School District 13

Kindergarten Curriculum

Literacy

Pearson's ReadyGEN literacy program for grades PreK-5 uses the gradual release model to provide high-quality instruction focusing on the five critical elements of reading that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Award-winning literature makes learning to read and reading to learn enjoyable. As the students progress through the program, the literature becomes more and more nonfiction based to give readers as much experience as possible with real-word text. Every module in the program emphasizes a science or social studies concept to help meet content-area as well as literacy standards. Authentic texts focus on a concept or big idea which connects vocabulary, spelling, writing, and language work. Student progress is monitored by use of multiple types of assessments which prescribe remediation and/or needs for greater challenge and differentiation. Instruction is customized as needed, delivered in whole group, small groups, or one-on-one. ReadyGEN supports daily reciprocity between reading and writing in informative, narrative, and opinion modes. Technology supports this program by providing such resources as audio text, videos, online assessments, and a large leveled reader database to provide additional materials to meet all reading abilities. Teachers will continue to use additional resources from our literacy centers, as well as ability-appropriate novel units to enrich students' literacy experience.

Bloomingdale District 13
Reading Curriculum

The goal of a balanced literacy approach to literacy is to foster life-long interest and growth in all areas of language arts: reading, writing, listening, speaking, viewing, representing, and spelling. Our purpose is for learners to have the ability to discover language patterns and rules and strategic principles for reading and writing. In addition, students need to be able to construct meaning and make connections through the use of fiction and nonfiction text. This literacy curriculum must appropriately meet the needs of all learners through a balanced literacy framework. This framework consists of: shared reading, guided reading, independent reading, writing, and word work.

Balanced Literacy Components

Shared reading
- All students read the same piece of text.
- The teacher models and demonstrates strategies.
- Students have the opportunity to practice strategies with teacher guidance.
- Thinking aloud helps to develop metacognitive skills.

Read aloud
- The teacher provides a good model of oral reading.
- Reading aloud develops students' listening skills.
- Students become engaged in quality literature.

Guided reading
- Small groups of students read material at their instructional level.
- Small groups provide opportunities to practice and demonstrate understanding of strategies.
- Small groups enable teachers to provide individual assistance to students.

Independent
- Reading material is self selected.
- Material is at the student's independent level which means student can read it fluently with 95% accuracy.
- Students practice strategies learned in shared reading lessons.

Word Work
- Students work with the skills associated with reading in small or large groups.
  - *phonics
  - *structural analysis
  - *vocabulary
  - *spelling
  - *base words and affixes

Writing
- Students respond to reading through writing.
- Writing provides opportunities to strengthen phonetic skills.
- Developing communication is the purpose of writing.

Strategies

Connecting
Enhancing text understanding by relating text to background knowledge and information. There are three types of connections: text to self, text to text, and text to the world.

Questioning
Asking questions before, during, and after reading to focus attention on significant concepts in text and deepen understanding. Questioning is used to clarify meaning.

Summarizing
The continuous process of determining important events or information from text.

Inferring
Using clues in the text and background knowledge and experiences to create an understanding and interpretation of the text.

Predicting
Thinking about what one knows and using text features to make guesses about text and making adjustments as new information is presented.

Imaging
Using details of text to create sensory images which enhance comprehension.

Vocabulary Acquisition
Learning and remembering new words encountered in text through thoughtful word selection and multiple and meaning opportunities for use.

Kindergarten/ First Grade Reading Curriculum
Balanced Literacy Program

Shared teacher models	**Read Aloud** teacher models	**Guided** student application of reading strategies under teacher direction	**Independent** application of reading strategies	**Word Work** small/large group or individual skill activities	**Writing** process writing, grammar and punctuation, and handwriting
• basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• modeling of good reading practices • engaging students in quality literature • variety of genres read at listening level • listening skills • "thinking aloud" • fluency • story elements • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• phonemic awareness • phonetic principles • alphabet recognition • concept of word • concept of sentence • introduction to rhyming words • introduction to parts of speech • sight words • book/print conventions • synonyms and antonyms • contractions • describing words	• words • sentences • developmental spelling • fundamental mechanics (basic capitalization and punctuation) • Zaner-Bloser

	8	7	6	5	4	3	2	1	K
				All science instruction will begin with the inquiry skills section.					
EARTH		* volcanoes * plate tectonics * earthquakes	* interactions of life * roles * ecosystems * resources * water (fresh, salt) * atmosphere * weather	UC,C7-8 * rocks * minerals * fossils UD,C13 * solar system - seasons - Earth - Moon	UC,C7 *erosion	UC,C6 * minerals and rocks UD,C9,L2 * water cycle	UC,C5 *Earth's surface UD,C8 *solar system	UD,C7 *measuring weather UD,C9 *objects in the sky	C4 *land *water *life C5 *weather *seasons C6 *sky
LIFE	* body systems - skeletal - digestive - circulatory - respiratory - excretory	* classifying life * cells	* genetics	UA,C1 (health) *cells to body systems UA,C3 *plant growth	UA,C1 *classifying living things UA,C2 *life cycles UA,C3 *adaptations	UB,C4 * ecosystems UB,C5 * food chains * webs	UA,C2 *animal characteristics	UA, C1 *animals UA,C2 *plants UB,C3 *environments for living things UB,C4 *places to live	C7 *animals C8 *plants C9 *living/ growing
PHYSICAL	* sound * light * waves * mirrors * lenses * motion * force * Newton * machines * energy resource	* nature of matter - atoms - compounds - elements - mixtures * scientific method		UE, C14 *matter	UF,C14 * making and using electricity UF,C15 * forces and motion UF,C16 * simple machines	UE,C11 * matter UE,C12 * energy UE,C14 * heat * light * sound	UF,C13 *motion	UE,C10 *matter -solids -liquids -gases	
Health						Health Handbook		Health Handbook	

U=UNIT C=CHAPTER L=LESSON *SCIENCE TOPICS COVERED

SOCIAL STUDIES SCOPE AND SEQUENCE

Kindergarten

Friends and Neighbors

UNIT	CHAPTERS/LESSONS
Unit 2 Where We Live	Lesson 1 – *Homes* and Lesson 2 – *What is a Neighborhood?* Lesson 3 – *The City and the Country* Lesson 5 – *We Live On Earth* Unit Summary Chart
Unit 1 Friends and Family	Lesson 1 – *Friends* and Lesson 2 - *Families* Lesson 3 – *Families and Friends Celebrate* and Lesson 4 – *Communities Celebrate* Lesson 5 – *Families Near and Far* Unit Summary Chart
Unit 3 Working Together	Lesson 1 – *Rules and Laws Keep Us Safe* Lesson 2 – *Rules* and Lesson 3 – *Rule Makers* Lesson 4 – *A Special Set of Laws* Unit Summary Chart
Unit 5 People Work	Lesson 1 – *People Have Jobs* Lesson 2 – *Needs and Wants* and Study Skills – *Using Charts* Lesson 3 – *Where Things Come From* and Lesson 4 – *Goods and Services* Lesson 5 – *Spend and Save* Unit Summary Chart
Unit 4 I Am a Citizen	Lesson 1 – *The American Flag* and Lesson 5 – *Symbols of the United States* Lesson 2 – *Many States, One Country* Lesson 3 – *Citizens Have Rights and Responsibilities* Lesson 4 – *Citizens Help* and Reading and Thinking Skills – *Problem Solving* Unit Summary Chart
Unit 6 Things Change	Lesson 1 – *Then and Now* and Lesson 2 – *Days Go By* Lesson 3 – *Places Change* and Lesson 4 – *Machines and Inventions* Lesson 5 – *People Help the United States* Study Skills – *Using Time Lines* Unit Summary Chart

Weekly Publication – Weekly Reader

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions,

communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8 Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

(2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade K Overview

Counting and Cardinality

- **Know number names and the count sequence.**
- **Count to tell the number of objects.**
- **Compare numbers.**

Operations and Algebraic Thinking

- **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

Number and Operations in Base Ten

- **Work with numbers 11–19 to gain foundations for place value.**

Measurement and Data

- **Describe and compare measurable attributes.**
- **Classify objects and count the number of objects in categories.**

Geometry

- **Identify and describe shapes.**
- **Analyze, compare, create, and compose shapes.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
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.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
   a. 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.
   b. 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.
   c. Understand that each successive number name refers to a quantity that is one larger.
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.

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]
7. Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking K.OA

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings[2], sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
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).
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.
5. Fluently add and subtract within 5.

[1]Include groups with up to ten objects.
[2]Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

Number and Operations in Base Ten — K.NBT

Work with numbers 11–19 to gain foundations for place value.

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 (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data — K.MD

Describe and compare measurable attributes.

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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.

3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.[3]

Geometry — K.G

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

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*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

Analyze, compare, create, and compose shapes.

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).
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

[3]Limit category counts to be less than or equal to 10.

Kindergarten

The performance expectations in kindergarten help students formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?” Kindergarten performance expectations include PS2, PS3, LS1, ESS2, ESS3, and ETS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Kindergarten
Music

World of Music **- Silver-Burdett & Ginn**

Achievement in Listening

1. Ability to recognize music of different types
2. Ability to identify basic contrasts in music (high/low, fast/slow, up/down, loud/soft).

Achievement in Performance

1. Ability to sing with accuracy and smoothness within a range from C to G.
2. Sing many songs of different types
3. Play simple rhythm accompaniments to songs on rhythm instruments.

Achievement in Rhythmic Responsiveness

1. Ability to participate freely in action songs and singing games
2. Respond to the rhythm of the music he/she hears and performs with large body movements (walk, run, gallop, skip, etc.)
3. Move to show basic contracts in music (high/low/ fast slow, loud/soft, even/uneven)
4. Clap or play on a rhythm instrument simple beat patterns and rhythmic patterns

Achievement in Creativity

1. Ability to express the mood of the music through bodily movement
2. Sing spontaneously to express feelings

Achievement in Notation

1. Show melodic direction with hand levels.

Musical Concepts

Ability to recognize, conceptualize and verbalize in his/her own terms these basic contracts in music:

1. High and low
2. Up and down
3. Fast and slow
4. Loud and soft

Kindergarten
Physical Education

Ball Manipulation Skills
- Bounce and catch
- Throw and catch

Beginning bowling skills

Bean Bag Skills and Activities

Body Awareness
- Identify body parts
- Laterality, symmetrical and asymmetrical
- Body shapes

Dance
- Folk dance
- Contemporary dance
- Lummi Sticks

Games
- Low organized games

Gymnastics Unit
- Tumbling skills
- Balance beam skills (low and high beams)

Health Related Physical Fitness
- Aerobic conditioning
- Abdominal endurance
- Flexibility
- Muscle strength

Hoops
- Skills
- Games and Activities

Jump Rope
- Pre-jump rope skills

Kicking Skills
- Exploratory approach

Locomotor Movement Skills
- Walk, run, jump, hop, leap, skip, slide, gallop

Miniature Golf
- Skills
- Game

Non-Locomotor Skills
- Push, pull, bend, stretch, lift, swing, turn, twist

Parachute Activities

Rolling Skills

Spacial Awareness
- Own space, room space
- Levels

Striking Skills
- Balloons
- Pilo Polo sticks

Art Curriculum

Students are met daily with the rigor of the National Visual Art Standards as well as the Elements and Principles of Art which provide for structured, project-based assignments designed to encourage original creative choice. Students are taught concepts, techniques, art movements, artists and skills throughout each year at DuJardin. The goal is to help each student become the best artists they can be through cultivating their natural creativity.

Elements of Art			Principles of Design		
Space	Texture	Value	Proportion	Variety	Movement
Form	Color	Line	Balance	Unity	Pattern
Shape			Emphasis		

Grade Level	Artists of Focus	Clay Skills
Kindergarten	1. Salvador Dali 2. Wassily Kandinsky 3. Piet Mondrian 4. Alexander Calder 5. Mark Rothko 6. Rorschach (Walter Joseph Kovacs)	Pinch Pot Making
1st Grade	1. Pablo Picasso 2. Andy Warhol 3. Michelangelo 4. Wayne Thiebaud 5. Vincent Van Gogh 6. Grant Wood 7. Amedeo Modigliani	Pinch Pot Making Mold Making Slip/Scoring
2nd Grade	1. Georges Seurat 2. Keith Haring 3. Romero Britto 4. Piet Mondrian 6. Paul Klee 7. Claude Monet 8. Andy Goldsworthy	Slab Making Coil Making
3rd Grade	1. Wassily Kandinsky 2. Australian Aboriginal Art 3. Zentangles/Mehndi Henna 4. Georgia O'Keefe 5. Henri Matisse 6. Jackson Pollock	Smoothing Coils
4th Grade	1. Bridget Riley 2. Pablo Picasso 3. Gwyneth Leech 4. Holton Rower 5. Robert Indiana 7. Google Logo/Contemporary Art	Slipping Scoring Sculpting with coils Pinch pots.
5th Grade	1. Mandalas 2. Frank Lloyd Wright 3. Dale Chihuly 4. Mark Crilley 5. Umberto Boccioni	Clay Choice Project with use of; - Coils - Slipping and Scoring - Slab making.

CHARACTER COUNTS! sm

CHARACTER COUNTS is a continuing community endeavor directed toward improving and supporting positive character in young people. Bloomingdale District 13 is one of the many local Bloomingdale organizations belonging to a community partnership - the Bloomingdale CHARACTER COUNTS! Coalition.

CHARACTER COUNTS is integrated throughout District 13 and is a part of the character development framework at all grade levels, PreK - 8. CHARACTER COUNTS is based on shared beliefs and consensus values called the "Six Pillars of Character". District 13 supports the Bloomingdale CHARACTER COUNTS! Coalition mission to actively build and nurture *trustworthiness, respect, responsibility, fairness, caring, and citizenship* throughout the community.

DuJardin's staff and student body will continue to actively work to understand all that we do and say makes a difference at home, school, and in the community. Our school calendar identifies the month(s) targeted to focus on each of the "Six Pillars of Character". CHARACTER COUNTS! compliments and extends our efforts to eliminate "bully" like behaviors and live the principle that indeed, character does count. Please join the community effort to support and encourage CHARACTER COUNTS! in your family's homelife.

The Six Pillars of Character

(Definitions for Young People)

TRUSTWORTHINESS

- Be honest.
- Don't deceive, cheat or steal.
- Be reliable — do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal — stand by your family, friends and country.

RESPECT

- Treat others with respect; follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults and disagreements.

RESPONSIBILITY

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control; be self-disciplined.
- Think before you act — consider the consequences.
- Be accountable for your choices.

FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.

CARING

- Be kind.
- Be compassionate and *show* you care.
- Express gratitude.
- Forgive others.
- Help people in need.

CITIZENSHIP

- Do your share to make your school and community better.
- Cooperate.
- Stay informed; vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the environment.

BLOOMINGDALE DISTRICT#13 – GRADES K-5
STUDY SKILLS GOALS

To provide District #13 students with a consistent format for accurately recording daily and long-term assignments and expectations in grades 4-5.

To provide teachers of students in grades K-3 with a developmentally appropriate format based on the model of the lesson plan book used by grades 4-5.

To instruct students in the correct use of the lesson plan book and to monitor its use throughout the year as needed.

To give students experience in daily, weekly and monthly planning.

To help students develop the responsibility for keeping track of their assignments and due dates.

To help students plan and budget their study time based on their plan books.

To provide students with a visual means of organization.

To provide students with a consistent organizational strategy in a visual modality for their material by using an organizational system, such as color-coded folders, expandable file, etc.

To maintain a consistent standard for headings.

Implementations of Goals

1. Each of the elementary schools will order enough plan books for every child in grades 4-5.

2. Teachers in grades 4-5 will instruct students in the correct use of the plan book and selected organizational system during the first 2 weeks of school and monitor its use throughout the year as needed.

3. Classroom teachers will require students to use the correct folder/file for their subject. The teacher may require specific colors of spirals for specific subjects.

4. Classroom teachers will require that students write their full name in an upper corner of all assignments.

5. If any type of color-coded system is used, please follow color scheme listed below:

Blue:	Math
Red:	Reading
Yellow:	L.A.
Green:	Science
Orange, Purple or White:	S.S.

Study Skills Goals – Kindergarten

A. Daily use of a "home/school" folder and a school bag.

B. Names on all school papers.

The use of technology is an important part of the overall learning environment throughout the Bloomingdale School District 13. It is the responsibility of each of us to prepare our students for a technological world.

Your kindergartener will be introduced to technology in the following ways:

- Discussing the advantages and disadvantages of the use of technology in today's world
- Discovering how computer technology fits into school life
- Identifying workstation components: hard drive; floppy drive and disk; CD-ROM drive and disk; printer; CPU; mouse; keyboard; microphone; speakers; and digital camera
- Practicing proper keyboarding techniques: correct posture and wrist position; typing with two hands; and locating numbers, letters, Enter, Esc, and arrow keys
- Learning why and how to take care of equipment, diskettes, and CD-ROMs
- Navigating within the Windows environment (e.g. click, drag, minimize, and maximize windows)
- Opening and closing applications
- Logging on and off a network
- Becoming familiar with age-appropriate software including entering data and navigating within a word processing document

Finally, we hope to introduce your child to use appropriate resources to enhance learning:

- Reinforcing and expanding knowledge and skills through the appropriate use of electronic tutorials, simulations, etc.
- Using appropriate multimedia resources to support learning
- Using technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories