

# Student Learning Outcomes

## Kindergarten



Fall Mountain Regional School District - SAU #60

### Comprehensive Quality Education System (CQES)

The Fall Mountain Regional School District's mission is to ensure a quality education and equal opportunities for all children by providing effective academic programs, enrichment activities, and athletic and recreational programs in each of our schools.

Our educators strive to continuously improve the programs we offer and to ensure that those programs meet the goals which we and our community partners set for them. As part of our commitment to quality, it is our responsibility to develop students who can:

- ◆ understand themselves;
- ◆ accept global and social responsibility;
- ◆ use processing skills effectively, including communication, decision-making, goal-setting, collaboration, and marketing;
- ◆ master the curriculum;
- ◆ sustain themselves economically; and
- ◆ lead healthy lives



### Fall Mountain Curricula

Fall Mountain Regional School District has curriculum specific to each grade level. The individual curriculum (Language Arts, Math, Science, Social Studies, the Arts, etc) is designed to be a progression of skills and content as the student moves from grade K to grade 12. The term "scope and sequence" describes the list of essential topics at each grade level and how these topics are presented chronologically over the years.

Each curriculum is designed based on the New Hampshire State Curriculum Frameworks and Proficiency Standards. It is on these state curriculum frameworks that the state assessment is based.

Curriculum design and adoption are managed by a system of curriculum committees and chairpersons, grades K-8 and by department heads, grades 9-12. This entire process is supervised by the Director of Curriculum and the Superintendent, as well as district policies. Final adoption of new curriculum is the responsibility of the Fall Mountain Regional School Board.

*Ensuring Quality Education for All Fall Mountain Children through Partnerships with the Communities of Acworth, Alstead, Charlestown, Langdon and Walpole.*

# Grade Level Learning Outcomes Kindergarten

Below is a list of targeted student outcomes specific to this grade level. In teaching to these grade level outcomes, Fall Mountain teachers consider the variety of skill levels in their classrooms and the many learning styles of their students. Every effort is made to support each individual student in meeting these outcomes.

In Kindergarten, heavy emphasis is placed on the instruction of language arts and mathematics. Social studies and science are primarily topics through which language arts and mathematics are learned.

## Language Arts

**At the end of this grade level the student should be able to:**

### Reading

- retell story from pictures
- develop awareness of relationship between words and illustrations
- use picture cues to help read charts and books
- “read” books with simple repetitive patterns
- hold book right side up and turn pages front to back
- show interest in stories and understand print is spoken word written down
- hear and identify rhyming words
- retell stories in sequence
- “read” beginning letters or words from own scribbles
- refer to letters of the alphabet by name
- recognize name (first and last, capitals and lower case letters)
- demonstrate left to right progression
- use a variety of cues to recognize unknown words (phonetics, pictures, context)
- locate own name and other familiar words in short text
- recognize high frequency words in context
- discuss literature
- connect personal experiences to literature

### Writing

- tell story to go with drawing
- use letters to represent meaning

- read back own writing
- write name
- copy words from surroundings
- write from left to right, top to bottom

### Listening

- be attentive for short periods of time without losing concentration
- interact appropriately in discussions
- listen and follow simple directions
- listen to and recite rhymes and songs
- retell or discuss a story read aloud
- use descriptive sentences to predict outcomes and draw conclusions
- listen to a variety of literary forms

### Speaking

- speak independently when encouraged
- express ideas in simple phrases
- express ideas in complete sentences
- participate in choral reading and singing
- use descriptive sentences to predict outcomes and draw conclusions
- begin to participate in class discussions
- begin to participate in role playing, creative dramatics
- know full name, address, phone number

### Viewing

- attend for short periods of time without losing concentration
- view attentively, constructively
- summarize orally



### *Did you know...*

...that there is a correct way to teach your child to hold a pencil? The pencil should be held between the pointer finger and the thumb, with the pencil resting on the curled middle finger and the side of the hand resting on the table. There should be space between the pointer finger and thumb. The thumb should rest on the pen, not across the pen. The pen should lay back between the thumb and pointer finger, not across the pointer finger.

Incorrect habits are difficult to break and cause problems in both the physical use of the hand and in the proper form of both print and cursive. If you have any questions about how to help support your child in the proper way to hold the pencil, please don't hesitate to speak with your child's teacher about it.

## Mathematics

*Main focus: Number recognition and one-to-one correspondence*

**At the end of this grade level the student should be able to:**

### Geometry

- recognize basic shapes

### Measurement

- explore size, length, weight, and capacity using non-standard units
- demonstrate an awareness of time
- develop an awareness of coin use

### Numeration

- identify a penny, nickel, and a dime
- write numerals 0-10
- count by 1's to 100
- count objects to 10
- demonstrate instant recognition of sets of objects 2-5
- recognize numerals 0-20
- explore and discuss the possible arrangements of a given number of objects
- identify plus and minus signs
- recognize and use ordinal numbers first through tenth

### Estimation

- use estimation skills (i.e., measurement of lengths, widths, capacity, and time)

### Problem Solving

- solve problems using everyday mathematical situations
- use manipulatives to solve problems

### Patterns

- copy and extend a pattern
- describe and build a pattern
- explore sequence of time using the calendar
- observe similarities and differences of objects

### Technology

- gain knowledge of computers
- use basic computer terminology (i.e. mouse, keyboard)

### Statistics/Probability

- organize data in a systematic way (i.e. graphs and charts)

## Social Studies

*Major theme: Learning about self and friends*

Students should be able to:

### **Civics and Government:**

- practice conflict resolution strategies
- demonstrate an understanding of the purpose of rules and sharing
- recognize some basic American symbols, such as the flag

### **Geography:**

- begin using basic geographic terms
- show a basic understanding of elementary environmental issues

### **Economics:**

- explore living and working together

### **History:**

- understand the importance of holidays and other special days in the year
- show a basic understanding about diversity in people

## Science

*Recommended themes:*

- *Growing and Changing*
- *The Seasons*
- *Objects and Properties*



**Students will be able to:**

- ask questions
- observe
- measure and quantify (counting)
- communicate

## Visual Arts

**Students will be able to:**

- identify and use the elements of design

- ❑ build beginning fine and gross motor skills using art tools and materials
- ❑ cooperate with teachers and classmates
- ❑ use and care for tools and materials properly

**Students will show an understanding of:**

- ❑ introductory concepts of the elements and principles of design
- ❑ exploratory use of various media such as papers, paints, clay, and drawing materials
- ❑ the role of art in everyday life
- ❑ the existence of famous artists and their work
- ❑ the importance of respecting their own artwork and that of others

## Music Grades K - 1

**At the end of Grade 1 the student should be able to:**

Pitch

- ❑ recognize and differentiate between high and low sounds
- ❑ recognize, identify, and perform sol, mi.

Rhythm

- ❑ recognize, identify, and perform rhythm patterns including whole notes, half notes, and quarter notes
- ❑ recognize and differentiate between fast and slow
- ❑ recognize and differentiate between loud and soft
- ❑ recognize and identify rhythmic patterns in groupings of four

Movement

- ❑ perform simple dances
- ❑ create original movements to accompany simple dance tunes or songs

Instruments

- ❑ recognize and identify basic rhythm instruments (hand drum, rhythm sticks, woodblock, etc.)
- ❑ play simple rhythmic patterns using basic rhythm instruments

Appreciation

- ❑ recognize basic instruments of the band and orchestra
- ❑ develop an appreciation of the communicative powers of music (i.e. "This music makes me feel...")
- ❑

Form

- ❑ recognize repetition in music
- ❑ recognize and identify simple two-part form

Singing

- ❑ develop singing skills through performing simple folk songs and singing games
- ❑ develop a repertoire of songs inclusive of seasonal and cultural music
- ❑ create lyrics to accompany existing melodies

## Information Technology

As stated in the philosophy, the computer is a powerful educational tool that can ultimately enhance a student's learning. Throughout the kindergarten year, the computer will be used to **reinforce** most readiness skills, which are taught within the kindergarten curriculum. Upon leaving kindergarten, students should all have a **positive attitude** toward technology.

