



PHYSICAL EDUCATION

Movement Competence and Understanding: Demonstrate body and spatial awareness through safe movement; locate the major parts of the body.

Physical and Personal Wellness: Understand that physical activity increases the heart rate, making the heart stronger.

Emotional and Social Wellness: Demonstrate respect for self, others, and equipment; demonstrate the ability to follow directions.

Ideas for Parents to Make Learning a Priority:

- ✓ Ask your child on a regular basis to share with you about the events, homework and activities of the school day.
- ✓ Encourage your child to do his or her best in school every day and make graduation the goal.
- ✓ Ensure that your child attends classes on a regular basis and honors the start and end times of the school day by being punctual and well prepared. This includes supporting the school rules and dress codes.
- ✓ For thirty minutes each day, read to your child and for older students encourage them to read daily.
- ✓ Provide a quiet well-equipped location in your home for your child to complete homework.
- ✓ Help your child set goals at the beginning of each month. Make sure learning goals are specific and visible. Celebrate successes with your child when goals are achieved.
- ✓ Whenever possible attend school activities such as open houses, parent-teacher conferences, and special events. When your child sees you involved, they will also see education as a high priority.
- ✓ Try to make early, positive, and regular contact with your child's teacher and get in touch whenever you have questions about your child's program or progress.



THE KINDERGARTEN EXPERIENCE



A Message To Our Families

You are your child's first teacher. Family values, language skills and cultural traditions/customs are examples of things you teach your children. District 6 will build on that unique blend of knowledge and experience when your child comes to our schools. We are dedicated to meeting the needs of the whole child to encompass all physical, emotional, and social skill sets, but we cannot do this without your help.

We know that family involvement helps children develop a more positive attitude about school and about learning. District 6 wants families to know as much as possible about the curriculum so that you can continue to be a "teaching partner" for your child.

The learning expectations listed describe the foundational learnings for the year, based on the Colorado Academic Standards (CAS). The CAS provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn by emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st Century.





READING, WRITING & COMMUNICATING

Oral Expression and Listening: Use effective oral language (vocabulary and grammar) and non-verbal communication skills (gestures, expressions); use their voice to show phonemic awareness (knowledge of the sounds of language, such as long and short vowel sounds, consonants); show how vocal sounds produce words (the word “cat” has three sounds – /k/-/a/-/t/).

Reading for All Purposes: Demonstrate knowledge of all the letters of the alphabet; use letter sounds to decode (sound out and pronounce) words on the printed page; show understanding of the “concept of print” (read from left to right, letters make words, words make sentences, books have a front and back cover).

Writing and Composition: Share ideas in their writing; demonstrate knowledge of different types of writing that people do and why people write (to tell stories, to provide information, to try to explain the world around them, to express opinions, likes, and dislikes); use correct mechanics and conventions (capital letters and end punctuation) in their writing; use a combination of pictures and words to write stories and books.

Research and Reasoning: Use different resources to find information to answer their own questions of interest about a topic; ask good questions to become a better reader and listener.



MATH

Number: Fluently and consistently write numerals and count items up to 20 and understand addition as putting together and subtraction as taking apart for numbers up to 10.

Data: Read and create pictographs and bar graphs. Sort objects into groups by comparing attributes such as color, size, and shape.

Geometry: Name shapes regardless of size or position (a triangle is still a triangle even when pointing down).



SCIENCE

Physical Science: Understand that objects can move in a variety of ways that can be described by speed and direction, sorted by physical properties, observed, and measured.

Life Science: Understand that organisms can be described and sorted by their physical characteristics (shape, size); share observations and ideas with others in a clear and specific way.

Earth Science: Understand that the sun provides heat and light to the Earth; use tools such as magnifying glasses, sorting blocks, and rulers in scientific investigations.



ART

Observe and Learn to Comprehend: Understand that works of art can represent people, places, and things.

Envision and Critique to Reflect: Identify and discuss connections between stories and artwork (book illustrations, character and/or settings created by an art image).

Invent and Discover to Create: Use a range of materials (paint on canvas, chalk on paper, torn paper glued to a form) to create drawings, pictures or other objects.

Relate and Connect to Transfer: Identify art in daily life; understand that artists have an important role in communities.



SOCIAL STUDIES

History: Ask questions, share information and discuss ideas about the past; put events in chronological order.

Geography: Identify the basic characteristics of maps and globes and point out their similarities/differences; discuss how people live in different settings and interact with their environment based on location.

Economics: Describe examples of want and needs in the classroom; identify the limited resources in the classroom; tell the difference between personal wants and needs and those of others.

Civics: Explain that groups have rules; interact positively with others; recognize membership in family, neighborhood, school, and team; discuss the characteristics of an active and helpful member of the classroom and school; follow class rules.



MUSIC

Expression of Music for Performance/Presentation: Participate in music activities, such as listening, singing or performing; respond to rhythmic patterns and elements of music using expressive (with emotion) movement.

Creation of Music: Improvise movement and sound responses (clapping, drumming on objects) to music.

Theory of Music for Knowledge/Comprehension: Recognize a wide variety of sounds and sound sources (voice, strings, brass, horns); describe and respond to musical elements such as beat, rhythm, tone, speed of music; identify musical opposites-loud/soft, high/low, long/short.

Aesthetic Assessment/Development of Music: Express feelings experienced when performing or listening to music; recognize music in daily life.