
*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:

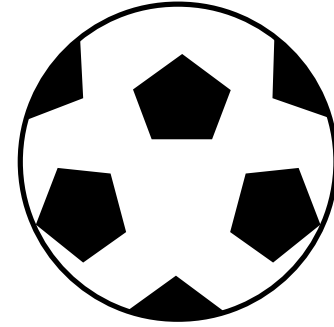
- ▶ Use two hands to bounce and catch a ball.
- ▶ Move a ball along the floor with their feet.
- ▶ Move up to and kick a stationary ball using any part of the foot.

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.



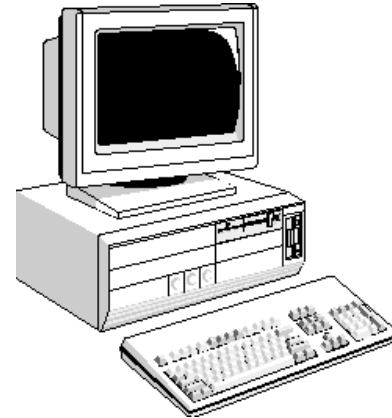
Fitness:

- ▶ 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.

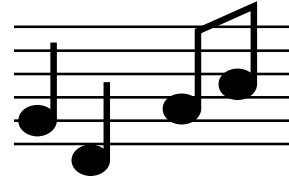
Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

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.

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

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

Melody:

- ▶ Further differentiate melodic direction of upward, downward, or repetitive movement, in specific intervals.
- ▶ Experience more extended use of melody instruments.

Rhythm:

- ▶ Clap a beat in common time.
- ▶ Identify quarter notes, quarter rests, and eighth notes.
- ▶ Count in meter.
- ▶ Walk, dance, or move in time with music.

Tempo:

- ▶ Change tempo appropriate to the music, distinguishing between fast and slow

Style/Form:

- ▶ Aurally identify form, e.g., AB, ABA, ABABA.
- ▶ Sing in solo-chorus-verse refrain.
- ▶ Begin to identify specific styles of music from a variety of cultures.
- ▶ Begin to identify specific composers through their musical compositions and historical backgrounds.

Dynamics:

- ▶ Demonstrate dynamic changes with his/her own individual creative abilities.

Tone Color:

- ▶ Further distinguish among male, female, and children's voices.
- ▶ Identify common instruments – especially those used in the classroom.

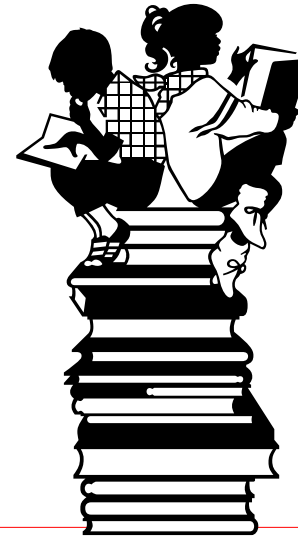
Instrumental Performance:

- ▶ Read and perform simple rhythmic patterns on classroom instruments.
- ▶ Continue to accompany class performances using ostinati.
- ▶ Perform two contrasting melodic or rhythmic patterns as a group.
- ▶ Improvise a melody or harmony, given a specific rhythm on a classroom instrument.

*By the end of First Grade 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 a LMC.
- ▶ Differentiate parts of a book (spine, cover, title page).
- ▶ Explain the role 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.
- ▶ Locate and use Kids' Information Portal (computer catalog) to find resources in the LMC.
- ▶ Locate information on a web page.
- ▶ Gather and interpret information from fiction, nonfiction, and reference sources (print and non-print).



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.
- ▶ Identify characters, setting, and plot in a story.
- ▶ 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 others.
- ▶ Give credit to creators of ideas, information, and illustrations.

**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 *First 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.

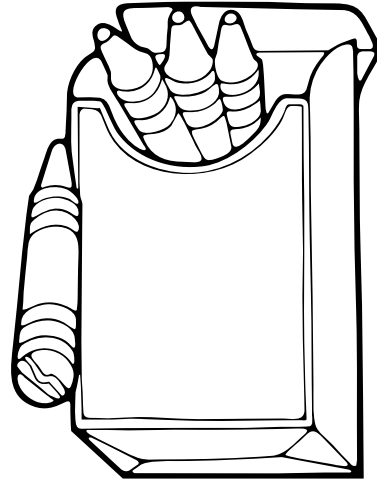
*By the end of First Grade, your child should be able to do the following in **ART**:*

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.
- ▶ Mix primary colors to obtain secondary 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.

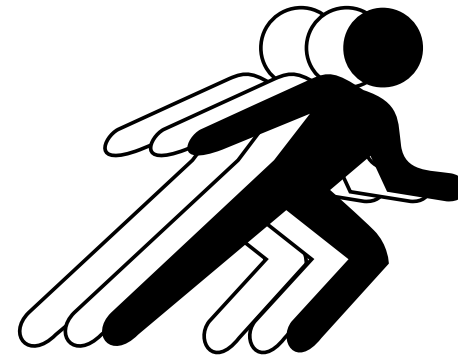
Art History:

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

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

Body, Spatial and Social Awareness:

- ▶ Use different body parts required by different challenges with a partner.
- ▶ Mirror the symmetrical or asymmetrical shape of a partner.
- ▶ Make the different body shapes with and without a partner.
- ▶ Move in a variety of ways in relation to a stationary object or partner.



Effort and Controlled Movement:

- ▶ Perform different body movements of varying speeds to a signal or music.

Locomotor Movements:

- ▶ Travel and change from one locomotor movement to another on a signal.
- ▶ Practice leaping using either foot to lead.
- ▶ Jump and land using a variety of takeoffs and landings in relation to equipment e.g. (hoops, low hurdles, rope shapes, carpet squares).
- ▶ Flee from a partner, as quickly as possible, on a signal.
- ▶ Travel and change pathways, as quickly as possible, on a signal.

Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Roll smoothly and consecutively in a sideways and forward direction.
- ▶ Balance on different numbers of bases of support.

Dribbling, Kicking and Punting:

- ▶ Dribble a ball in self-space using one, then the other hand and/or foot.
- ▶ Hand dribble a ball in self-space at different levels.
- ▶ Kick a slowly rolling or stationary ball by using the instep.

Throwing, Catching, Volleying and Striking:

- ▶ Throw a variety of objects using an underhand and overhand motion.
- ▶ Underhand strike a lightweight ball or latex-free balloon, upward with the hand, keeping it in self-space.
- ▶ Strike a small, lightweight ball upward with a hand or lightweight paddle.

Fitness:

- ▶ Play to encourage movement and increased heart rate.

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

Basic Operations:

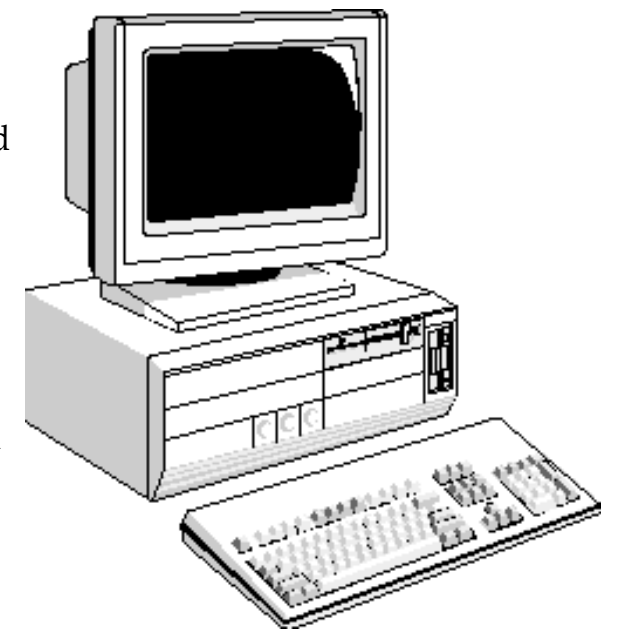
- ▶ Identify desktop icons.
- ▶ Turn computer on/off correctly.
- ▶ Use special keys (shift, delete, backspace).
- ▶ Modify page setup settings.

Keyboarding:

- ▶ Demonstrate improved skills using *Read, Write and Type*.

Use of Software:

- ▶ Perform basic functions within *Kidspiration* and *Kid Pix Deluxe 3*.
- ▶ Create and open a word processing file, enter text, save to his/her own documents folder, print and quit the program.



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

Melody:

- ▶ Move his/her voice up or down on the scale, using both solfège and Kodaly hand signs.
- ▶ Echo-sing using sol-mi-la.

Rhythm:

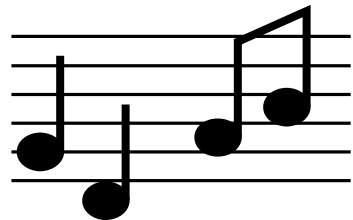
- ▶ Identify whole notes, half notes, quarter notes, quarter rests, eighth notes, staff, bar lines, clefs, repeat signs.

Tempo:

- ▶ Change tempo to fit the musical idea.

Style/Form:

- ▶ Recognize identical/contrasting phrasing or sections.



Dynamics:

- ▶ Explain dynamic relevance to a given song.

Tone Color:

- ▶ Begin to aurally recognize the families of instruments: strings, woodwind, brass, percussion.

Instrumental Performance:

- ▶ Perform two or more contrasting melodic or rhythmic patterns as a group on classroom instruments.
- ▶ Improvise a melody or harmony, given a specific rhythm within a pentatonic scale on a classroom instrument.

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 Second 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 and numeric order.
- ▶ Locate specific resources in the LMC using call numbers.
- ▶ Distinguish between fiction and nonfiction.
- ▶ Use developmentally appropriate computer resources.
- ▶ Locate and use Kids' Information Portal (computer catalog) to find resources in the LMC using a variety of search methods.
- ▶ Identify basic information about resources using the computer catalogs.
- ▶ Use the table of contents and the index.
- ▶ Independently gather and interpret information from fiction, nonfiction, and reference sources.
- ▶ Use search engines, directories, and databases to access information on the Internet.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate highlighted information.
- ▶ Develop basic note taking skills.
- ▶ 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.
- ▶ List sources of information to credit creators of information.
- ▶ Explain the author/illustrators' ownership of their work.
- ▶ Explain copyright and the importance of giving credit. 9-07

Academic Expectations

*What You Can Expect During Your Child's Year in **Second 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.

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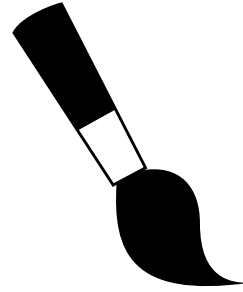
Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.



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

Drawing:

- ▶ Sketch preliminary ideas.
- ▶ Use overlapping lines.



Painting:

- ▶ Mix colors, creating shades and tints.
- ▶ Use crayon resist technique.

Design/Composition:

- ▶ Explain and demonstrate knowledge of balance of composition.
- ▶ Demonstrate a grasp of the illusion of 3-D space by overlapping shapes.
- ▶ Understand scale of an object in relation to distance (gradation of size).

Color:

- ▶ Make color selections based on knowledge of the color wheel, including analogous, complementary, monochromatic.
- ▶ Distinguish between the bright and dull qualities of color, to show color contrast.

Printmaking:

- ▶ Explore various printmaking techniques.

3-Dimensional Art:

- ▶ Use a variety of media and found objects to create a mobile.

Art History/Appreciation:

- ▶ Acquire and use a minimum of critical/analytical vocabulary of art terms, and become conversant with appropriate vocabulary.
- ▶ Gain a sense of history through observation of artists and their work, as they relate to other artists' work.

All learning is cumulative.

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

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

Body, Spatial and Social Awareness:

- ▶ Perform different body movements with and without a partner.
- ▶ Perform different body movements to a series of beats of varying tempos.
- ▶ Change from a leading to a following position in relation to a partner.

Effort and Controlled Movement:

- ▶ Move in various ways showing definite contrasts of light and strong force.

Locomotor Movements:

- ▶ Jump a self-turned rope both forward and backward with yielding landings.
- ▶ Follow a fleeing partner's pathways to catch or over take them.
- ▶ Quickly perform dodging skills on a signal.

Tumbling, Rolling Balancing and Weight Transfer:

- ▶ Rock smoothly and repeatedly back and forth on the back.
- ▶ Roll in at least two directions.
- ▶ Balance using a variety of symmetrical and asymmetrical body shapes.
- ▶ Balance using different bases of support on low equipment.

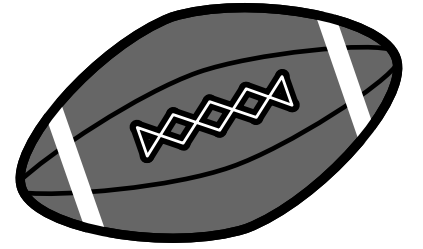
Dribbling, Kicking and Punting:

- ▶ Hand/foot dribble a ball while traveling slowly in different directions.
- ▶ Dribble around stationary objects while using the insides of each foot.
- ▶ Kick a stationary ball along the ground toward a stationary partner or target using the inside of the foot.
- ▶ Punt a ball as far as possible.

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.

Throwing, Catching, Volleying and Striking:

- ▶ Catch a softly thrown ball to different places in relation to the body.
- ▶ Toss to themselves and catch, using a scoop or other implement.
- ▶ Strike a small, lightweight ball upward using a hand or lightweight paddle.



Fitness:

- ▶ Demonstrate their understanding of exercise and the effects it has on the body as it relates to breathing, sweating and using muscles

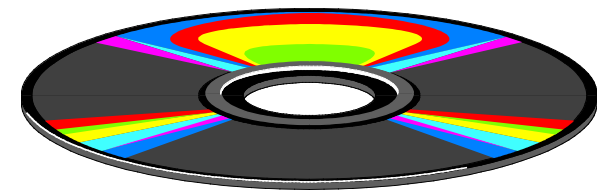
*By the end of Second Grade your child should be able to do the following in **TECHNOLOGY**:*

Basic Operations:

- ▶ Insert/eject CD.
- ▶ Highlight text to change font size/style and to delete or replace.
- ▶ Access the Internet.
- ▶ Use Print Preview.

Keyboarding:

- ▶ Use correct hand and finger positions for keyboarding.



Use of Software:

- ▶ Use *Kidspiration* and/or *Kid Pix Deluxe* to produce a word processing document.

All learning is cumulative.

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