square or other teacher initiated games. **YOU MAY NOT KICK THE BALLS!**
2. You need to stay in designated areas for certain games. Example, basketball hoop for basketball, Sidewalk for quiet games or chalk. Hula hoops - away from quiet area and basketball.
3. You may not use the hula hoops to make trains or pull other children or throwing up in the air. Please only use them for "hula hooping"
4. You may not enter the round fire pit.
5. You may not play "TAG" on the playground.
6. You may not go near, under or behind the storage units.
7. You must ask a teacher to use the bathroom or drinking fountain.
8. You may not touch or push another student on the playground.

Consequences

1. Not following recess rules the first time - WARNING from duty or teacher.
2. Not following recess rules the second time - 5 minute time out at playground area (on curb).
3. Not following recess rules the third time - removed from recess sent up to classroom for a time out. Student will write what they did wrong and parent is contacted.
4. Not following recess rules the fourth time - student is no longer allowed to participate in recess. Parent is contacted.

Kindergarten
Pacing Guide/Long range
Plans
2017-2018

Kindergarten Pacing Guide 2017-18

L.A.				
Learning Period		WW/HW/OT/ETC	Math	Science
LP 1		Lessons 1-5		
week 1 8/28-9/1	Excursions Welcome to Kindergarten Lessons 1-2, All About Me poster	WW (1-4), HWOT (1-6)	Chapter/ Lesson	Subject
week 2 9/5- 9/8	Lesson 1 - Letters m, s, sight words l, the, like, making predictions, W: their name, parts of a book	Lesson 1, Lesson 1	Chap. 1	Weather
week 3 9/11-9/15	Lesson 2 - letter r, sight words go, my, on, making predictions, W: labels, parts of a book	Lesson 2, Lesson 2	Chap. 1	Weather
week 4 9/18- 9/22	Lesson 3 - letter t, sight words off, here, not, syllables in a word, making predictions, W: signs, parts of a book	Lesson 3, Lesson 4	Chap. 2	Seasons
week 5 9/25- 9/29	Lesson 4 - letter n, p, rhyming words, sight words can, for, are, focus on characters and questions, W: captions, parts of a book	Lesson 3, Lesson 5	Chap. 2	Ducks
week 6 10/2-10/6	Lesson 5 - letter c, testing on sight words, rhyming words, focus on characters and questions, W: 1 simple sentence, parts of a book,	Lesson 4, Lesson 6	Chap. 3	Engineering and Design
LP 2		Lessons 6-10		
week 1 10/9- 10/13 MW	Lesson 6 - letter a, sight words, alliteration, focus on story structure, W: 1 simple sentence, parts of a book	WW, Lesson 5-8, HWOT 5-9	Chapter/ Lesson	Subject
week 2 10/16- 10/20	Lesson 7- letter a, ph, am and at, sight words you, what, who, beginning, middle, end, W: sentences about me, fiction versus nonfiction	Lesson 5, Lesson 7	Chap 4	Meeting week
week 3 10/23-10/27	Lesson 8 - letter d, sight words once, find, have, onset, rhyme, beginning, middle, end, W: 2 complete sentences, authors purpose	Lesson 5, Lesson 8	Chap 4	Meeting week
week 4 10/30-11/3	Lesson 9 - ph: ap, an, sight words little, do, said, onset, rhyme, characters and summarizing, W: 2 complete sentences, author	Lesson 6, Lesson 9	Chap 5	Sun, Moon, Earth and Stars
week 5 11/6 - 11/9	Lesson 10- letter l, sight words friend, where, away, sight word test, initial phoneme, drawing conclusions, W: writing test, poetry	Lesson 6, Lesson 10	Chap 5	Plants
week 6 11/13-11/17 MW	Review lessons 6-10- sight words, letters and sounds, writing, phonograms, and present book report	Lesson 7, Lesson 11	chap 6	Pumpkins
LP 3		Lessons 11-15		
week 1 11/22-12/1	Lesson 11 - letters g, f, sight words, does, were, did, final phoneme, drawing conclusions, W: making a list, illustrations in a story	Lesson 8, Lesson 12	Chap 6	Landforms
week 2 12/4-12/8	Lesson 12 - ph: it and ip, sight words: from, went, look, medial phoneme, review beginning, middle and end of a story, characters	Lesson 8, Lesson 12	Chap 6	Meeting week
week 3 12/11- 12/15	Lesson 13 - consonants b and k, sight words see, every, this details in a story, W: questions,	Lesson 9, Lesson 13	chap 7	Winter
week 4 1/3- 1/5	Lesson 14 - ph: in, ig, initial phoneme, sight words: some, many want, details, answer questions, author and illustrator, nouns	Lesson 8, Lesson 14	chap 7	Winter
week 5 1/8- 1/12	Lesson 15 - letter o, initial phoneme, sight word test, writing test	Lesson 10, Lesson 15	chap 8	Snowmen
week 6 1/16-1/19 MW	Review lesson 11-15 - sight word review, letters and sounds, present book report	Lesson 10, Lesson 16	chap 8	Snowmen
LP 4		Lessons 16 - 20		
week 1 1/22- 1/26	Lesson - 16 - letters l, h, final phoneme, sight words come, people, because, setting, story structure, W: command sentences, adj, poetry	Lesson 11, Lesson 17	chap 9	Engineering and Design
week 2 1/29- 2/2	Lesson 17-ph: at, ap, sight words: always, know, she, setting in a story, summarizing, adjectives, W: how-to (directions)	Lesson 11, Lesson 18	chap 9	Meeting week
week 3 2/5- 2/9	Week 18-letters w, x, sight words: walk, would, happy medial phoneme, beginning, middle and ending of a story	Lesson 12, Lesson 18	chap 9	Meeting week
week 4 2/12- 2/16	Lesson 19 - ph: ox, ix, medial phoneme, sight words: saw, they, was, reality/fantasy, summarizing, adjectives, W: des. of a person	Lesson 12, Lesson 19	chap 9	Meeting week
week 5 2/19-2/23	Lesson 20 - letter e, phoneme isolation, sight word test, reality, fantasy, story structure, adjectives, des. of a thing, W: test	Lesson 13, Lesson 20	chap 10	Animals with backbones
week 6 2/26- 3/2 MW	Review all lessons, review sight words, letters and sounds, writing and present book report	Lesson 13, Lesson 21	chap 10	Mammals
LP 5		Lessons 21-26		
week 1 3/5- 3/9	Lesson 21 - phonograms ed, en, phoneme blending, sight words: very, there, says, setting of a story, W: desc. of a place, poetry	Lesson 14, Lesson 22	chap 11	Reptiles
week 2 3/12- 3/16	Lesson 22 - consonant v, j, phoneme blending, sight words: nice, girl, boy, main idea, W: ending marks	Lesson 14, Lesson 23	chap 11	Reptiles
week 3 3/19- 3/23	Lesson 23 - phonemes et, eg, phoneme segmentation, sight words: with, again, when, main idea, answering questions, W: a story	Lesson 15, Lesson 24	chap 12	Fish
week 4 4/9 - 4/13	Lesson 24 - letters y and z, phoneme segmentation, sight words: done, their, laugh, characters in a story, W: a story, verbs	Lesson 15, Lesson 25	chap 12	Fish
week 5 4/16 - 4/20	Lesson 25 - letter u, phoneme isolation, blending, segmentation, sight word test, details in a story, W: test	Lesson 16, Lesson 26	chap 13	Meeting week
week 6 4/23 - 4/30 MW	Review all lessons, review sight words, letters and sounds, writing and present book report	Lesson 16, Lesson 27	chap 13	Meeting week
LP 6		Lessons 27-30		
week 1 5/1- 5/4	Lesson 26: ph: un, ut, phoneme deletion, sight words: only, sure, put details, story structure, W: friendly letter	Lesson 17, Lesson 28	chap 14	chickens
week 2 5/7- 5/11	Week 27 - letter q, phoneme substitution, sight words: though, through, they're, W: friendly letter	Lesson 17, Lesson 29	chap 14	chickens
week 3 5/14-5/18	Week 28 - phonograms ug, up, review phonemes, sight word test, reality, fantasy, generate questions, W: writing test	Lesson 18, Lesson 30	chap 15	Meeting week
week 4 5/21-5/25	Week 29 - introduce long vowels, multiple meaning words, sight words done, their, laugh, reality and fantasy, W: personal narrative	Lesson 18, Lesson 31	chap 15	Meeting week
week 5 5/29- 6/1	Week 30 - continue long vowels, prepositions, sight words only, sure, put, W: project showcase paragraph	Lesson 19, Lesson 32	chap 16	Solids, liquids and gases
week 6 6/4- 6/13 MW	Week 31 - Review all sight words, work on review lesson at end of excursions, W: project showcase paragraph	Lesson 19, Lesson 33	chap 16	Solids, liquids and gases
		Lesson 20, Lesson 34	chap 17	Solids, liquids and gases
		Lesson 21, Lesson 35, 3	chap 18	Pushes and pulls
		Project showcase	chap 19	Engineering and design
		Final meetings	chap 19	Project showcase
			*chap 20 is optional	Project showcase

Kindergarten Learning Log Examples

Example only



The Learning Choice Academy
Student Learning Log

August 2014						
S	M	T	W	T	F	S
31						
September 2014						
S	M	T	W	T	F	S
01	02	03	04	05	06	
07	08	09	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
October 2014						
S	M	T	W	T	F	S
01	02	03	04	05	06	07
08	09	10	11	12	13	14

Student Name: Josefina Alba

Student ID: 164463

Grade Level: KN

LP: 1

Teacher Name: Angela Wilson

Teacher Number: 8287

Date Range: 09/02/2014 - 10/10/2014

Angela Wilson
Teacher Signature:

10/10/14
Date

Sally
Student Signature:

10/10/14
Date

Jane Smith
Parent/Guardian Signature:

10/10/14
Date

Possible Days: 29 Days Claimed by Student:

Week 1	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Att
Tuesday 09/02	Language Arts - practicing letters	
Wednesday 09/03	math - counting 1-10	
Thursday 09/04	Social Studies - Families	
Friday 09/05	Language Arts - reading	
Week 2	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Att
* Monday 09/08	Language Arts - cheer words practice	
* Tuesday 09/09		
Wednesday 09/10	math - counting and sorting	
* Thursday 09/11		
Friday 09/12	Social studies - Families	
Week 3	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Att
* Monday 09/15	Language Arts - wordly wise	
* Tuesday 09/16		
Wednesday 09/17	math - writing numbers	
* Thursday 09/18		
Friday 09/19	Social Studies - families	

* I will give you a document with learning log entries for AIM days.

Example Only

Week 4	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Att
Monday 09/22	Language Arts - Letter Ss practice	
* Tuesday 09/23		
Wednesday 09/24	math - writing numbers	
* Thursday 09/25		
Friday 09/26	social studies - project on homes	

Week 5	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Att
Monday 09/29	social studies - Families project	
* Tuesday 09/30		
Wednesday 10/01	math - Number 5 practice	
* Thursday 10/02		
Friday 10/03	Language Arts - practice cheer words	

Week 6	List below <u>one subject</u> and <u>one assignment</u> studied per day.	Att
Monday 10/06	Language Arts - wordly wise	
* Tuesday 10/07	math - numbers 1-10	
Wednesday 10/08	social studies - Families	
* Thursday 10/09	Language Arts - Letter Aa handwriting	
Friday 10/10	math - math journal problem	

Total Attendance:

Meeting
Week

The Learning Choice
Academy
Academic Calendar
2017-2018



The Learning Choice Academy | 2017-2018 School Calendar

4 Independence Day
 10 Summer school starts
 28 End of first 3 weeks of Summer school
 31 Second 3 weeks Summer school begins

JULY 2017						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2018						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1- **No School:** Winter Break
 15 **No School:** M.L. King Day
 16-19 **Meeting week**
 19 End of first semester (19th - LP3 ends)
 22 Start of second semester
 22-26 2nd. Sem. study groups

18 Last day of summer school
 21 Teachers report back
 28 First day of school

AUGUST 2017						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2018						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

16 **No School:** Presidents' Day
 19 **No School:** Presidents' Day
 26-28 **Meeting week**

4 **No School:** Labor Day
 5-8 First week of study groups

SEPTEMBER 2017						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2018						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 **Meeting week** (5th - LP4 ends)
 26-30 **No School:** Spring Break

9-13 **Meeting week** (6th - LP-1 ends)

OCTOBER 2017						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2018						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-6 **No School:** Spring Break
 23-27 **Meeting week** (30th - LP5 ends) (3rd - P2)
 30 **Testing week** - all sites

10 **No School:** Veterans Day Observance
 13-17 **Meeting Week** (17th - LP2 ends/P1)
 20-24 **No School:** Thanksgiving Holiday
 16 days

NOVEMBER 2017						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2018						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4 **Testing week** - all sites
 7-11 **Make-up testing week** (classes will be going)
 21-25 **Last week of study groups**
 28 **No School:** Memorial Day

15 Full Day- week classes end
 18-29 **No School:** Winter Break

DECEMBER 2017						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2018						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 Last day of school (13th - LP6 ends)
 15 instructional weeks 1st sem.
 13 instructional weeks 2nd sem.
 175 instructional days

Kindergarten Common Core Standards:

Language Arts

Math

Science

Social Studies

KINDERGARTEN

READING: LITERATURE

Key Ideas and Details

- RL.K.1 With prompting & support, ask & answer questions about key details in a text.
- RL.K.2 With prompting & support, retell familiar stories, including key details.
- RL.K.3 With prompting & support, identify characters, settings & major events in a story.

Craft and Structure

- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear
- RL.K.8 (RL.K.8 not applicable to literature)
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

READING: FOUNDATIONAL SKILLS

Print Concepts

- RF.K.1 Demonstrate understanding of the organization and basic features of print.
- RF.K.1a Follow words from left to right, top to bottom, and page by page.
- RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1c Understand that words are separated by spaces in print.
- RF.K.1d Recognize and name all upper and lowercase letters in the alphabet.

Phonological Awareness

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2a Recognize and produce rhyming words.
- RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- RF.K.4 Read emergent-reader texts with purpose and understanding.

WRITING

Text Types and Purposes

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

- (W.K.4 begins in grade 3)
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- (W.K.9 begins in grade 4)

Range of Writing

- (W.K.10 begins in grade 3)

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READING: INFORMATIONAL TEXT

Key Ideas and Details

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic & retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.

Integration of Knowledge and Ideas

- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

LANGUAGE

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.1a Print many upper- and lowercase letters.
- L.K.1b Use frequently occurring nouns and verbs.
- L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- L.K.1f Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a Capitalize the first word in a sentence and the pronoun *I*
- L.K.2b Recognize and name end punctuation.
- L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

- (L.K.3 begins in grade 2)

Vocabulary Acquisition and Use

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- L.K.4b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SPEAKING AND LISTENING

- SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1b Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

KINDERGARTEN

Counting & Cardinality

- K.CC.1** Count to 100 by ones and by tens.
- K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
- Count to tell the number of objects.
- K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.4b** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.CC.4c** Understand that each successive number name refers to a quantity that is one larger.
- K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. Compare numbers.
- K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
- K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.

Measurement & Data

- K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*
- Classify objects and count the number of objects in each category.
- K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Operations & Algebraic Thinking

- K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.5** Fluently add and subtract within 5.

Geometry

- K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
- K.G.2** Correctly name shapes regardless of their orientations or overall size.
- K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
- K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.6** Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

Number & Operations in Base 10

- K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.



Learning and Working Now and Long Ago

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.

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
-

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

K.3 Students 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.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

**Grade Kindergarten
Standards Arranged by Topic**

California Department of Education

Clarification statements were created by the writers of NGSS to supply examples or additional clarification to the performance expectations and assessment boundary statements.

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

**California clarification statements, marked with double asterisks, were incorporated by the California Science Expert Review Panel. The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K–12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Revised March 2015.

K Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

K Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
Students who demonstrate understanding can:

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

[Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas, and grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models	LS1.C: Organization for Matter and	Patterns

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten
Standards Arranged by Topic

<p>Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Use a model to represent relationships in the natural world. (K-ESS3-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) <p>Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to</p>	<p>Energy Flow in Organisms</p> <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> Plants and animals can change their environment. (K-ESS2-2) <p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a 	<ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-ESS3-3) <p>Systems and System Models</p> <ul style="list-style-type: none"> Systems in the natural and designed world have parts that work together. (K-ESS2-2), (K-ESS3-1)
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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

**Grade Kindergarten
Standards Arranged by Topic**

<p>communicate new information.</p> <ul style="list-style-type: none"> ▪ Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) <p align="center">-----</p> <p align="center">Connections to Nature of Science</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Scientists look for patterns and order when making observations about the world. (K-LS1-1) 	<p>problem's solutions to other people. (secondary to K-ESS3-3)</p>	
<p><i>Connections to other DCIs in kindergarten: K.ETS1.A (K-ESS3-3)</i></p> <p><i>Articulation of DCIs across grade-bands: 1.LS1.A (K-LS1-1),(K-ESS3-1); 2.LS2.A (K-LS1-1); 2.ETS1.B (K-ESS3-3); 3.LS2.C (K-LS1-1); 3.LS4.B (K-LS1-1); 4.ESS2.E (K-ESS2-2); 4.ESS3.A (K-ESS3-3); 5.LS1.C (K-LS1-1); 5.LS2.A (K-LS1-1),(K-ESS3-1); 5.ESS2.A (K-ESS2-2),(K-ESS3-1); 5.ESS3.C (K-ESS3-3)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p>		
<p><i>ELA/Literacy –</i></p>		
<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)</p>		
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)</p>		
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2),(K-ESS3-3)</p>		
<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)</p>		
<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1)</p>		

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten Standards Arranged by Topic

Mathematics –

- MP.2** Reason abstractly and quantitatively. (K-ESS3-1)
- MP.4** Model with mathematics. (K-ESS3-1)
- K.CC.1-3** Know number names and the count sequence. (K-ESS3-1),(K-ESS3-2)
- K.CC.4-5** Count to tell the number of objects. (K-ESS3-1),(K-ESS3-2)
- K.CC.6-7** Compare numbers. (K-ESS3-1),(K-ESS3-2)
- K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-LS1-1)

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten
Standards Arranged by Topic

K Weather and Climate

K Weather and Climate		
Students who demonstrate understanding can:		
K-PS3-1.	Make observations to determine the effect of sunlight on Earth’s surface. [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]	
K-PS3-2.	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.* [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]	
K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]	
K-ESS2-2.	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* [Clarification Statement: Emphasis is on local forms of severe weather.]	
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K–12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested.	PS3.B: Conservation of Energy and Energy Transfer <ul style="list-style-type: none"> ▪ Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2) ESS2.D: Weather and Climate <ul style="list-style-type: none"> ▪ Weather is the combination of sunlight, 	Patterns <ul style="list-style-type: none"> ▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten
Standards Arranged by Topic

<ul style="list-style-type: none"> ▪ Ask questions based on observations to find more information about the designed world. (K-ESS3-2) <p>Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) <p>Analyzing and Interpreting Data</p> <p>Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) <p>Constructing Explanations and Designing Solutions</p> <p>Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of</p>	<p>wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)</p> <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> ▪ Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> • Events have causes that generate observable patterns. (K-PS3-1),(K-PS3-2),(K-ESS3-2) <p>-----</p> <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> ▪ People encounter questions about the natural world every day. (K-ESS3-2) <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)
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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten
Standards Arranged by Topic

<p>evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> ▪ Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> ▪ Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> ▪ Scientists use different ways to study the world. (K-PS3-1) <p>Science Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Scientists look for patterns and order 		
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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten Standards Arranged by Topic

when making observations about the world. (K-ESS2-1)		
Connections to other DCIs in kindergarten: K.ETS1.A (K-PS3-2),(K-ESS3-2); K.ETS1.B (K-PS3-2)		
Articulation of DCIs across grade-bands: 1.PS4.B (K-PS3-1),(K-PS3-2); 2.ESS1.C (K-ESS3-2); 2.ESS2.A (K-ESS2-1); 2.ETS1.B (K-PS3-2); 3.ESS2.D (K-PS3-1),(K-ESS2-1); 3.ESS3.B (K-ESS3-2); 4.ESS2.A (K-ESS2-1); 4.ESS3.B (K-ESS3-2); 4.ETS1.A (K-PS3-2)		
<i>California Common Core State Standards Connections:</i>		
<i>ELA/Literacy –</i>		
RI.K.1	With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1),(K-PS3-2),(K-ESS2-1)	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)	
<i>Mathematics –</i>		
MP.2	Reason abstractly and quantitatively. (K-ESS2-1)	
MP.4	Model with mathematics. (K-ESS2-1),(K-ESS3-2)	
K.CC.1-3	Know number names and the count sequence. (K-ESS3-1),(K-ESS3-2)	
K.CC.4-5	Count to tell the number of objects. (K-ESS3-1),(K-ESS3-2)	
K.CC.6-7	Compare numbers. (K-ESS3-1),(K-ESS3-2)	
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)	
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS3-1),(K-PS3-2)	
K.MD.3	Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)	

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten
Standards Arranged by Topic

K Forces and Interactions: Pushes and Pulls

K Forces and Interactions: Pushes and Pulls

Students who demonstrate understanding can:

K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.* [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations</p> <p>Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or</p>	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> ▪ Pushes and pulls can have different strengths and directions. (K-PS2-1),(K-PS2-2) ▪ Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1),(K-PS2-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1),(K-PS2-2)

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten
Standards Arranged by Topic

<p>design solutions.</p> <ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS2-1) 	<p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. (K-PS2-1) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1) <p>ETS1.A: Defining Engineering Problems</p> <ul style="list-style-type: none"> A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2) 	
<p><i>Connections to other DCIs in kindergarten: K.ETS1.A (K-PS2-2); K.ETS1.B (K-PS2-2)</i></p> <p><i>Articulation of DCIs across grade-bands: 2.ETS1.B (K-PS2-2); 3.PS2.A (K-PS2-1),(K-PS2-2); 3.PS2.B (K-PS2-1); 4.PS3.A (K-PS2-1); 4.ETS1.A (K-PS2-2)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p>		
<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-PS2-2)</p>	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)</p>	<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-PS2-2)</p>

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten Standards Arranged by Topic

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-PS2-1)

K.MD.1-2 Describe and compare measurable attributes. (K-PS2-1)

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten Standards Arranged by Topic

K–2 Engineering Design

K–2 Engineering Design

Students who demonstrate understanding can:

- K–2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- K–2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K–2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K–12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> ▪ Ask questions based on observations to find more information about the natural and/or designed world. (K–2-ETS1-1) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K–2-ETS1-1) <p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing,</p>	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1) ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1) ▪ Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1) <p>ETS1.B: Developing Possible</p>	<p>Structure and Function</p> <ul style="list-style-type: none"> ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K–2-ETS1-2)

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Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

Grade Kindergarten
Standards Arranged by Topic

<p>physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Develop a simple model based on evidence to represent a proposed object or tool. (K–2-ETS1-2) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (K–2-ETS1-3) 	<p>Solutions</p> <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K–2-ETS1-2) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K–2-ETS1-3) 	
<p><i>Connections to K–2-ETS1.A: Defining and Delimiting Engineering Problems include:</i></p> <p>Kindergarten: K-PS2-2, K-ESS3-2 <i>Connections to K–2-ETS1.B: Developing Possible Solutions to Problems include:</i></p> <p>Kindergarten: K-ESS3-3, First Grade: 1-PS4-4, Second Grade: 2-LS2-2 <i>Connections to K–2-ETS1.C: Optimizing the Design Solution include:</i></p> <p>Second Grade: 2-ESS2-1</p>		
<p><i>Articulation of DCIs across grade-bands: 3-5.ETS1.A (K–2-ETS1-1),(K–2-ETS1-2),(K–2-ETS1-3); 3-5.ETS1.B (K–2-ETS1-2),(K–2-ETS1-3); 3-5.ETS1.C (K–2-ETS1-1),(K–2-ETS1-2),(K–2-ETS1-3)</i></p>		
<p><i>California Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p>		
<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. (K–2-ETS1-1)</p>	<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K–2-ETS1-1),(K–2-ETS1-3)</p>	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K–2-ETS1-1),</p>

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Grade Kindergarten Standards Arranged by Topic

(K-2-ETS1-3)

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1),(K-2-ETS1-3)

MP.4 Model with mathematics. (K-2-ETS1-1),(K-2-ETS1-3)

MP.5 Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3)

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