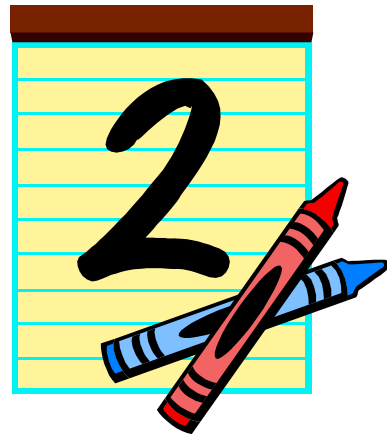


LEARNER STATEMENTS



Duzine Elementary School
Debra Hogencamp
Principal

entire curriculum. The expectation is that most of the students at each grade level will be proficient in 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.

While the learner statements are organized by subject area we believe in an integrated curriculum. As children develop critical thinking skills they make connections within and across subject areas. We also encourage them to make connections to everyday situations.

Uses for the Learner Statements include:

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

G **r** **a** **d** **Language Arts - Reading**

- Identify age-appropriate sight vocabulary and **2** common high-frequency words
- Understand that reading is a way of gaining information about the world
- Make simple predictions and inferences

The purpose of the Duzine Learner Statements is to provide a general focus for instruction and not be inclusive of the

- Identify story elements (setting, characters, problem, solution)
- Comprehend basic plot of stories
- Sequence the events of a story
- Understand use of table of contents
- Use a variety of strategies to read increasingly complex text (context clues, letter sounds, grammar)
- Demonstrate an understanding of texts through summaries, retelling, and/or discussions
- Read and understand various genres, i.e. fiction, true fact, poetry, folk tales, etc.
- Make connections with experiences, authors and/or other books
- Respond to literature orally and in writing

Language Arts - Writing

- Revise to improve content, grammar, and sentence structure
- Maintain topic showing focus and elaboration
- Use correct spelling of first 100 common high-frequency words
- Regularly use conventional spelling
- Write story with evidence of a beginning, middle and end
- Write narrative and expository text that contains complete sentences
- Use upper- and lower-case letters conventionally
- Use appropriate capitalization rules

- Use appropriate punctuation in sentence endings
- Begins to use techniques to engage reader

Language Arts - Listening and Speaking

- Develop questioning technique to improve comprehension
- Listen for specific purposes
- Attentively listens to others
- Develop and expand vocabulary by listening and speaking using correct grammar
- Contribute to group discussions
- Adjust volume appropriately when speaking in small groups and/or presenting to class

Mathematics

- Justify answers/ideas in one or more ways
- Communicate own mathematical thinking
- Use appropriate strategies
- Use estimation to check reasonableness of answers
- Solve real world problems using single and double digit addition and subtraction
- Know value of coins
- Tell time to the half hour
- Collect, record and analyze data
- Recognize and apply math concepts in other subject areas

- Recognize and apply math concepts in everyday situations
- Recognize and apply the concept of doubles and combinations that make ten
- Skip counting

Science

- Observe simple weather data
- Demonstrate basic classification skills
- Demonstrate basic scientific writing skills
- Develop and practice skills and habits for staying safe and healthy
- Identify characteristics of reptiles, amphibians, and insects focusing on local animals
- Define life cycle and use of plants
- Describe and compare living organisms
- Identify how matter changes state
- Understand basic properties of sound
- Understand water cycle and its connection to weather
- Understand basic concepts of weather and temperature

11/2/05

Social Studies

- Develop a respect and understanding for diversity in our community and world
- Name and identify continents
- Understand difference between a continent, country and state

- Name characteristics of urban, suburban and rural communities
- Make and use simple maps using compass rose, legend and scale
- Understand that communities in the Hudson Valley have changed over time
- Understand that communities depend on natural resources
- Explain why we need laws

Art

- Identify and combine the art elements: line, shape, color, texture and form
- Use observation, imagination and manipulation to fold, tear cut, layer arrange and build images and forms (collage and 3-D)
- Execute guided drawings, identify and describe the edge of objects and draw from observations
- Create work in the style of a particular artist or culture that was studied
- Combine text and images to tell a story
- Create artwork exploring the relationship between music and art
- Demonstrate self management skills, appropriate use of tools and media, and the ability to work independently and in a group
- Suggest and create visual art that relates to the classroom curriculum
- Become aware of the art resources in their school and community (bulletin boards, artists, galleries, museums)
- Experience self expression through the visual arts

Music

- Experience group and solo singing
- Differentiate beat and rhythm
- Identify musical form
- Experience music from own and other cultures. Experience playing rhythm and pitched instruments
- Experience playing a string instrument (dulcimer)
- Read rhythm and pitch notation
- Experience composing music in Composer's Workshop

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

11/2/05