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

Body, Spatial and Social Awareness:

- ▶ Make different shapes with the body.
- ▶ Show boundaries or limits to self-space.
- ▶ Put a variety of body parts and objects into different levels (high to low).

Effort and Controlled Movement:

- ▶ Make fast and slow movements with various body parts.
- ▶ Travel in various ways at fast and slow speeds.

Locomotor Movements:

- ▶ Jump and hop in place while traveling.
- ▶ March, skip, gallop and slide while using a basic or rhythmical beat.
- ▶ Jump and land using a variety of take-off and landing patterns.
- ▶ Travel around a stationary obstacle without touching it.



Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Roll on the back, rock back and forth, and from side to side.
- ▶ Balance on a variety of combinations of body parts.
- ▶ Travel and stop in balanced positions.

Dribbling, Kicking and Punting:

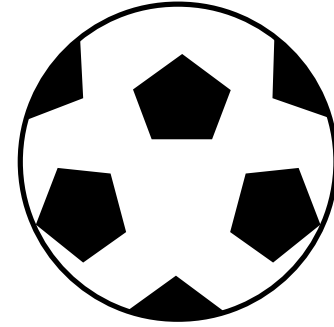
- ▶ Use two hands to bounce and catch a ball.
- ▶ Move a ball along the floor with their feet.
- ▶ Move up to and kick a stationary ball using any part of the foot.

All learning is cumulative.

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

Throwing, Catching, Volleying and Striking:

- ▶ Catch a softly rolled ball.
- ▶ Catch a self-tossed yarn or other soft ball.
- ▶ Throw, to a variety of large targets, using an underhand tossing motion.
- ▶ Throw a yarn or other soft ball using an overhand arm motion.
- ▶ Using both hands, continuously push a latex free balloon upward with the hands, keeping it off the ground.



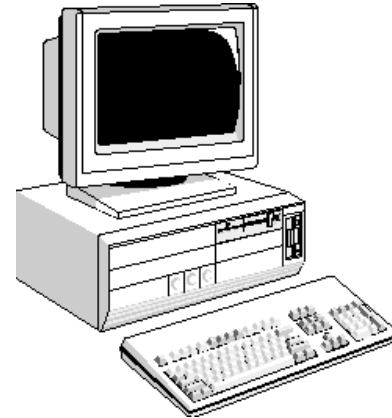
Fitness:

- ▶ Feel their chest and recognize their heart beat after vigorous exercise.

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

Basic Operations:

- ▶ Manipulate the mouse.
- ▶ Use special keys (enter / return, arrow keys).
- ▶ Open / close / quit program or file using Tool Bar.
- ▶ Identify the basic parts of the computer (monitor, keyboard, mouse, headset & printer) and demonstrate the proper care and handling of equipment and software.



Keyboarding:

- ▶ Use both hands on the keyboard.
- ▶ Demonstrate basic keyboarding skills using *Read, Write and Type*.

Use of Software:

- ▶ Navigate age appropriate software programs.

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. 9-07

Academic Expectations

What You Can Expect During Your Child's Year in Kindergarten

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.

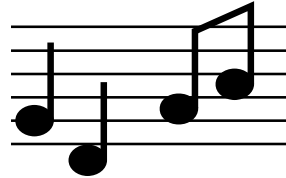
Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

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 Kindergarten, your child should be able to do the following in **MUSIC**:*

Melody

- ▶ Sing a simple melody
- ▶ Develop the ability to sing in a group
- ▶ Visually comprehend silence and sound within a musical composition
- ▶ Show the rise and fall of the melody through hand and body movement
- ▶ Recognize melodies already learned
- ▶ Hear and sense high-low pitches
- ▶ Sing with an accompaniment
- ▶ Echo-sing using sol-mi.



Rhythm

- ▶ Respond to the steady beat
- ▶ Perform and verbalize quarter notes and rests
- ▶ Respond imaginatively to the rhythm of music
- ▶ Play rhythm patterns and experience various meters

Tempo

- ▶ Distinguish between fast and slow
- ▶ Change tempo to fit the musical idea

Style

- ▶ Distinguish simple styles of music from a variety of cultures

Dynamics

- ▶ Distinguish between loud and soft
- ▶ Explain dynamic relevance to a given sound and song

Instrumental Performance

- ▶ Acquaint himself/herself with rhythm and melody instruments
- ▶ Recognize various voices and instruments
- ▶ Perform simple rhythmic patterns on classroom instruments
- ▶ Maintain a steady beat on an instrument accompanying a class performance

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

Apply the Skills of a Curious Researcher:

- ▶ Locate and name areas of the Library Media Center (LMC).
- ▶ Explain the purpose of the LMC.
- ▶ Differentiate the parts of a book (spine, cover, title page).
- ▶ Explain the roles of author and illustrator.
- ▶ Differentiate between fiction and nonfiction.
- ▶ Use alphabetical order to locate specific books in the E section.
- ▶ Observe the numerical order of nonfiction books.
- ▶ Use developmentally appropriate computer resources.
- ▶ Read pictures for information.



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

- ▶ Identify and read a variety of literary genres and award winning books.
- ▶ 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, 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.

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 Kindergarten, your child should be able to do the following in **ART**:*

Drawing:

- ▶ Identify and draw a variety of lines and shapes.
- ▶ Draw from observation and imagination using a variety of media.
- ▶ Identify parts of a landscape.
- ▶ Create a human form using shape.

Painting:

- ▶ Learn proper use of paintbrushes.
- ▶ Create wet and dry effects using tempera and watercolors.
- ▶ Recognize warm/cool colors.

Design:

- ▶ Introduce the elements of line, shape color, texture and space.
- ▶ Draw a visual texture.
- ▶ Create a tactile texture on a surface.
- ▶ Understand the use of space (overlapping, scale, foreground, middle ground background, composition, color change).
- ▶ Understand balance, and the difference between "symmetrical" and "asymmetrical."



3-D Sculpture:

- ▶ Differentiate between 2D and 3D form.

Art History:

- ▶ Recognize a variety of artists and art movements.
- ▶ Use their "art vocabulary" when discussing images.

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