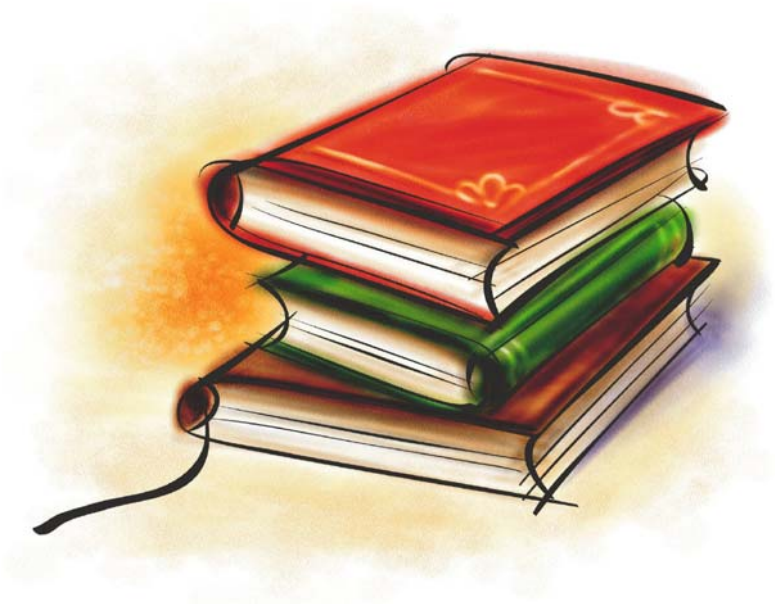
THE LEARNING COMMUNITY

At

BROADALBIN-PERTH

2009-2010



Kindergarten

Curriculum & Student Services Overview

ENGLISH LANGUAGE ARTS

The goals of the language arts program are for children to expand their listening skills and their ability to communicate orally and through reading and writing, and to enjoy these activities. Teachers provide generous amounts of time and a variety of interesting activities for children to develop language, writing and reading abilities, such as: looking through, reading, or being read high quality children's literature and nonfiction for pleasure and information; drawing, dictation and writing about their activities and /or ideas; making books of various kinds; being read good literature each day in the classroom; using the school library and the library area of the classroom regularly. Children read aloud to the teacher and/or a small group of children. Teachers also teach literacy as the need arises when working on science, social studies and other content areas.

In kindergarten, language arts instruction will focus on:

READING

The reading of written text is taught using the Saxon Phonics and Spelling Program. Reading skills are also taught in a variety of other forums such as shared reading, reading aloud, book time, literacy work stations, open ended reading, and the reading of daily announcements.

Goals:

- Role of Literature - children should be provided numerous opportunities to experience the rhythm of language, to enrich their vocabulary, and to develop a love of literature.

- Coding - children are taught how to code words by marking common vowel patterns and letter clusters, which helps them identify the sound of each letter/letter cluster and thus read the word.

- Spelling - a series of short simple rules explaining typical spelling patterns will be taught and continually reviewed throughout the program.

- Assessment and Remediation - oral assessments and sight word evaluations are built into the program.

- Handwriting - children achieve functional pencil and scissor position; understand boundaries of top and bottom when printing or drawing letters.

- Fluency - children are given explicit, systematic practice to develop fluency with high frequency words.

- Print Awareness - identifying the parts of a book: cover, title, front, back title page, and page, using pictures in a story to construct meaning, understanding that stories have a beginning, middle and end, and directionality of text.

- Controlled Vocabulary and Reading Practice – children read the words containing letters/letter clusters and sounds that have been taught.

- Comprehension of Written Text – a student's ability to understand the written text.

WRITING

Writing is taught throughout the day in a variety of ways. Children may express their ideas at different stages: scribble writing, pictures, random letters, initial and ending consonants, writing a letter for each sound in a word and/or writing a complete sentence.

Goals:

Written Expression:

- Writing a variety of pieces, including:
  - Imaginative text
  - Personal narrative
  - Language experience story
  - Card, note, letter
  - Literary response

- Using drawing as a way of representing ideas
- Understanding that writing is a way of expressing ideas
- Proceeding from left to right and top to bottom

Informational Writing and Drawing:

- Writing and drawing that expresses opinions and judgments

Conventions:

- Two sentences
- Common word choices
- Sound/symbol accuracy with beginning, middle and ending of words
- Capitalization and/or punctuation

In Kindergarten, we are looking to see progress with student writing. Progress in writing is assessed through quarterly benchmarks, individual teacher-student conferencing and a review of students' writing folder.

LISTENING AND SPEAKING

Goals:

- Developing a love of literature
- Actively listening to read-alouds
- Following a sequence of oral directions
- Retelling stories

- Developing auditory discrimination
- Listening for rhyming words
- Listening for initial and final consonant, and medial vowel sounds
- Expressing thoughts verbally
- Developing questioning and problem-solving skills
- Developing oral language through conversation, discussion, and play
- Sequencing chronologically when retelling events

MATHEMATICS

Saxon Math is a scripted, hands-on approach to learning mathematics. The program is used K -3 at Broadalbin-Perth. Mathematical strands are integrated throughout the year rather than taught in units. The three instructional components of Math K are the meeting, the lesson and assessments.

Daily Morning Meeting

The children meet everyday to develop knowledge of the calendar as well as skills as counting, sequencing and patterning. Students discuss the day of the week, month, date and year. They also keep tally of the number of days that school has been in session. The class also discusses daily patterns such as AB, ABB or ABC.

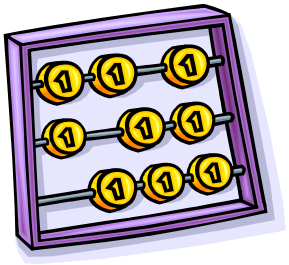
Lesson

Generally, children use hands on materials on a work mat such as teddy bear counters, tangrams or geoboards. The lessons are scripted and encourage the children to explore and understand Math concepts. Math centers allow children to use the manipulatives on their own at a later time.

Oral Assessments for Individual Testing

- Matching Sets and Numbers
- Sorting and Identifying the Sorting Rule

- Copying and Extending Patterns
- Identifying Ordinal Positions
- Identifying and Naming Shapes
- Counting
- Identifying Numbers 0-10; Sequencing Numbers 0-10
- Counts Objects and Matches Sets of Numbers
- Using One to One Correspondence
- Creating a Real Graph
- Acting Out Addition and Subtraction Stories
- Comparing and Measuring Length
- Copying Geoboard Designs Using Tangrams
- Naming the Days of the Week
- Counting by 10's to 100
- Identifying and knowing the value of a penny, nickel and dime



Our math is integrated and reinforced with all our curriculum areas.

SCIENCE

In the 21st century a person must be armed with a science overview to adapt to the extraordinary changes that will emerge, and to participate in the decisions that society will make. The key is education and programs such as STC to give every student science content and science process needed to develop scientific literacy.

Our elementary science program places an emphasis on acquiring skills, knowledge and attitudes toward science through active involvement in hands-on activities. The heart of the program is problem solving. Students are actively engaged in situations, which begin with their questions and take them through the process of inquiry. Students gather information to help them find answers to their questions using the data they have collected. They experience problem solving in units that come from many of the scientific disciplines. The activities in the units direct student inquiry to conceptual understandings of the topic studied yet provide for individual interests.

Because many of the ideas being studied have direct relations to other disciplines, students are encouraged to make connections. We provide literature and other resources to foster such connections and supplement units with a wide range of materials including trade books, video discs, computer software, field trips and guest speakers.

Teachers are encouraged to enrich science instruction with topics of interest to their students and themselves. The catalyst for such studies may be student-generated question, teacher or parent

interest or current events. Problem solving is the common thread, which ties these topical studies to our core curriculum.

Teachers assess student progress by observing their development as observers, hypothesizers, careful data gatherers and generalizes and by watching them work, reviewing their journals, and assessing their written and oral responses. Our core curriculum includes a series of topical units of study that include hands-on-activities, specific scientific skill development (e.g. observation, measurement), problem solving and assessment.

In kindergarten the focus is on four main scientific units: Life Spans of Plants and Animals, Senses, Comparing and Measuring, and Events. In each of these units the students spend time observing, collecting data, manipulating materials and working in cooperative groups to perform basic scientific tasks. The students' experience with these four units introduces them to the following concepts and skills.

CONCEPTS

Life Spans of Plants and Animals

- Objects from an environment can be classified as living or nonliving.
- Nonliving things do not live and thrive.
- Living and nonliving things are found in a variety of locations.
- Nonliving things can be human created or occur naturally.
- Animals have basic needs, such as air, water, food, and shelter.
- Plants require air, water, nutrients and light in order to live and thrive.
- Each kind of animal goes through its own stages of growth and development during the life span of the animal.
- The length of time from birth to death of the animal is called its life span.
- Animals go through a particular set of stages from young to adult. Many insects go from egg to larva to pupa to adult. Frogs go from egg to tadpole to adult. Larger animals change gradually in size from young to adult.
- Growth is the process by which animals increase in size.
- Plants and animals increase in size.
- Plants and animals closely resemble their parents and other individuals in their species.
- Animals have life spans of varied length. Some species have shorter life spans than other species. One animal may have a shorter life span than another animal of the same species.

Senses

- People use their five senses to find out about their surroundings and themselves.
- Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.
- Each sensory organ provides different information.
- Physical characteristics of objects can be observed and used to describe and classify objects.
- Eyes need light to see objects.
- A person can get different information about the same object by moving closer to it or further away.
- The sense of touch can be used to classify objects by shape or texture.
- Certain parts of the body are more sensitive to touch than others.
- The sense of taste is affected by the sense of sight.
- Taste buds and sense of smell are used to taste food.

- The sense of smell becomes less sensitive to scent with the passage of time.
- The sense of smell can be used to classify different scents.
- Information can be gathered through the sense of hearing.
- The shape of the outer ear contributes to its effectiveness in collecting sounds.
- The sense of hearing can be used to classify different sounds.
- Matter has properties that can be observed through the senses.

Events

- Some types of events occur over and over again at regular intervals of time.
- Events involving motion of an object or its parts occur over a distance in space.
- Events involving motion of an object mark the passage of time.
- Events may occur in a particular sequence over time and in a particular order in space.
- An event may take time to occur.
- Natural cycles and patterns include:
    - Earth spinning around once every twenty-four hours resulting in day and night.
    - The length of daylight and darkness varying with the seasons.
- Humans organize time into units based on natural motions of Earth.
    - month
    - second
    - minute
    - hour
    - week

Comparing and Measuring

- Objects have properties that can be observed, described, and/or measured; ex. length.
- Objects and/or materials can be sorted or classified according to their properties.
- Properties can be observed or measured with tools.
- Comparing involves observing similarities and differences.
- One way to make comparisons is by matching.
- Using beginning and ending points and placing units end to end are important factors when measuring.
- Nonstandard units of measure produce varying results.
- Standard units of measure produce more consistent results than nonstandard units and make it possible to share information.
- Different units and tools can be used to measure objects.
- A common starting line is required to make fair comparisons.

SKILLS

Throughout these units the children will be introduced to and practice several scientific inquiry and process skills. At the kindergarten level the emphasis is on discovery. The children are using a hands-on approach to science and the instructors are facilitating the development of these skills. The following are the inquiry and process skills the students will be introduced to throughout the four kindergarten science units.

- Classifying
- Communicating

- Comparing and Contrasting
- Creating models
- Gathering and organizing data
- Generalizing
- Identifying variables
- Inferring
- Interpreting data
- Making decisions
- Manipulating materials

SOCIAL STUDIES

CONCEPTS AND THEMES

Culture – the way of living that any society develops to meet its fundamental needs

Change – basic alterations in things, events, and ideas

Identity – awareness of one's own values, attitudes and capabilities, as an individual and a member of a group

Places and Regions – places can be located on maps and globes, maps and diagrams serve as representation of places, physical features, and objects

Needs and Wants – define basic human needs and wants

Interdependence – reliance of others in mutually beneficial interaction and exchange

Citizenship and Civic Life – membership in a community (school, nation, state) with its accompanying behaviors, rights and responsibilities

Government – the making and changing of rules and laws, by people to govern and protect themselves

CONTENT UNDERSTANDINGS

Myself and others

- My physical self includes gender, ethnicity, and languages.
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn and learn in different ways.
- People change over time.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

My family and other families

- My family and other families are alike and different.

My school and school community

- What is a school?

My neighborhood

- My neighborhood can be located on a map.
- Different people live in my neighborhood.

Location of home, school, neighborhood, and community on maps and globes

- Land and water masses can be located on maps and a globe.
- The United States can be located on a map and a globe.

Basic human needs and wants

- People define basic human needs and wants.
- Families have needs and wants.

People helping one another to meet needs and wants (e.g., recycling and conservation projects)

- People rely on each other for goods and services in families, schools, and the neighborhood.
- People make economic decisions and choices.

Symbols of citizenship

- Citizenship includes an awareness of the symbols of our nation.
- Citizenship includes an understanding of the holidays and celebrations of our nation.

- Citizenship includes knowledge about and a respect for the flag of the United States of America.

Rights, responsibilities, and roles of citizenship

- All children and adults have responsibilities at home, in school, in the classroom, and in the community.
- People make and change rules for many reasons.

People making and changing rules and laws

- Rules affect children and adults.
- People make and change rules for many reasons.

People make rules that involve consideration of others and provide for the health and safety of all

- Families develop rules to govern and protect family members.
- People in school groups develop rules to govern and protect themselves.

Music Instruction

Music is a basic part of today's educational system. We, as music educators, offer students an alternative to passive experiences (television, radio, theater, recordings, etc.) by providing the opportunity to expand their musical horizons through active participation in our music program.

Music is intrinsically worthwhile. It is worth knowing. It is a field of study with its own special body of knowledge, skills, and ways of thinking.

In addition, music is:

- **a science** - it is exact, specific, and must be 100% correct, 99% is not good enough.
- **mathematical** - it is rhythmically based on the sub-division of time and space into fractions that must be done instantaneously and not worked out on paper.
- **a foreign language** - most of the terms are in Italian, German, or French and the notation of notes certainly is not English, but a highly developed kind of shorthand.
- **history** - it has always reflected the environment and times of its creation - often even the national or ethnic feeling.
- **physical education** - It requires fantastic coordination of fingers, hands, arms, lips, cheek, and facial muscles. In addition, it also requires extraordinary control of the diaphragmatic, back, stomach, and chest muscles that must respond instantly to the sounds the ear hears, and the mind interprets.

Music is all of these things, but most of all, music is an art. As an art, it is an essential part of the human experience. Music operates in the realm of feeling and can educate for humanness in an increasingly mechanistic and depersonalized society. Music can no longer be considered a frill but a core subject, which stands at the heart of the curriculum. Thus we are able to fulfill our mission as music educators - to touch the hearts, stir the feelings, and kindle the imaginations of our students.

That is why we teach music.

Students will:

- be able to make/perform music alone or with others
- be able to improvise, interpret, and create music
- be able to use and understand the vocabulary and notation of music.
- be acquainted with a wide variety of musical styles and cultures through hearing, playing, and singing music of all kinds.
- develop an appreciation for music.
- Support the musical life of the community (home, church, community bands and choirs, community theater) and encourage others to do so

In grades K-2, all students will begin an organized study of music that will continue through their high school years. Through general classroom music, students will be introduced to and have experiences with the various elements of music. The development of their physical, emotional and intellectual abilities will be encouraged through movement activities, singing, executing speech and rhythm patterns, developing instrumental and listening skills, and being exposed to and performing many styles of music from our culture and other cultures. These musical pursuits will attempt to foster an appreciation, understanding, and enjoyment of music - both for music's sake and for its role in a changing society.

Library Media Center Curriculum

Students will be introduced to the following skills:

Functions of a Library: Awareness & Responsibility

- Understand that libraries contain collections of informational/recreational materials
- Recognize library media center staff roles and duties
- Demonstrate proper care of library materials and respect for library procedures

Literacy

- Read, view and listen for social interaction and enjoyment
- Identify elements of fiction (for example – character, plot, setting)

- Identify contributors to book (for example author, illustrator)
- Identify and differentiate between fiction and non-fiction
- Recognize the characteristics of selected literary genres (for example poetry, wordless books, nursery rhymes)
- Explore award winning books and noteworthy authors/illustrators

Students will have an understanding of the following vocabulary upon leaving The Learning Community:

Article	Check out	Fiction	Main Character	Report
Athena	Circulation	Glossary	Note taking	Reserve
Author	Circulation desk	Illustrator	Periodical	Shelf Marker
Bar Code	Copyright	Index	Plagiarism	Spine
Basic Bibliography	Dewey Decimal System		Publisher	Spine Label
CD –ROM	Due Date	Loan Period	Reference	Table of Contents
Call Number	Entry	Magazine	Renew	Title
				Title Page

Computer Technology

Computer instruction for students prior to the completion of Grade 2:

- Students will use developmentally appropriate instructional software to support learning in the curricular areas.
- Students will use a variety of technology resources for directed and independent learning activities.
- Students will identify the different parts of a computer and their uses.
- Students will communicate about technology using developmentally appropriate terminology.
- Students will exhibit proper care and responsible usage of computer systems and software.
- Students will use input devices (mouse/keyboard) menus, special keys and fingering techniques to interact with a computer.
- Students will demonstrate positive social and ethical behavior when using technology.
- Students will use the computer to communicate with others by drawing and writing. Students will save and print their work.
- Students will demonstrate the ability to follow visual, oral and written instruction at their developmental level.
- Students will discuss the social impact of computer technology on our lifestyle and recognize computers are used in different careers for many purposes.

Examples of software used for lab instruction:

A to Zap	Word Muchers	Millie's Math House
Let's Go Read I	Mathosaurus I	Kid's Keys
Essential Skills Numberation	Reader Rabbit K	Clifford – Thinking Adventures
KidPix	Learn About Numbers & Colors	
Essential Skills Readiness & Phonics	Essential Skills Numeration	I Spy Junior
Sammy's Science House	Key Skills – Phonics	ABC World
MS – Word		

Online websites appropriate to grade level and age such as Starfall, RAZ Kids and dancingmat.com may also be used.

Art

The visual arts curriculum for TLC revolves around the New York State standards.

Standard 1 *Participating:* Every kindergarten and 1st grade student attends art class once a week for 35 minutes. In these sessions, students will begin to form their opinion of what art is, and will be required to explore the concepts of visual language and its splendor. Their creation of art will be done in both individual and cooperative (group work) settings.

Standard 2 *Material Exploration:* Kindergarteners and 1st grade students are exposed to a variety art making processes and are taught many techniques for the manipulation of materials.

Standard 3 *Analyzing:* Artworks are frequently displayed and discussed with the goal of learning the elements (line, color, shape, etc.) and principles (visual depth, movement, balance, etc.), and how and why they were used by a range of artists. In grades K-1, students are encouraged to talk about what they see and how it makes them feel. This provides a foundation before students can begin to interpret pieces more abstractly as they continue through the higher grade levels.

Standard 4 *Cultural Contributions:* Students will begin to learn about artwork from a range of cultures by discussing how and why it was created (for a story, for decoration, for a ceremony, etc.).

In the kindergarten and 1st grade levels, it is important to promote visual storytelling and the use of symbols. At these levels, students are consistently creating pieces of art that have a personal story or idea behind it, and these stories are often shared with classmates.

Physical Education

Philosophy: Physical education is an important part of the total education of every student at Broadalbin-Perth Primary School as it provides experiences that improve the ability to move, that engage thought processes, and that contribute positively to the development of the value system and esteem in which students regard themselves and others. Through the natural medium of physical

activity students learn valuable life lessons. The physical education program involves careful planning to allow for learning experiences that meet the social, emotional, cognitive, and physical needs of all students. A strong emphasis is placed on basic perceptual motor learning and development of body awareness and management.

Definition of a physically educated student: A physically educated TLC student:

- has learned the skills necessary to perform a variety of physical activities
- participates regularly in physical activity
- knows that physical activity has many benefits
- enjoys being physically active
- demonstrates responsible personal and social behavior while engaged in physical activity

Curriculum: In grades K-2 all students will begin an organized program toward becoming a physically educated student. This program will continue throughout his/her years within the Broadalbin-Perth Central School District and ultimately throughout his/her life. Each of the following developmental areas will be addressed during a students K-2 years with each year building on the previous years learning. Each area is an important part of the development of a physically educated student.

1. **Spatial Awareness:**
   - Students will be able to understand the concept of boundaries
   - Students will be able to understand the concepts of personal and general space
   - Students will demonstrate the ability to move safely in general space

2. **Body Management:**
   - Students will be able to identify main body parts
   - Students will demonstrate the ability to move in a given direction
   - Students will be able to perform static balances (perfectly still) on different body parts
   - Students will be able to perform dynamic balances (moving) on different body parts
   - Students will be able to perform various tumbling movements using appropriate techniques
   - Students will demonstrate appropriate dance, rhythm, and choreographic principles

3. **Locomotor Skills:**
   - Students will be able to demonstrate appropriate body mechanics while
     - walking
     - skipping
     - galloping
     - climbing
     - hopping
     - running
     - jumping
     - leaping
     - sliding

4. **Physical Fitness:**
   - Students will meet New York State learning standard number one for physical education: personal health and fitness

- Students will understand why regular exercise is important
- Students will know what a healthy diet consists of
- Students will be made aware of activities that they can participate in on their own (outside of physical education) so that they may maintain their physical fitness level and, ideally, use to stay physically fit throughout their lives
- Students will know how to measure their own heart rates and use this as a performance guide
- Students will participate in the Presidential Physical Fitness Test twice a year (once in the fall and then again in the spring for comparison purposes). This test will measure strength, agility,
- speed, endurance, and flexibility)

5. **Object Management:**
   - Students will demonstrate appropriate techniques when
     - throwing
     - dribbling (with feet and hands)
     - catching
     - striking (stationary and moving objects)
     - kicking

6. **Cooperative Learning:**
   - Students will demonstrate the ability to work together to achieve a common goal
   - Students will learn to fill and accept their own roles within a team setting
   - Students will learn to solve disagreements without arguing, but rather, finding a comfortable meeting point
   - Students will understand that the appropriate social interactions they learn in physical education can and should be applied to everyday life

STUDENT SUPPORT SERVICES

The faculty and staff at The Learning Community believe that the vital process of educating young children should not only address the intellectual side of the child; but the social, emotional, and physical aspects as well.

The Support Services Department provides numerous services in the areas of individual and groups counseling, occupational and physical therapy, and speech pathology services.

Direct services in these areas are achieved through a referral process initiated by the parent/guardian of the child or a TLC faculty member. Upon receipt of the formal referral, a thorough evaluation is completed to determine the specific area of concern and the most appropriate course of action.

A description of these services is as follows:

Academic Intervention Services (AIS)

Academic Intervention Services (AIS) are provided to those children who require extra time and help in order to meet the state standards. AIS provides additional time and support for students beyond the regular instructional program. Kindergarten and First Grade students qualify for services based upon teacher benchmark results, recommendation, academic progress, and/or if the student is delayed in the ability to form sounds associated with letters or delayed in forming letters associated with sounds. Students will no longer be required to receive AIS is they demonstrate significant academic improvement in classroom performance. The students meet in small groups and work on strengthening individual reading skills.

The following areas are addressed in Academic Intervention Services:

- Symbol/sound relationships
- Sound/symbol relationships
- Decoding (the ability to blend individual sounds into whole words)
- Encoding (Spelling)
- Fluency
- Comprehension
- Writing

Social Work Services

Social work services are available to all children in The Learning Community in order to enhance their school experiences. The purpose of social work services in school is to help children deal with social, emotional and behavioral issues that may have a detrimental effect on their educational experience. Children may be referred to the school social worker by a parent/guardian, administrator, and/or classroom teacher. Parental consent is necessary for all on going counseling in school.

Social work services available to students in kindergarten include:

- Individual Counseling
- Group Counseling, including Anger Management and Socialization groups*
- Support Groups, including Banana Splits and Grief Support groups*
- Crisis intervention as needed
- Classroom Character Education Programs

*Please note that groups offered to children in kindergarten may be based upon need.

Speech and Language Services

Children entering kindergarten are expected to have the following receptive and expressive skills:

- correct production of the following phonemes;
  p, b, m, t, d, n, w, k, g, f, v, n g, h, y, sh, ch, j, th
- know their address
- have sentence length of five to six words
- have vocabulary of 2000 words
- ask "wh" questions, e.g. who, why, what, when, where
- know commom opposites
- understand "same and different'
- define objects by their use and tell what they are made of
- developing the use of future, present, and past tenses
- use all types of sentences

Physical Therapy

Physical Therapists (PT) work in a variety of settings such as hospitals, sports medicine clinics, and schools. The goal of therapy is very different in each of these settings. School-based PTs work with children whose motor skills are directly affecting their ability to function in the educational environment. This includes the ability to transition through the hallways, carry a tray in the cafeteria, negotiate crowded areas, and navigate stairways. Deficient motor skills also have an affect on a child's posture; which directly affects their ability to attend in class and to perform classroom activities in an efficient and timely manner (handwriting, fine motor tasks, coordination activities). Typically, school based PTs work with students with developmental disorders such as Autism, Cerebral Palsy, Spina Bifida, and Fetal Alcohol Syndrome. They also work with children

who have difficulty meeting their developmental milestones (motor skills should emerge at specific ages such as jumping, walking, running, skipping, object control skills, and balance activities).

Physical therapy provides students with appropriate compensatory strategies and strengthening in order to help them better navigate their school environment and improve their overall functional independence. PTs work together with teachers, related services providers, administrators, support staff, counselors, and psychologists in order to provide a specific plan consisting of strategies/modifications for each student, as well as, encourage carryover of skills into their daily classroom environment. Overall, PTs provide assessment and treatment in order to positively effect education and improve quality of life.

Broadalbin-Perth Central School provides the kindergarten with a curriculum written and instructed by a physical therapist and a physical education teacher. The purpose of this program is to align kindergarten physical education curriculum with physical therapy guidelines for the developmental progression of four to six-year-olds. The curriculum is used to identify students with difficulty reaching their developmental milestones, and to take a proactive approach in preventing the need for future physical therapy services. The scope of the curriculum includes:

- Movement Awareness: Spatial Awareness and locomotor skills
- Body Management: Balance, jumping, climbing, rotational movement
- Object Control Skills: Throwing, rolling, catching, dribbling, trapping, volleying, etc.
- Fitness: Strength, endurance, flexibility

Overall students entering kindergarten should be able to demonstrate age-appropriate stationary skills, object manipulation skills, and locomotor skills. The following table gives examples of these skills and their age-related expectations.

Peabody Developmental Gross Motor Scales: Stationary

Skills	**48-59months (4 yrs. Old)**	**60-71months (5 yrs. Old)**
Standing on 1 Foot (5 secs.)	**X**	**X**
Standing on Tiptoes	**X**	**X**
Standing on 1 Foot-Either One (10 secs.)	**X**	**X**
Imitating Movements	**X**	**X**
Standing on 1 Foot-Each One (10 secs.)		**X**
Sit-Ups (3 in 30secs.)		**X**

Peabody Developmental Motor Scales: Object Manipulation

Skills	48-59months (4 yrs. Old)	60-71months (5 yrs. Old)
Throwing Ball-Underhand(10ft)	X	X
Hitting Target-Overhand	X	X
Bouncing Ball	X	X
Catching Ball	X	X
Kicking Ball		X

Peabody Developmental Motor Scales: Locomotion

Skills	48-59months (4 yrs. Old)	60-71months (5 yrs. Old)
Hopping on 1 Foot-Each One (5 times)	X	X
Walking Line Backwards	X	X
Rolling Forward	X	X
Galloping	X	X
Jumping Forward with Both Feet	X	X
Turning Jump	X	X
Hopping Forward on 1 Foot-Changing Feet	X	X
Jumping Hurdles (10inches)	X	X
Running Speed & Agility (10 ft. Shuttle run in 5 secs.)	X	X
Skipping (8 Steps)	X	X
Jumping Sideways		X
Skipping (10 Feet)		X
Hopping Speed		X

Occupational Therapy

Definition of School-Based Occupational Therapy:

An occupational therapist is a trained health professional that uses purposeful, goal directed activities and task analysis to enable a child with a disability to benefit from their individualized education program (IEP). Federal law mandates that occupational therapy (OT) in the school system be educationally relevant. The focus of OT services in a school setting is to promote functional independence or participation within the educational environment. Educational occupational therapy services are those services developed by educational personnel and the family and authorized in a student's IEP. OT services may be delivered directly to the child, on behalf of the child (consultation with parents and teachers) or through modifications and support for school personnel that will be provided for the child. The Committee on Special Education may determine that the student does not require occupational therapy through the educational program. Occupational therapy services are not intended to satisfy the medical needs of a student and therefore may not meet the total therapy needs of the student. However, the student's family may wish to pursue therapy services outside the educational setting.

The fine motor skills that a student entering kindergarten should display are:

- Copies simple geometric shapes
- Draws a person with a body
- Prints some capital letters
- Uses fork and spoon independently
- Dresses and undresses without assistance
- Cuts on a line with scissors
- Ties shoe laces

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