

## Social Studies (*topics*)

- The World Around Me: Scotland
- International Week celebration of cultural diversity.
- Study of focus country (changes annually): customs, traditions, language, government, economy, etc.
- Geography: maps and globes, landmarks.
- History: life now and in the past.
- Themes: All About Me, Community Helpers.

## World Languages

*During language classes, students will:*

- Listen and respond to verbal and non-verbal cues and body language..
- Understand some common written words or expressions.
- Copy words in the target language.
- Follow simple oral instructions.
- Ask simple questions and identify vocabulary items studied in the target language.
- Sing simple songs and recite rhymes in the target language.
- Count, recognise, read and write some basic numbers.
- Be exposed to the target culture as appropriate to age level.

## Physical Education/Wellness

*Students will have instructional and physical activities in:*

General movement (spaces, stop and go), basic skills (small equipment stations), gymnastics (general movement), easy dance (movement to music), equipment skills (racket, bat and ball), games (basic skills: 1v1, 2v2), relays (basic skills), parachute activities, mini-athletics, kick ball, swimming (water confidence and basic skills).

## Art

- Recognize, identify, and show an understanding of the sensory elements and organizational principles of design, as well as the expressive qualities of the visual arts.
- Demonstrate and discover the basic use of materials, tools and techniques in order to understand how works of art are produced.
- Explore and discover individual and collective works of art.
- Understand that artists and works of art shape, reflect and play a role in societies, cultures, and civilizations, past and present.

## Information Literacy Skills-Library & Technology

*By the end of 5th grade, students will:*

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using a variety of media, including technology.
- Use media (including digital media) to communicate and work collaboratively.
- Apply tools (including digital tools) to gather, evaluate, and use information.
- Use critical thinking skills to plan and conduct research.
- Practice legal and ethical behaviour when using media (including technology).
- Demonstrate a sound understanding of technology concepts, systems, and operations.
- Explore the library and discover which genres and formats they enjoy reading.

## Health and Citizenship

*Students will have instructional activities in:*

- Conflict resolution; Playground and road/bus safety; Hand washing and oral health; Healthy Eating and exercise; Fire safety; Stranger danger; Friendship; Farewells and transitions.

## Music

*Students will have age-appropriate instructional and experiential activities in:*

- Performing (voice/instruments), alone and with others, a varied repertoire of music;
- Improvising melodies, variations and accompaniments;
- Composing music within specified guidelines;
- Reading music;
- Listening to, analyzing, describing, and evaluating music and musical performances;
- Understanding relationships between music, the arts, and disciplines outside the arts;
- Understanding music in relation to history and culture.

## Drama

Based on the three principal tools of an actor (**voice, body and imagination**), drama will offer students a range of theatre arts techniques, aimed at building self-confidence, encouraging effective team building and allowing the student to develop presentation skills through frequent practice in speaking and performing in front of a class.



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# Kindergarten

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## Kindergarten

### **Language Arts**

- Listen and respond appropriately to a variety of materials read aloud to them (e.g. frequently told stories, familiar poems, letters).
- Identify favourite books and retell the stories in their own words.
- Read aloud in a way that communicates the meaning of the text.
- Demonstrate understanding of a story by making predictions.
- Make connections between their own experiences and those of storybook characters.
- Demonstrate awareness of some conventions of written materials (e.g. text is written from left to right; words have spaces between them; words are spelled with upper and lower case letters).
- Identify some features of books and other written materials (e.g. title, illustrations), and use these features to help them understand the printed text.
- Begins to read sight words.
- Recognise that words often consist of beginning, middle and final sounds.
- Identify most of the letters of the alphabet and demonstrate understanding that letters represent sounds and that written words convey meaning.
- Use language patterns and sound patterns to identify words and to predict the next word.
- Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a thank-you letter).
- Use appropriate prewriting strategies (e.g., drawings, story maps, graphic organizers) to generate and organize ideas with teacher assistance.
- Organize information so that the writing conveys a clear message (e.g., list what you have seen in the simple form).
- Write simple sentences using proper punctuation (e.g., periods) and capitalization (e.g., the pronoun 'I').
- Produce short pieces (3 – 4 sentences) of writing using simple forms (e.g., stories, descriptions, lists of information).
- Use some materials from other media (e.g., computer clip art) to enhance their writing.
- Begin to use tools (e.g., phonics, charts, personal word lists) to verify correct spelling in written work.
- Use conventional spelling for words that are developmentally appropriate.

- Use D'Nealian print script in written work.
- Contribute relevant, appropriate information to discussions, while demonstrating respect for, and understanding of, other participants and their ideas.
- Follow oral instructions consistently.
- Ask questions to clarify meaning or enhance learning.

### **Mathematics**

- Count, recognize, represent, name and order numbers to 30.
- Compare 2 or more sets (up to 10 objects in each group) and identify which set is equal to, more than, or less than the other.
- Understand that the next number in the counting sequence is 1 more than the number just named.
- Identify coins by value (1p, 2p, 5p, 10p).
- Count by rote (by 10's to 100; by 2's to 10; by 5's to 30).
- Read and write numbers to 30.
- Count objects by groups of 2's, 5's and 10's.
- Estimate the number of objects in collections up to 30.
- Solve story/picture problems involving addition and subtraction for quantities under 10 with manipulatives and/or drawings. (e.g., 3 ladybugs each have 2 antennae. How many antennae in all?)
- Sort a collection of objects by a variety of attributes.
- Identify, copy, extend, and create repeating patterns.
- Understand that adding 1 more object or taking 1 away is a type of pattern.
- Tell what a 2-column (or more) class graph is about and how many more 1 column has than the other ("2 more people like apples than oranges. Not so many like oranges.")
- Compare lengths of similar objects. Use the terms "longer than," "shorter than," and "the same as."
- Explore weights of various objects.
- Compare the capacity of various containers. Use the terms "holds more than", "holds less than", and "holds the same amount."
- Understand that people use a clock to tell time, money to buy things, and calendars to tell the day and month.
- Sort 2-dimensional shapes by a variety of attributes.
- Recognize and name these basic shapes (and possibly more): square, triangle, circle, rectangle, rhombus, trapezoid, and hexagon.
- Identify shapes by their association with well-known objects in the environment.

## **Science**

### Materials in Our World

- Observe and compare physical properties of different kinds of wood samples, using the senses.
- Observe and compare properties and structures of different kinds of paper and fabric.
- Observe how wood, paper, and fabric interact with water.
- Explore the technology of making wood products.
- Observe and describe how and where fabrics are used.
- Observe, describe, and mix earth materials with water to observe properties.
- Communicate observations made about different kinds of materials, orally and through drawings.
- Use knowledge of the properties of materials to create useful and/or aesthetic objects.

### Trees & Weather

- Observe and compare trees, using the senses.
- Observe and compare the shapes of leaves; compare leaf shapes to geometric shapes.
- Identify trees as resources that are used in everyday life.
- Observe weather by using senses and simple tools.
- Communicate observations made about different kinds of trees, leaves, and weather conditions orally and through drawings.
- Observe and record seasonal changes to living things.

### Animals Two by Two

- Develop a curiosity and interest in the living world around them.
- Observe and describe the structures of a variety of common animals (possible examples include: fish, snails, earthworms, isopods, and chicks).
- Compare structures and behaviours of different pairs of animals.
- Observe interactions of animals with their surroundings.
- Communicate observations and comparisons.
- Acquire the vocabulary associated with the structure and behaviour of animals.
- Handle animals carefully, and participate in the care and feeding of classroom animals.