
*By the end of Third Grade, your child should be able to do the following in **MUSIC**:*

Melody/Harmony:

- ▶ Sing and follow music observing musical signs and symbols.
- ▶ Continue to move his/her voice up or down on by specific interval and interval patterns.
- ▶ Sight-read simple melodic segments.
- ▶ Experience harmony by singing in rounds.

Rhythm:

- ▶ Identify whole, half, quarter and eighth notes and rests, as well as triplets and dotted notes.
- ▶ Perform and compose various rhythm patterns.
- ▶ Recognize differences between duple and triple meter.

Tempo:

- ▶ Listen to and identify specific tempi: andante, moderato, allegro.

Style/Form:

- ▶ Identify various forms experienced from the second grade, as well as rondo.
- ▶ Sing in solo/chorus and verse/refrain.
- ▶ Sing expressively, in a particular mood/style.

Dynamics:

- ▶ Evaluate the appropriateness of dynamics.

Tone Color:

- ▶ Identify common instruments and instrument families.
- ▶ Identify the moods of music.

Instrumental Performance:

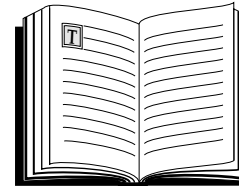
- ▶ Improvise a melody or harmony on a classroom instrument.
 - ▶ Read and perform melodies on pitched instruments, e.g., soprano recorder.
-

**All learning is cumulative.
What is taught the previous year is strengthened by what is taught this year.**

*By the end of Third Grade, your child should be able to do the following in **LIBRARY MEDIA**:*

Apply the Skills of a Curious Researcher:

- ▶ Locate information in the Library Media Center (LMC) using alphabetical order, Dewey Decimal System, and call numbers.
- ▶ Distinguish between fiction and nonfiction.
- ▶ Locate and use Kids' Information Portal (computer catalog) to find resources in the LMC and other school LMCs using a variety of search methods.
- ▶ Use developmentally appropriate computer resources.
- ▶ Identify topics of interest for research.
- ▶ Independently gather and interpret information from fiction, nonfiction, and reference sources.
- ▶ Use search engines, directions, and databases to access information on the Internet.
- ▶ Evaluate resources for appropriateness and reading level.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate specific information within a larger text.
- ▶ Read and/or listen for specific information.
- ▶ Distinguish between fact, fiction, and opinion.
- ▶ Develop basic note taking skills.
- ▶ Summarize information from a larger text.
- ▶ Interpret and organize information in a variety of formats, including reports, graphic organizers, or presentations.
- ▶ Evaluate the research process and/or product.



Develop the Skills of a Life-long Reader and Communicator:

- ▶ Identify characters, setting, and plot in a story.
- ▶ Classify literary genres.
- ▶ Independently select personal reading resources.
- ▶ Develop listening skills through literary experiences.
- ▶ Respond to literature in a variety of ways including discussing, recalling, sequencing, predicting, summarizing, paraphrasing, or comparing.

Demonstrate the Skills of a Responsible Community Member:

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and other people in the LMC.
- ▶ Create a bibliography to credit creators of information.
- ▶ Discuss the basic issues of copyright and plagiarism.

Academic Expectations

*What You Can Expect During
Your Child's Year in **Third Grade***

Art, Music, Library Media, Technology and Physical Education

While all children learn in different ways, you expect your child to make progress in school every year.



This brochure defines what your child should be able to do in the areas of art, music, library media sciences, technology and physical education by the end of this year.

At Scotia-Glenville, learning is often integrated between subject areas. Reading and

writing skills, for example, are also stressed in art, music, library media sciences, technology and physical education.

Our district also strives to have technology viewed as a set of complementary activities in all subjects.

Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.

*By the end of Third Grade, your child should be able to do the following in **ART**:*

Drawing:

- ▶ Use line to create simple contour and gesture drawing.

Painting:

- ▶ Paint and develop a composition from real life and from imagination, using one color, various values; full color.
- ▶ Use various brushstrokes for experimenting with various painting styles.

Printmaking:

- ▶ Demonstrate an understanding of the reversal of images when printing, e.g., glue prints; incising; ink relief plates.



3-Dimensional Constructions:

- ▶ Use clay to develop a sculpture.
- ▶ Develop architectural forms.
- ▶ Compare or contrast abstract vs. real life sculptures.

Art History/Art Criticism/Aesthetics:

- ▶ Discuss the influence of culture on art and its importance in history.

*By the end of Third Grade, your child should be able to do the following in **PHYSICAL EDUCATION**:*

Body, Spatial and Social Awareness:

- ▶ Move the body in the air after jumping off of equipment.
- ▶ Use different body movements to creatively express the various qualities of effort, i.e. force, flow and speed.
- ▶ Change directions and pathways as they move through general space.

Effort and Controlled Movements:

- ▶ Move in a variety of ways that focus on accelerating and decelerating.

Locomotor Movements:

- ▶ Leap and jump for distance and height, leading with either foot.
- ▶ Travel and smoothly change directions or movements to music.

Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Move smoothly from one balanced position to another.
- ▶ Transfer weight from one body part to another (hands, knees, feet) in a variety of ways.
- ▶ Use safe methods of recovering from unstable feet-to-feet transfers of weight.



Dribbling, Kicking and Punting:

- ▶ Dribble a ball in self-space while changing directions and speed.
- ▶ Dribble while keeping the ball away from stationary opponents.
- ▶ Travel, dribble and pass a ball to a stationary partner using both the chest pass and bounce pass.
- ▶ Punt a ball for distance using a 2-3-step approach.

Throwing, Catching, Volleying and Striking:

- ▶ Throw, as far as possible, using a smooth overhand motion.
- ▶ Move in different directions to catch a ball thrown by a partner.
- ▶ Strike a lightly tossed ball back to a partner.
- ▶ Forearm bump pass a lightly tossed lightweight ball back to a partner.
- ▶ Strike a softly pitched ball with a bat.

Fitness:

- ▶ Successfully complete a mile run.

*By the end of Third Grade your child should be able to do the following in **TECHNOLOGY**:*

Basic Operations:

- ▶ Navigate the World Wide Web.
- ▶ Use tab to indent.
- ▶ Use Tools on the Tool Bar in a word processing program (e.g. Dictionary, Spell Check).
- ▶ Comply with copyright laws and Accepted Use Policy.*

(*Refer to District Elementary Code of Conduct, Appendices B and C.)

Keyboarding/Use of Software:

- ▶ Use Kidspiration / Kid Pix Deluxe / Microsoft Word* / Appleworks / Ultimate Writing and Creativity Center to produce a word processing document. (*Microsoft Word is the program of choice for the Middle School and High School)
- ▶ View and navigate slide show presentations using Kid Pix Deluxe or PowerPoint.



A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.

All learning is cumulative.
What is taught the previous year is strengthened by what is taught this year.

A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.

By the end of Fourth Grade, your child should be able to do the following in **PHYSICAL EDUCATION**:

Body, Spatial and Social Awareness:

- ▶ Mirror and match the movements of a traveling partner.
- ▶ Move in a variety of ways in relation to a partner with a piece of equipment.

Effort and Controlled Movements:

- ▶ Manipulate objects using varied amounts of force, flow and speed.

Locomotor Movements:

- ▶ Run and hurdle a succession of low to medium level obstacles.
- ▶ Combine two or more even and uneven locomotor movements into a pattern that can be repeated.
- ▶ Jump a self-turned rope using at least 5 different types of jumps (e.g. hop, skip, jump, and skier)
- ▶ Use dodging skills in a group situation, to avoid lightly thrown objects.



Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Jump off low equipment, land, roll and/or transfer weight.
- ▶ Balance in inverted positions using the least number of bases of support.
- ▶ Cooperatively balance as part of a small group.

Dribbling, Kicking and Punting:

- ▶ Dribble in a group and around stationary objects without losing control of the ball or colliding with others.
- ▶ Use the inside of the foot to collect a ball coming toward them.

Throwing, Catching, Volleying and Striking:

- ▶ Move to catch an object in a small group.
- ▶ Strike a lightweight ball back and forth across a line or low net to a partner using the underhand strike.
- ▶ Bounce and then strike a small object using an underhand, overhead and backhand motion.

Fitness:

- ▶ Score within the Healthy Fitness Zone on the Fitnessgram.

By the end of Fourth Grade your child should be able to do the following in **TECHNOLOGY**:

Basic Operations:

- ▶ Use Bookmarks for Internet sites.
- ▶ Find and access research information using the Internet (e.g. electronic encyclopedias, search engines).
- ▶ Copy, cut and paste.
- ▶ Use alignment tools.
- ▶ Add images to projects.
- ▶ Access the Help Menu on the Tool Bar.
- ▶ Select a specified printer to print work.
- ▶ Change line spacing.
- ▶ Perform various Desktop operations.

Keyboarding:

- ▶ Demonstrate proper finger technique more consistently for keyboarding.
- ▶ Demonstrate advancing keyboarding skills using *Type to Learn 3*.



Use of Software:

- ▶ Create a multi-slide PowerPoint presentation.
- ▶ Produce a word processing document using *Inspiration*, *Kid Pix Deluxe*, *Microsoft Word** or *Appleworks*.

(* Microsoft Word is the program of choice for the Middle School and High School)

**All learning is cumulative.
What is taught the previous year is strengthened by what is taught this year.**

Academic Expectations

What You Can Expect During Your Child's Year in Fourth Grade

Art, Music, Library Media, Technology and Physical Education

While all children learn in different ways, you expect your child to make progress in school every year.

This brochure defines what your child should be able to do in the areas of art, music, library media sciences, technology and physical education by the end of this year.

At Scotia-Glenville, learning is often integrated between subject areas. Reading and writing skills, for example, are also stressed in art, music, library media sciences, technology and physical education.

Our district also strives to have technology viewed as a set of complementary activities in all subjects.

Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.



*By the end of Fourth Grade, your child should be able to do the following in **ART**:*

Drawing:

- ▶ Use line to create simple contour and gesture drawing.

Painting:

- ▶ Paint and develop a composition from real life and from imagination, using one color, various values; full color.
- ▶ Use various brushstrokes for experimenting with various painting styles.

Printmaking:

- ▶ Demonstrate an understanding of the reversal of images when printing, e.g., glue prints; incising; ink relief plates.



3-Dimensional Constructions:

- ▶ Use clay to develop a sculpture.
- ▶ Develop architectural forms.
- ▶ Compare or contrast abstract vs. real life sculptures.

Art History/Art Criticism/Aesthetics:

- ▶ Discuss the influence of culture on art and its importance in history.

All learning is cumulative.

What is taught the previous year is strengthened by what is taught this year.

*By the end of Fourth Grade, your child should be able to do the following in **MUSIC**:*

Melody:

- ▶ Sing and follow music observing musical signs and symbols, e.g., D.C. and D.S. al fine, coda, sharps and flats.
- ▶ Continue to move his/her voice up or down on by specific interval and interval patterns.

Harmony:

- ▶ Part-sing in rounds.
- ▶ Perform counter-melodies in groups.

Rhythm:

- ▶ Perform rhythms including sixteenth notes and rests.
- ▶ Identify whole, half, quarter and eighth notes and rests, as well as triplets and dotted notes.
- ▶ Begin to conduct beat patterns in duple and triple meters.

Tempo:

- ▶ Recognize specific tempos: andante, moderato, allegro.
- ▶ Perform at a designated tempo.

Style/Form:

- ▶ Identify various forms in singing, including call and response.
- ▶ Perform in call and response style.
- ▶ Identify and experience a variety of musical styles.

Dynamics:

- ▶ Identify pianissimo and fortissimo, crescendo and decrescendo.
- ▶ Recognize and perform legato, staccato, and accents.

Tone Color:

- ▶ Identify the moods of music.

Instrumental Performance:

- ▶ Perform two or more contrasting melodic or rhythmic patterns as a group.
- ▶ Improvise a melody or harmony, given a specific rhythm within a pentatonic scale.
- ▶ Read and perform melodies on pitched instruments including a soprano recorder.

*By the end of Fourth Grade, your child should be able to do the following in **LIBRARY MEDIA**:*

Apply the Skills of a Curious Researcher:

- ▶ Locate information in the Library Media Center (LMC) using alphabetical order, Dewey Decimal System, and call numbers.
- ▶ Distinguish between fiction and nonfiction.
- ▶ List topics of interest for research and related keywords.
- ▶ Locate and use computer catalogs to find resources in the LMC and other LMCs using a variety of search methods.
- ▶ Identify basic information about resources using Kids' Information Portal (computer catalog).
- ▶ Use developmentally appropriate computer resources.
- ▶ Independently gather and interpret information from fiction, nonfiction, and reference sources.
- ▶ Use search engines, directions, and databases to access information on the Internet.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate specific information within a larger text.
- ▶ Search, read and/or listen for specific information.
- ▶ Evaluate sources for reliability, appropriateness, and currency.
- ▶ Differentiate between primary and secondary sources of information.
- ▶ Distinguish between fact, fiction, and opinion.
- ▶ Develop basic note taking skills.
- ▶ Summarize information from a larger text.
- ▶ Determine the need for additional sources of information.
- ▶ Interpret, synthesize, and organize information from multiple sources into products, including reports, graphic organizers, or presentations.
- ▶ Evaluate the research process and/or product.



Develop the Skills of a Life-long Reader and Communicator:

- ▶ Identify characters, setting, and plot in a story.
- ▶ Independently select personal reading resources.
- ▶ Develop listening skills through literary experiences.
- ▶ Respond to literature in a variety of ways including discussing, recalling, sequencing, summarizing, paraphrasing, predicting, comparing, or creating.

Demonstrate the Skills of a Responsible Citizen:

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and other people in the LMC.
- ▶ Create a bibliography to credit creators of information from a variety of information formats.
- ▶ Explain copyright, plagiarism, and piracy.

By the end of Fifth Grade, your child should be able to do the following in **PHYSICAL EDUCATION**:

Body, Spatial and Social Awareness:

- ▶ Purposefully use pathways, levels, and directions, to change the continuity or flow of movement.
- ▶ Purposefully use general space to create or deny space when developing or using game strategies.
- ▶ Work in cooperation with teacher and peers.



Effort and Controlled Movement:

- ▶ Manipulate objects using varied amounts of force, flow and speed appropriate to the given situation.

Locomotor Movements:

- ▶ Perform small-group sequences comprised of even and uneven rhythmic patterns of locomotor and body movements.
- ▶ Perform jumping skills using ropes, tinikiling sticks or bands.

Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Balance with partners using principles of counter balance or tension.
- ▶ Travel into a spring takeoff and then transfer weight onto an apparatus.
- ▶ Transfer weight off low apparatus using a variety of body actions.

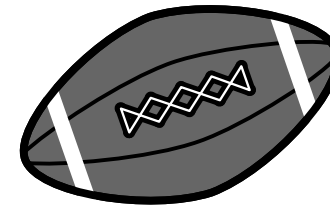


Dribbling, Kicking and Punting:

- ▶ Dribble and change from one speed and direction to another.
- ▶ Dribble or kick a leading pass to a moving partner.
- ▶ Trap a moving ball using the chest, thigh or foot.
- ▶ Cooperate to play a designed or given small-group activity involving dribbling, passing, kicking or punting to keep the ball away from opponents and to reach a goal area.

Throwing, Catching, Volleying and Striking:

- ▶ Throw a leading overhand pass to a moving partner.
- ▶ Catch various objects while moving toward a specified area.
- ▶ Throw to a partner or target, using varying degrees of force and speed.



Fitness:

- ▶ Demonstrate an understanding of the components of physical fitness. (Muscular endurance, flexibility, muscular strength, cardio-vascular endurance and body composition.)

Academic Expectations

What You Can Expect During Your Child's Year in **Fifth Grade**

Art, Music, Library Media, Technology and Physical Education

While all children learn in different ways, you expect your child to make progress in school every year.

This brochure defines what your child should be able to do in the areas of art, music, library media sciences, technology and physical education by the end of this year.

At Scotia-Glenville, learning is often integrated between subject areas. Reading and writing skills, for example, are also stressed in art, music, library media sciences, technology and physical education.

Our district also strives to have technology viewed as a set of complementary activities in all subjects.

Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.



A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.

All learning is cumulative.
What is taught the previous year is strengthened by what is taught this year.

*By the end of Fifth Grade, your child should be able to do the following in **ART**:*

Drawing:

- ▶ Introduce one-point perspective.

Painting:

- ▶ Use various painting techniques to communicate an emotional quality to the artwork.

Color:

- ▶ Understand the power and implication of color using monochromatic colors; values; simple shading and blending of colors.

Printmaking:

- ▶ Print on a variety of papers and fabric.

3-Dimensional Constructions:

- ▶ Create sculptural forms supported by a simple internal armature.

Art History/Art Criticism/Aesthetics:

- ▶ Compare and contrast abstract vs. real life.
- ▶ Research and present information about an artist.

Technology:

- ▶ Use appropriate software to create art using computer technology.

Portfolios:

- ▶ Begin portfolios.

*By the end of Fifth Grade, your child should be able to do the following in **TECHNOLOGY**:*

Basic Operations:

- ▶ Begin to insert tables and charts into documents.
- ▶ Apply proofreading and editing skills.

Keyboarding:

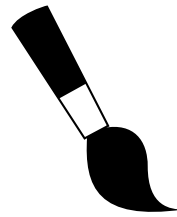
- ▶ Demonstrate proper finger technique more consistently.
- ▶ Demonstrate efficient keyboarding skills using *Type to Learn 3* (Improvement in speed and accuracy should be noted.).

Use of Software:

- ▶ Create a basic spreadsheet using Excel.

Key Vocabulary:

- ▶ Demonstrate an understanding of these words: *Alignment, Bookmark, Chooser, Click, Copyright, Cursor, Desktop, Document, Drag, Drop Down, File, Folder, Font, Format, Headset, Highlight, Icon, Internet, Keyboard, Keyboarding, Log On/Log Out, Menu, Monitor, Mouse, Printer, Pull Down, Scroll, Search Engine, Select, Slide Show, Software, Tool Bar, Window, Word Processing, World Wide Web/WWW*



*By the end of Fifth Grade, your child should be able to do the following in **LIBRARY MEDIA**:*

Apply the Skills of a Curious Researcher:

- ▶ Locate information independently in the Library Media Center (LMC) using alphabetical and numeric order, the Dewey Decimal System, and call numbers.
- ▶ Locate and use KIP (Kids' Information Portal) and HIP (Horizon Information Portal) to find resources in the LMC and other LMCs.
- ▶ Use developmentally appropriate computer resources.
- ▶ Develop topics of interest for research and a list of keywords.
- ▶ Independently gather and interpret from fiction, nonfiction, reference sources, databases, and web sites.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate specific information within a larger text.
- ▶ Search, read and/or listen for specific information.
- ▶ Evaluate sources for reliability, appropriateness, and currency.
- ▶ Differentiate between primary and secondary sources of information.
- ▶ Distinguish between fact, fiction, and opinion.
- ▶ Take notes independently.
- ▶ Determine the need for additional sources of information.
- ▶ Interpret, synthesize, and organize information into products, including reports, graphic organizers, or presentations.
- ▶ Evaluate the research process and/or product.

Develop the Skills of a Life-long Reader and Communicator:

- ▶ Independently select personal reading resources.
- ▶ Develop listening skills through literary experiences.
- ▶ Respond to literature in many ways including discussing, recalling, summarizing, paraphrasing, predicting, comparing, or creating.

Demonstrate the Skills of a Responsible Community Member:

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and others in the LMC.
- ▶ Create a bibliography to credit creators of information.
- ▶ Explain copyright, plagiarism, and piracy.

All learning is cumulative.
What is taught the previous year is strengthened by what is taught this year.

*By the end of Fifth Grade, your child should be able to do the following in **MUSIC**:*

Melody:

- ▶ Sing and follow music observing musical signs with the addition of natural.
- ▶ Sight-sing a combination of melodic segments.
- ▶ Sing an interval from a given "do."

Harmony:

- ▶ Sing simple 2-part harmony.

Rhythm:

- ▶ Perform dotted eighth notes.
- ▶ Identify triplets and dotted notes.

Tempo:

- ▶ Identify presto and largo.
- ▶ Perform at a designated tempo.

Style/Form/History:

- ▶ Identify sonata.
- ▶ Perform in previously learned styles.
- ▶ Identify and experience musical styles from at least three different cultures.
- ▶ Explore the various uses of music in our culture.

Dynamics:

- ▶ Identify diminuendo and sforzando.

Tone Color:

- ▶ Identify the individual and combined sounds of orchestral instruments.
- ▶ Identify major and minor tonalities.
- ▶ Identify the various vocal ranges - soprano, alto, tenor, bass.

Instrumental Performance:

- ▶ Play I-IV-V chords.

A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.

