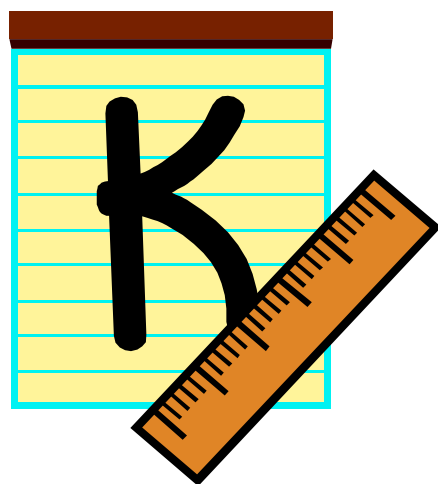


LEARNER STATEMENTS



Duzine Elementary School
Debra Hogencamp
Principal

Grade K

The purpose of the Duzine Learner Statements is to provide a general overview of grade level concepts. They do not reflect the entire curriculum.

The expectation is that most of the students at each grade level will have learned the concepts listed under each curriculum area by the end of the year.

Appearance of a learner statement at one grade level does not diminish the **introduction** and **practice** done in prior grade levels, nor the continued practice for **reinforcement** in subsequent grade levels.

The learner statements are organized by subject area. However, we believe in helping children to see meaningful connections between all subjects as well as to their everyday lives.

Uses for the Learner Statements include:

- Setting goals for instruction
- Communication at parent conferences
- Teacher communication within grade levels
- Teacher communication across grade levels

Language Arts - Reading

- Name all upper and lower-case letters
- Recognize association between spoken and written word (one-to-one correspondence)
- Use pictures to understand a story
- Isolate sounds within words
- Is aware that language is composed of small sounds

- Can rhyme
- Enjoy listening to stories
- Concepts of Print: Left to right, top to bottom
- Read simple repetitive text
- Comprehension strategies including prediction and retelling
- Reads a simple predictable text individually

Running Records are individual assessments of a child's reading strategies. When your child is an Emergent Reader or above a Running Record level will appear on the report card.

Language Arts - Writing

- Write first and last name using upper- and lower-case letters appropriately
- Use a mixture of drawing and writing to convey an idea
- Use developing knowledge of letter-sound correspondences to spell independently (e.g. sound or invented spelling).
- Use appropriate directionality when writing
- Correctly form most upper and lower case letters

Language Arts - Listening and Speaking

- Listen attentively to spoken language
- Follow simple oral directions
- Speak audibly with expression using kindergarten level vocabulary and grammar

Mathematics

- Recognize and write numerals
- Connect numerals to the quantity they represent to 20
- Count objects with one-to-one correspondence
- Use concepts of less than/equal to/greater than
- Collect, record, organize and represent data
- Discuss information from a simple graph
- Sort and classify objects in one or more ways
- Recognize and name basic shapes
- Recognize, reproduce and extend patterns
- Use a calendar to keep track of time and events with support

Science

- Classify, sort and group objects using various criteria
- Identify safe and healthy habits
- Make and record observations
- Make simple predictions
- Identify basic needs of plants and animals
- Identify characteristics of living and non-living things
- Identify basic weather conditions and seasonal cycles
- Identify materials that make up the Earth's surface
- Identify several ways to move an object (e.g., push, pull).

Social Studies

- Families have traditions, beliefs, and customs based on cultural heritage

- Timelines are a tool for understanding stories and personal history
- Community members have rights and responsibilities
- A map is a representation or a model of a place

Art

- Experience the basic art elements: line, shape, color, texture and form
- Experience folding, cutting, gluing, and arranging elements to create images (collage)
- Experience guided drawing; follow directions in page placement and line drawing to create images
- Experience the use of scissors, paint brushes, glue, as well as drawing, painting and 3-D media
- Experience the visual art of different cultures and artists
- Experience how visual art tells a story
- Be introduced to the principles of symmetry, repetition and pattern
- Experience the interaction of the fine arts (visual art and music)
- Demonstrate self-management skills, appropriate use of materials and the ability to work independently and in a group
- Create visual art which relates to the classroom curriculum

- Become aware of art resources in their school and community (bulletin boards, artists, galleries, museums)
- Experience self-expression through visual art

Music

- Discover the singing voice
- Experience group and solo singing
- Identify, read and experience the basic elements of rhythm (long, short and rest)
- Identify, read and experience the basic elements of pitch (high, low, the same)
- Demonstrate group skills (shared space, problem solving, giving praise, listening, following, leading)
- Experience pattern and form through movement and instrument playing

Physical Education

- Develop and practice personal living skills:
 - physical fitness -communication
 - cooperation -safety
 - risk-taking -initiative
 - trust -respect
 - leadership -followership
- Learn and perform basic and creative movements
- Develop perceptual motor skills- body awareness, spatial awareness
- Develop and practice locomotor actions- running, jumping, hopping, leaping, galloping, sliding and skipping

- Practice nonlocomotor actions- bending, stretching, curling, swaying, turning and swinging
- Develop and practice manipulative skills- throwing, catching, striking, and dribbling

DUZINE MISSION STATEMENT

Duzine Elementary School is a child-centered community whose mission is to:

-Create a safe, nurturing and inviting environment in which all are comfortable taking risks;

-Instill a respect for individual differences and similarities;

-Provide challenging opportunities wherein students can reach their greatest potential;

-Teach and model cooperation within the Duzine school community; and

-Empower our students to be actively involved in learning