

# ARLINGTON PUBLIC SCHOOLS ELEMENTARY PROGRAM OF STUDIES, SERVICES & POLICIES

2019-2020



The Elementary Program of Studies Services & Policies is also available in English in the guidance offices at all Public Schools or on the web: [www.apsva.us](http://www.apsva.us)



August 2019

Welcome to the Elementary Program of Studies of Arlington Public Schools! We appreciate your participation in Arlington Public Schools and commit to providing a strong instructional program for your child.

This document, the *Elementary Program of Studies, Services & Policies*, provides information on policies, programs, and available services which apply to Arlington elementary school children. In an effort to achieve clarity and conciseness, brief, objective descriptions of the many elements of our elementary schools have been provided. Additional information is available on most of these topics and can be found on the Arlington Public Schools website. Phone numbers are also provided for questions or any requests for additional information.

The *Elementary Program of Studies, Services & Policies* reflects the commitment of the Arlington Public Schools to:

- ensure every student is challenged and engaged through multiple pathways for student success
- nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments
- prepare students to succeed throughout their educational experiences and next steps
- support student learning through additional services to address student needs

We encourage you to communicate and visit with your child's school principal and teachers during orientations, Back-to-School Night, conferences, and other scheduled opportunities. You may also call and schedule an individual appointment.

Thank you for joining us in Arlington Public Schools and reviewing our policies, programs, and services. Please continue your involvement in your child's education. Our team looks forward to working with you to support your child's learning and growth.

Arlington Public Schools  
Department of Teaching and Learning

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## POLICY STATEMENTS

Please use the following link to access additional information about APS School Board Policies:

<https://www.apsva.us/school-board-policies/>

### **Admission**

Children of Arlington County residents are eligible to attend Arlington schools free of charge if they have reached their fifth birthday on or before September 30. If parents wish not to enroll their child in kindergarten, they must inform the neighborhood school. Upon reaching the age of six, children are required to be enrolled in school. Further information is available from the Elementary Education Office at (703)228-8632 or <https://www.apsva.us/registering-your-child/>.

Students entering kindergarten or another grade of elementary school in Arlington for the first time must present

1. Birth certificate or other valid proof of birth date.
2. A physical examination completed within 12 months prior to date of entry.
3. Medical information (certificate from licensed physician) stating day/month/year of immunizations against diphtheria, pertussis (whooping cough), tetanus, polio, hepatitis B (by sixth grade), measles, mumps and rubella (German measles).
  - Proof (certification from licensed physician) stating day/month/year of a second immunization against measles, mumps, and rubella (German measles) for first time entry into any school.
  - Written results of a tuberculin skin test completed within one year of initial entry into an Arlington Public School or following any break in enrollment.

(Families who object to immunization on religious beliefs must submit a notarized statement on a special Virginia State form which can be obtained from the school. Also, if one or more of the required immunizations may be detrimental to the student's health, a physician must sign the request for a medical exemption.)

4. Proof of residence or a residence change into Arlington which will occur within sixty (60) calendar days must be provided. Proof of residence includes a current lease signed by lessor or tenant and landlord or a copy of the mortgage agreement showing that the parent/guardian owns a home and resides in Arlington County. Exceptions are listed in Arlington School Policies. The Arlington School Policies are available at every school, the education center, and the public library, and on the web: <https://www.apsva.us/school-board-policies/>

*To find out which school a child should attend, call the Arlington Public Schools School and Community Relations Office at (703)228-6005 or use the online boundary resource at <https://www.apsva.us/boundary-locator/>.*

### **Attendance**

The following are considered excused absences from school. (All others are unexcused.)

1. Illness, quarantine, doctor or dentist appointment
2. Death in the family
3. Observance of a religious holiday
4. Summons to court of law
5. Violent storms or state emergencies
6. Suspensions
7. Severe family emergency
8. Others, approved in advance by principal

The student must present a written explanation of absence from a parent or guardian no later than two days following the return to school.

## POLICY STATEMENTS

Tardiness to class is dealt with according to teacher discretion. Excessive tardiness is reported to the principal. At all levels, students forfeit daily class grades for unexcused absences. At the elementary level, parents are advised after the first unexcused absence and are called for a school conference after the second unexcused absence. After the third unexcused absence, the school social worker/visiting teacher, to the extent possible, will make a home visit.

If a student has five unexcused absences, the Code of Virginia requires school staff, parents and the students to jointly develop a plan to resolve the student's nonattendance. Further unexcused absences will necessitate a conference with the student, parents, school staff, court staff, and other involved professionals to resolve issues related to the pupil's nonattendance. Arlington Public Schools and the Arlington County Juvenile and Domestic Relations District Court are committed to work collaboratively to promote the regular school attendance of all students. If the pattern of nonattendance continues beyond six days, a petition will be filed with Court.

### **Homework**

Homework is one important component of the educational process. Homework consists of learning activities assigned by the teacher to be performed primarily outside of the class by the student by a certain date, without the direct supervision of the teacher, and assessed by the teacher after it is performed. Homework should:

- Prepare for, relate to, build on, reinforce, and/or enhance learning in the classroom.
- Encourage and strengthen the communication between home and school.
- Be appropriate for the age and stage of development of the student.
- Encourage a student's sense of responsibility, develop a sense of personal accountability, promote learning, and improve study habits.
- Acknowledge individual differences among students through differentiation when feasible.

Summer assignments should be designed to be achievable by all students receiving the assignments independently of access to school staff, technological, and material support and resources.

The following guidelines intend to support principals, teachers, other staff, parents, and students in developing a common understanding of homework expectations.

In general, the following total amount of time spent daily on homework over four nights a week represents **an average** time spent for a student.

Grade	Time on Homework	Plus Reading or Being Read to
<b>K</b>	maximum of 15 minutes	minimum of 15 minutes
<b>1</b>	maximum of 20 minutes	minimum of 20 minutes
<b>2</b>	maximum of 30 minutes	minimum of 20 minutes
<b>3</b>	maximum of 45 minutes	minimum of 20 minutes
<b>4</b>	maximum of 60 minutes	minimum of 30 minutes
<b>5</b>	maximum of 60 minutes	minimum of 30 minutes

## POLICY STATEMENTS

It is recognized that students vary significantly in the amount of time they spend on a given assignment. Therefore, these maximum amounts of time represent the teacher's estimate regarding times required by a student for completion of the assignment. Assignments should be reviewed and/or evaluated to provide meaningful feedback to students in a timely manner.

### **Guidelines for Teachers**

Teachers should assign homework that relates to, builds on, reinforces, and/or enhances learning in the classroom; encourages a student's sense of responsibility, develops a sense of personal accountability, promotes learning, and improves study habits; strengthens the links between home and school; and is appropriate for the age and stage of development of the student. In addition, students should have been taught the skills necessary to complete the homework. Teachers should follow the guidelines and intervene where students frequently are spending excessive amounts of time on homework.

The assignment of homework, to the extent possible, should be coordinated among subjects, teams, teachers, and/or grades to distribute the workload across disciplines, integrate assignments, and avoid excessive amounts on any given night.

The evaluation of homework by the teacher should be timely, consistent, understandable, and communicated clearly and regularly to students and parents. In general, only a brief amount of class time should be used to assess understanding of the homework. Teachers should not assign homework as a punishment.

### **Guidelines for Parents**

Parents should be aware of the APS policy and guidelines on homework as well as the requirements of their son or daughter's school and teachers. Parents should provide, to the extent possible, appropriate time and space for their children to complete homework at home. If a student frequently spends excessive amounts of time on homework, then the parent should alert the teacher so that the teacher can assist the student and parent to determine appropriate intervention.

### **Summer Assignments**

If teachers assign summer work that requires specialized resources (computers, software, specific books, expenditure of funds), then the school has an obligation to provide or ensure access to these resources in a manner that ensures equitable opportunity for all students regardless of family situation and/or summer plans. These assignments are designed to provide students with an opportunity to review concepts and skills learned in the previous school year and prepare them for concepts and skills to be introduced in the upcoming school year. These assignments should be collected during the first week of school and reviewed and evaluated by teachers and students in the appropriate classroom within the first weeks of school. In elementary school, students should receive positive credit and recognition; assignments, or the lack thereof, should not have a negative impact on a student's grade.

### **Remediation**

Students who, for whatever reason, are not progressing in school at expected rates have the opportunity to participate in a variety of school and systemwide programs of prevention, intervention, and/or remediation (for example, Reading Recovery). Student progress is assessed using a wide range of criteria, including performance on standardized tests, predictor tests associated with standardized tests, classroom curricular assessments, parent/caregiver observation, and teacher judgment. Parents receive information regarding ongoing assessments of student progress throughout the school year in a number of formats (conferences, report cards, weekly backpack mail). Students who have failed SOL tests in Grades 3, 4, and 5 may be required to attend special programs, possibly including an extended school day or mandatory summer school. Students who have failed the Grade 3 or 4 reading and/or mathematics SOL tests may participate in remediation during Grade 4 or 5, respectively.

## POLICY STATEMENTS

### **Standardized Testing in the Elementary School**

The Virginia Board of Education requires students in elementary school to participate in the Standards of Learning (SOL) assessments. The SOL assessments are criterion-referenced tests designed to match Virginia's SOLs. The SOL assessments are administered in all public schools in Virginia in the spring. Students in Grades 3, 4 and 5 will take the SOL tests.

### **SOL TESTING**

	Reading	History	Mathematics	Science
Grade Level	3,4,5	4	3,4,5	5

The Elementary SOLS are given in May and June.

Arlington Public Schools also administers the Phonemic Awareness Literacy Screening (PALS) test in Pre-K, Kindergarten, and Grades 1-5. The PALS is designed to assess a number of fundamental literacy skills including; phonological awareness, concept of word, word knowledge (for example, alphabet, phonic, and orthography), word recognition, and instructional reading level.

Schools will send results for each child directly to parents. Summary results for Arlington Public Schools and individual schools are published annually and can be found on the Arlington Public Schools web site. The Virginia Department of Education publishes yearly a School Performance Report Card which provides information on each school's Standards of Learning test performance. These report cards are posted on the state's website at <http://www.doe.virginia.gov/index.shtml>

### **Instructional Resources**

Textbooks, digital textbooks, and other print and digital instructional resources are provided by Arlington Public Schools for use in the classroom. Books may also be borrowed for home study. When a book is borrowed, the student assumes full responsibility. Should the book be damaged beyond reasonable wear, a fine is levied. If the book is lost, the cost is charged to the student.

Textbooks and related instructional resources in major subject areas are selected approximately every six years. The Virginia State Board of Education provides lists of approved texts for local school districts to consider. Textbook selection committees, which include teacher and citizen representatives, review and recommend texts to be used in the Arlington schools. Final responsibility for the adoption of basic textbooks for local use rests with the Arlington School Board. Supplementary text materials may be selected by the local school to extend, enrich and support the basic instructional program, provided such texts are in compliance with policies.

## **REPORTING TO PARENTS**

Kindergarten teachers report student progress to parents four times during the year. Parent-teacher conferences are scheduled for fall and spring. Written Kindergarten Progress Reports are sent to parents at the end of January and the end of the school year.

At Grade 1 through 5, four written reports are scheduled on a nine-week basis. In addition, two parent-teacher conferences are scheduled: one in the fall and one in the spring.

### **THE ELEMENTARY BACK-TO-SCHOOL NIGHT**

A parent-teacher back to school night is held early in the school year before the fall parent-teacher conference. A written statement, including systemwide program outlines, a list of instructional materials, and a schedule of standardized tests, is prepared by the teacher and sent home before or distributed during the fall event. Specific grade-level objectives to be achieved by students during the elementary years are detailed in materials available in each school:

- The Elementary Program of Studies, Services, and Policies Handbook
- Curriculum guides in each content area which incorporate the Standards of Learning
- Instructional Resources
- The Standards of Learning (SOL) for Virginia Public Schools

The purpose of the parent-teacher event is to discuss the written statement that was sent home, describe any unique program plans for the year, discuss the homework policy, and share instructional materials. In addition, the teacher and parents may wish to discuss the standards of conduct or other topics of mutual interest.

### **CONFERENCES**

#### **Student-Teacher Conferences**

Evaluation with the student is one of the most important elements of the reporting system. The teacher helps students evaluate their own efforts, abilities, and achievements; set realistic goals; and define practical means of working toward those goals.

Student-teacher conferences precede parent-teacher conferences. Their purpose is to let the students understand the nature of the report. The various aspects of the formal report card, including personal growth, effort, and academic achievement, are explained carefully. Student are helped to understand the standards used for evaluation and the meaning of report card symbols.

#### **Parent-Teacher Conferences**

The primary purpose of the parent-teacher conference is to provide a regular, scheduled time for the families and school staff to share specific information about a child's personal and academic growth. It recognizes the joint responsibility shared by parents and teachers in helping children learn. Specific objectives of the parent-teacher conference are to:

- a) enable parents and teachers to discuss the progress of the student, share information and plan for the student's continued educational growth;
- b) enable the teacher to gain a better understanding of the student's home and family background;
- c) provide an opportunity for parents to understand the reporting system, the promotion and retention policy, and the school program.



## REPORTING TO PARENTS

### **Scheduling of Conferences**

Parent-teacher conferences are regularly scheduled on an appointment basis. During fall and spring conferences, students in Grades K-5 are released from school. The first parent-teacher conference is scheduled in the fall mid-way between the opening of school and the first written report. The second conference is held in the spring between the second and third written reports.

Fall and spring conferences are scheduled at thirty-minute intervals, allowing twenty minutes for each conference and ten minutes for teacher preparation for the next conferences. Parents are urged to mark the scheduled days and times on their calendars in the interest of the best use of everyone's time. Parent cooperation is appreciated. Parents are urged to meet and talk with teachers. Parent participation in the conference can have important and positive implication for the child.

Principals and teachers are encouraged to make a special effort to invite parents with limited English proficiency for conferences using bilingual staff or volunteers to make the initial contacts and serve as interpreters for the conference. Language interpreters will be provided if needed.

Parents may also request a conference with their child's teacher at any time by contacting the school office.

### **Agenda of Conferences**

The fall conference agenda emphasize student adjustments to school and readiness for the year's work. Parents are invited to share background information that will give the teacher a better understanding of the child and enable the school to plan a more appropriate instructional program.

In the case of a student who has been identified as gifted, the teacher reviews the nature of the differentiated curriculum which will address the student's special learning needs during the year. A description of the differentiated curriculum is distributed during the fall meeting. A copy of the unit of study for that grade level is available for the parent to examine at the conference, as are any novels which student will study as extensions of the curriculum for gifted students.

The spring agenda focuses on student progress and academic achievement in relation to the objectives of the grade. At the spring conference, it is understood that the child will be promoted to the next grade unless the subject of retention, and its related causes, form the basis for that conference. At this time, the teacher may discuss possible summer school programs for the student and other future learning opportunities.

In the case of a student who has been identified as gifted, the teacher describes the student's participation in the differentiated curriculum and the instructional activities associated with it.

The Conference Guide Sheet is used by teachers to prepare for the conference and to summarize the discussion. A copy of the Conference Guide Sheet is available to parents on request. In cases where retention is considered, a statement to this effect is included and signed by the parent.

# REPORTING TO PARENTS

## REPORT CARDS

### KINDERGARTEN

The kindergarten progress report summarizes the teacher's observations and evaluation of the child's growth in the specified areas of development: social development, language and literacy, mathematical thinking, social studies, science, technology, art, music, and physical education. The Kindergarten Progress Report is accompanied by the *Kindergarten Indicator Descriptions* (KIDS) designed to provide additional information for parents on the grade level standards.

The kindergarten progress report marking code is designed to reflect a developmental continuum. An explanation is below:

#### **Explanation of the Marking Code**

These marks are used to indicate a student's progress, based on the skills and concepts to be mastered:

#### **M – Meeting**

#### **Child consistently meets behavior or skill**

Child consistently meets behavior or skill

Student independently demonstrates an understanding of the key concepts and skills

#### **P – Progressing**

#### **Child is in the process of developing a behavior or skill**

Student demonstrates or applies key skills, strategies, or concepts inconsistently

Student partially meets the standard

#### **B – Beginning**

#### **Child is beginning to demonstrate a behavior or skill**

Student is beginning to understand concepts and skills and requires teacher support to complete these tasks

#### **N – Not Yet**

#### **Child is not yet demonstrating behavior or skill**

#### **NI – Not Introduced**

#### **Skill has not been introduced**

Each child is an individual who grows and develops at his or her own rate. Children in the same grade may differ widely from others in their group. The *Kindergarten Progress Report* and *Kindergarten Indicators Description* (KIDS) are both designed to provide clear communication between the school and home. When school and home work together as partners, children have the best opportunity to learn and succeed in school.

# REPORTING TO PARENTS

## GRADES 1-2

### Achievement

Student achievement in each academic area and participation and interest in art, music, health, and physical education are evaluated on the progress report. The standards for this evaluation are the objectives established in the Arlington curriculum for each grade level and are demonstrated by:

- daily written work
- class participation
- performance on tests
- individual and class projects
- contributions beyond assigned tasks

The report card for grades one and two is ungraded. In the early grades, the readiness for various learning tasks changes quickly with advancing age. As a result, efforts to measure performance may reflect age or developmental difference rather than difference in scholastic aptitude. Scholastic reporting in the early primary grades seeks to inform parents while at the same time encouraging students in a positive learning environment. The symbols used are:

“P” - Making Expected Progress indicates that the student is successful in understanding and applying the objectives established by the county for each area in each grade.

“N”- Not Making Expected Progress indicated that the student is not understanding and applying the grade appropriate objectives established by the county for each area in each grade.

Areas of difficulty (#), areas of strength (+), and areas of satisfactory progress (no symbol) are indicated for each subcategory listed under each academic subject.

### Instructional level

Instructional levels in reading and mathematics are marked numerically.

### Social and Work Characteristics

Social development and work habits are evaluated using the following symbols:

“N” - Needs Improvement

“I” - Improving

“S” - Satisfactory

## REPORTING TO PARENTS

### GRADES 3-5

#### Achievement

Student achievement in each academic area is evaluated on the report card. The standard for this evaluation are the objectives established in the Arlington curriculum for each grade level, and achievement is demonstrated by:

- daily written work
- class participation
- performance on tests
- individual and class projects
- contributions beyond assigned tasks

The symbols used are:

#### **A – Exceeds Grade Level Expectation**

“A” means that a student consistently exceeds grade level expectations. Assignments are correctly and completely done and are on time. Overall performance and student products are superior and reflect a high degree of individual thinking.

#### **B – Often Exceeds Grade Level Expectations**

“B” means that a student often exceeds grade level expectations. Assignments are correctly and completely done and on time.

#### **C – Meets Grade Level Expectation**

“C” means that a student meets grade level expectations. Assignments are done on time and are generally complete and correct. Objectives for the grade have been achieved.

#### **D – Does not meet Grade Level Expectations- Passing**

“D” means that a student does not meet grade level expectations. Assignments often are not completed on time and may be incomplete or incorrect. This level of work is the minimum accepted for promotion.

#### **E – Does not meet Grade Level Expectations- Failing**

“E” means that a student does not meet grade level expectations. Assignments often are not completed on time and may be incomplete or incorrect. This level of work is the minimum accepted for promotion.

An asterisk (\*) indicates either that a supplement is attached or that the curriculum has been modified.

#### Music Achievement Scale

#### **B – Beginning:**

Your child has been exposed to the music content.

#### **P – Progressing:**

Your child is making good progress in the development of musical skills and understanding of the content.

#### **S – Skilled:**

Your child has demonstrated competency in musical skills and has a good understanding of the content.

#### **O – Outstanding:**

Your child has demonstrated outstanding musical skills and understanding of the content.

## REPORTING TO PARENTS

### Effort/Social and Work Habits/Participation

In addition to achievement, the student's effort in each academic area, achievement in some special subjects, work habits, and social skills will be evaluated and marked using the following symbols:

- O** - Outstanding
- S** - Satisfactory
- I** - Improving
- U** - Unsatisfactory

The student's instructional level in mathematics and reading will also be indicated. A modified written report may be used for identified students whose learning characteristics make the use of the standard report card inappropriate.

### Teacher and Parent Comments: Grades K- 5

Teacher comments are made to inform parents of:

- improvement since the last report
- particular difficulties and/or specific needs
- unusual traits, talents, abilities, or accomplishments
- work beyond assigned tasks
- other areas determined by the teacher to be important

Parent comments are encouraged and valued. Parents are asked to sign the designated portion of the report card and return it to the teacher. Parents' comments will be attached to the report card which remains in the child's permanent record.

### **Standards-Based Instruction and Reporting**

Standards-based instruction focuses on what students understand and does not utilize traditional letter grades. Instead, discrete information is provided about student's current Skill Mastery for each Standard, providing more detailed and accurate information about each child's abilities. At the conclusion of each Marking Period (four times per year), consistent with Arlington Public Schools policy, APS families of students in Grades 1 through 5, that are participating in the pilot program, receive a printed Progress Report. Students in Kindergarten receive these reports at the conclusion of each Semester (twice per year). These Progress Reports are "snapshots in time," showing the current situation at the time of the report.

Standards-based grading and reporting practices:

- *Align to best practices in teaching and learning*
- *Promote consistency*
- *Focus on what students know and can do*
- *Are specific*
- *Involve students*

### 2020-21 APS Standards-Based Reporting Performance Levels

- Meets Standard: The student consistently demonstrates mastery of the standard.
- Approaching Mastery: The student is in the process of mastering the standard.
- Developing Mastery: The student demonstrates initial understanding of the standard with support.
- Insufficient Evidence: The teacher does not have evidence to determine a student's mastery level for this skill

## ALTERNATIVE PROGRESS REPORTS

### **Modified Progress Report**

Some students are enrolled in special programs which make the use of the standard progress report inappropriate. Many of these students are identified as disabled and receive special education and/or related services. Each identified disabled student has an Individualized Education Program (IEP) developed by school staff, parents, and when appropriate, the student. The IEP includes specific goals and objectives relevant to needs.

Identified students with disabilities who receive special education services must receive progress reports from the special education teacher with the same frequency that regular education written reports are given. These reports are in addition to the regular education progress report and include and must be developed regarding progress on IEP goals.

Special education teachers also participate in regularly scheduled parent-teacher conferences. Any other reporting procedure constitutes a non-standard report and must be developed in accordance with procedures outlined in this guide.

A modified progress report is used for students with limited English proficiency who are enrolled in the English for Speakers of Other Languages (ESOL) or High Intensity Language Training (HILT) programs.

A narrative report may also be used for students in the regular program who, because of special circumstances, may receive failing grades throughout the year. The teachers, parents, and principal are involved in the decision to substitute a narrative report for the standard progress report. The narrative report includes the student's instructional levels in reading, mathematics, and spelling as well as indicates the student's status in regard to promotion or retention.

### **Non-Standard Report**

Individual school communities, for appropriate reasons, may develop and use a reporting system which is different from the standardized reporting system by following an approved procedure. Appropriate reasons for adopting a non-standard report may include such factors as innovative programs, unusual demographic factors, and/or special communication needs. A non-standard report must be consistent with promotion and retention policies.

Reporting information which only supplements the standard report from may be added at the discretion of an individual school and is not subject to the procedures for adopting a non-standard report.

The professional staff or community associated with a particular elementary school may recommend a change in the reporting system in the following manner.

1. Proposals for a non-standard reporting system must be studied by the school staff and a representative group of the school community originating the change. Proposals must be submitted to the Parent/Teacher Association for approval before being forwarded to the central office.
2. Proposals must be submitted in writing to the Assistant Superintendent, for Teaching and Learning for recommendation to the Superintendent.
3. Final recommendation is submitted by the Superintendent to the School Board for approval. Proposals for non-standard progress reports must be submitted annually.

## PROMOTION AND RETENTION

### **Promotion**

Promotion is based upon the progress made by the individual in the acquisition of skills, knowledge, and work habits in relation to the objectives established at each grade level in the elementary school.

Progress through the elementary school follows the general pattern set forth in the policy stated above. Promotion from the elementary school to the middle school usually takes place after normal progression through grades K-5. Individual differences, however, may require a departure from this norm; accelerated or delayed movement through the elementary school is provided as indicated.

In either instance, the parents of the child are involved in the planning that results in acceleration or retention. Factors to be considered include the achievement of the individual as determined by class performance, teacher judgment, achievement tests, and criterion-referenced measures in relation to the objectives established at each grade level.

### **Retention**

A student is retained in a grade when educational growth does not warrant assignment to the next grade. Retention is based on academic performance in relation to the objectives established at each grade level.

### **Decision to Retain**

The school staff recommends retention of a student when that decision will benefit the student's long-term achievement. Factors considered include:

- class performance in the basic skills of reading, writing, and mathematics as determined by report card grades, achievement tests, and criterion referenced measures.
- teacher judgment of student achievement in relation to the objectives established at each grade level
- previous experience of the student in relation to grade retention, remediation in basic skill areas, and proficiency in the English language

### **Advising Parents**

When retention is considered, the parents of the student are involved in early planning beginning no later than spring parent-teacher conference. Exceptions to this may be necessary for transfer students who arrive late in the school year. If retention is deemed advisable, parents are consulted and reason for the retention discussed. Final responsibility for assignment rests with the principal.

## PROGRAMS AND SERVICES

Arlington Public Schools offers a variety of programs and services across 23 elementary schools. All Arlington elementary schools are accredited by the Virginia State Board of Education and the Southern Association of Colleges and Schools. The Standards for Accreditation of Schools in Virginia are designed to provide a foundation for quality education. These standards provide guidance and direction to assist schools in their continuing efforts to offer educational programs that meet the needs, interest, and aspirations of all students.

In the following section, you will find a listing of each elementary school and descriptions of programs and services that are available countrywide and in individual elementary schools. For information regarding neighborhood and county-wide school options please refer to the Elementary School: A Guidebook for Parents located at <http://www.apsva.us/page/1058>. Additional information may also be found on the Arlington Public Schools website.

### **Abingdon Elementary**

David Horak, Principal  
Anne Oliveira, Assistant Principal  
3035 S. Abingdon Street, 22206  
(703)228-6650  
[www.apsva.us/abingdon](http://www.apsva.us/abingdon)

### **Arlington Science Focus School**

Mary Begley, Principal  
Barbara Jones, Assistant Principal  
1501 N. Lincoln Street, 22201  
(703)228-7670

### **Arlington Traditional School**

Holly Hawthorne, Principal  
Jennifer Gildea, Assistant Principal  
855 N. Edison Street, 22205  
(703)228-6290  
[www.apsva.us/ats](http://www.apsva.us/ats)

### **Ashlawn Elementary**

Brianna McClain, Principal  
Meghan Neary, Assistant Principal  
5950 North 8th Road, 22205  
(703)228-6650  
[www.apsva.us/ashlawn](http://www.apsva.us/ashlawn)

### **Barcroft Elementary**

Judy Apostolico-Buck, Principal  
Gabriela Rivas, Assistant Principal  
625 S. Wakefield Street, 22204  
(703)228-5838  
[www.apsva.us/barcroft](http://www.apsva.us/barcroft)

### **Barrett Elementary**

Ragan Sohr, Interim Principal  
Amin Littman, Assistant Principal  
4401 N. Henderson Road, 22203  
(703)228-6288  
[www.apsva.us/barrett](http://www.apsva.us/barrett)

### **Campbell Elementary**

Maureen Nesselrode, Principal  
Karen Anselmo, Assistant Principal  
737 S. Carlin Springs Road, 2204  
(703)228-6770 [www.apsva.us/asfs](http://www.apsva.us/asfs)  
[www.apsva.us/campbell](http://www.apsva.us/campbell)

### **Carlin Springs Elementary**

Eileen Delaney, Principal  
Melinda Phillips, Assistant Principal  
5995 S. 5<sup>th</sup> Road, 22204  
(703)228-6645  
[www.apsva.us/carlinsprings](http://www.apsva.us/carlinsprings)

### **Claremont Elementary**

Jessica Panfil, Principal  
Iliana Gonzalez, Assistant Principal  
4700 S. Chesterfield Road, 22206  
(703)228-2685  
[www.apsva.us/claremont](http://www.apsva.us/claremont)

### **Discovery Elementary**

Erin Russo, Principal  
Dr. Judith Seeber, Assistant Principal  
5241 N. 36<sup>th</sup> Street, 22207  
(703)228-2685  
[www.apsva.us/discovery](http://www.apsva.us/discovery)



## PROGRAMS AND SERVICES

### **Drew Model School**

Kimberley Graves, Principal  
Tracy Gaither, Assistant Principal  
3500 S. 24th Street, 22206  
(703)228-5825  
[www.apsva.us/drew](http://www.apsva.us/drew)

### **Fleet Elementary Glebe Elementary**

Dr. Francis Legagneur, Principal  
Allie Weissburg, Assistant Principal  
115 South Old Glebe Road, 22204  
(703)228-5820  
<http://www.apsva.us/fleet>

### **Glebe Elementary**

Jamie Lee Borg, Principal  
Ingrid Clark-Marshall, Assistant Principal  
1770 N. Glebe Road, 22207  
(703)228-6280  
[www.apsva.us/glebe](http://www.apsva.us/glebe)

### **Hoffman-Boston Elementary**

Heidi Smith, Principal  
Catherine Han, Assistant Principal  
1415 S. Queen Street, 22204  
(703)228-5845  
[www.apsva.us/hoffmanboston](http://www.apsva.us/hoffmanboston)

### **Jamestown Elementary**

Michelle McCarthy, Principal  
Dr. Monica Roaché, Assistant Principal  
3700 N. Delaware Street, 22207  
(703)228-5275  
[www.apsva.us/jamestown](http://www.apsva.us/jamestown)

### **Francis Scott Key Elementary**

Marleny Perdomo, Principal  
Nicole Maldonado, Assistant Principal  
2300 Key Boulevard, 22201  
(703)228-4210  
[www.apsva.us/key](http://www.apsva.us/key)

### **Long Branch Elementary**

Jessica DaSilva, Principal  
Blandine Liguiddi, Assistant Principal  
33 N. Fillmore Street, 22201  
(703)228-4220  
[www.apsva.us/longbranch](http://www.apsva.us/longbranch)

### **McKinley Elementary**

Colin Brown, Principal  
Gina Miller, Assistant Principal  
1030 N. McKinley Road, 22205  
(703)228-5280  
[www.apsva.us/mckinley](http://www.apsva.us/mckinley)

### **Montessori Public School of Arlington**

Catarina Genove, Principal  
Yolanda Nashid, Assistant Principal  
701 S. Highland Street, 22204  
(703)228-8871  
<http://www.apsva.us/montessori>

### **Nottingham Elementary**

Dr. Eileen Gardner, Principal  
Dr. Megan Lynch, Assistant Principal  
5900 Little Falls Road, 22207  
(703)228-5290  
[www.apsva.us/nottingham](http://www.apsva.us/nottingham)

### **Oakridge Elementary**

Dr. Lynn Wright, Principal  
Erika Sanchez, Assistant Principal  
1414 S. 24<sup>th</sup> Street, 22202  
(703)228-5840  
[www.apsva.us/oakridge](http://www.apsva.us/oakridge)

### **Randolph Elementary**

Carlos Ramirez, Principal  
Jennifer Denino, Assistant Principal  
1306 S. Quincy Street, 22204  
(703)228-5830  
[www.apsva.us/randolph](http://www.apsva.us/randolph)

### **Taylor Elementary**

Harold Pellegreen, Principal  
Yvonne Dangerfield, Assistant Principal  
2600 N. Stuart Street, 22207  
(703)228-6275  
[www.apsva.us/taylor](http://www.apsva.us/taylor)

### **Tuckahoe Elementary**

Mitch Pascal, Principal  
Stephanie McIntyre, Assistant Principal  
6550 N. 26<sup>th</sup> Street, 22213  
(703) 228-5288  
[www.apsva.us/tuckahoe](http://www.apsva.us/tuckahoe)

## PROGRAMS AND SERVICES

Arlington Public Schools offers a variety of programs and services. Contact information for selected offices is listed below.

### **ARTS EDUCATION**

Pam Farrell, Supervisor  
(703)228-6169

### **CAREER, TECHNICAL, and ADULT EDUCATION**

Kris Martini, Director  
(703)228-7029

### **CURRICULUM AND INSTRUCTION**

Sarah Putnam, Director  
(703)228-2879

### **EARLY CHILDHOOD and ELEMENTARY EDUCATION**

Wendy Pilch, Director  
(703)228-2413

### **ENGLISH LANGUAGE ARTS**

Lori Silver, Supervisor  
(703)228-8045

### **EQUITY and EXCELLENCE**

Carolyn Jackson, Supervisor  
(703) 228-6156

### **ESOL/HILT**

Samuel Klein, Supervisor  
(703)228-6095

### **EXTENDED DAY**

Robert Kaplow, Director  
(703)228-6068

### **FEDERAL PROGRAMS COORDINATOR**

Cate Coburn, Coordinator  
(703)228-6161

### **GIFTED SERVICES**

Cheryl McCullough, Supervisor  
(703)228-6160

### **HEALTH and PHYSICAL EDUCATION**

Deborah DeFranco, Supervisor  
(703)228-6167

### **LANGUAGE SERVICES**

#### **REGISTRATION and WELCOME CENTER**

Corina Coronel, Coordinator  
(703)228-7663

### **LIBRARY MEDIA SERVICES**

Jeff Luttrell, Supervisor  
(703)228-6085

### **MATHEMATICS**

Shannan Ellis, Supervisor  
(703)228-6135

### **SCIENCE**

Dr. Dat Le, Supervisor  
(703)228-6166

### **SOCIAL STUDIES**

Kerri Hirsch, Supervisor  
(703)228-6140

### **STUDENT SERVICES**

Dr. Laura Newton, Director  
(703)228-6058

### **SPECIAL EDUCATION**

Kelly Krug, Director  
(703)228-6040

### **WORLD LANGUAGES**

Elisabeth Harrington, Supervisor  
(703)228-6097

## PROGRAMS AND SERVICES

### **English Learner Services (formerly known as ESOL/HILT)**

English Learner services provide instructional support in academic content and language development for identified students in kindergarten to grade five. Students are assessed and placed each year at one of five levels (levels 1-4 or level 6) based on their English Language Proficiency (ELP). Students at ELP levels 1,2, and 3 are at entering, beginning and intermediate levels of language proficiency. Students placed at level 4 are at an advanced level of language proficiency. The English Learner services also support and monitor the progress of advanced proficiency students who are classified as Reaching-level 6.

Students in levels 1-4 are assessed annually by the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) language proficiency test as well as by local assessments. Students no longer receive English Learner services when they become a level 6, English proficient, according to the ACCESS for ELLs.

For further information, please talk to your teacher(s) or visit the English Learner website at: <https://www.apsva.us/esol-hilt>

### **Exemplary Projects**

Exemplary Projects are designed to improve student learning and promote academic achievement gains through innovative teaching models; increase interest in the school; and strengthen instructional coherence in the school. Each exemplary project must:

- enhance instruction for all students enrolled at the school
- strengthen the school's instructional coherence
- build local community commitment to the school
- include a clear evaluation plan and reporting schedule

Exemplary Projects reflect the specific needs and desired outcomes for students as articulated by the school community and may provide:

- professional development in particular teaching methods for staff members
- additional staff members and/or a project coordinator
- unique teaching spaces with special instructional materials
- enriched curriculum
- partnerships with businesses and community organizations
- increased school activities and communication with families

Exemplary Projects help schools to create a unique identity while addressing APS Strategic Plan's educational objectives. By providing a focal point for the entire school community, Exemplary Projects direct attention to common goals and provide motivation for students, families, and staff.

## **PROGRAMS AND SERVICES**

### **Humanities Project (703)228-6299**

The Humanities Project, an artist-in-education program administered by the Arts Education Office, sponsors performances, residencies, and workshops. In each of Arlington's public schools, students at all grade levels experience visits by guest artists annually. The Humanities Project utilizes the combines resources of schools and community to enhance education through the arts. Programs of high artistic quality that integrate the arts with other academic core subject are selected to participate in the Humanities Project. A directory of programs is available in the Arts Education office.

### **Junior Honors Music Programs (703)228-6171**

The Junior Honors Music Program is comprised of Elementary Honors Chorus (grade 5), Junior Honors Band (grades 4-6), and Junior Honors Orchestra (grades 4-6). The Junior Honors Programs are administered through the Arts Education Office. These music programs are designed to encourage excellence in the arts and to provide music experiences for highly motivated and/talented students. Auditions for these programs occur in the fall and are advertised through the schools' music staff and the APS website. Rehearsals occur over a period of up to 14 weeks in the winter with a concert in the early spring.

### **Library Services (703)228-6085**

The library managers and provides resources for learning and independent reading and foster the intellectual, emotional and social development of students. Students are taught 21<sup>st</sup> Century Skills so that they may become high-end users of information technology and lifelong learners. The library maintains an up-to-date collection which may be accessed both on and off-site and takes into consideration subject content, developmental needs, broad perspectives and cultural and ethnic diversity.

School librarians instruct students in finding using and integrating information into their assignments. Students use library materials in a wide variety of formats to retrieve, organize, document, analyze, evaluate, synthesize and present information. Students are taught to adhere to the Acceptable Use Policy for appropriate use of information. Librarians also collaborate with teachers to build curricular units and run special programs and extended hours to enhance reading opportunities for students and the greater school community.

Students and their families are encouraged to use the resources of the library both at school and at home by accessing their school library webpage and the resources listed there.

### **Primary Montessori Program (Pre-K and Kindergarten) (703)228-8632**

Montessori education, based on the work of Maria Montessori, is an interdisciplinary, multi-age approach to learning. Students work independently and cooperatively in a prepared environment which allows student to work at their own pace. Montessori teaching materials are designed to promote habits of concentration, initiative, persistence, and discovery, while the Montessori philosophy and community emphasizes respect for others, peace and creativity.

Montessori programs for three, four, and five-year-old children are located at Barrett, Carlin Springs, Discovery, Fleet, Oakridge and Jamestown Elementary Schools. Arlington residents are eligible for admission provided they have reached their third birthday on or before September 30<sup>th</sup> of the year of admission. Tuition for pre-kindergarten-aged children are charged on a sliding scale based on income. Two-thirds of the vacancies are reserved for children whose families meet income eligibility guidelines.

Applications are accepted online at: <https://apsva.schoolmint.net/signin> during the application period. A lottery is conducted if there are more applications than available spaces.

## PROGRAMS AND SERVICES

For more information on the program or application process, please visit the APS website <http://www.apsva.us/earlychildhood> or <https://www.apsva.us/school-options/elementary-school-choices> or call the Office of Early Childhood at 703-228-8632.

### **Services for Gifted Students (703)228-6160**

Each school provides differentiated education for students who have been identified as gifted. School-based services are delivered in the regular classroom setting with identified students cluster-grouped for specific instruction based on areas of strength. Cluster teachers receive training in characteristics of gifted learners and in best practices in differentiating for the varying needs of gifted learners. Cluster teachers are also trained in curriculum and resources written for gifted learners focusing on advanced content and concepts which extend and enrich the general education curriculum using critical and/or creative thinking, problem-solving, inquiry and research skills. When appropriate, opportunities for further acceleration are explored.

Resource teachers for gifted (RTG) are an integral part of each elementary school's staff. Using a collaborative planning and/or co-teaching model, the classroom teacher and the RTG work together to integrate designated curriculum written for advanced learners into lessons for daily differentiation. RTGs also model critical and creative thinking strategies and lessons for all teachers with the goal of supporting further integration of these strategies in lessons throughout the school year.

Students may be identified for gifted services each school year in the specific academic areas of English, Mathematics, Social Studies and Science in Grades K-12 and in art and/or music in Grades 3-12. Additional information about the multiple criteria for eligibility and services can be found in the Gifted Services webpage: <http://www.apsva.us/giftedservices> or by contacting the resource teacher of the gifted at your child's school.

### **STEM Enrichment Classes, Arlington Career Center (703)228-5740**

The Arlington Career Center STEM Enrichment Program offers a variety of classes on Saturdays.

- Fall Saturday STEM Enrichment Classes – October-December
- Winter Saturday STEM Enrichment Classes – February-March
- Spring Saturday STEM Enrichment Classes – April-May
- Summer STEM Enrichment Classes – July

The program is developed to give 3<sup>rd</sup> -5<sup>th</sup> grade students experiences in areas of interest and to discover something new. It's a fun, engaging, and hands-on opportunity to learn.

For additional information, please call the STEM Enrichment Program office at 703-228-5742 or visit <http://careercenter.apsva.us> and select the enrichment programs tab. Additional opportunities are available at <http://apsva.us/stem/student-parent-resources/>.

### **Summer School (703)228-7645**

A variety of summer school programs are offered each year to students who are entering pre-k through grade 12. Make up and strengthening courses are provided to help student who need to improve academic competencies. Enrichment and new work for credit courses are designed for students who are on or above grade level who wish to participate in a challenging, fast-paced academic experience.

## **PROGRAMS AND SERVICES**

Summer locations vary from year to year. A summer school catalog giving locations and offering is posted on the APS website each February and copies are made available at all APS schools. The catalog may be reviewed online by going to <https://www.apsva.us/summer-school/>. Parents interested in summer opportunities for their children should carefully review the courses offered as well as the fees charged and eligibility requirements before making a selection. APS students should be registered at their schools by the relevant program deadline. Non-APS students register in the Summer School Office.

Program deadlines vary and are strictly enforced. Transportation is provided to elementary students who live more than one mile from the school. Students who attend an out of boundary school during the school year on a transfer should register for their home school to qualify for transportation. Extended Day care is available before and after class for most elementary programs.

### **FEDERAL AND STATE PROGRAMS**

#### **Title I (703)228-6161**

Title I is a federal program designed to provide educational opportunities for low-performing students in schools with high economic need. Through Title I, Arlington schools in which 40% or more of students are designated as economically disadvantaged are eligible to receive additional funding to help meet program goals.

The primary goal of the Title I program is to enable all students to perform on or above grade level as measured by established state and local standards in reading and mathematics. Additionally, Title I is committed to the APS-wide effort of raising student achievement and eliminating opportunity/ achievement gaps. Key components of the Title I program that help to achieve these goals are: high academic standards for all students; early comprehensive literacy and mathematics intervention; ongoing assessment of student understanding to inform instructional planning; sustained family engagement activities to support a successful partnership between home and school; continuous, sustained professional development for teachers and school leader; and community partnerships with organizations that can help schools meet these goals. In conducting a multifaceted program of components focused on these goals, a few highlights of Arlington's program are supplemental instruction in reading and mathematics for identified students in grades kindergarten through five delivered by highly trained staff, active encouragement of family and community engagement, support for learning outside school walls through tutoring and a summer reading program, and schoolwide initiatives aimed at raising the academic success of all students. The program is offered in eight elementary schools across the county.

One key instructional approach that is used for early intervention in Title I schools is Reading Recovery. Reading Recovery is an intervention designed to equip first grade students who are struggling to read and write on grade level with strong reading strategies, guide them through an accelerated learning process that results in grade-level reading and writing performance within the 12- to 20-week timeframe of program delivery, and engender in them the motivation to be lifelong learners who are capable and enthusiastic about engaging with and learning from the written word. The research-based program requires intense, specified training for the Reading Recovery teacher and prescribed methods of identifying, instructing, and assessing student. Reading Recovery is available in all APS Title I schools, and due to its success, has also been adopted by several non-Title I APS schools. For further information about Title I or Reading Recovery, please visit our website at [www.apsva.us/titleI](http://www.apsva.us/titleI)

#### **Virginia Preschool Initiative (VPI) Pre-Kindergarten**

In collaboration with the Virginia Preschool Initiative (VPI), Arlington Public Schools offers Pre-Kindergarten classes for children who are four years old by September 30 and who come from families of lesser financial means. The pre-kindergarten curriculum is research-based, fosters the development of literary and math skills, and builds social-emotional foundations for lifetime learning.

## PROGRAMS AND SERVICES

Classes are offered at fifteen elementary schools and follow the school schedule Monday through Friday. Each class has 18 children including a certified teacher and full-time instructional assistant. Transportation is provided for students who live in the attendance zone or who are attending a countywide site. Extended day for four years old students is available at all schools.

To apply, submit an online application at: <https://apsva.schoolmint.net> during the application window of February 1 and April 15. A lottery will be conducted if there are more applications than available spaces. After April 15<sup>th</sup>, applications are accepted on a space-available basis. For more information on the program or application process, please visit the APS website at [www.apsva.us/earlychildhood](http://www.apsva.us/earlychildhood) or call the Office of Early Childhood at 703-228-8632.

### **Extended Day (703)228-6069**

The Arlington Public Schools Extended Day Program provides a supervised out of school time program for students whose parents are employed, in school or incapacitated. Students in APS Pre-Kindergarten programs must be four years old by September 30<sup>th</sup>. The program is operated by Arlington Public Schools staff and offers daily fun and enriching asset-building activities which are designed to meet the needs of each student. This is a fee for service program.

Extended Day operates a before and after school program at each elementary school on all regularly scheduled school days. The before school program open at 7 am and operate until the beginning of the school day. After school programs begin at dismissal time and operate until 6 pm. During the summer, Extended Day operates before and after school programs at each elementary summer school site.

When Arlington Public Schools are closed, all Extended Day programs are closed. If Arlington Public Schools announce a delayed opening, the Extended Day before school session is delayed the same number of hours. If Arlington Public Schools close earlier than the regularly scheduled time, the Extended Day programs close at 4 pm.

Families may submit registration information anytime between the spring application window for participation in the Extended Day Program. All registrations received during the application window will be considered equally. At schools that have enough slots for registrations received, all children registered by the application deadline will be enrolled. At schools that receive more registrations than slots available, all children registered by the application deadline will be entered into a random, double-blind lottery. Registration can be completed online at <http://www.apsva.us/extended-day/>

For additional information, please refer to the Extended Day Program's website at <http://www.apsva.us/extended-day/> or call 703-228-6069.

### **Special Education (703) 228-6040**

Arlington Public Schools (APS) is committed to providing a free, appropriate education to all identified individuals with disabilities aged two through twenty-one, inclusive who require special education services and reside in the county. (A child with a disability, age 2 to 21, inclusive means, one whose second birthday falls on or before September 30<sup>th</sup>. If your child with a disability becomes 22 after September 30, he or she is eligible to receive services for that school year.) Additionally, students with disabilities who are parentally enrolled in private schools located within the Arlington County boundaries are offered special education through an individual services plan developed by APS. To meet the unique educational needs of students with disabilities effectively, a full continuum of special education programs and services is offered. To the maximum extent appropriate, students with disabilities are served in the general education environment, attending classes with their non-disabled peers.

Student study committees are established in all schools to receive and act upon referrals of students who are experiencing difficulties. These committees may refer student with suspected disabling conditions to the school-based Special Education Eligibility Committee. Such a referral requires parental permission prior to formal assessment, which includes

## PROGRAMS AND SERVICES

medical, sociocultural, psychological and education evaluations of the student. The Eligibility Committee reviews the required assessment information to determine whether the student has an educational disability which requires special education and/or related services. Parental consent is required for initial eligibility.

When a student is identified as having an educational disability that requires special education, an Individualized Education Program (IEP) is developed. The IEP is developed by the IEP team, which includes parents. It is a written document the primary purpose of which is to state the needs of the identified student and describe the specific special education services and accommodations which will meet these needs. Implementation of the IEP requires parental consent. The IEP team reviews and revises the IEP as appropriate, at least once each year.

The majority of students with IEPs are served in the general education setting. However, services may be provided in a special education setting, if the student's needs so require. Therefore, schools provide a continuum of services in both general education and special education setting. Additionally, students may require specialized or intensive special education services to work towards goals established by their IEP team. In order to most effectively meet the needs of students with specialized needs, APS has established a variety of programs. These programs allow students to receive consistent and effective services tailored to their individual needs. Each program provides specially designed instruction to address specific student needs and follows the standards of learning or the aligned standards of learning curriculum. Placement of a student into a program is a carefully considered IEP team decision, since such programs represent a more restrictive placement.

Below are brief descriptions of current programs. Program classrooms are considered self-contained settings, although opportunities for inclusion are sought for each student, as appropriate. All program classrooms are supervised by the principal of the building in which they are located, with support from the Office of Special Education. Each program classroom has one teacher and one or two classroom assistants. Each program is supported by additional staff from the Office of Special Education, to include related service providers, disability and behavior specialists, and special education coordinators.

In addition to countrywide programs, APS has developed a model of concentrated disability-specific services to support special education students with vision or hearing impairments who experience a pervasive need for accommodations and services in order to access the general education curriculum. This concentrated services model provides services (such as Braille transcription or sign language interpretation) as well as environmental accommodations (such as adaptations to address lighting or noise) to support navigation and ensure safe access to the building. In addition to providing direct services to students, this model maximizes the impact of professional development to the general and special education instructional and support staff. Please note: the locations are not indicated here because they are subject to change.

*Further information about special education in Arlington Public Schools* can be found on the APS website [www.apsva.us](http://www.apsva.us) under Office of Special Education or by calling (703)228-6040 or the APS Special Education Parent Resource center at (703)228-7239.

### **Special Education: Pre-Kindergarten**

The APS Pre-K Special Education program received oversight from the Office of Special Education. The program serves children with disabilities aged two to four years old. There are a variety of programming options based on student's needs and Individualized Education Plans (IEPs). Options include community-based resource services provided in a child's private childcare or Pre-K program within Arlington, toddler programs, multi-intervention programs for students with autism, and non-categorical programs for students aged three to four years old. The programs for students aged three to four years old are aligned with the VPI curriculum. The goal of the Pre-K special education program is to help students meet their individualized IEP goals in identified development areas of delay.



## **PROGRAMS AND SERVICES**

### **Special Education: Communications Class**

The communication program is an intensive special education program for students whose speech and/or language deficits are the primary reason they struggle in the educational setting. The program uses a total communication approach which means the children are encouraged to use a combination of oral language, sign language, picture symbols, gestures, speech generating devices, and other assistive technology devices when communication. Students in this program are taught by a special educator with support from a speech-language pathologist and a teacher assistant. Services are provided in a self-contained special education setting with opportunities for inclusion during recess, lunch, and specials.

The goal of the communication program is to determine the mode(s) of communication that will each student to achieve academic success. Students are then given opportunities to practice the skills they have learned throughout the school day. Once a student is able to successfully communicate using the skills they have learned, they can return to their previous school setting.

### **Special Education: Deaf and Hard of Hearing**

The Deaf and Hard of Hearing program is designed for students with deafness or significant hearing impairment who require a specialized language rich program. It is taught by a Teacher of the Deaf and Hard-of-Hearing (TDHH) with support from a speech-language pathologist and audiologist. The goal of the program is to improve the language and communication skills of students and provide full access to the general education curriculum. Sign Language, spoken English, and/or visual aids are used to support students in general education classes. The program serves students aged 2 through middle school. Preschool students attend Henry Elementary, where the elementary program is located. Middle school students attend Jefferson Middle School.

### **Special Education: Functional Life Skills Program**

The focus of the FLS program, elementary level, is on establishing basic academic skills, increasing daily living skills, communication, motor/mobility skills, and sensory development. Students who receive special education support due to cognitive or intellectual disabilities, sensory impairment, orthopedic impairments, or other health impairments, may be candidates for the Functional Life Skills program. The program provides highly individualized educational programming with intensified related services. FLS, elementary level, utilizes a variety of research supported curricula and practices, such as the Unique Learning curriculum for academic and pre-vocational skills. As one component of instruction, Unique Learning provides individualized assessment, monitoring, and lessons in the critical skill areas of reading, writing, math, science and social studies. The team-oriented approach draws upon a variety of strategies and interventions to develop educational plans to serve the needs of the students.

### **Special Education: Interlude**

The focus of the Interlude program is on improving social and emotional functioning in the students who have significant interfering behaviors due to psychological or behavioral disorders. Students who are receiving special education support due to an emotional disability or significant behavioral issues, but whose academic skills are at or near grade-level, may be candidates for Interlude. The program provides a therapeutic environment to help students improve self-concept, develop positive relationships, and succeed academically. The team-oriented approach draws upon academic, clinical, therapeutic, interagency and family resources to develop educational to serve the needs of the students.

## PROGRAMS AND SERVICES

### **Special Education: Multi-Intervention Program for Students with Autism (MIPA)**

The primary focus of the MIPA program is on providing students with the opportunity and environment to increase communication skills, independent life skills, social skills, and academic performance. Students who are receiving special education support due to an educational label of autism may be candidates for the MIPA program. The program provides a highly structured environment and utilizes a variety of evidence-based academic and behavioral interventions for students with Autism Spectrum Disorders. Strategies are selected and individualized to meet the needs of each student in the program. Examples of these strategies include: Applied Behavioral Analysis (ABA), Picture-Exchange Communication System (PECS), and Visual Supports. For detailed explanations of these and other interventions that may be utilized, please follow link: <http://autismpdc.fpg.unc.edu/evidence-based-practices>.

### **Special Education: Preschool Special Education Program: Mini MIP-A (Pre-K)**

The Mini-Multi-Intervention Program for Students with Autism Spectrum Disorder (Mini MIP-A) is designed to meet the needs of certain preschool students with Autism Spectrum Disorders. The goals of the program include a focus on communication, adaptive behavior, and the ability to play independently and with other children. Mini MIP-A classrooms use a variety of evidence-based strategies within a highly structured setting to prepare students for elementary school. Strategies are selected and individualized to meet the needs of each student in the program. Examples of these strategies include: Applied Behavioral Analysis (ABA), Picture-Exchange Communication System (PECS), and Visual Supports. For detailed explanations of these and other interventions that may be utilized, please follow this link: <http://autismpdc.fpg.unc.edu/evidence-based-practices>.

### **Student Services (703)228-6061**

School psychologists are assigned to each school on a regular basis. The psychologist serves as part of a multi-disciplinary team which assesses problems and develops intervention plans for students who are experiencing difficulty with learning or adjustment. School psychologists are licensed professionals with specialized training in child psychology, learning development and assessment. The psychologist may conduct individual evaluations of the intellectual, social and emotional development of students; provide individual or small group counseling; and/or serve as a consultant to parents and other staff members. A close relationship is maintained with community mental health resources.

School social workers are also assigned to each school on a regular basis. School social workers are licensed professionals that facilitate communication between the home and school and serve as liaisons to various community agencies. As a part of a multi-disciplinary team, they assess the total environment of students to determine factors which may be contributing to social, emotional or academic difficulties. School social workers may offer a range of intervention services including parenting classes, counseling, short-term counseling, consultation and assistance with referrals to other agencies.

For further information on school psychology and school social worker services, visit: <https://www.apsva.us/office-of-student-services/school-social-workersvisiting-teachers/>

### **Student Services: Elementary School Counseling Program (703)228-6060**

Professional school counseling services are available in all elementary schools. The comprehensive school counseling program promotes student success in the areas of academic, social/emotional, and career development. Professional School Counseling deliver a core counseling program through classroom lessons. They also provide short-term direct counseling services to students in both individual and small group settings. The school counselor works closely with teachers and other educational staff, families, and community agencies in order to meet the diverse needs of all learners. For more information, please visit: <https://www.apsva.us/a2e-academic-planning/> or contact your child's professional counselor.

## PROGRAMS AND SERVICES

### **Student Services: Homebound Instruction (703)228-6051**

Homebound instruction is designed to provide continuity of education when a student is confined to home or a health care facility due to physical or psychiatric conditions which prevent school attendance for a limited period of time.

The student's inability to attend school must be certified by a licensed physician or licensed clinical psychologist, and the request must be approved by the Supervisor, Special Education.

The APS Guidelines for Homebound Instruction, as well as necessary forms, can be found on the APS main website, under Department of Teaching and Learning, Special Education, Homebound Instruction or at <http://www.apsva.us/homebound-instruction/>

Questions related to Homebound Instruction should be forwarded to the Office of Special Education, Special Programs Unit at 703-228-6051.

### **Student Services: Language Services Registration Center (LSRC) (703)228-7663**

Students who speak a language other than English are referred to the Language Services Registration Center (LSRC) for assessment and registration. Based on assessment of the student's language and mathematics skills, as well as on consideration of past academic experience and of information provided by the parent or by adult students, the LSRC staff recommends the appropriate grade level and English program placement for each student. Foreign student transcripts are evaluated by the LSRC to provide grade and credit equivalencies for graduation requirements in APS. Parents and students also receive assistance with completion of registration requirements. The LSRC multilingual staff answers parent questions and provides information about schools and school programs and provides parent orientations. The LSRC provides oral language interpretation and written translation to all APS schools and families.

For more information you can visit us at <https://www.apsva.us/lsrc/>.

### **Student Services: Section 504 of the Rehabilitation Act of 1973**

Arlington's Section 504 process has specific requirements for the identification, evaluation, placement and procedural safeguards of students, as described in the APS School Board Policies and within the APS Section 504 Procedural Manual. The preliminary identification of a student who may be eligible under Section 504 will be conducted at the school building level. Each school shall establish a Section 504 committee that includes staff who are knowledgeable about: Section 504; the student (including the nature of the student's possible disability); assessment procedures; accommodations and services; and placement options. This committee shall operate under the direction of the principal, or designee. The committee's purpose shall be to process referrals, review assessment information and develop plans for

## PROGRAMS AND SERVICES

students who are determined to be eligible under Section 504. The Section 504 Coordinator assigned to the building is invited to attend all initial eligibility determinations and any meeting where related service may be required.

A Section 504 Compliance Officer is responsible for monitoring the implementation of the policy and holds an impartial hearing whenever necessary. To obtain copies of the School Board Policy please visit <https://www.apsva.us/school-board-policies/>. To obtain copies of the Section 504 Procedural Manual, please visit <https://www.apsva.us/section-504/> or call or write:

Director of Student Services, Section 504 Compliance Officer  
Office of Student Services  
Syphax Education Center  
2110 Washington Boulevard  
Arlington, Virginia 22204  
(703)228-6061

## OTHER PROGRAMS AND SERVICES

### **School Health Bureau (703)228-1651**

School health services, provided by Health Aides and Public Health Nurses who are employed by the Arlington Department of Human Services. School Health staff provide students and their families with preventive and early intervention services. The goal of these services to enable the student to learn to the best of his or her potential.

#### **1. School Health Services**

Health Aides staff the school clinics during regular school hours and provide direct care for sick and injured students and administer medication as ordered. Emergency 911 services are called when appropriate and the parent is notified. Public Health Nurses provide a wide range of services for up to three schools. Services include review a health records and immunizations; development of health care plans for students with medical conditions; training of school staff in giving emergency medication and special medical procedures; linkage to community resources and educating students on a variety of health topics.

#### **2. School Health Physician**

The school health physician provides consultation to school staff and parents and coordinates a health appraisal clinic for income eligible students with limited means at all grade levels.

#### **3. Screening Procedures**

Vision and Hearing screening are required at entry into kindergarten and at grades three, seven, and ten, for students being evaluated for special education, and for new students in all grades. In addition, students may be screened at the request of a teacher, parent, or physician.

#### **4. Referral and Follow-up**

Public health nurses provide a pivotal link to county and community resources for students and families who need medical, dental, and mental health care.

#### **5. Dental Health**

It is advised that every student have a dental checkup every six months by a private dentist or clinic. Students may be referred to the Arlington DHS Dental Clinic or dental providers in the community.

**6. Medical Conditions**

Parents should notify the public health nurse if their student has a medical condition that requires medications or care during the school day. The nurse will work with the parents and school staff to develop an individualized health care plan appropriate for their condition.

**7. Medication in School**

Signed medical provider and parent consent forms are required for medication to be administered during school hours. Instructions and form are available in each school clinic or electronically on the School Health website at <https://www.apsva.us/school-health-services/>

**8. Exemption from Physical Education Classes**

Students required to participate in physical education classes must do so unless there is a medical exception. A note from a medical provider is required for a student to be exempted from classes or provided with a program adapted to specific needs.

**9. Health Education**

Public Health Nurses teach a variety of health education topics in the classrooms and serve as resources to teachers for expertise and health education materials.

**10. Outbreak Surveillance**

School Health staff monitor and respond to outbreaks of contagious disease. They work closely with Arlington County Public Health Community Health Protection Bureau and Arlington Public Schools to investigate and minimize the spread of illness in the schools and the community.

The following pages outline major skills and content which children are expected to learn at each of the elementary grade levels. The curricula include all the Virginia Standards of Learning. This display is not to be considered a complete listing of what students are taught and expected to achieve. Parents who desire to review the full range of grade level objectives or program description are encouraged to review local and state curriculum guides and text materials available in each school and/or contact the supervisor or visit the Arlington Public Schools website <https://www.apsva.us>.

## **INSTRUCTIONAL AREAS OF STUDY KINDERGARTEN**

### **ARTS EDUCATION**

#### **Visual Arts**

##### **Creative Expression and Production**

Students will:

- Identify and use colors, textures, line, shape and patterns
- Express personal experiences, thoughts and feelings through art
- Demonstrate motor skills through art experiences
- Manipulate three-dimensional art materials-pinch, pull, squeeze, twist, pound and roll
- Explore a variety of materials and techniques to make art including, but not limited to painting, drawing, printmaking, collage, sculpture and crafts
- Create a work of art that commemorates a personal or historical event

##### **Historical, Cultural and Social Contexts**

Students will:

- Identify people who make art as artists (Painters, sculptors, printmakers, architects)
- Understand that all cultures create art
- Identify the purposes for creating works of art

##### **Judgment and Criticism**

Students will:

- Describe and respond to works of art
- Describe techniques used to create art
- Classify objects in the environment by using color, texture, line, shape and pattern
- Share and discuss personal artwork

##### **Aesthetics**

- Discuss and explain ideas in personal works of art
- Select a preferred work of art from among others and explain why it was chosen
- Discuss thought, experiences and feelings expressed in works of art
- Understand that people have made art for many different purposes

#### **General Music**

##### **Performing**

Students will:

- Explore the four types of voices: whisper, speak, sing, call
- Sing songs and develop a repertoire of familiar songs within the range of a 6<sup>th</sup>
- Perform sounds of *long* and *short* duration through singing and playing instruments, and demonstrate understanding of duration through movement
- Perform steady beat and duple metric groupings on percussion instruments and through movement
- Perform steady beat and duple metric groupings on percussion instruments and through movement
- Perform music with dynamic contrasts and tempo contrasts

- Sing songs and use movement to demonstrate simple binary forms

### **Understanding**

Students will:

- Understand aurally and visually high and low pitches
- Read and notate two-note melodies with graphics or icons
- Understand rhythmic contrasts: with graphics or icons
- Understand rhythmic contrasts: sound/silence: same/different
- Understand one sound vs. more than one sound; songs with accompaniment vs. no accompaniment
- Identify contrasting melodic materials: same and different/**AB** forms

### **Creating**

Students will:

- Create two-note melodies using graphics or icon
- Create new lyrics to familiar melodies
- Arrange rhythmic patterns using graphics, icons, or quarter notes and rests
- Suggest the use of loud and soft, fast and slow for various parts of a class composition
- Dramatize songs, stories, and poems
- Create accompaniments and suggest appropriate instruments for sound effects

### **Connecting**

Students will:

- Contribute to a group effort of making music and listening to music
- Participate in music activities that involve sharing and taking turns
- Listen to and learn folk songs and folktales from world cultures
- Sing songs about famous historical figures, U.S. holidays, mathematical concepts, science, and health and safety.

## **ENGLISH LANGUAGE ARTS**

### **Communication and Multimodal Literacies**

Students will:

- Build oral communication skills
- Listen actively and speak using agreed-upon rules for discussion.
- Express ideas in complete sentences and express needs through direct requests.
- Initiate conversations.
- Follow implicit rules for conversation, including taking turns and staying on topic.
- Listen and speak in informal conversations with peers and adults.
- Discuss various texts and topics collaboratively and with partners.
- Use voice level, phrasing, and intonation appropriate for various language situations.
- Follow one- and two-step directions.
- Ask how and why questions to seek help, get information, or clarify information.
- Work respectfully with others
- Listen and respond to a variety of text and media.
- Participate in a variety of oral language activities including choral and echo speaking and recitation.
- Tell stories orally.
- Participate in creative dramatics.

### **Reading**

Students will:

- Orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.
- Begin to discriminate between spoken sentences, words, and syllables.

- Identify and produce words that rhyme.
- Blend and segment multisyllabic words at the syllable level.
- Blend and segment one-syllable words into phonemes including onset and rime.
- Identify words according to shared beginning and/or ending sounds.
- Blend sounds to make one-syllable words.
- Segment one-syllable words into individual phonemes
- Understand how print is organized and read.
- Hold print materials in the correct position.
- Identify the front cover, back cover, and title page of a book.
- Distinguish between print and pictures.
- Follow words from left to right and from top to bottom on a printed page.
- Match voice with print.
- Demonstrate an understanding that print conveys meaning.
- Identify common signs and logos.
- Explain that printed materials provide information.
- Read and explain own writing and drawings.
- Read his/her name and commonly used high-frequency words.
- Develop an understanding of basic phonetic principles.
- Identify and name the capital and lowercase letters of the alphabet.
- Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
- Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
- Identify initial consonant sounds in one-syllable words.
- Identify final consonant sounds in one-syllable words.
- Expand vocabulary and use of word meanings.
- Discuss meanings of words.
- Increase vocabulary by listening to a variety of texts read aloud.
- Use vocabulary from other content areas.
- Ask about words not understood.
- Use number words.
- Use nouns to identify and name people, places, and things.
- Use adjectives to describe location, size, color, and shape.
- Use verbs to identify actions.
- Demonstrate comprehension of fictional texts.
- Identify the role of an author and an illustrator.
- Relate previous experiences to what is read.
- Use pictures to make predictions.
- Ask and answer questions about what is read.
- Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.
- Demonstrate comprehension of nonfiction texts.
- Use pictures to identify topic and make predictions.
- Identify text features specific to the topic, such as titles, headings, and pictures.
- Ask and answer questions about what is read.

## **Writing**

Students will:

- Print in manuscript.
- Print capital and lowercase letters of the alphabet independently.
- Print his/her first and last names



## **Handwriting**

Students will:

- Write in a variety of forms to include narrative and descriptive.
- Differentiate pictures from writing.
- Use prewriting activities to generate ideas including drawing pictures.
- Use letters to phonetically spell words that describe pictures or experiences.
- Write left to right and top to bottom.
- Compose simple sentences.
- Begin each sentence with a capital letter and use ending punctuation.
- Share writing with others.

## **Research**

Student will:

- conduct research to answer questions or solve problems using available resources.
- Generate topics of interest.
- Generate questions to gather information.
- Identify pictures, texts, or people as sources of information.
- Find information from provided sources.

## **FLES (Foreign Language in the Elementary Schools)**

### **Instructional Areas of Study**

#### **Spanish**

The purpose of the FLES Spanish Instructional area of study is to prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish. The expectations for students learning Spanish as a second language who complete the K-5 sequence are to attain the Novice-Mid level as described in the Proficiency Guidelines of American Council on the Teaching of Foreign Languages (ACTFL).

#### **Interpersonal Communication**

Students will:

- Say basic greetings, farewells and expressions of courtesy
- Greet and leave people in a polite way
- Respond to yes/no questions
- Answer an either/or question
- Respond to *who, what, when, where* question

#### **Reading**

Students will:

- Recognize and read the alphabet
- Connect some words and/or sentences to their meanings
- Recognize cognates that connect with subjects I study

#### **Writing**

Students will:

- Copy letters and words that I use in class
- Label familiar people, places, and objects in pictures and posters
- Write words and phrases that I have learned in class (may not be spelled accurately)

#### **Speaking**

Students will:

- Recite words and phrases that I have learned

- State the names of familial people, places, and object in pictures and posters using words or memorized phrases
- Introduce myself to a group
- Recite short memorized phrases, parts of poems, and rhymes

Write words and phrases that I have learned in class (may not be spelled accurately)

### **Listening**

Students will:

- Understand a few courtesy phrases
- Recognize and understand basic information in words and phrases that I have memorized
- Recognize and understand words and phrases that I have learned for specific purposes

## **HEALTH EDUCATION**

### **Essential Health Concepts**

Students will:

- Recognize the importance of making healthy food choices
- Recognize the need for regular physical activity and its benefits
- Recognize the importance of a regular bedtime routine and enough sleep
- Describe the five senses and major body parts
- Identify medicine use to be helpful or harmful
- Identify adults that keep children healthy
- Identify that hand washing reduces the chance of becoming sick
- Describe the function of the teeth and how to take care of them
- Recognize ways to keep oneself safe
- Describe pedestrian safety
- Describe bus safety practices
- Describe emergency and nonemergency situations
- Identify emotions both positive and negative
- Describe what it means to be a friend and to show consideration and concern for others
- Identify household products that are harmful or poisonous.

### **Healthy Decision**

Students will:

- Describe healthy meal choices that include all food groups
- Identify positive physical activity options
- Describe alternatives to television watching
- Identify situations that require the use of each of the five senses
- Describe how medicine can be helpful or harmful, and recognize poison warning labels
- Describe how germs may cause common diseases
- Discuss the benefits of personal hygiene practices
- Recognize how the body's parts work together
- Identify the meaning of safety signs, symbols, and warning labels
- Describe sun safety practices
- Recognize that not all products advertised or sold are healthy or safe

### **Advocacy and Health Promotion**

Students will:

- Describe a variety of healthy snacks foods
- Describe ways to protect the five senses
- Discuss why medicines should only be taken under the supervision of an adult

- Demonstrate proper hand washing
- Demonstrate how to brush and floss teeth correctly
- Describe how safety choices can prevent injuries
- Describe common safety rules and practices for individuals, families, and communities
- Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials)
- Demonstrate how to call 9-1-1
- Practice using words to identify emotions
- Demonstrate acceptable behavior in classrooms and during play
- Apply strategies for establishing social and physical barriers

## **MATHEMATICS**

### **Number and Number Sense**

Students will:

- Tell how many are in a given set of 20 or fewer objects by counting orally
- Read, write and represent numbers from 0-20
- Given no more than three sets, each set containing 10 or fewer concrete objects will compare and describe one set as having more, fewer, or the same number of objects as the other set(s)
- Given no more than three sets, each set containing 10 or fewer concrete objects will compare and order sets from least to greatest and greatest to least
- Count forward orally by ones from 1 to 100
- Count backward orally by ones when given any number between 1 and 10
- Identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 10
- Count forward by tens to determine the total number of objects to 100
- Recognize and describe with fluency part-whole relationships for numbers up to 5
- Investigate and describe part-whole relationships for numbers up to 10
- Investigate fractions by representing and solving practical problems involving equal sharing with two sharers

### **Computation and Estimation**

Students will:

- Model and solve single-step story and picture problems with sums to 10 and differences within 10, using concrete objects

### **Measurement and Geometry**

Students will:

- Recognize the attributes of a penny, nickel, dime, and identify the number of pennies equivalent to a nickel, a dime, and a quarter
- Investigate the passage of time by reading and interpreting a calendar
- Compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter)
- Identify and describe plane figure (circle, triangle, square, and rectangle)
- Describe the location of one object relative to another (above, below, next to) and identify representations of plane figure (circle, triangle, square and rectangle) regardless of their positions and orientations in space

### **Probability and Statistics**

Students will:

- Collect, organize and represent data

- Read and interpret data in object graphs, picture graph, and tables

### **Patterns, Functions, and Algebra**

Students will:

- Sort and classify objects according to attributes
- Identify, describe, and extend, create and transfer repeating patterns

## **PHYSICAL EDUCATION**

### **Motor Skill Development**

Students will:

- Demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulatives skills
- Demonstrate moving to a beat and to rhythmic pattern
- Demonstrate moving to a beat and to rhythmic pattern
- Demonstrate moving in direction, levels, pathways and speed
- Demonstrate jumping over a stationary rope and a self-turning single jump
- Demonstrate one roll

### **Anatomical Basis of Movement**

Students will:

- Identify basic structures of the body and basic spatial awareness concepts
- Explain that the body has muscles and bones that help the body move
- Identify that the heart is a muscle that beats faster when the body is moving

### **Fitness Planning**

Students will:

- Explain that physical activity helps the body grow and stay healthy

### **Social Development**

- Students will:
- Use appropriate behaviors and safe practices in physical activity settings
- Demonstrate cooperative and safe play
- Demonstrate general and personal space

### **Energy Balance**

Students will:

- Explain that food provides energy for movement

## **SCIENCE**

KINDERGARTEN – *Using my senses to understand my world*

### **Scientific and Engineering Practices**

Students will demonstrate an understanding of scientific and engineering practices by:

- making and using observations to ask questions, making predictions, collecting data, and identifying characteristics and properties of objects
- identifying a problem based on need
- measuring relative length and weight of common objects
- recording information from an investigation
- describing patterns
- classifying and/or sequencing objects based on a single physical characteristic or property

- organizing and representing data
- reading and interpreting data in object and picture graphs and tables
- making simple conclusions based on data or observations
- distinguishing between a model and an actual object
- communicating comparative measures (e.g. heavier, lighter)
- communicating observations using pictures, drawings, and/or speech

## **Central Ideas**

Students will investigate and understand:

- Pushes and pulls can affect the movement of an object.
- All objects have physical properties, which include color, shape or form, texture, and size.
- Water is one of these important resources for our daily lives and has specific properties.
- Organisms possess physical features, including the five senses, which enable them to survive in their environment and obtain resources to meet their basic needs.
- Living and nonliving things have differences; recognition of these differences is essential to developing a deeper understanding of living systems.
- Energy and matter are required for all organisms to carry out life processes. Organisms have basic needs to carry out those life processes. These processes vary between plants and animals.
- Repeating patterns in nature, or events that occur together with regularity, are clues to cause and effect relationships.
- Patterns exist all around us and can be observed in daily weather, seasons, and day and night.
- Systems may exhibit stability and/or change depending on the conditions. These changes can be observed and measured. Some of the changes happen quickly, while others may happen so slowly it is hard to see the changes. Natural resources make up the common objects and materials that we use. These resources are limited and should be conserved. Humans can impact the amount of these resources by reusing, recycling, and conserving.

## **SOCIAL STUDIES**

### **Skills**

Students will:

- Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
  - viewing artifacts and primary and secondary sources to develop an understanding of history;
  - using basic map skills to support an understanding of the community;
  - gathering and classifying information, sequencing events, and separating fact from fiction to improve understanding of the community;
  - asking appropriate questions to solve a problem;
  - comparing and contrasting people, places, or events;
  - recognizing direct cause-and-effect relationships;
  - making connections between past and present;
  - using a decision-making model to make informed decisions;
  - practicing good citizenship skills while collaborating, compromising, and participating in classroom activities; and
  - developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

### **History**

Students will:

- Recognize that history describes events and people from other times and places by
  - identifying example of historical events, stories, and legends that describe the development of the local community; and
  - identifying people who helped establish and lead the local community over time.
- Sequence events in the past and present and begin to recognize that things change over time

### **Geography**

Students will:

- Describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front
- Use simple maps and globes to
  - develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of Earth;
  - describe places referenced in historical events, stories, and real-life situations;
  - locate land and water features;
  - identify basic map symbols in a map legend; and
  - identify places and objects of a familiar area
- Develop an awareness that maps and globes
  - show a view from above;
  - show things in smaller size; and
  - show the position of objects
- Describe how the location, climate, and physical surrounding of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation

### **Economics**

Students will:

- Match simple descriptions of work that people do with the names of those jobs
- Understand and
  - recognize that people make choices because they cannot have everything they want; and
  - explain that people work to earn money to buy the things they want

### **Civics**

Students will:

- Demonstrate that being a good citizen involves
  - taking turns and sharing;
  - taking responsibility for certain classroom chores;
  - taking care of personal belongings and respecting what belongs to others;
  - following rules and understanding the consequence of breaking rules;
  - practicing honesty, self-control, and kindness to others;
  - participating in decision making in the classroom; and
  - participating successfully in group settings
- Develop an understanding of how communities express patriotism through events and symbols by
  - recognizing the American flag;
  - recognizing the Pledge of Allegiance;
  - knowing that the president is the leader of the United States; and
  - recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); and Independence Day (Fourth of July)

## INSTRUCTIONAL AREAS OF STUDY FIRST GRADE

### **ARTS EDUCATION**

#### **Visual Arts**

##### **Creative Expression and Production**

Students will:

- Observe and depict people, plants and animals in a landscape work of art
- Recognize and discuss various solutions to a single art problem
- Identify and use primary colors, line and line variations, texture, shape and patterns
- Create original works of art inspired by written or spoken language
- Create an artwork from real or imaginary sources
- Demonstrate the ability to recognize size relationships
- Demonstrate motor skills by weaving, tearing and folding
- Use past experiences and simulated situations as subject matter in works of art

##### **Historical, Cultural and Social Contexts**

Students will:

- Recognize and describe how art is an integral part of one's own culture
- Identify and describe works of art that communicate feelings, ideas, and information
- Identify American cultural symbols and events depicted in art

##### **Judgment and Criticism**

Students will:

- Discuss why viewers may have different responses to works of art
- View works of art and describe similarities and differences between them
- Respond orally to works of art with reference to primary colors, line, texture, shape and pattern
- Describe and discuss visual qualities of works of art

##### **Aesthetics**

- Discuss the reasons why works of art have value
- Discuss various points of view regarding what art is and what purpose art serves
- Describe and discuss ideas and emotions communicated in works of art

#### **General Music**

##### **Performing**

Students will:

- Demonstrate the difference between the speaking and singing voice
- Sing a varied repertoire of songs, alone and with others, with appropriate tone quality, posture, and breathing
- Sing song that contain *sol*, *mi*, and *la* pitches
- Sing, play, and use movement to perform sounds of same, shorter, and longer duration Play instruments or body percussion or use movement to demonstrate steady beat and duple metric grouping
- Accompany songs and speech pieces using body percussion, un-pitched percussion, or steady beat drone on melodic percussion instruments
- Perform call and response songs, and songs in binary form

##### **Understanding**

Students will:

- Recognize melodic movement by steps, skips and repeated tones
- Read simple rhythm patterns that include quarter notes and rests and pairs of eighth notes
- Identify strong and weak beats in duple meters

- Identify and distinguish between accompanied and unaccompanied vocal music
- Understand and perform music using dynamic symbols: *f* and *p*

### **Creating**

Students will:

- Create a short melody with sol, mi, and la using graphics or icons
- Create musical answers to musical questions using a pentatonic scale
- Create new lyrics to familiar melodies
- Create short rhythmic patterns on unpitched percussion instruments using graphics, icons, or traditional notation
- Suggest possibilities in a group composition effort for a contrasting B section for a song, speech, body percussion or instrumental piece
- Create movements prompted by descriptive words and movements that describe moods or feeling

### **Connecting**

Students will:

- Sing songs about American leaders, holidays, health and safety, mathematical concepts, and science
- Understand two elements of music: rhythm and melody
- Understand the relationship between size and pitch
- Develop aesthetic sensitivity through listening to music with a variety of timbres
- Listen quietly to live or recorded music performances

## **ENGLISH LANGUAGE ARTS**

### **Communication and Multimodal Literacies**

Student will:

- Develop oral communication skills.
- Listen actively and speak using agreed-upon rules for discussion.
- Initiate conversation with peers and adults.
- Adapt or change oral language to fit the situation.
- Use appropriate voice level, phrasing, and intonation.
- Participate in collaborative and partner discussions about various texts and topics.
- Follow rules for conversation using appropriate voice level in small-group settings.
- Ask and respond to questions to seek help, get information, or clarify information.
- Restate and follow simple two-step oral directions.
- Give simple two-step oral directions.
- Express ideas orally in complete sentences.
- Work respectfully with others.
- Increase listening and speaking vocabularies.
- Demonstrate growth in oral early literacy skills.
- Listen and respond to a variety of print and media materials.
- Tell and retell stories and events in sequential order.
- Participate in a variety of oral language activities, including choral speaking and recitation.
- Participate in creative dramatics.



## Reading

Student will:

- Orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.
- Create rhyming words.
- Count phonemes (sounds) in one-syllable words.
- Blend sounds to make one-syllable words.
- Segment one-syllable words into individual phonemes.
- Add or delete phonemes to make new words.
- Blend and segment multisyllabic words at the syllable level.
- Apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
- Match spoken words with print.
- Identify letters, words, sentences, and ending punctuation.
- Apply phonetic principles to read and spell.
- Use initial and final consonants to decode and spell one-syllable words.
- Use two-letter consonant blends to decode and spell one-syllable words.
- Use consonant digraphs to decode and spell one-syllable words.
- Use short vowel sounds to decode and spell one-syllable words.
- Blend initial, medial, and final sounds to recognize and read words.
- Use word patterns to decode unfamiliar words.
- Read and spell simple two-syllable compound words.
- Read and spell commonly used sight words.
- Use semantic clues and syntax for support when reading.
- Use words, phrases, and sentences.
- Use titles and pictures.
- Use information in the story to read words.
- Use knowledge of sentence structure.
- Reread and self-correct.
- Expand vocabulary and use of word meanings.
- Discuss meanings of words in context.
- Develop vocabulary by listening to and reading a variety of texts.
- Ask for the meaning of unknown words and make connections to familiar words.
- Use text clues such as words or pictures to discern meanings of unknown words.
- Use vocabulary from other content areas.
- Use singular and plural nouns.
- Use adjectives to describe nouns.
- Use verbs to identify actions.
- Use simple reference materials.
- Use knowledge of alphabetical order by first letter.
- Use a picture dictionary to find meanings of unfamiliar words.
- Read and demonstrate comprehension of a variety of fictional texts.
- Preview the selection.
- Set a purpose for reading.
- Relate previous experiences to what is read.
- Make and confirm predictions.
- Ask and answer who, what, when, where, why, and how questions about what is read.
- Identify characters, setting, and important events.
- Retell stories and events, using beginning, middle, and end in a sequential order.

- Identify theme.
- Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
- Read and demonstrate comprehension of a variety of nonfiction texts.
- Preview the selection.
- Use prior and background knowledge as context for new learning.
- Set a purpose for reading.
- Identify text features such as pictures, headings, charts, and captions.
- Make and confirm predictions.
- Ask and answer who, what, where, when, why, and how questions about what is read.
- Identify the main idea.
- Read and reread familiar texts with fluency, accuracy, and meaningful expression.

## Writing

Student will:

- Print legibly in manuscript.
- Form letters accurately.
- Space words within sentences.
- Write in a variety of forms to include narrative, descriptive, and opinion.
- Identify audience and purpose.
- Use prewriting activities to generate ideas.
- Focus on one topic.
- Organize writing to suit purpose.
- Revise by adding descriptive words when writing about people, place, things, and events.
- Write to express an opinion and give a reason.
- Use letters to phonetically spell words.
- Share writing with others.
- Edit writing for capitalization, punctuation, and spelling.
- Use complete sentences.
- Begin each sentence with a capital letter and use ending punctuation.
- Use correct spelling for commonly used sight words and phonetically regular words.

## Research

Student will:

- conduct research to answer questions or solve problems using available resources.
- Generate topics of interest.
- Generate questions to gather information.
- Identify pictures, texts, or people as sources of information.
- Find information from provided sources.
- Record information.

## **FLES (Foreign Language in the Elementary Schools)**

### **Instructional Areas of Study**

#### **Spanish**

The purpose of the FLES Spanish Instructional area of study is to prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish. The expectations for students learning Spanish as a second language who complete the K-5 sequence are to attain the Novice-Mid level as described in the Proficiency Guidelines of American Council on the Teaching of Foreign Languages (ACTFL).

## **Interpersonal Communication**

Students will:

- Say basic greetings, farewells and expressions of courtesy
- Greet and leave people in a polite way
- Respond to yes/no questions
- Answer an either/or question
- Respond to *who, what, when, where* question

## **Reading**

Students will:

- Recognize and read the alphabet
- Connect some words and/or sentences to their meanings
- Recognize cognates that connect with subjects I study

## **Writing**

Students will:

- Copy letters and words that I use in class
- Label familiar people, places, and objects in pictures and posters
- Write words and phrases that I have learned in class (may not be spelled accurately)

## **Speaking**

Students will:

- Recite words and phrases that I have learned
- State the names of familiar people, places, and objects in pictures and posters using words or memorized phrases
- Introduce myself to a group
- Recite short memorized phrases, part of poems, and rhymes

## **Listening**

Students will:

- Understand a few courtesy phrases
- Recognize and understand basic information in words and phrases that I have memorized
- Recognize and understand words and phrases that I have learned for specific purposes

## **HEALTH EDUCATION**

### **Essential Health Concepts**

Students will:

- Identify body structures and organs
- Describe how body systems work together
- Describe correct posture
- Identify behaviors that promote health and wellness
- Describe behaviors that promote personal safety
- Identify that medicines can be both helpful and harmful
- Compare and contrast emotions that may make a person happy, unhappy or mad
- Describe characteristics that are unique to each individual
- Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others
- Identify items and materials that can be reduced, recycled, or reused

### **Healthy Decision**

Students will:

- Describe the importance of having a healthy heart, brain, and lungs
- Select behaviors that help keep the heart, brain, and lungs healthy

- Explain the importance of making healthy decisions and how unhealthy decisions affect the body
- Explain ways to stay safe
- Explain how medications may look similar but have different functions
- Identify appropriate ways a person may express the emotions of happy, unhappy, or mad
- Explain the role of listening in building and maintaining friendships
- Explain the importance of responsible behaviors when interacting with others
- Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution

### **Advocacy and Health Promotion**

Students will:

- Identify home safety rules and guidelines for emergencies
- Practice fire safety procedures
- Describe the importance of pedestrian safety
- Explain ways to stay safe when riding in a bus and automobile
- List playground safety rules
- Explain how protective gear reduces injuries
- Describe water safety
- Identify the importance of sun safety
- Create safety rules for medications in the home
- Identify individuals or community agencies that keep people safe
- Describe how to report a dangerous situation
- Create strategies to keep environment healthy

### **MATHEMATICS**

#### **Number and Number Sense:**

Students will:

- Count forward orally by ones to 110, starting at any number between 0 and 100
- Write the numerals 0 to 110 in sequence and out-of-sequence
- Count backwards orally by one when given any number between 1 and 30
- Count forward orally by ones, twos, fives, and tens to determine the total number of objects to 110
- Given up to 110 objects will group a collection into tens and ones and write the corresponding numeral
- Given up to 110 objects will compare two numbers between 0 and 110 represented pictorially or with concrete objects, using the words greater than, less than or equal to
- Given up to 110 objects will order three or fewer sets from least to greatest and greatest to least
- Given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth
- Represent and solve practical problems involving equal sharing with two or four sharers
- Represents and name fractions for halves and fourths, using models
- Select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and three-digit numeral (e.g. 5,50,500)
- Explain the reasonableness of the choice

#### **Computation and Estimation**

Students will:

- Create and solve single-step story and picture problems using addition and subtraction within 20
- Recognize and describe with fluency part-whole relationships for numbers up to 10 and
- Demonstrate fluency with addition and subtraction within 10

## **Measurement and Geometry**

Students will:

- Determine the value of collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less
- Tell time to the hour and half-hour, using analog and digital clocks
- Read and interpret a calendar
- Use nonstandard units to measure compare length, weight, and volume
- Identify and describe, trace, describe and sort plane figure (triangle, squares, rectangles, and circles) according to number of sides, vertices, and angles
- Identify and describe representations of circle, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning

## **Probability and Statistics**

Students will:

- Collect, organize, and represent various forms of data using tables, picture graphs, and object graphs
- Read and interpret data displayed in tables, picture graphs, and object graph, using the vocabulary *more, less, fewer, greater than, less than, and equal to*.

## **Patterns, Functions, and Algebra**

Students will:

- Sort and classify concrete objects according to one or two attributes
- Describe, extend, create, and transfer growing and repeating patterns
- Demonstrate an understanding of equality through the use of the equal symbol

## **PHYSICAL EDUCATION**

### **Motor Skill Development**

Students will:

- Demonstrate approaching mature form and the correct critical elements of locomotor, non-locomotor, and manipulative skills
- Demonstrate simple educational gymnastic skills, to include balancing at different levels, two different rolls, moving in two different directions, and transfer of weight
- Demonstrate moving to a beat and to rhythmic pattern in personal and general space
- Perform a teacher-led dance
- Demonstrate moving in direction, levels, pathways and speed
- Demonstrate consecutive jumps with a self-turn rope and long rope

### **Anatomical Basis of Movement**

Students will:

- Identify basic anatomical structures
- Identify where the brain is located
- Explain that muscles attach to bones to help the body move
- Describe how the heart and lungs work together to keep the body moving
- Demonstrate appropriate use of personal and general space

### **Fitness Planning**

Students will:

- Identify changes in the body that occur during moderate-to-vigorous physical activity

### **Social Development**

Students will:

- Demonstrate basic knowledge and skills for safe and cooperative play, individually and with others
- Work cooperatively, and demonstrate safety rules and equipment use with peers

## **Energy Balance**

Students will:

- Name the food groups as identified by the U.S. Department of Agriculture
- Explain that the body needs water
- Explain that physical activity uses energy from foods

## **SCIENCE**

FIRST GRADE – *How I interact with my world*

### **Scientific and Engineering Practices**

Students will demonstrate an understanding of scientific and engineering practices by:

- Making and using observations to ask questions and make predictions
- Identifying a simple problem that can be solved through the development of a new tool or improved object
- Conducting investigations to produce data (with guidance)
- Using tools to measure relative length, weight, volume, and temperature of common objects
- Describing patterns and relationships
- Classifying and arranging objects based on a single physical characteristic or property
- Using tables and picture and object graphs to organize and represent various forms of data, and read and interpret data (using vocabulary such as more, less, fewer)
- Using and sharing pictures, drawings, and/or writings of observations
- Making simple conclusions based on data or observations
- Recognizing unusual or unexpected results
- Using physical models to demonstrate simple phenomena and natural processes
- Communicating observations and data using simple graphs, pictures, drawings, numbers, speech, and/or writing

### **Central Ideas**

Students will investigate and understand:

- Forces between objects can cause objects to move or have a change in their motion. It is possible to produce sound when objects vibrate.
- Different materials may have different physical properties. These properties are used to describe and classify objects.
- Energy and matter are needed for all organisms to survive.
  - Plants use the matter and energy to grow and reproduce. Each type of plant has characteristics that allow it to function in unique and specific ways and are used to classify.
  - Animals use the matter and energy to move, eat, breathe, and reproduce. Each type of animal has characteristics that allow it to function in unique and specific ways to obtain food, reproduce, and survive in a particular place and are used to classify.
- The sun is a source of energy, and that energy provides light and warmth for Earth and can be seen in different location of the sky throughout the day.
  - Repeating patterns are clues to cause and effect relationships and provide the opportunity to make predictions, specifically how changes in temperature, light, and precipitation can help predict the weather, which affects plants and animals.
  - Our natural resources, including clean water, clean air, and undeveloped land, are limited. If we want to enjoy these resources in the future, we need to take care of them now.

## **SOCIAL STUDIES**

### **SKILLS**

Students will:

- Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- using artifacts and primary and secondary sources to develop an understanding of Virginia history;
- using basic map skills to support an understanding of Virginia history;
- using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;
- asking appropriate questions to solve a problem;
- comparing and contrasting people, places, or events in Virginia history;
- recognizing direct cause-and-effect relationships;
- making connections between past and present;
- using a decision-making model to make informed decisions;
- practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
- developing fluency in content vocabulary and comprehension of oral, written, and visual sources

### **History**

Students will:

- Demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including
  - the settlement of Virginia at Jamestown;
  - famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and
  - life in Virginia today, including food, clothing, shelter, transportation, and recreation
- Describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on
  - Powhatan;
  - Pocahontas;
  - Christopher Newport;
  - Maggie L. Walker; and
  - Arthur R. Ashe, Jr.
- Describe the lives of people associated with major holidays, including
  - George Washington Day (Presidents' Day)
  - Independence Day (Fourth of July); and
  - Martin Luther King, Jr., Day

## **Geography**

Students will:

- Develop map skills by
  - recognizing basic map symbols, including references to land, water, cities, and roads;
  - using cardinal direction on maps;
  - identifying the shapes of the United States and Virginia on maps and globes;
  - locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on United States map; and
  - constructing simple maps, including a title, map legend, and compass rose
- Develop a geographic understanding that
  - the location of Virginia determines its climate and results in four distinct seasons; and
  - the landforms of Virginia affect the places people live

## **Economics**

Students will:

- Explain the difference between goods and services and describe how people are consumers and producers of goods and services
- Explain that people make choices because they cannot have everything they want
- Recognize that people save money for the future to purchase goods and services

## **Civics**

Students will:

- Apply the traits of a good citizen by
  - focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
  - recognizing the purpose of rules and practicing self-control
  - working hard in school;
  - talking responsibility for one's own actions;
  - valuing honesty and truthfulness in oneself and others; and
  - participating in classroom decision making through voting
- Recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag learning about the Pledge of Allegiance
- Recognize the symbols and traditional practices that honor the Commonwealth of Virginia by
  - identifying the Virginia flag, state capitol building, state bird, and state flower; and
  - describing why people have symbols and traditions
- Understand that the people of Virginia
  - have state and local government officials who are elected by voters;
  - make contributions to their communities; and
  - include people who have diverse ethnic origins, customs, and tradition and are united as Americans by common principles



# INSTRUCTIONAL AREAS OF STUDY SECOND GRADE

## **ARTS EDUCATION**

### **Visual Arts**

#### **Creative Expression and Production**

Students will:

- Use literary sources to generate ideas for works of art
- Identify and use secondary colors, shapes and three-dimensional forms
- Communicate an environment or historical theme in a work of art
- Create a still life work of art using inanimate objects as visual source
- Depict objects in proportion within a work of art
- Collaborate with others to create a work of art
- Create a three-dimensional work of art
- Create a work of art by manipulating clay

#### **Historical, Cultural and Social Contexts**

Students will:

- Compare the art artifacts, and architecture of other cultures with that of their own
- Identify symbols that various cultures use to represent common themes
- Identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians

#### **Judgment and Criticism**

Students will:

- Express opinions with supporting statements regarding works of art
- Categorize works of art by subject matter including portrait landscape and still life
- Distinguish between natural objects and objects made by man in the environment

#### **Aesthetics**

Students will:

- Discuss local public art and its value to the community
- Describe the meanings and feelings evoked by works of art
- Discuss the ways that the art of a culture reflects its people's attitudes and beliefs

### **General**

#### **Music**

##### **Performing**

Students will:

- Sing melodies within the range of a sixth
- Sing a varied repertoire of songs, individually and in groups
- Play ostinato and single-chord accompaniments on classroom instruments
- Read and perform rhythm patterns using quarter notes and eighth notes in traditional notation
- Respond to music with movement

##### **Understanding**

Students will:

- Recognize form: like and unlike phrases; A B form; beginning and ending phrases
- Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement, and use music terminology to describe the changes
- Identify selected orchestral and folk instruments by sight and sound
- Identify melody patterns that move upward, downward, and remain the same

## **Creating**

Students will:

- Create lyrics to familiar melodies
- Create new verses to songs
- Create accompaniments and ostinati
- Create music to enhance songs, stories and poems
- Create interpretive movement

## **Connecting**

Students will:

- Contribute to a group effort of making music and listening to music
- Participate in music activities that involve sharing taking turns, and other ways of demonstrating good citizenship
- Demonstrate an understanding of the relationship between music and other disciplines

## **ENGLISH LANGUAGE ARTS**

### **Communication and Multimodal Literacies**

Student will:

- Use oral communication skills.
- Listen actively and speak using appropriate discussion rules.
- Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
- Speak audibly with appropriate voice level, phrasing, and intonation.
- Share information orally with appropriate facts and relevant details.
- Use increasingly complex sentence structures in oral communication.
- Begin to self-correct errors in language use.
- Participate as a contributor and leader in collaborative and partner discussions.
- Ask and answer questions to seek help, get information, or clarify information.
- Retell information shared by others.
- Restate and follow multi-step directions.
- Give multi-step directions.
- Work respectfully with others and show value for individual contributions.
- Create a simple presentation using multimodal tools.
- Demonstrate an understanding of oral early literacy skills.
- Create oral stories to share with others.
- Create and participate in oral dramatic activities.
- Participate in a variety of oral language activities, including choral speaking and recitation.

## **Reading**

Student will:

- Orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.
- Count phonemes within one-syllable words.
- Blend sounds to make one-syllable words.
- Segment one-syllable words into phonemes.
- Add or delete phonemes to make words.
- Blend and segment multisyllabic words at the syllable level.
- Use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
- Decode regular multisyllabic words.
- Apply decoding strategies to confirm or correct while reading.
- Use semantic clues and syntax to expand vocabulary when reading.
- Use information and context clues in the story to read words.

- Use knowledge of sentence structure to determine the meaning of unknown words.
- Expand vocabulary and use of word meanings.
- Use knowledge of homophones.
- Use knowledge of prefixes and suffixes.
- Use knowledge of antonyms and synonyms.
- Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- Use word-reference materials including dictionaries, glossaries and indices.
- Use vocabulary from other content areas.
- Read and demonstrate comprehension of fictional texts.
- Make and confirm predictions.
- Connect previous experiences to new texts.
- Ask and answer questions using the text for support.
- Describe characters, setting, and plot events in fiction and poetry.
- Identify the conflict and resolution.
- Identify the theme.
- Summarize stories and events with beginning, middle, and end in the correct sequence.
- Draw conclusions based on the text.
- Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
- Read and demonstrate comprehension of nonfiction texts.
- Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
- Make and confirm predictions.
- Use prior and background knowledge as context for new learning.
- Set purpose for reading.
- Ask and answer questions using the text as support.
- Identify the main idea.
- Draw conclusions based on the text.
- Read and reread familiar texts with fluency, accuracy, and meaningful expression.

## **Writing**

Student will:

- Maintain legible printing and begin to make the transition to cursive.
- Begin to write capital and lowercase letters of the alphabet.
- Begin to sign his/her first and last names.
- write in a variety of forms to include narrative, descriptive, opinion, and expository.
- Understand writing as a process.
- Identify audience and purpose.
- Use prewriting strategies to generate ideas before writing.
- Use strategies for organization according to the type of writing.
- Organize writing to include a beginning, middle, and end.
- Write facts about a subject to support a main idea.
- Write to express an opinion and provide a reason for support.
- Expand writing to include descriptive detail.
- Revise writing for clarity.
- Edit writing for capitalization, punctuation, spelling and Standard English.
- Recognize and use complete sentences.
- Use and punctuate declarative, interrogative, and exclamatory sentences.
- Capitalize all proper nouns and the word I.
- Use singular and plural nouns and pronouns.
- Use apostrophes in contractions and possessives.
- Use contractions and singular possessives.
- Use knowledge of simple abbreviations.

- Use correct spelling for commonly used sight words, including compound words and regular plurals.
- Use commas in salutation and closing of a letter.
- Use past and present verbs.
- Use adjectives correctly.

## **Research**

Student will:

- Conduct research by using available resources to gather information and answer questions to complete a research product.
- Generate topics of interest.
- Generate questions to gather information.
- Identify pictures, texts, people, or media as sources of information.
- Find information from provided sources.
- Organize information in writing or a visual display.
- Describe difference between plagiarism and using own words.

## **FLES (Foreign Language in the Elementary Schools)**

### **Instructional Areas of Study**

The purpose of the FLES Spanish Instructional area of study is to prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish. The expectations for students learning Spanish as a second language who complete the K-5 sequence are to attain the Novice-Mid level as described in the Proficiency Guidelines of American Council on the Teaching of Foreign Languages (ACTFL).

### **Interpersonal Communication**

Students will:

- Say basic greetings, farewells and expressions of courtesy

### **Reading**

Students will:

- Recognize and read the alphabet
- Alphabetize names or words
- Connect some words and/or sentences to their meanings
- Recognize cognates that connect with subjects I study

### **Writing**

Students will:

- Write words that I use in class (may not be spelled accurately)
- Write the names of familiar people, places, and objects in pictures and posters
- Fill out a simple form with basic personal information
- Write about myself using learned phrases and memorized expressions

### **Speaking**

Students will:

- Recite words and phrases that I have learned
- State the names of familiar people, places, and objects in pictures and posters using words or memorized phrases
- Introduce myself to a group
- Recite short memorized phrases, part of poems, and rhymes

### **Listening**

Students will:

- Understand a few courtesy phrases
- Recognize and understand basic information in words and phrases that I have memorized
- Recognize and understand words and phrases that I have learned for specific purposes

## **HEALTH EDUCATION**

### **Essential Health Concepts**

Students will:

- Identify structures that form body systems, to include the heart and lungs, bones and muscles
- Identify foods that come from plants and animals
- Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast
- Identify characteristics of foods that should be consumed in limited quantities
- Identify foods and beverages that contain sugar and caffeine
- Recognize that germs cause colds and flu and can be spread from person to person
- Describe harmful effects of medicine
- Explain the importance of assuming responsibility for personal safety
- Explain emotions associated with disappointment, loss, and grief
- Explain the difference between teasing and bullying
- Describe situations in which conflict may occur
- Define self-image, and identify that individuals are unique
- Explain how media influences behavior

### **Healthy Decisions**

Students will:

- Identify possible consequences of not caring for cardio respiratory, skeletal, and muscular systems
- Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy life style
- Use a decision-making process to select healthy foods
- Identify ways to increase physical activity
- Explain the need for regular health checkups and screenings
- Explain why parents/guardians keep health records for the children
- Describe the use of refusal skills to make good decision
- Identify why medicines should only be taken under the supervision of an adult
- Explain healthy ways to express the emotions associated with disappointment, loss, and grief.
- Discuss how to express needs and wants appropriately
- Use appropriate strategies to object to teasing and bullying
- Describe the use of non-violent strategies to resolve conflicts
- Describe characteristics of a trusted friend and a trusted adult
- Describe how to work and play cooperatively
- Describe how self-image influences personal success

### **Advocacy and Health Promotion**

Students will:

- Describe how heredity influences health and wellness
- Design a meal with food from each food group
- Explain how different dietary customs and traditions influence health
- Describe how to keep food safe from harmful germs
- Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases
- Explain why it is dangerous to sniff, taste, or swallow unknown substances
- Identify emergency resources, services, and health care professionals in the community
- Identify adults who can help with disappointment, loss, and grief

- Develop a plan to use appropriate strategies to object to teasing and bullying
- Demonstrate non-violent strategies to resolve conflicts and support peers in school and in the community
- Identify and discuss how to show respect for similarities and differences between and among the individuals
- Describe how the environment influences health and how to protect the environment

## **Mathematics**

### **Number and Number Sense**

Students will:

- Read, write, and identify the place and value of each digit in a three-numeral with and without models
- Identify the numbers that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999
- Compare and order whole numbers between 0 and 999
- Round two-digit numbers to the nearest ten
- Count forward by twos, fives and tens to 120, starting at various multiples of 2, 5 or 10
- Count backward by tens from 120
- Use objects to determine whether a number is even or odd
- Count and identify the ordinal positions first through twentieth, using an ordered set of objects
- Write the ordinal numbers 1<sup>st</sup> through 20<sup>th</sup>
- Name and write fractions represented by set, region, or length model for halves, fourth, eighths, thirds, and sixths, with models

### **Computation and Estimation**

Students will:

- Recognize and use the relationships between addition and subtraction to solve single-step practical problems, with whole numbers to 20
- Demonstrate fluency with addition and subtraction within 20
- Estimate sums and differences
- Determine sums and differences, using various methods
- Create and solve single-step and two-step practical problems involving addition and subtraction

### **Measurement and Geometry**

Students will:

- Count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less
- Use the cent symbol, dollar symbol, and decimal point to write a value of money
- Estimate and measure length to the nearest inch
- Weight to the nearest pound
- Tell and write time to the nearest five minutes, using analog and digital clocks
- Determine past and future days of the week
- Identify specific days and dates on a given calendar
- Read the temperature to the nearest 10 degrees
- Draw a line of symmetry in a figure
- Identify and create figures with at least one line of symmetry
- Identify, describe, compare, and contrast plane and solid figures (circle/sphere, square/cube, and rectangle/rectangular prism)

### **Probability and Statistics**

Students will:

- Use data from probability experiments to predict outcomes when the experiment is repeated
- Collect, organize, and represent data in pictographs and bar graphs
- Read and interpret data represented in pictographs and bar graphs

## **Patterns, Functions, and Algebra**

Students will:

- Identify, describe, create, extend and transfer patterns found in objects, pictures, and numbers
- Demonstrate an understanding of equality through the use of equal symbol and the use of the not equal symbol

## **PHYSICAL EDUCATION**

### **Motor Skill Development**

Students will:

- Demonstrate approaching and mature form of locomotor, non-locomotor, and manipulative skills
- Demonstrate a simple educational gymnastic sequence, including balance, roll, transfer of weight from feet to hands, and flight
- Demonstrate moving to a rhythm by performing basic dance sequences

### **Anatomical Basis of Movement**

Students will:

- Describe the concept of relationship in dynamic movement situations
- Explain that the brain sends a message to the body to move
- Identify major muscles, to include quadriceps, biceps, abdominals, and heart
- Identify major bones, to include, skull, ribs, and spine
- Identify the major structures of the cardiorespiratory systems

### **Fitness Planning**

Students will:

- Describe each component of fitness and activities to promote it

### **Social Development**

Students will:

- Identify and apply cooperative, respectful, and safe behaviors and physical activity setting
- Demonstrate cooperative skills, to include taking turns and sharing equipment

### **Energy Balance**

Students will:

- Explain that dairy is important for bone growth
- Identify examples of healthy snacks and hydration choices
- Explain that choosing nutritious foods and being physically active are components of being healthy

## **SCIENCE**

SECOND GRADE – *Change occurs all around us*

### **Scientific and Engineering Practices**

Students will demonstrate an understanding of scientific and engineering practices by:

- Asking questions that can be investigated
- Making predictions based on observations and prior experiences
- Identifying a simple problem that can be solved through the development of a new tool or improved objects
- Planning and conduct simple investigations to produce data (with guidance)
- Using appropriate tools to measure length, weight, and temperature of common objects using U.S. Customary units and time intervals.
- Using pictographs and bar graphs to organize and represent data and read and interpret data
- Making simple conclusions based on data or observations

- Distinguishing between opinion and evidence
- Recognizing unusual or unexpected results
- Using models to demonstrate simple phenomena and natural processes
- Communicating observations and data using simple graphs, drawings, numbers, speech, and/or writing

### **Central Ideas**

Students will investigate and understand:

- Objects can move because of a direct contact and from forces that are acting from a distance.
- Heating and cooling can cause change in the phases of matter.
- Plants and animals undergo change throughout their lives as they grow and develop. These changes are reflected in an organism's life cycle.
- Organisms interact with other organisms and their surroundings. These interactions allow organisms to obtain basic life needs.
- There are many types of different weather on Earth that have specific characteristics. Weather data can be used to identify and predict weather patterns and storms.
- Weather conditions and seasons affect plants, animals, and their surroundings.
- Plants have many roles in a system which include providing basic life needs for animals and reducing the impact of weather on land.

## **SOCIAL STUDIES**

### **SKILLS**

Students will:

- Demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
  - identifying artifacts and primary and secondary sources to understand events in American history;
  - using basic map skills to locate places on maps and globes to support an understanding of American history;
  - using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history;
  - asking appropriate questions to solve a problem;
  - comparing and contrasting people, places, or events in American history;
  - recognizing direct cause-and-effect relationships;
  - making connections between past and present;
  - using a decision-making model to make informed decisions;
  - practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - defending positions orally and in writing, using content vocabulary

### **History**

Students will:

- Demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.
- Compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on
  - The Powhatan of the Eastern Woodlands;
  - The Lakota of the Plains; and
  - The Pueblo people of the Southwest
- Describe how the contributions of selected individuals changed the lives of Americans, with emphasis on
  - Christopher Columbus
  - Benjamin Franklin
  - Abraham Lincoln
  - George Washington Carver;
  - Helen Keller;
  - Thurgood Marshall;
  - Rosa Parks;



- Jackie Robinson
- Cesar Chavez; and
- Martin Luther King, Jr
- Describe why United States citizens celebrate major holidays, including
  - Martin Luther King, Jr
  - George Washington Day (Presidents' Day);
  - Memorial Day;
  - Independence Day (Fourth of July);
  - Labor Day;
  - Columbus Day;
  - Veterans Day; and
  - Thanksgiving Day

## **Geography**

Students will:

- Develop map skills by using globes and maps of the world and the United States to locate
  - the seven continents and the five oceans;
  - the equator, the Prime Meridian, and the four hemispheres; and
  - major rivers, mountain ranges, lakes, and other physical features in the United States
- Locate and describe the relationship between the environment and culture of
  - the Powhatan of Eastern Woodlands;
  - the Lakota of the Plains; and
  - the Pueblo Indians of the Southwest

## **Economics**

Students will:

- Describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings)
- Distinguish between the use of barter and the use of money in the exchange for goods and services
- Explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services

## **Civics**

Students will:

- Explain the responsibility of a good citizen, with emphasis on
  - respecting and protecting the rights and property of others;
  - taking part in the voting process when making classroom decisions;
  - describing actions that can improve the school and community
  - demonstrating self-discipline and self-reliance;
  - practicing honesty and trustworthiness; and
  - describing the purpose of rules and laws
- Understand that the people of the United States of America
  - make contributions to their communities
  - vote in elections;
  - are united as Americans by common principles; and
  - have the individual right to life, liberty, and the pursuit of happiness as well as equally under the law
- Understand the symbols and traditional practices that honor and foster patriotism in the United States of America by
  - explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
  - learning the words and meaning of the Pledge of Allegiance.

## Civics

Students will:

- Explain the responsibility of a good citizen, with emphasis on
  - respecting and protecting the rights and property of others;
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# INSTRUCTIONAL AREAS OF STUDY

## THIRD GRADE

### **ARTS EDUCATION**

#### **Visual Arts**

##### **Creative Expression and Production**

Students will:

- Use various art process and techniques to produce works of art
- Create a work of art that communicates feelings
- Develop art ideas from alternative sources, including print, non-print, and technology
- Identify and use intermediate colors, warm and cool colors, positive and negative space, balance and symmetry
- Create a work of art based upon interpretation of sensory experiences
- Create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts
- Create the illusion of depth using overlapping, size variation, and placement in the picture plane
- Use foreground, middle ground and background in two-dimensional works of art

##### **Historical, Cultural and Social Contexts**

Students will:

- Discuss how history, culture and visual arts influence each other
- Identify distinguishing characteristics of landscape, seascape and cityscape
- Compare and contrast architectural styles of ancient cultures including Greece and Rome
- Identify works of art that reflect times, places and cultures

##### **Judgment and Criticism**

Students will:

- Discuss why works of art have been interpreted in different ways throughout history
- Describe the problem-solving process involved in producing personal works of art using appropriate art vocabulary
- Categorize works of art by subject matter, including portrait, landscape, and still life and narrative
- Analyze works of art for the use of rhythm, balance, and spatial relationships

##### **Aesthetics**

Students will:

- Develop and describe personal reasons for valuing works of art
- Identify common attributes in works of art produced by artist within one culture
- Examine the relationship between beauty and function in the artifacts of a culture
- Discuss how criteria used to value art varies from one culture to another

##### **General Music**

###### **Performing**

Students will:

- Sing in tune with clear tone melodies within the range of an octave
- Perform in a two-part music ensemble
- Accompany singing with rhythm and/or melody instruments
- Perform melody and rhythm patterns in treble staff using traditional notation
- Respond to music with movement, performing line, circle, and dances from various cultures
- Use the I and V chords to accompany a two-chord melody using classroom instruments
- Perform sets of beats that grouped in twos and threes

###### **Understanding**

Students will:

- Identify ABA form Notate rhythms using quarter notes, eighth notes, and half notes with corresponding rests using traditional notation
- Notate three-note melodies using traditional notation in the treble staff

- Recognize music symbols within a composition and use music terminology to explain their functions
- Use descriptive terminology to identify strong beats and weak beats
- Identify by sight and sound the four orchestral families; woodwind, string, brass, percussion
- Demonstrate melodic shape of a musical phrase

### **Creating**

Students will:

- Create accompaniments and ostinato for songs and chants
- Create interpretive movement
- Create lyrics to familiar melodies
- Create new verses to songs

### **Connecting**

Students will:

- Explore the music of world cultures through song, dance, and movement
  - Contribute to a group effort of making music and listening to music
  - Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- Demonstrate an understanding of the relationship between music and other disciplines

## **BUSINESS & INFORMATION TECHNOLOGY**

Keyboarding

- Students will use a keyboarding, mouse, touchscreen, touchpad and/or other input devices to perform learning tasks.

## **ENGLISH LANGUAGE ARTS**

### **Communication and Multimodal Literacies**

Student will:

- Use effective communication skills in a variety of settings.
- Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
- Present accurate directions to individuals and small groups.
- Ask and respond to questions from teachers and other group members.
- Orally summarize information expressing ideas clearly.
- Use language appropriate for context and audience.
- Increase listening and speaking vocabularies.
- Participate in collaborative discussions.
- Work respectfully with others in pairs, diverse groups, and whole class settings.
- Give oral presentations.
- Speak clearly using appropriate volume.
- Speak at an understandable rate.
- Make eye contact with the audience.
- Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
- Use contextually appropriate language and specific vocabulary to communicate ideas.
- Use multimodal tools to create presentations and enhance communication.

### **Reading**

Student will:

- Apply word-analysis skills when reading.
- Use knowledge of regular and irregular vowel patterns.

- Decode regular multisyllabic words.
- Expand vocabulary when reading.
- Use knowledge of homophones.
- Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
- Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
- Use context to clarify meaning of unfamiliar words.
- Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- Use vocabulary from other content areas.
- Use word-reference resources including the glossary, dictionary, and thesaurus.
- Read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
- Set a purpose for reading.
- Make connections between reading selections.
- Make, confirm, and revise predictions.
- Compare and contrast settings, characters, and plot events.
- Summarize plot events.
- Identify the narrator of a story.
- Ask and answer questions about what is read.
- Draw conclusions using the text for support.
- Identify the conflict and resolution.
- Identify the theme.
- Use reading strategies to monitor comprehension throughout the reading process.
- Differentiate between fiction and nonfiction.
- Read with fluency, accuracy, and meaningful expression.
- Read and demonstrate comprehension of nonfiction texts.
- Identify the author's purpose.
- Use prior and background knowledge as context for new learning.
- Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
- Ask and answer questions about what is read using the text for support.
- Draw conclusions using the text for support.
- Summarize information found in nonfiction texts.
- Identify the main idea.
- Identify supporting details.
- Use reading strategies to monitor comprehension throughout the reading process.
- Read with fluency, accuracy, and meaningful expression.

## Writing

Student will:

- Write legibly in cursive.
- Write capital and lowercase letters of the alphabet.
- Sign his/her first and last names.
- Write in a variety of forms to include narrative, descriptive, opinion, and expository.
- Engage in writing as a process.
- Identify audience and purpose.
- Use a variety of prewriting strategies.
- Use organizational strategies to structure writing according to type.
- Write a clear topic sentence focusing on main idea.
- Elaborate writing by including supporting details.
- Use transition words to vary sentence structure.
- Express an opinion about a topic and provide fact-based reasons for support.
- Write a well-developed paragraph focusing on the main idea.

- Revise writing for clarity of content using specific vocabulary and information.
- Edit writing for capitalization, punctuation, spelling, and Standard English.
- Use complete sentences.
- Use the word I in compound subjects.
- Use past and present verb tense.
- Use adjectives correctly.
- Use singular possessives.
- Use commas in a simple series.
- Use simple abbreviations.
- Use apostrophes in contractions with pronouns and in possessives.
- Use the articles a, an, and the correctly.
- Use correct spelling including irregular plurals.
- Indicate paragraphing by indenting or skipping a line.

## **Research**

Student will:

- Demonstrate comprehension of information resources to research a topic and complete a research product.
- Construct questions about the topic.
- Access appropriate resources.
- Collect and organize information about the topic.
- Evaluate the relevance of the information.
- Avoid plagiarism and use own words.
- Demonstrate ethical use of the Internet.

## **FLES (Foreign Language in the Elementary Schools)**

### **Instructional Areas of Study**

The purpose of the FLES Spanish Instructional area of study is to prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish. The expectations for students learning Spanish as a second language who complete the K-5 sequence are to attain the Novice-Mid level as described in the Proficiency Guidelines of American Council on the Teaching of Foreign Languages (ACTFL).

### **Interpersonal Communication**

Students will:

- a) Say basic greetings, farewells and expressions of courtesy
- b) Greet and leave people in a polite way
- c) Respond to yes/no questions
- d) Answer an either/or question
- e) Respond to *who, what, when, where* questions

### **Reading**

Students will:

- Recognize and read the alphabet
- Alphabetize names or words
- Connect some words and/or sentences to their meanings
- Recognize cognates that connect with subjects I study

### **Writing**

Students will:

- Write words that I use in class (may not be spelled accurately)
- Write the names of familiar people, places, and objects in pictures and posters
- Fill out a simple form with basic personal information

- Write about myself using learned phrases and memorized expressions

## **Speaking**

Students will:

- Recite words and phrases that I have learned
- State the names of familiar people, places, and objects in pictures and posters using words or memorized phrases
- Introduce myself to a group
- Recite short memorized phrases, part of poems, and rhymes

## **Listening**

Students will:

- Understand a few courtesy phrases
- Recognize and understand basic information in words and phrases that I have memorized
- Recognize and understand words and phrases that I have learned for specific purposes.

## **HEALTH EDUCATION**

### **Essential Health Concepts**

Students will:

- Identify the major structures and functions of the digestive system
- Describe why digestion is important and how the body uses digested food molecules
- Explain the importance of water and healthy food choices for digestion and body function
- Identify healthy food and beverage choices based on nutritional content
- Describe the benefits of physical activity and personal fitness
- Describe the benefits of getting enough sleep
- Define and describe non-communicable diseases
- Describe proper and improper use of prescription and nonprescription medications
- Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs and harmful short-and long-term effects
- Explain safety rules at home, at school, and in the community
- Create strategies for personal safety and disaster preparedness
- Recognize safe and harmful behaviors
- Identify the steps for goal setting to adopt positive health practices
- Describe emotions that result from experiencing change
- Describe positive interaction with family, peers, and other individuals
- Identify refusal skills and how to communicate directly, respectfully, and assertively
- Describe behaviors that may cause the loss of a friend
- Explain the difference bullying and conflict
- Identify positive ways to communicate and the benefits of having positive relationships with family and friends

### **Healthy Decisions**

Students will:

- Evaluate how physical activity and healthy food and beverage choices impact personal health
- Determine when and how much water to drink to keep the body hydrated
- Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs
- Explain appropriate protective gear when engaged in physical activities
- List the benefits of goal setting for personal health
- Describe strategies for solving problems related to health
- Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively
- Identify the process of resolving conflicts peacefully
- Analyze how reducing, reusing, and recycling products promotes a healthier environment

## **Advocacy and Health Promotion**

Students will:

- Evaluate the role of the digestive system in providing energy for the body
- Develop a plan to meet recommend physical activity guidelines of 60 minutes a day
- Identify ways in which health care has improved as a result of technology
- Create a health message about the proper use of prescription and nonprescription medications
- Encourage others not to use alcohol, tobacco, inhalants, or other drugs
- Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries
- Demonstrate the use of refusal skills to counter negative influences
- Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills
- Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students
- Demonstrate positive ways to communicate with family and friends
- Apply goal-setting strategies to make and keep friends
- Demonstrate effective verbal communication skills

## **MATHEMATICS**

### **Number and Number Sense**

Students will:

- Read and write, and identify the place and value of each digit in six-digit whole number, with and without models
- Round a whole numbers 9,999 or less, to the nearest ten, hundred and thousand
- compare and order whole numbers, each 9,999 or less
- Name and write fractions and mixed numbers represented by model
- Represent fractions and mixed numbers with models and symbols
- Compare fractions having like and unlike denominators, using words and symbols ( $>$ ,  $<$ ,  $=$ , or  $\neq$ ), with models

### **Computation and Estimation**

Students will:

- Estimate and determine the sum or difference of two whole numbers
- Create and solve single-step and multistep practical problems involving sum or differences of two whole numbers, each 9,999 or less
- Represent multiplication and division through  $10 \times 10$ , using a variety of approaches and models
- Create solve single-step practical problems that involve multiplication and division through  $10 \times 10$
- Demonstrate fluency with multiplication facts of 0, 1, 2, 5 and 10
- Solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less
- Solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less

### **Measurement and Geometry**

Students will:

- Determine the value of a collection of bills and coins whose total value is \$5.00 or less,
- Compare the value of two sets of coins or two sets of coins and bills
- Make change from \$ 5.00 or less
- Estimate and use U.S. Customary and metric units to measure length to the nearest  $\frac{1}{2}$  inch, foot, yard, centimeter, and meter;
- Estimate and use U.S. Customary and metric units to measure liquid volume in cups, pints, quarts, gallons, and liters
- Estimate and measure the distance around a polygon in order to determine its perimeter using US Customary and metric units
- Estimate the number of square units needed to cover a given surface in order to determine its area
- Time to the nearest minute, using analog and digital clocks
- Solve practical problems related to elapse time in one-hour increments within a 12-hour period
- Identify equivalent periods of time and solve practical problems related to equivalent periods of time



- Read temperature to the nearest degree
- Identify and draw representations of points, lines, line segments, rays and angles
- Define polygon
- Identify and name polygons with 10 or fewer sides
- Combine and subdivide polygons with three or four sides and name the resulting polygon(s)
- Identify and describe congruent and noncongruent figures

### **Probability and Statistics**

Students will:

- Investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event
- Collect, organize and represent data in pictographs or bar graph
- Read and interpret data represented in pictographs and bar graphs
- Investigate and describe the concept of probability as chance and list possible results of a given situation

### **Patterns, Functions, and Algebra**

Students will:

- Identify, describe, create and extend patterns found in objects, pictures numbers and tables
- Create equations to represent equivalent mathematical relationships

## **PHYSICAL EDUCATION**

### **Motor Skill Development**

Students will:

- Demonstrate mature form for a variety of skills and apply skills in increasingly complex movement activities to include basic swim skills
- Demonstrate a self-turn rope sequence of four different jumps
- Demonstrate simple dances
- Perform an educational gymnastics sequence with balance, transfer of weight, travel, and change of direction
- Create and perform a dance sequence with different locomotor patterns, level, shapes, pathways, and flow

### **Anatomical Basis of Movement**

Students will:

- Identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles
- Identify major muscles, to include hamstrings and triceps
- Describe the components and function of the cardiorespiratory system, to include heart, lungs, and blood vessels
- Identify major bones, to include femur, tibia, fibula, humerus, radius, and ulna

### **Fitness Planning**

Students will:

- Explain and demonstrate the health-related components of fitness
- Identify that there are levels of intensity in moderate to vigorous physical activity
- Develop aquatic fitness skills

### **Social Development**

Students will:

- Demonstrate an understanding of the purpose for rules, procedures, and respectful behaviors, while in various physical activity settings
- Describe the importance of cooperating and work cooperatively with peers to achieve a goal
- Implement teacher feedback to improve performance
- Provide appropriate feedback to a classmate
- Demonstrate an understanding of aquatic safety

## **Energy Balance**

Students will:

- Explain that energy balance relates to good nutrition and physical activity
- Identify food groups to create healthy meals that meets USDA guidelines
- Identify healthy hydration choices and the amount of water needed for the body to function
- Identify the macronutrients and healthy sources of each macronutrient

## **SCIENCE**

THIRD GRADE – *Interactions in our world*

### **Scientific and Engineering Practices**

Students will demonstrate an understanding of scientific and engineering practices by:

- Asking questions that can be investigated and predict reasonable outcomes
- Asking questions about what would happen if a variable is changed
- Defining a simple design problem that can be solved through the development of an object, tool, process, or system
- Planning and conducting investigations (with guidance)
- Using appropriate methods and/or tools for collecting data
- Estimating length, mass, volume, and temperature
- Using proper tools to measure length, mass, volume, and temperature in metric and U.S. Customary units and design and/or build a device that solves a specific problem
- Measuring elapsed time
- Using pictographs or bar graphs to organize, represent, read, interpret, and analyze data
- Analyzing data from tests of an object or tool to determine if it works as intended
- Using evidence to construct or support an explanation
- Generating and/or comparing multiple solutions to a problem
- Describing how scientific ideas apply to design solutions
- Using models to demonstrate simple phenomena and natural processes
- Developing a model to illustrate a proposed object, tool, or process
- Reading and comprehending reading-level texts and/or other reliable media
- Communicating scientific information, design ideas, and/or solutions with others

### **Central Ideas**

Students will investigate and understand:

- A machine is any device that helps people do work by changing the direction or size of the force.
- Many substances interact in water. When substances dissolve in water, a solution is formed. The dissolved substance is still present even though it cannot be seen.
- Lasting changes (adaptations) in populations of organisms take place gradually over long periods of time (often thousands to millions of years). These changes are due to the genetic makeup of populations.
- Ecosystems are diverse in both their living and non-living components. These complex environments lead to a diversity of organisms that engage in a variety of relationships as they strive to meet life's needs.
- Soil (often referred to as dirt) is a complex combination of organic and inorganic materials.
- Water is essential to Earth's processes. The water cycle is a model that illustrates how water is conserved within environments.
- Human behaviors and natural disasters can negatively impact organisms and their habitats. Conservation practices can lessen the effects of human activity and natural disasters upon the environment.

## **SOCIAL STUDIES**

### **SKILLS**

Students will:

- Demonstrate skills for historical thinking, geographic analysis, economic decision making and responsible citizenship
  - identifying artifacts and primary and secondary sources to understand events in world cultures;
  - using geographic information to support an understanding of world cultures;
  - interpreting charts, graphs, and picture to determine characteristics of people, places or events in world cultures;
  - summarizing points and evidence to answer a question;
  - comparing and contrasting ideas and perspectives to better understand people or events in worlds cultures;
  - determining relationships with multiple causes or effects;
  - explaining connections across time and place;
  - using a decision-making model to make informed decisions;
  - practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
  - accessing a variety of media, including online resources

### **History**

Students will:

- Explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language
- Explain how the contributions of ancient Greece and Rom have influenced the present world in terms of architecture, government (direct and representative democracy), and sports
- Describe the oral tradition (storytelling), government (kings), and economic development (trade) of the yearly West African empire of Mali

### **Geography**

Students will:

- Develop map skills and an understanding of change over time by locating major ancient world cultures on world maps
  - at the beginning of their culture;
  - during their period of greatest influence; and
  - today
- Develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of
  - Africa;
  - Asia;
  - Europe;
  - North America; and
  - South America
- Describe how people in ancient world cultures adapted to their environment

### **Economics**

Students will:

- Demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services
- Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest
- Identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice)

## **Civics**

Students will:

- Explain the responsibilities of a good citizen, with emphasis on
  - respecting and protecting the rights and property of others
  - taking part in the voting process when making classroom decisions;
  - describing actions that can improve the school and community;
  - demonstrating self-discipline and self-reliance;
  - practicing honesty and trustworthiness; and
  - describing the purpose of rules
- Recognize the importance of government in the community, Virginia, and the United States of America by
  - explaining the purpose of laws;
  - explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and
  - explaining that government protects the rights and property of individuals
- Recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms

# INSTRUCTIONAL AREAS OF STUDY

## FOURTH GRADE

### **ARTS EDUCATION**

#### **Visual Arts**

##### **Creative Expression and Production**

Students will:

- Generate ideas for works of art through discussion
- Create a work of art that uses themes, ideas and art forms from the past
- Identify and use the characteristics of color, including hue, tint, shade, and intensity
- Identify and use variety, repetition, and unity in a work of art
- Describe and use hand-building techniques, including the slab method to make a ceramic work of art
- Use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three dimensional object on a two-dimensional surface
- Create an abstraction based upon an object in the environment

##### **Historical, Cultural and Social Contexts**

Students will:

- Compare and contrast abstract and realistic works of art
- Identify the characteristics of cultural diversity in works of contemporary art
- Identify the influences of ancient cultures on Early American architecture
- Evaluate the importance arts, crafts, and artist in fulfillment of basic needs in Colonial America
- Use research tools and procedures to investigate artists and their work

##### **Judgment and Criticism**

Students will:

- Analyze works of art based on visual properties
- Distinguish among abstract, representational, and nonrepresentational works of art
- Identify and investigate ways that works of art from popular culture reflect the past and how they influence the present
- Support the selection of a work of art using appropriate art vocabulary
- Categorize works of art by subject matter including portrait, landscape, still life and narrative and genre

##### **Aesthetics**

Students will:

- Discuss how personal beliefs influence response to works of art
- Formulate questions about works of art from past or present cultures
- Select a preferred work of art from among others and defend the choice using appropriate art vocabulary

##### **General Music**

###### **Performing**

Students will:

- Sing in tune with clear tone quality, using expression with dynamics and phrasing
- Sing in a group setting songs using simple harmony
- Perform melody and rhythm patterns that contain melodic movement in steps, leaps, or repeated tones, reading from traditional notation
- Interpret dynamic markings in performance
- Respond to music with movement that includes interpretive movement, traditional folk dances, choreographed movement, and body percussion
- Play I and V chords to accompany a two-chord melody

###### **Understanding**

Students will:

- Identify and explain extended example of AB and ABA forms

- Identify by sight and sound instruments from various music ensembles from other cultures
- Identify the function of the top and bottom numbers of a meter between major and minor tonality
- Use music terminology to describe various styles of music
- Identify a composer and a music composition from each of four different music historical periods

### **Creating**

Students will:

- Improvise simple melodic and rhythmic accompaniments
- Create melodic or rhythmic motives to enhance literature using a variety of sound sources, including technology
- Create interpretive movement, individually or in groups

### **Connecting**

Students will:

- Contribute to a group effort of making music and listening to music
- Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- Demonstrate an understanding of the relationship between music and other disciplines

### **Instrumental Music**

Instruction on violin, viola, cello, flute, clarinet, saxophone, trumpet, and trombone is offered to students in grades four and five. Class lessons for first and second year players are given each week during school hours. Students are responsible for securing their own instruments. The school system has a limited supply of school-owned instruments available for rental.

### **Chorus**

Choral techniques and performance skills are developed in an ensemble setting. Students may be grouped by grade and/or ability, generally as a separate class during the day. Performance are given throughout the year at daytime and/or evening events. There is no charge to participate in Chorus.

## **ENGLISH LANGUAGE ARTS**

### **Communication and Multimodal Literacies**

Student will:

- Use effective oral communication skills in a variety of settings.
- Listen actively and speak using appropriate discussion rules.
- Contribute to group discussions across content areas.
- Orally summarize information expressing ideas clearly.
- Ask specific questions to gather ideas and opinions from others.
- Use evidence to support opinions and conclusions.
- Connect comments to the remarks of others.
- Use specific vocabulary to communicate ideas.
- Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
- Work respectfully with others, and show value for individual contributions.
- Create and deliver multimodal, interactive presentations.
- Locate, organize, and analyze information from a variety of multimodal texts.
- Speak audibly with appropriate pacing.
- Use language and style appropriate to the audience, topic, and purpose.
- Make eye contact with the audience.
- Ask and answer questions to gather or clarify information presented orally.
- Learn how media messages are constructed and for what purposes.
- Differentiate between auditory, visual, and written media messages and their purposes.
- Compare and contrast how ideas and topics are depicted in a variety of media and formats.

## Reading

Student will:

- Expand vocabulary when reading.
- Use context to clarify meanings of unfamiliar words.
- Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- Use word-reference materials.
- Use vocabulary from other content areas.
- Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.
- Read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.
- Describe how the choice of language, setting, and characters contributes to the development of plot.
- Identify the theme(s).
- Summarize events in the plot.
- Identify genres.
- Identify the narrator of a story and the speaker of a poem.
- Identify the conflict and resolution.
- Identify sensory words.
- Draw conclusions/make inferences about text using the text as support.
- Compare/contrast details in literary and informational nonfiction texts.
- Identify cause and effect relationships.
- Use reading strategies throughout the reading process to monitor comprehension.
- Read with fluency, accuracy, and meaningful expression.
- Read and demonstrate comprehension of nonfiction texts.
- Use text features such as type, headings, and graphics, to predict and categorize information.
- Explain the author's purpose.
- Identify the main idea.
- Summarize supporting details.
- Draw conclusions and make inferences using textual information as support.
- Distinguish between cause and effect.
- Distinguish between fact and opinion.
- Use reading strategies throughout the reading process to monitor comprehension.
- Read with fluency, accuracy, and meaningful expression.

## Writing

Student will:

- Write in a variety of forms to include narrative, descriptive, opinion, and expository.
- Engage in writing as a process.
- Select audience and purpose.
- Narrow the topic.
- Use a variety of prewriting strategies.
- Recognize different forms of writing have different patterns of organization.
- Organize writing to convey a central idea.
- Write a clear topic sentence focusing on the main idea.
- Write related paragraphs on the same topic.
- Elaborate writing by including details to support the purpose.
- Express an opinion about a topic and provide fact-based reasons for support.
- Use transition words and prepositional phrases for sentence variety.
- Utilize elements of style, including word choice and sentence variation.
- Revise writing for clarity of content using specific vocabulary and information.
- Self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.
- Use subject-verb agreement.

- Eliminate double negatives.
- Use noun-pronoun agreement.
- Use commas in series, dates, and addresses.
- Correctly use adjectives and adverbs.
- Use quotation marks with dialogue.
- Use correct spelling including common homophones.
- Use singular possessives.

## **Research**

Student will:

- Demonstrate comprehension of information resources to create a research product.
- Construct questions about a topic.
- Collect and organize information from multiple resources.
- Evaluate the relevance and reliability of information.
- Give credit to sources used in research.
- Avoid plagiarism and use own words.
- Demonstrate ethical use of the Internet.

## **FLES (Foreign Language in the Elementary Schools)**

### **Instructional Areas of Study**

The purpose of the FLES Spanish Instructional area of study is to prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish. The expectations for students learning Spanish as a second language who complete the K-5 sequence are to attain the Novice-Mid level as described in the Proficiency Guidelines of American Council on the Teaching of Foreign Languages (ACTFL).

## **Interpersonal Communication**

Students will:

- Make some simple statements in a conversation
- Answer questions about what I like and dislike
- Communicate some basic information about my everyday life
- Ask and talk about friends and family members and their characteristics
- Ask about and identify familiar things in a picture from a story\

## **Reading**

Students will:

- Recognize words and phrases with the help of visuals
- Recognize words and phrases when I associate them with things I already know
- Usually understand short, simple message on familiar topics
- Sometimes understand short, simple descriptions with the help of pictures or graphs

## **Writing**

Students will:

- List my daily activities and write lists that help me in my day-to-day life
- Write information about my daily life
- Write short notes using phrases and simple sentences
- Write about a familiar experiences or event using practiced material

## **Speaking**

Students will:

- Present basic information about my community



- Talk about my daily activities using words, phrases, and memorized expressions
- Present information about my life using phrases and simple sentences
- Tell about a familiar experience or event using phrases and simple sentences

## **Listening**

Students will:

- Recognize and understand words and phrases that I have learned for specific purposes
- Sometimes understand questions about how old I am, where I live, and what I do in my free time
- Understand simple information when presented with pictures and graphs

## **HEALTH EDUCATION**

### **Essential Health Concepts**

Students will:

- Identify the major structures and functions of the immune system
- Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep
- Evaluate the importance of balance, variety, and moderation in a meal plan
- Determine the nutrients needed for proper brain function
- Describe the impact of fats, carbohydrates, and proteins on mental and physical performance
- Analyze the impact of nutrients of growth and development
- Determine how the servings sizes and sugar content for a variety of foods and beverages affect health
- Identify the effect of malnutrition
- Recognize effects of malnutrition and over nutrition on the immune system
- Describe how viruses, bacteria, parasites, and fungi are spread
- Compare and contrast communicable and non-communicable diseases
- Compare the short-and long-term consequences of alcohol, tobacco, inhalant, and other drug use
- Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs
- Identify feedings and emotions associated with loss and grief and their impact on health
- Explain the difference between teasing and taunting
- Describe steps to resolve conflict
- Examine the impact of self-concept on health and academic achievement
- Describe the effects of air pollution on health

### **Healthy Decisions**

Students will:

- Compare serving sizes of different types of food
- Compare the servings sizes and added sugar content of foods served at meals and various family celebrations
- Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs
- Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting
- Explain the health consequences of not following safety practices
- Describe coping skills for handling the emotions of loss and grief
- Identify adults who can help manage feelings and emotions resulting from loss and grief
- Explain how teasing and taunting affects health
- Identify strategies for reporting bullying and aggressive behaviors
- Recognize harmful or abusive relationships
- Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations
- Describe how to exhibit self-control

### **Advocacy and Health Promotion**

Students will:

- Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources
- Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs

- Describe the importance of early detection of health problems
- Identify accurate and inaccurate health information and resources
- Identify strategies and resources to manage feelings that may result from loss and grief
- Identify problems and possible solutions for community health issues
- Discuss the benefits of volunteering, and identify local volunteer opportunities

## **MATHEMATICS**

### **Number and Number Sense**

Students will:

- Read, write and identify the place and value of each digit in a nine-digit whole number
- Compare and order whole numbers expressed through millions
- Round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand
- Compare and order fractions and mixed numbers, with and without models
- Represent equivalent fractions
- Identify the division statement that represents a fraction, with models and in context
- Read, write, represent, and identify decimals expressed through thousandths
- Round decimals to the nearest whole number
- Compare and order decimals
- Given a model, write the decimal and fraction equivalents

### **Computation and Estimation**

Students will:

- Demonstrate fluency with multiplication facts through 12 x12, and the corresponding division facts
- Estimate and determine sums, differences, and product of whole numbers
- Estimate and determine quotients of whole numbers, with and without remainders
- Create and solve single-step and multistep practical problems involving addition, subtraction, and multiplication, and single-step practical problems involving division with whole numbers
- Determine common multiples and factors, including least common multiple and greatest common factor
- Add and subtract fractions and mixed numbers having like and unlike denominators
- Solve single-step practical problems involving addition and subtraction with fractions and mixed numbers
- Add and subtract with decimals
- Solve single-step and multistep practical problems involving addition and subtraction with decimals

### **Measurement and Geometry**

Students will:

- Solve practical problems that involve determining perimeter and area in U.S. Customary and metric units
- Estimate and measure length and describe the result in U.S. Customary and metric units
- Estimate and measure weight/mass and describe the result in U.S. Customary and metric units
- Given the equivalent measure of one unit, identify equivalent measures of length, weight/mass and liquid volume between units within the U.S. Customary system
- Solve practical problems that involve length, weight/mass, and liquid volume in U.S. Customary units.
- Solve practical problems related to elapsed time in hours and minutes within a 12-hour period
- Identify and describe points, line, line segments, rays, and angles, including endpoints and vertices
- Identify and describe intersecting, parallel, and perpendicular lines
- Identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) using concrete models and pictorial representations
- Classify quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids

### **Probability and Statistics**

Students will:

- Determine the likelihood of an outcome of a simple event
- Represent probability as a number between 0 and 1, inclusive

- Create a model or practical problem to represent a given probability
- Collect, organize, and represent data in bar graphs and line graphs
- Interpret data represented in bar graphs and line graphs
- Compare two different representations of the same data (e.g. a set of data displayed on chart and a bar graph, a chart and line graph, or pictograph and bar graph)

### **Patterns, Functions, and Algebra**

Students will:

- Identify, describe, create, and extend patterns found in objects, pictures, numbers, and tables
- Recognize and demonstrate the meaning of equality in an equation

## **PHYSICAL EDUCATION**

### **Motor Skill Development**

Students will:

- Refine movement skills and demonstrate the ability to combine them in increasingly complex movement environment/activities to include basic swim skills
- Create and perform a partner dance sequence that integrate shapes, levels, pathways, and locomotor patterns
- Demonstrate the ability to self-pace in a cardiovascular endurance activity
- Provide appropriate feedback to a peer to improve performance
- Create and perform a jump-rope routine

### **Anatomical Basis of Movement**

Students will:

- Identify and describe the major components of the cardiorespiratory system, to include heart, lungs, and blood vessels
- Identify major muscles groups, to include deltoid and gluteal
- Identify major components of the skeletal system, to include sternum, vertebrae, patella, and phalange
- Locate radial and or carotid pulse

### **Fitness Planning**

Students will:

- Describe the components of health-related fitness and list associated measurements
- Analyze baseline data from standardized health-related criterion-referenced test
- Create a SMART goal for at one health-related component of fitness
- Demonstrate aquatic fitness and recreational activity skills

### **Social Development**

Students will:

- Identify a group and the strategies needed for successful completion while working productively and respectfully with others
- Identify and demonstrate conflict-resolution strategies for positive solutions in resolving disagreement
- Define *etiquette* and demonstrate appropriate etiquette and application of rules and procedures
- Define *integrity* and describe the importance of integrity in a physical activity setting
- Demonstrate an understanding of aquatic safety and rescue skills

### **Energy Balance**

Students will:

- Identify the number of calories in macro-nutrients and calculate calories in foods
- Explain the uses of salt and sugar and the harm of excessive salt and sugar intake
- Describe how the body uses each macronutrient
- Explain the importance of hydration and compare different hydration choices

- Explain the role of moderate to vigorous physical activity (MVPA) for energy balance

## **SCIENCE**

FOURTH GRADE – *Our place in the solar system*

### **Scientific and Engineering Practices**

Students will demonstrate an understanding of scientific and engineering practices by:

- Identifying scientific and non-scientific questions
- Developing hypotheses as cause-and-effect relations
- Defining a simple design problem that can be solved through the development of an object, tool, process, or system
- Identifying variables when planning an investigation
- Collaboratively planning and conducting investigations
- Using tools and/or materials to design and/or build a device that solves a specific problem
- Taking metric measurements using appropriate tools
- Measuring elapsed time
- Using bar and line graphs to organize, represent, interpret, and analyze data
- Comparing two different representations of the same data
- Analyzing data from tests of an object or tool to determine whether it works as intended
- Using evidence to construct or support explanations and to make inferences
- Developing and/or using models to explain natural phenomena
- Identifying limitations of models
- Reading and comprehending reading-level texts and/or other reliable media
- Communicating scientific information, design ideas, and/or solutions with others

### **Central Ideas**

Students will investigate and understand:

- Plants and animals have different processes and structures that allow them to carry out life processes such as obtaining energy and reproduction.
- An ecosystem is composed of interacting components that allow for the transfer of matter and energy. Each organism has a specific niche that provides basic needs to support life processes.
- Weather conditions and phenomena may have significant impact on ecosystems. The prediction of weather events is possible by tracking weather conditions.
- Our solar system is composed of planets that each have specific characteristics, primarily due to their location within the system. Earth is unique in that its characteristics and location allow for life to exist.
- The relationship of the Earth, moon, and sun in the solar system and to each other lead to seasons, tides, and the phases of the moon.
- The ocean is a dynamic ecosystem that covers a majority of the plane surface. Its characteristics are unique and allow it to support a diverse number of organisms.
- Virginia has many natural resources including watersheds, minerals, rocks, ores, soil, land, and forests.

## **SOCIAL STUDIES**

### **Virginia Studies**

Students will:

- Demonstrate skills for historical and geographical analysis and responsible citizenship including the ability to:
  - identify and interpret artifacts and primary and secondary source documents to understand events in history;
  - determine cause and effect relationships;
  - compare and contrast historical events;
  - draw conclusions and make generalizations;

- make connections between past and present;
  - sequence events in Virginia history;
  - interpret ideas and events from different historical perspectives;
  - evaluate and discuss issues orally and in writing;
  - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics and historical events
- Demonstrate knowledge of geography and native peoples, past and present, of Virginia by:
- locating Virginia and its bordering states on maps of the United States
  - locating and describing Virginia's Coastal Plane (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau

- locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, Lake Drummond, and the Great Dismal Swamp)
  - locating three American Indian (First Americans) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia
  - describing how American Indians related to the climate and their environment to secure food, clothing, and shelter
  - describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown
  - identifying and locating the current state-recognized tribes
- Demonstrate knowledge of the first permanent English settlement in America by:
    - explaining the reasons for English colonization
    - describing how geography influenced the decision to settle at Jamestown
    - identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement
    - identifying the importance of the General Assembly (1619) as the first representative legislative body in English America
    - identifying the importance of the arrival of Africans and English women to the Jamestown settlement
    - describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival
    - describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers
  - Demonstrate knowledge of life in the Virginia colony by:
    - explaining the importance of agriculture and its influence on the institution of slavery
    - describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, African, and American Indians;
    - explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond
    - describing how money, barter, and credit were used
    - describing everyday life in colonial Virginia
  - Demonstrate knowledge of the role of Virginia in the American Revolution by:
    - identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declarations of Independence;
    - identifying the various roles played by whites, enslaved African American, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry and James Lafayette; identifying the importance of Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown
  - Demonstrate knowledge of the role of Virginia in the establishment of the new American nation by:
    - explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution.” Identifying the ideas of George Mason and Thomas Jefferson as expressed in the *Virginia Declaration of Rights* and *Virginia Statute for Religious Freedom*
    - explaining the influence of geography on the migration of Virginians into Western territories
  - Demonstrate knowledge of the issues that divided our nation and led to the Civil War by:
    - Identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia
    - Describing Virginia’s role in the war, including major battles that took place in Virginia
    - Describing the role played by whites, enslaved African Americans, free African Americans and American Indians
  - Demonstrate knowledge of the reconstruction of Virginia following the Civil War by
    - identifying the effects of Reconstruction on life in Virginia
    - identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans and American Indians

- describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development
- Demonstrate knowledge of the twentieth and twenty-first century Virginia by:
  - describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries
  - identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events
  - identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history
  - identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., L. Douglas Wilder, Oliver W. Hill, Arthur Ashe, and A. Linwood Holton Jr.
- Demonstrate knowledge of government geography, and economics by:
  - identifying the three Branches of Virginia government and the function of each
  - describing the major products and industries of Virginia's five geographic regions
  - explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy

# INSTRUCTIONAL AREAS OF STUDY

## FIFTH GRADE

### **ARTS EDUCATION**

#### **Visual Arts**

##### **Creative Expression and Production**

Students will:

- Use the primary colors and black and white to mix a variety of hues, tints and shades to create a work of art
- Use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions
- Develop ideas for works of art by conducting research, making preliminary sketches, and constructing models
- Collaborate with others to produce work of art that characterizes a historical time period
- Defend a position regarding a historical or contemporary issue through the production of a work of art
- Demonstrate an understanding of symbols meaning by incorporating symbols in a work of art
- Use linear perspective in a work of art
- Emphasize spatial relationships in a work of art
- Use a computer to produce work of art
- Use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief
- Describe the changes that occur in clay during the ceramic process, including plastic, leather hard, greenware, bisque and glazeware
- Produce fiber art that reflects the qualities of the fiber art of another age, culture or county

##### **Historical, Cultural and Social Contexts**

Students will:

- Compare art, architecture, and artifacts of past culture with that of a present
- Identify the influences of historical events, subject matter, and media in works of art
- Research artists from a variety of cultures and the works of art they have produced
- Identify and discuss how American historical events influenced works of art with emphasis on Westward Expansion and the Civil War
- Research, compare, and contrast the art of two cultures using current technology

##### **Judgment and Criticism**

Students will:

- Compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American, and European using appropriate art vocabulary
- Discuss an artist's point of view based on evidence perceived in works of art
- Compare and contrast natural and constructed environments

##### **Aesthetics**

Students will:

- Discuss how criteria used to value art varies over time within the same culture
- Describe a valued object within the culture of today in terms of aesthetic preferences
- Articulate reasons for establishing preferences among works of art using appropriate vocabulary

##### **General Music**

###### **Performing**

Students will:

- Demonstrate beginning choral behaviors and skills in group singing
- Participate in group singing involving two-part or three-part harmony
- Develop age-appropriate ability in singing skills
- Perform melody and rhythm patterns from the treble staff using traditional notation, with pitched and non-pitched instruments and computer technology
- Respond to music with movement that includes interpretive movement, traditional folk dances, choreographed movement, and body percussion



## **Understanding**

Students will:

- Identify and explain music forms of rondo and theme and variations
- Identify music symbols within a music composition and explain their functions using music terminology
- Identify top and bottom numbers of a meter signatures in duple and triple meters
- Place music examples into broad categories of style and use music terminology to compare and contrast styles
- Identify notable characteristics of the music of world cultures
- Identify a composer and one music composition from each of four different historical periods

## **Creating**

Students will:

- Create movement to music
- Create non-traditional notation

## **Connecting**

Students will:

- Contribute to a group effort of making music and listening to music
- Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- Demonstrate an understanding of the relationship between music and other disciplines

## **Instrumental Music**

Instruction on violin, cello, flute, clarinet, saxophone, trumpet, and trombone is offered to students in Grades 4 and 5. Free class lessons for first and second year players are given each week during school hours. Students are responsible for securing their own instruments. The school system has a limited supply of school-owned instruments available for rental.

## **Chorus**

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- Participate in and contribute to discussions across content areas.
- Summarize information gathered in group activities.
- Orally express ideas clearly in pairs, diverse groups, and whole class settings.
- Use evidence to support opinions and conclusions.
- Summarize the main points a speaker makes, and connect comments to the remarks of others.
- Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
- Work respectfully with others and show value for individual contributions.
- Create multimodal presentations that effectively communicate ideas.
- Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.
- Maintain eye contact with listeners.
- Organize content sequentially around major ideas.
- Use language and style appropriate to the audience, topic, and purpose.

- Ask and answer questions to gather or clarify information presented orally.
- Learn how media messages are constructed and for what purposes.
- Identify the purpose and audience of auditory, visual, and written media messages.
- Identify the characteristics and effectiveness of a variety of media messages.
- Compare and contrast techniques used in a variety of media messages.

## Reading

Student will:

- Expand vocabulary when reading.
- Use context to clarify meaning of unfamiliar words and phrases.
- Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- Identify an author's use of figurative language.
- Use word-reference materials.
- Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.
- Read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
- Summarize plot events using details from text.
- Discuss the impact of setting on plot development.
- Describe character development.
- Identify theme(s).
- Explain the resolution of conflict(s).
- Identify genres.
- Differentiate between first and third person point-of-view.
- Differentiate between free verse and rhymed poetry.
- Explain how an author's choice of vocabulary contributes to the author's style.
- Draw conclusions and make inferences with support from the text.
- Identify cause and effect relationships.
- Compare/contrast details in literary and informational nonfiction texts.
- Use reading strategies throughout the reading process to monitor comprehension.
- Read and demonstrate comprehension of nonfiction texts.
- Use text features such as type, headings, and graphics, to predict and categorize information.
- Skim materials to develop a general overview of content and to locate specific information.
- Identify the main idea.
- Summarize supporting details.
- Identify organizational pattern(s).
- Identify transitional words and phrases that signal an author's organizational pattern.
- Locate information from the text to support opinions, inferences, and conclusions.
- Identify cause and effect relationships.
- Differentiate between fact and opinion.
- Compare and contrast details and ideas within and between texts.
- Use reading strategies throughout the reading process to monitor comprehension.

## Writing

Student will:

- Write in a variety of forms to include narrative, descriptive, expository, and persuasive.
- Engage in writing as a process.
- Select audience and purpose.
- Use a variety of prewriting strategies.

- Introduce and develop a topic, incorporating evidence and supporting details.
- Organize information to convey a central idea.
- Recognize different forms of writing have different patterns of organization including story structure for narrative writing.
- Write a clear topic sentence focusing on the main idea.
- Clearly state a position including supporting reasons and evidence to persuade the intended audience.
- Write multi-paragraph compositions.
- Use precise and descriptive vocabulary to create tone and voice.
- Vary sentence structure by using transition words and prepositional phrases.
- Revise writing for clarity of content using specific vocabulary and information.
- Self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.
- Use plural possessives.
- Use adjective and adverb comparisons.
- Use interjections.
- Use prepositional phrases.
- Use quotation marks with dialogue.
- Use commas to indicate interrupters, items in a series, and to indicate direct address.
- Use a hyphen to divide words at the end of a line.
- Edit for fragments and run-on sentences.
- Eliminate double negatives.
- Use correct spelling of commonly used words.
- Use coordinating conjunctions.

## **Research**

Student will:

- Find, evaluate, and select appropriate resources to create a research product.
- Construct questions about a topic.
- Collect and organize information from multiple resources.
- Evaluate the relevance, reliability, and credibility of information.
- Give credit to sources used in research.
- Avoid plagiarism and use own words.
- Demonstrate ethical use of the Internet.

## **FLES (Foreign Language in the Elementary Schools)**

### **Instructional Areas of Study**

The purpose of the FLES Spanish Instructional area of study is to prepare students to begin developing functional skills in listening, speaking, reading, and writing in Spanish. The expectations for students learning Spanish as a second language who complete the K-5 sequence are to attain the Novice-Mid level as described in the Proficiency Guidelines of American Council on the Teaching of Foreign Languages (ACTFL).

### **Interpersonal Communication**

Students will:

- Make some simple statements in a conversation
- Answer questions about what I like and dislike
- Communicate some basic information about my everyday life
- Ask and talk about friends and family members and their characteristics

- Ask about and identify familiar things in a picture from a story

## **Reading**

Students will:

- Recognize words and phrases with the help of visuals
- Recognize words and phrases when I associate them with things I already know
- Usually understand short, simple message on familiar topics
- Sometimes understand short, simple descriptions with the help of pictures or graphs

## **Writing**

Students will:

- List my daily activities and write lists that help me in my day-to-day life
- Write information about my daily life
- Write short notes using phrases and simple sentences
- Write about a familiar experiences or event using practiced material

## **Speaking**

Students will:

- Present basic information about my community
- Talk about my daily activities using words, phrases, and memorized expressions
- Present information about my life using phrases and simple sentences
- Tell about a familiar experience or event using phrases and simple sentences

## **Listening**

Students will:

- Recognize and understand words and phrases that I have learned for specific purposes
- Sometimes understand questions about how old I am, where I live, and what I do in my free time
- Understand simple information when presented with pictures and graphs

## **HEALTH EDUCATION**

### **Essential Health Concepts**

Students will:

- Identify the major structures and functions of the integumentary (skin, hair, and nails) systems
- Examine the health risks associated with unprotected sun exposure
- Explain the impact of personal health habits and behaviors on cardiorespiratory fitness
- Describe recommended servings
- Explain the concepts of eating in moderations and energy balance
- Identify the influence of marketing techniques on food and beverage choices
- Analyze the physical, academic, mental, and social benefits of regular physical activity
- Describe how physical activity, sleep, and good health are related
- Explain the importance of sleep
- Recognize the importance of good hygiene habits
- Describe ways to prevent vision and hearing loss
- Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationship with family, peers, and other individuals
- Analyze why people choose to follow or not follow safety rules at home, at school and in the community
- Identify strategies for managing stress
- Recognize the development of positive social skills and communication skills
- Analyze the role of active listening in refusal and conflict resolution
- Examine the influence of violence in the media on health behaviors

- Examine community and environmental health issues

### **Healthy Decisions**

Students will:

- Interpret information on food labels
- Identify connections between nutritional guidelines and weight management
- Explain the relationship between health promotion and disease prevention
- Demonstrate dental care, hand washing, and other personal hygiene habits
- Demonstrate proper lifting and carrying techniques for handling backpacks and book bags
- Demonstrate appropriate behaviors during disaster
- Show effective communication skills in emergency situations
- Demonstrate effective communication skills to address harassing behaviors

### **Advocacy and Health Promotion**

Students will:

- Describe ways to offer friendship and support to someone who was bullied
- Promote volunteerism and community service

## **MATHEMATICS**

### **Number and Number Sense**

Students will:

- Given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth
- Represent and identify equivalencies among fractions and decimals, with and without models
- Compare and order fractions, mixed numbers, and/or decimals in a given set, from least to greatest and greatest to least
- Identify and describe the characteristics of prime and composite numbers;
- identify and describe the characteristics of even and odd numbers

### **Computation and Estimation**

Students will:

- Create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers
- Estimate and determine the product and quotient of two numbers involving decimals
- Create and solve single-step and multistep practical problems involving addition and subtraction and multiplication of decimals, and create and solve single-step practical problems involving division of decimals
- Solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers
- Solve single-step practical problems involving multiplication of whole number, limited to 12 or less, and proper fraction, with models
- Simplify whole number numerical expressions using the order of operations

### **Measurement and Geometry**

Students will:

- Solve practical problems that involve perimeter, area, and volume in standard units of measure
- Differentiate among perimeter, area, and volume and identify whether the application of concept of perimeter, area or volume is appropriate for a given situation
- Given the equivalent measure of one unit, identify equivalent measurements within the metric system
- Solve practical problems involving length, mass, and liquid volume using metric units
- Identify and describe the diameter, radius, chord, and circumference of a circle
- Solve practical problems related to elapsed time in hours and minutes within a 24-hour period
- Classify and measure right, acute, obtuse, and straight angles
- Classify triangles as right, acute or obtuse and equilateral, scalene, or isosceles
- Investigate the sum of the interior angles in a triangle and determine an unknown angle measure

- Recognize and apply transformations, such translation, reflection, and rotation
- Investigate and describe the results of combining and subdividing polygons

### **Probability and Statistics**

Students will:

- Determine the probability of an outcome by constructing a sample space or using the Fundamental (Basic) Counting Principle
- Represent data in line plots and stem-and-leaf plots
- Compare data represented in line plot with the same data represented in stem-and-leaf plot
- Describe mean, median, and mode as measures of center
- Describe mean as fair share
- Describe the range of set of data as measure of spread
- Determine the mean, median, mode and range of a set of data

### **Patterns, Functions, and Algebra**

Students will:

- Identify, describe, create, express, and extend number patterns found in objects, pictures, numbers and tables
- Investigate and describe the concept of variable
- Write an equation to represent a given mathematical relationship, using a variable
- Use an expression with a variable to represent a given verbal expression involving one operation
- Create a problem situation based on a given equation, using a single variable and one operation
- Investigate and describe the concept of variable, and write an open sentence to represent a given mathematical relationship using a variable
- Model one-step linear equations in one variable, using addition and subtraction, and create a problem situation based on a given open sentence, using a single variable
- Investigate and recognize the distributive property of multiplication over addition

## **PHYSICAL EDUCATION**

### **Motor Skill Development**

Students will:

- Demonstrate mature form in locomotor, non-locomotor, and manipulative skill combinations in more complex and dynamic environment and modified sport activities
- Create and perform an educational gymnastic sequence
- Create and perform individual or group rhythm/dance sequences including American and international dances and a jump-rope routine
- Demonstrate use of space, accuracy and force in a variety of activities
- Apply concepts of direction and force to strike on object with purpose and accuracy

### **Anatomical Basis of Movement**

Students will:

- Identify components of major body systems, to include cardiorespiratory, vascular, muscular, and skeletal
- Apply knowledge of body systems, bones, and muscles to accurately describe a variety of specific movements

### **Fitness Planning**

Students will:

- Identify methods for evaluating and improving personal fitness
- Compare and analyze fitness data to health-related criterion-referenced standards to assess levels of personal fitness
- Create a basic personal fitness plan using a SMART goal for at least one health-related component of fitness
- Explain FITT principle
- Calculate resting heart rate and calculate heart rate
- Explain relationship between heart rate and cardiorespiratory fitness

## **Social Development**

Students will:

- Participate in establishing and maintaining a safe environment for physical activities
- Create and implement etiquette for one activity
- Demonstrate an understanding of water safety and demonstrate aquatic rescue skills

## **Energy Balance**

Students will:

- Explain Recommended Dietary Allowance
- Explain that there are different RDA recommendations for children, teens, and adults
- Explain the effect of portion size on RDA
- Explain the purpose of vitamins and minerals
- Evaluate the components of food labels
- Explain that physical activity guidelines recommend 60 minutes of moderate to vigorous physical activity (MVPA) everyday

## **SCIENCE**

FIFTH GRADE – *Transforming matter and energy*

### **Scientific and Engineering Practices**

Students will demonstrate an understanding of scientific and engineering practices by:

- Asking testable questions based on observations and predicting reasonable outcomes based on patterns
- Developing hypotheses as cause-and-effect relationships
- Defining design problems that can be solved through the development of an object, tool, process, or system
- Collaboratively planning and conducting investigations to produce data
- Identifying independent and dependent variables and constants
- Determining data that should be collected to answer a testable question
- Taking metric measurements using appropriate tools
- Using tools and/or materials to design and/or build a device that solves a specific problem
- Representing and analyzing data using tables and graphs
- Organizing simple data sets to reveal patterns that suggest relationships
- Comparing, contrasting, and discussing data and findings from different groups
- Using data to evaluate and refine design solutions
- Constructing and/or supporting arguments with evidence, data, and/or a model
- Describing how scientific ideas apply to design solutions
- Generating and comparing multiple solutions to problems based on how well they meet criteria and constraints
- Developing models using an analogy, example, or abstract representation to describe a scientific principle or design solution
- Identifying limitations of models
- Reading and comprehending reading-level texts and/or other reliable media
- Communicating scientific information, design ideas, and/or solutions with others

### **Central Ideas**

Students will investigate and understand:

- Energy can occur in different forms, can be transformed from one form to another, but cannot be created nor destroyed.
- An object's motion is described by its direction and speed.
- Energy can move from one location to another through electrical circuits. This energy can then be transformed into different forms for multiple uses.

- Energy can be transmitted through different media in waves. The transfer of energy in waves causes vibrations that can produce sound.
- Visible light is a form of radiant energy that can be seen and can interact in different ways when it contacts an object.
- Matter is anything that has mass and takes up space. Properties determine uses.
- Changes in Earth's geosystem are modeled in the rock cycle and plate tectonics.
- Some resources are considered renewable and others are not. It is possible to conserve energy.

## **SOCIAL STUDIES**

### **Civics**

Students will:

- Summarize how early civilizations interacted, migrated, and organized to meet basic needs, e.g., hunters/gatherers, Skala Brae, Mesopotamia, Sumer, Egypt, Kush, Nubia, Indus Valley, Yellow River Valley, and the Mediterranean region.
- Analyze reasons for the development of governments in ancient civilizations, e.g., cooperation, conquests, missionary activity, and trade
- Describe such government systems as city-states, codes of law, feudalism and caste systems, e.g., Sumer, Hammurabi, Ten Commandments, Confucianism, Athens, Sparta, Athenian Democracy, Roman Codes, the Magna Carta, chivalric code, Justinian Code, and Chinese civil service

### **Economics**

Students will:

- Demonstrate an understanding of the economic effects of major scientific and technological discoveries, i.e., tools, fire, irrigation, mummification, marine vessels, plows, chariots, metals, architectural construction, aqueducts, weapons, measurement systems, astronomy, medicine, sugar crystallization, etc.
- Describe early major trade routes and the importance of controlling these i.e., Nile Valley, Silk Route, the Mediterranean, Indian Ocean, and Pacific Ocean
- Evaluate how trade builds interdependence among peoples, e.g., exchange of ideas, cooperation, development of new cities and road systems, building of wealth, spread of religion, new foods

### **History**

Students will:

- Develop chronological time lines that describe major events and human achievement from the Paleolithic era to about 1400 AD
- Demonstrate an understanding of the term civilization by describing such social systems as religions, written visual, and oral communication systems, family structures, languages, monuments, calendars, and other institutions of the following early cultures: Mesopotamia, Sumer, Egypt, Phoenicia, Nubia, Kush, Shang China, Olmec, Maya Persia, Greece, Rome, Byzantine, European, Aztec, and Inca
- Describe major figures who impacted the rise of the civilizations to 1400 AD
- Research the basic tenets of Judaism, Confucianism, and Christianity

### **Geography**

Students will:

- Demonstrate knowledge of the five themes of geography: location, place, human environment, movement, and region
- Locate early civilization on a world map
- Trace human migration to centers of early civilizations
- List ways in which early civilization adapted to and changed environments
- Prepare a plan to move to the best place to live in the Nile, Indus, and Yellow River Valleys
- Analyze maps of the world to determine human and physical characteristics of early regions (4000 B.C. to 1400 A.D.), e.g., race, language, religion, land forms, climate, etc.