

KINDERGARTEN

Art

Objective	
Explore the Creative Process — Think with Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Ask the question, set the goal, define the problem • Saturation—gather information—do research • Incubation—time to think—let ideas “cook” • A-ha—a solution emerges • Verification—test out the idea to see if it works—talk about what works and what doesn’t—if the idea doesn’t work—repeat the steps. <p>(These five steps are taken from Betty Edward’s book “<u>Drawing on the Artist Within</u>”)</p> <ul style="list-style-type: none"> • Define the problem—these are the objectives of the specific units. • Gathering information is the instructional input—the content that the teacher presents, the research the student does. <ul style="list-style-type: none"> ○ Visual samples ○ Technical training • Incubation—ask the students to make three to six thumbnail sketches, brainstorm ideas. • The student selects one of the thumbnails to develop into the final project. • Students talk with teacher or peers about the idea they have selected. The conversation continues as the students work on the project. Students and/or teachers talk or write about the strengths and weaknesses of the project when it is finished (assessment).
Connect History and Culture through Art — Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make Art. • Art is made from a wide range of materials. • Art is made for many purposes. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, and non-objective. • Art is studied in disciplines—Drawing, Painting, Sculpture, Crafts, and Architecture.
Communicate with and through Art — Speak through Art	<ul style="list-style-type: none"> • Students should know that Art communicates ideas. • They should have the opportunity to “read” works of Art. • “Reading” means taking the time to look at a work of Art and think about what it might be trying to say. • Studying the time and the place where the work of Art was created can provide important clues to understanding the Artist’s intent. • Students do not need to know exactly what the artist was trying to communicate. Their personal interpretation is valid. • They should be able to explain why they are interpreting an image in a certain way.

	<ul style="list-style-type: none"> • Students should be able to make knowledgeable choices about how to communicate through their own art.
Know the Language Art — Use the Elements and Principles	<p>Students should:</p> <ul style="list-style-type: none"> • know that the elements and principles are part of the “Art Tool Box.” • know the elements by name: line, shape, texture, value, color, space. • be able to identify the elements in their own works of art and the works of others. • be exposed to the concepts of the principles. • have a beginning level understanding of the relationship between the elements and the principles.
Use Art Materials — Make Art	<p>Students should work with and acquire beginning level technical skills in a range of art media:</p> <ul style="list-style-type: none"> • Drawing—pencils, pastel, oil pastel, markers, and crayon • Painting—watercolor and tempera • Sculpture—clay, paper mache, plaster, wire, found objects, found materials • Printing—relief and mono-printing • Fibers—weaving
Make Connections Between Art and Your World — Live with Art	<p>Students should know that:</p> <ul style="list-style-type: none"> • People who make art are Artists, and they do their work in studios. • People who study art that has been made by others are Art Historians, and they work at Museums and Universities. • People who write about Art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts—You can make money in the Arts: <ul style="list-style-type: none"> ○ Art teachers ○ Museum employees ○ Graphic Artists ○ Illustrators ○ Set Designers ○ Check a web site about art careers for more ideas • The Arts are connected to Language, History, Math, Science, Music, Theater, and Dance.
Look, Think, and Talk About Your Work and the Work of Others — Talk About Art	<ul style="list-style-type: none"> • Students should have the opportunity to develop critical thinking skills by looking at and talking about their art and the art of others. • The learning cycle is not complete if the student does not have the opportunity to assess himself or herself. • This can be accomplished via student self-assessment forms, peer to peer discussion, group discussion, or teacher assessment. • Student self-assessment should allow the student to develop concrete awareness of what they have learned as a result of completing their current project. • It should also tell them what they don’t know. • This helps the teacher and the student to decide what they need to learn next. • Teacher assessment without feedback to the student provides no benefit for the student.

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	<p>Consider alternatives and accept consequences for actions taken.</p> <p>Learn when to demonstrate assertive behavior.</p> <p>Demonstrate self-discipline/control.</p> <p>Demonstrate ability to respond to criticism.</p> <p>Demonstrate ability to follow rules and laws.</p>
Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help.</p> <p>Demonstrate problem-solving skills.</p> <p>Demonstrate decision-making skills.</p> <p>Develop and apply stress-management skills.</p> <p>Recognize positive aspects in all situations.</p> <p>Demonstrate ability to deal with peer pressure.</p> <p>Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations.</p> <p>Demonstrate positive attitude toward self.</p> <p>Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships.</p> <p>Develop and display communication skills.</p> <p>Demonstrate respect for individual rights.</p> <p>Recognize and accept cultural and individual differences.</p> <p>Allow others opportunities to express ideas, thoughts and feelings.</p> <p>Develop and maintain family relationships.</p> <p>Lead, follow and work cooperatively with others.</p>

Health Objectives

Objective	Students will be able to:
School Safety (Safety)	<ul style="list-style-type: none"> • Identify safety rules for crossing the street and riding in buses and cars. • Demonstrate how to cross the street safely. • Identify fire drill safety rules. • Demonstrate the “stop, drop, and roll” technique. • Describe safety rules around outdoor places and strangers. • Demonstrate safe behaviors to use if a stranger approaches. • Identify what constitutes an emergency situation. • Describe what information should be given during an emergency call. • Demonstrate how to make an emergency call (911).
Food Facts (Nutrition)	<ul style="list-style-type: none"> • Explain why food is important to good health. • Describe the path that food takes once it enters the mouth.

	<ul style="list-style-type: none"> • Show ways to make breakfast part of the daily morning routine. • Name five basic food groups that help keep the body healthy. • Describe healthful meals and snacks. • Make decisions about healthful food choices.
Body Basics (Growth and Development)	<ul style="list-style-type: none"> • Recognize major external body parts. • Name the five senses. • Associate sensory organs with senses. • Describe ways that growth can be measured. • Identify ways to keep the body neat and clean. • Identify importance of hand washing. • Identify benefits of hand washing. • Demonstrate hand washing. • Demonstrate healthy procedures to follow when coughing and sneezing. • Explain the relationship between hygiene and good health. • Distinguish between rest and physical activity. • Name examples of physical activities. • Explain how regular physical activity contributes to good health.
Drugs Safety (Alcohol, Tobacco, Other Drugs)	<ul style="list-style-type: none"> • Define drug, medicine, and trusted adult. • Identify different types of medicines. • Recognize how to take medicines safely. • Recognize who can give medicine. • Define tobacco and cigarette. • Describe harmful effects of tobacco. • Identify ways to refuse tobacco products.

Literacy Objectives

Objective	Students will be able to:
Concepts About Print	Identify front cover, back cover, and title page of a book. Identify print (not pictures) as the feature being read. Demonstrate left to right directionality and return sweep. Distinguish between a letter and word. Match spoken words to print. Recognize use of capital letters at the beginning of sentence. Identify end punctuation in sentences.
Decoding Strategies	Alphabet Knowledge <ul style="list-style-type: none"> • Identify uppercase letters by name. • Identify lowercase letters by name. • Identify consonant and short vowel sounds. • Name a word for each alphabet sound.

	<p>Phonological Awareness (Without print) Understands the sounds of language</p> <ul style="list-style-type: none"> • Recognize and generate rhyming words through talk, songs, oral games. • Identify same beginning sounds. • Blend and segment onset and rime (/c/ + /ap/ = cap). • Blend sounds into words (c-a-t = cat). • Segment words into individual sounds (sit = /s/ /i/ /t/). • Substitute initial and final sounds to form a new word. • Count syllables in a word. • Hear and identify consonant sounds at the end of words. <p>Phonics/Spelling</p> <ul style="list-style-type: none"> • Identify picture whose names start with a given letter. • Use sound-letter association to identify beginning and ending letters of words. • Blend and read CVC words with the short a, short I, short e, short o, short u. • Segment/write CVC words with the short a, short I, short e, short o, short u.
Vocabulary	<p>Word Recognition</p> <ul style="list-style-type: none"> • Read high-frequency words: I, see, my, like, a, to, and, go, is, here, for, have, said, the, play, she, are, he. <p>Vocabulary Building</p> <ul style="list-style-type: none"> • Understand academic language: color words; period; question mark; characters and setting; title; nouns (naming words); verbs (action words); first, next, last; vowel (helper letter), letter, rhyming words; real, make-believe; quotation marks, exclamation mark; opposites; report; topic, main idea; purpose; newspaper; direction; order words; author and illustrator.
Fluency	Name alphabet letters quickly and automatically and read grade level text accurately using expression and phrasing.
Comprehension	<p>Literal: Use information on the page to retell, remember or identify facts</p> <ul style="list-style-type: none"> • Identify sequence of events. • Identify character and setting of a selection. • Identify beginning, middle, end of a story. • Retell a story in own words. <p>Inferential: Search for clues in the text and integrate with what is known to analyze, draw conclusions and infer</p> <ul style="list-style-type: none"> • Identify cause-and-effect relationships. • Make predictions about a story. • Use clues from pictures and selection to draw conclusions. • Note important details in pictures and in stories. • Identify text organization and summarize. • Categorize and classify items. • Recognize the plot of a story — the problem and how it is solved. • Recognize real and make-believe elements in a story.

	<p>Critical — Take a position or state an opinion and support it with evidence based on personal experiences and thinking</p> <ul style="list-style-type: none"> • Evaluate favorite elements of stories. • Compare stories.
Wide Range Reading	<p>Listen to a variety of literature read aloud for pleasure. Listen to expository text for information. Choose and read books for enjoyment and information. Share information from books with others in a variety of ways.</p>
Exploration/Inquiry	<p>Ask questions to get information and understand events. Find information to answer questions from observation, books and other people. Record information and observations. Contribute to a class report. Explore environmental print. Use media center as a source of books and information.</p>
Writing Composition	<p>Dictate or retell events, ideas or stories for teacher to write. Demonstrate beginning use of writing to communicate (pictures, random letters, labels, familiar words, high frequency words, lists). Risk use of new words in writing by spelling them as they sound (f = fish, kt = cat, dnosr = dinosaur). Participate in shared writing, providing ideas for teacher to write; i.e., morning message, charting science observations. Independently write self-generated stories including pictures and text.</p>
Writing Conventions	<p>Use capital letter at beginning of sentence. Recognize use of ending punctuation. Space between words to make text readable for others.</p>
Handwriting	<p>Print uppercase and lowercase formations using correct starting points and strokes. Write first and last name.</p>
Speaking and Listening	<p>Interpersonal Communication</p> <ul style="list-style-type: none"> • Share thoughts and information. • Use exact nouns, action words, position words and description words (color, shape, number) in oral language. • Ask questions for information or clarification. • Contribute to classroom discussions. <p>Presentations</p> <ul style="list-style-type: none"> • Participate in short poems, rhymes and songs. • Describe an item for show and tell using one or more complete sentences. • Retell a story. <p>Active Listening</p> <ul style="list-style-type: none"> • Attend to speakers and teachers and identify information gained. • Listen for enjoyment, information and to follow directions. • Ask for clarification when messages don't make sense.

Mathematics Objectives

Objective	Students will be able to:
Algebra	<ul style="list-style-type: none"> • Sorting and Classifying: Sorts by color, shape or size (two out of three). • Patterns: Creates and extends an ABC pattern.
Number Sense	<ul style="list-style-type: none"> • Numbers: Reads and writes numbers and counts sets 0-20. • Establishes 1:1 correspondence; understands more/fewer/same number. • Numbers 10-30: Uses ten-frames to describe numbers to 20. • Number Patterns: Counts by tens to 100.
Geometry	<ul style="list-style-type: none"> • Planes and Solids: Identifies plane shapes (circle, triangle, square, rectangle).
Measurement	<ul style="list-style-type: none"> • Money: Identifies penny, nickel and dime; knows their value. Coin ID: penny, nickel, dime. Coin Value: 1¢, 5¢, 10¢ • Tell time to the hour. • Estimate and measure length using non-standard units.
Data Analysis	<ul style="list-style-type: none"> • Graphing: Interprets a graph answering most, fewest and same number questions.
Computation	<ul style="list-style-type: none"> • Understand the concept of addition and can solve simple addition problems. • Understand the concept of subtraction and can solve simple subtraction problems.

General Music Objectives

Objective	Students will be able to:
Tone Color/Timbre	<p>Create through movement the rhythms of nature, movements of the animal kingdom and activities of their special world.</p> <p>Identify different styles of ethnic and folk music.</p> <p>Perform beginning folk singing games.</p> <p>Identify simple folk melodies.</p> <p>Echo short rhythmic patterns on classroom percussion instruments.</p> <p>Use a variety of traditional and nontraditional sound sources to compose songs.</p> <p>Respond.</p> <p>Perform a simple hand jive.</p> <p>Aurally and visually identify classroom instruments, pitched and non-pitched percussion instruments and families of instruments.</p> <p>Label various classroom instruments.</p> <p>Create simple movements responding to music from different cultures using scarves and other props.</p> <p>Create movement to enhance music from different cultures.</p> <p>Identify various instruments using music of various styles representing diverse cultures.</p> <p>Create instruments using everyday materials.</p> <p>Clap, march, play instruments to the beat of songs, changes and different cultural styles of music.</p>

<p>Rhythm</p>	<p>Identify through listening whether a song is slow or fast. Sing and echo slow and fast rhythm patterns. Create quarter (♩) notes (ta), quarter rests and eighth notes (ti ti). Discriminate between a song with a steady beat and no beat. Perform a song using a steady beat at a slow and fast tempo. Perform simple ethnic dances. Perform simple rhythmic patterns using quarter notes (ta), quarter rests and eighth notes (ti ti). Perform simple melodies using iconic notation. Read simple rhythmic notation using quarter notes (ta), quarter rests and eighth notes (ti ti). Compose short pieces using quarter notes (ta), quarter rests and eighth notes (ti ti). Demonstrate changes in tempo through movement. Demonstrate change in tempo through use of pitched and non-pitched percussion. Play simple songs using quarter notes (ta), quarter rests and eighth notes (ti ti) on non-pitched percussion instruments. Differentiate between micro and macro beat through movement and non-pitched percussion instruments. Create a short rhythmic ostinato using quarter notes (ta), quarter rests and eighth notes (ti ti). Create a simple piece using quarter notes (ta), quarter rests and eighth notes (ti ti) on non-pitched percussion instruments. Perform on an instrument representative of different cultures.</p>
<p>Melody</p>	<p>Match given pitch patterns through singing with a comfortable range. Sing high and low pitches given a reference pitch. Sing Kodaly pitches and hand patterns for sol and mi. Identify whether a melody moves up, down or stays the same. Create personal ikons to represent simple pitch patterns or melodic direction. Sing simple short melodies within a range of a fifth. Sing simple tonal patterns to echo to the teacher. Create simple tonal patterns using a singing voice. Use speaking, singing, whispering and shouting voices discriminately. Use an age-appropriate singing voice utilizing a head tone. Use the singing voice in an appropriate manner using breath support and proper posture. Visually identify the treble clef in written notation. Discriminate melodic contour through movement activities. Create movement showing melodic contour. Create a simple melody using notes specified (e.g., pentatonic scale).</p>
<p>Form</p>	<p>Play or sing the theme of a song. Play a pitched percussion instrument during the A section of a song. Identify the theme and A and B sections as a unit of form. Discriminate between A and B themes using manipulatives. Discriminate between A and B themes using graphic representations.</p>

	<p>Create a simple AB song using graphic representations.</p> <p>Perform through movements recurring parts of the song.</p> <p>Create simple rhythmic phrases that are same/different.</p> <p>Create simple rhythmic phrases that are question/answer.</p>
Harmony	Sing and speak in unison.

Physical Education Objectives

Objective	Students will be able to:
Skills	<ul style="list-style-type: none"> • Locomotor – Walk, run, gallop, hop on dominant and non-dominant foot and jump • Rhythms – Follow a basic rhythmic pattern led by teacher (i.e., marching with music, “canoe dance”) • Transfer of Weight, Rolling and Balance – Travel and balance using different body parts for support (i.e., animal walks, rolls, stationary balances) • Short Jump Rope – Swing rope overhead and jump when it hits the floor • Long Jump Rope – Jump over a long rope that is moving on the ground (i.e., snakes, ripples, swaying) • Kick – Kick a large stationary object using dominant foot • Throw – Throw an object underhand and overhand • Catch – Catch a bounced or tossed object alone • Dribble/Hand – Dribble with one hand in self or general space • Dribble/Foot – Move a ball with feet • Volley – Volley a lightweight object using a variety of body parts • Strike – Strike a stationary object with hand <u>and</u> short- or long-handled implement
Knowledge	<ul style="list-style-type: none"> • Listen and respond appropriately to feedback (e.g., body awareness – do not fall down when stopping). • Demonstrate a basic movement vocabulary (e.g., pathways, levels, directions).
Active Lifestyle	<ul style="list-style-type: none"> • Identify healthy physical activities in which they participate.
Fitness	<ul style="list-style-type: none"> • Identify physical activities that increase heart rate. • Participate in brief periods of vigorous physical activity followed by periods of rest.
Responsible Behavior	<ul style="list-style-type: none"> • Exhibit age-appropriate personal and social behaviors of fair play, safe play, cooperation, sharing, respect for others regardless of differences. • Demonstrate age-appropriate work habits of listening, following directions, staying on task, participation, quality work, seeking help as necessary and completing assignments.
Awareness	<ul style="list-style-type: none"> • Demonstrate willingness to try new activities.

Science Objectives

Objective	Students will be able to:
Senses	Classify objects by using the senses of sight, touch, taste, smell and hearing. Describe observations using the sense of sight. Describe observations using the sense of touch. Describe observations by using the sense of smell. Describe observations using the sense of hearing. Describe observations using the sense of taste (<i>optional</i>).
Plants	Differentiate between living and nonliving things found in a variety of locations. Classify different seeds. Observe and identify the three basic parts of green plants — roots, stems and leaves. Investigate what plants need to survive in various conditions such as soil, water and sunlight. Explain that when a seed is planted, it will produce only a plant of the same kind.
Seasons	Record daily weather changes. Name the four seasons in sequence. Describe seasonal changes. Identify objects in the sky, such as the sun, moon and stars. Recognize that the sun provides heat and light.
Sink, Float, Dissolve	Demonstrate whether common materials float or sink. Investigate why some objects float or sink. Give examples of materials that dissolve and do not dissolve in water during exploration.

Social Studies Objectives

Objective	Students will be able to:
Civics	<ul style="list-style-type: none"> • Recognize and recite the Pledge of Allegiance • Identify the flag as a national symbol • Recognize patriotic songs, including the national anthem • Demonstrate respectful behavior during patriotic activities • Participate in class voting experiences • Identify and explain local, state and national current events • Explain the purpose for rules and laws
History	<ul style="list-style-type: none"> • Identify celebrations and holidays (a child’s perspective) • Recognize individuals belong to a family unit • Describe similarities and differences among city and farm communities • Discuss the influences of African American, Asian American, Hispanic American and European American men and women • Describe similarities and differences among various people groups

	<ul style="list-style-type: none"> • Recognize that many different people share the earth
Economics	<ul style="list-style-type: none"> • Name and classify modes of transportation • Explain how transportation connects people, places, and products
Geography	<ul style="list-style-type: none"> • Identify the physical shape of Nebraska • Identify land and water on a map and globe • Interpret information given on maps, tables, graphs and timelines • Recognize the existence of neighborhood, city, state and country • Recognize real places can be located on a map or globe

FIRST GRADE

Art

Objective	
Explore the Creative Process — Think with Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Ask the question, set the goal, define the problem • Saturation—gather information—do research • Incubation—time to think—let ideas “cook” • A-ha—a solution emerges • Verification—test out the idea to see if it works—talk about what works and what doesn’t—if the idea doesn’t work—repeat the steps. <p>(These five steps are taken from Betty Edward’s book “<u>Drawing on the Artist Within</u>”)</p> <ul style="list-style-type: none"> • Define the problem—these are the objectives of the specific units. • Gathering information is the instructional input—the content that the teacher presents, the research the student does. <ul style="list-style-type: none"> ○ Visual samples ○ Technical training • Incubation—ask the students to make three to six thumbnail sketches, brainstorm ideas. • The student selects one of the thumbnails to develop into the final project. • Students talk with teacher or peers about the idea they have selected. The conversation continues as the students work on the project. Students and/or teachers talk or write about the strengths and weaknesses of the project when it is finished (assessment).
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Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help.</p> <p>Demonstrate problem-solving skills.</p> <p>Demonstrate decision-making skills.</p> <p>Develop and apply stress-management skills.</p> <p>Recognize positive aspects in all situations.</p> <p>Demonstrate ability to deal with peer pressure.</p> <p>Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations.</p> <p>Demonstrate positive attitude toward self.</p> <p>Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships.</p> <p>Develop and display communication skills.</p> <p>Demonstrate respect for individual rights.</p> <p>Recognize and accept cultural and individual differences.</p> <p>Allow others opportunities to express ideas, thoughts and feelings.</p> <p>Develop and maintain family relationships.</p> <p>Lead, follow and work cooperatively with others.</p>

Health Objectives

Objective	Students will be able to:
Home Safety (Safety)	<ul style="list-style-type: none"> • Identify unsafe household substances. • Demonstrate safe behaviors around unsafe household substances. • Identify common fire hazards. • Illustrate how to avoid fire hazards. • Describe safe behavior when home alone. • Demonstrate appropriate home-alone behavior. • Identify whom to ask for help in an emergency. • Demonstrate how to ask for help.
Smart Snacking (Nutrition)	<ul style="list-style-type: none"> • List reasons why the body needs food: to grow, to stay well, to be strong, to have energy. • Name parts of the body that are used to eat and digest food.

	<ul style="list-style-type: none"> • Trace the path of food from mouth to stomach on a diagram. • Name foods in the five basic food groups and foods in the “other foods” category. • Choose and record a favorite healthful food from each of the five groups. • Define the term “balanced meals.” • Plan a balanced breakfast. • Identify the benefits that healthful snacks provide for the body.
Body Care (Growth and Development)	<ul style="list-style-type: none"> • Describe effects of getting too little sleep. • Recognize the importance of a regular bedtime. • Identify the importance of regular brushing and flossing to healthy gums and teeth. • Discuss products used to keep teeth healthy. • Locate and tell the function of the major internal organs (heart, lungs, stomach, brain) and bones and muscles. • Name ways to tell that the body has grown. • Name ways that body parts change as the body grows. • Recognize that physical activity benefits muscles as well as heart and lungs. • Identify the effect of physical activity on the body. • Identify how preventing the spread of germs and keeping the body healthy help prevent illness. • Recognize the role of hygiene in personal health. • Demonstrate behaviors that help to prevent illness. • Identify behaviors that help one to recover from a cold. • Recognize the importance of regular dental and medical checkups.
Drug Free (Alcohol, Tobacco, Other Drugs)	<ul style="list-style-type: none"> • Identify reasons for taking medicines. • Identify who can give medicine safely. • Define alcohol. • Distinguish between alcoholic and nonalcoholic drinks. • Identify harmful effects of alcohol. • Demonstrate how to refuse alcohol.

Literacy Objectives

Objective	Students will be able to:
Decoding Strategies	<p>Phonological Awareness (Without print) — Understands the sounds of language</p> <ul style="list-style-type: none"> • Apply the phonemic blending process (c-a-t = cat) and segmenting process (cat = c-a-t). • Delete and substitute initial and final phonemes to form new words. • Delete medial phonemes to form new words. <p>Phonics/Spelling</p> <ul style="list-style-type: none"> • Use consonant sounds to decode and spell new words. • Identify and use short vowel sounds to decode new words: a, e, i, o, u.

	<ul style="list-style-type: none"> • Identify and use long vowel patterns to decode and spell: a-e, ay, ai, e, e-e, ee, ea, i-e, ie, igh, o, oa, o-e, -ow, u-e. • Identify and use consonant digraphs: ch, sh, th, wh. • Associate common clusters with the sounds they represent (i.e., cr, tr, fr, pl, bl, st, sw, thr). • Blend and read words with double final consonants (i.e., -ck, -nd, -ng, -nk, ft, -lk, -nt). • Recognize spelling patterns with silent consonants: kn-, wr-, gn-. • Identify and use r-controlled vowels: er, ir, or, ore, ur, ar. • Identify and use vowel pairs: ew (blew), ue (blue), ou (out), ow (now), oo (book), oo (moon), oy (boy), oi (coil), aw (saw), au (because). • Identify and use the sounds for y: happy, cry. • Blend words and use in spelling regular and inflected endings (i.e., -s, -ed, -ing, -es, -ies, -er, -est). • Recognize and use compound words. • Recognize and use possessives. • Recognize and use contractions. • Blend and read words with prefix un-, re-. • Blend and read words with suffixes -ful, -ly, -y.
Vocabulary	<p>Word Recognition</p> <ul style="list-style-type: none"> • Read and write high-frequency words with ease. • Use three modalities to learn high-frequency words: Look at it, say it, write or trace it. • Reread to monitor for meaning and syntax. <p>Vocabulary Building</p> <ul style="list-style-type: none"> • List or use word webs to generate words in a category (i.e., foods, animals, sounds words, actions, parts of a body, friendship words, science words, math words, story words). • Recognize and use shape words, feeling words, number words, days of week, months of year, position words, exclamatory words, sensory words, size words, weather words. • Identify and use describing words to complete sentences. • Name antonyms (hot, cold). • Choose the correct homophone (there, their) same sound/different spelling. • Identify synonyms (happy, glad). • Identify words with multiple meanings. • Define spelling words.
Fluency	<p>Read grade level text independently with 94 percent accuracy or better using expression, phrasing and a rate of between 40-60 correct words per minute.</p>
Comprehension Strategies	<p>Use prior knowledge — Make connections between world, text and self to deepen meaning.</p> <p>Predict/Infer — Use text, picture clues and personal knowledge to make predictions.</p>

	<p>Monitor/clarify — Monitor for understanding and clarify by using fix-up strategies.</p> <ul style="list-style-type: none"> • Visualize using scenes from the story. • Create a story map or fact chart to remember and understand. <p>Question — Formulate questions that demonstrate understanding of details, important ideas and author’s viewpoint about the topic.</p> <p>Summarize — Summarize narrative and expository text to demonstrate understanding of main events and ideas.</p> <p>Evaluate — Evaluate to help form an opinion about what is read.</p>
Comprehension Skills	<p>Literal: Use information on the page to recall, remember, or identify</p> <ul style="list-style-type: none"> • Retell a story and include beginning, middle and end. • Identify the sequence of events. • Recall details that help in understanding the selection. • Identify elements in story structure—characters, setting, problem, solution. • Identify topic, main idea, and supporting details. • Identify repetitive patterns. • Read and follow directions. <p>Inferential: Search for clues in the text and integrate with what is known to analyze, draw conclusions, and infer</p> <ul style="list-style-type: none"> • Compare and contrast story elements; information in a selection. • Identify cause-and-effect relationships; recognize signal words to causes and effects (because). • Distinguish between fantasy and realism. • Identify real and make-believe parts of the story. • Distinguish difference between a fact and an opinion. • Categorize and classify information. • Use facts from the selection and previous knowledge to draw conclusions. • Make a generalization about a selection. <p>Critical: Take a position or state an opinion and support it with evidence based on personal experience and thinking</p> <ul style="list-style-type: none"> • Evaluate text being read; think about what is liked/not liked. • Evaluate use of fantasy and realism in a selection. • Compare selections to choose a favorite. • Discuss how rhythm affects a story. • Compare real and make-believe elements in two stories. • Brainstorm own solution to problems in a selection. • Identify point of view, mood, use of expressive language.
Wide Range Reading	<p>Genre Studies: Recognize format and read a poem, joke, song, play, news report.</p> <p>Content Area Reading: Identify strategies for reading maps, diagrams, recipes, social studies, articles, timelines, pictographs, charts.</p> <p>Independent Reading: Reads a variety of materials for pleasure and information.</p> <ul style="list-style-type: none"> • Reads and rereads favorite books. • Reads books appropriate for student’s own interest, purpose, and reading level. • Chooses to read daily as part of independent literacy time.

	<ul style="list-style-type: none"> • Maintains a reading log of books read.
Exploration/Inquiry	<p>Ask questions using who, what, where, why, when.</p> <p>Use pictures and words to record about what is learned from books, observations, and conversation with an expert.</p> <p>Use beginning knowledge of the dictionary.</p> <p>Use the media center as a source of books and information.</p>
Writing Composition	<p>Write independently about self-selected topics or in response to a writing prompt.</p> <p>Participate in shared writing providing ideas for a class story, class summary, description of story characters, setting, problem/solution, book report.</p> <p>Participate in interactive writing, helping to cooperatively write a selection with teacher coaching.</p> <p>Write for a variety of purposes: personal narrative, description, friendly letter, response to literature.</p> <p>Demonstrate proficiency in writing in the focus mode: Description.</p> <p>Express a main idea with some details (Ideas).</p> <p>Write composition with a beginning, middle and end (Organization).</p> <p>Use personal and original ideas (Voice).</p> <p>Use a variety of words, with descriptive phrases (Word Choice).</p>
Writing Conventions	<p>Use beginning knowledge of editing and proofreading (Conventions).</p> <p>Identify and write complete sentences (Sentence Fluency).</p> <p>Use capital and lowercase letters appropriately in writing.</p> <p>Use correct punctuation at the end of a sentence.</p> <p>Use pronouns “I” and “me” correctly.</p> <p>Use is/are and was/were correctly in speaking and writing.</p> <p>Identify common nouns.</p> <p>Identify and write action words.</p> <p>Capitalize proper nouns.</p>
Spelling	<p>Proofread and correct sentences for spelling errors.</p> <p>Accurately spell decodable and high-frequency words.</p> <p>Risk use of new words by spelling them as they sound (hors, cmputr).</p>
Handwriting	<p>Use appropriate paper/pencil positions.</p> <p>Print using appropriate letter shape, size and spacing.</p> <p>Print lowercase and uppercase letters with correct letter formations.</p>
Interpersonal Communication	<p>Participate in conversation and discussion by staying on topic and speaking clearly.</p> <p>Take turns, allowing others to speak without interrupting.</p> <p>Contribute at least one idea to a group discussion and listen to classmates.</p> <p>Ask questions to gain information.</p>
Presentations	<p>Retell a story clearly by including characters, setting, problem and solution.</p> <p>Make group presentation in reader’s theatre format.</p> <p>Recite short poems, rhymes and songs.</p>
Active Listening	<p>Identify a purpose for listening.</p> <p>Follow one- and two-step directions.</p> <p>Attend to teachers, speakers, classroom discussions and presentations.</p>

Mathematics Objectives

Objective	Students will be able to:
Number Concepts	<ul style="list-style-type: none"> • Read and write numbers 0 to 5. [NUM] • Read and write numbers 6 to 10. [NUM] • Order numbers through 10. [NUM] • Compare numbers through 10 using “less than” and “greater than.” [NUM] • Read and write numbers 10 through 15. [NUM] • Read and write numbers 16 through 20. [NUM] • Order numbers 11 through 20. [NUM] • Compare numbers through 20 using “less than” and greater than.” [NUM]
Addition Concepts	<ul style="list-style-type: none"> • Solve addition sentences to sums of 8. [COMP] • Solve addition problems with zero. [COMP] • Understand the order property of addition. [ALG] • Write addition sentences in vertical format. [COMP] • Write addition sentences for problem situations. [PS] [ALG]
Subtraction Concepts	<ul style="list-style-type: none"> • Write and solve subtraction sentences to show the difference. [COM] • Subtract 0 or find a difference of 0. [COMP] • Subtract in vertical form. [COMP] • Use models to act out subtraction problems. [PS]
Data and Graphing	<ul style="list-style-type: none"> • Represent data with tally marks. [DAP] • Read and use a pictograph and bar graph to compare information. [DAP] • Use a tally chart to make a bar graph and compare information. [DAP] • Use a bar graph to solve a problem. [PS] [DAP]
Addition and Subtraction Strategies Through 10	<ul style="list-style-type: none"> • Add sums to 10 using different strategies. [COMP] • Use number sentences to solve problems. [PS] • Subtract using different strategies. [COMP] • Write fact families using related facts (inverse operations). [ALG] • Solve problems by choosing the correct operation. [PS] • Know basic addition facts through 10. [COMP] • Know basic subtraction facts through 10. [COMP]
Plane and Solid Shapes	<ul style="list-style-type: none"> • Identify, describe and compare attributes of plane shapes. [GEOM] • Classify and sort plane shapes. [GEOM] • Identify, describe, and compare solid shapes. [GEOM] • Classify and sort solids shapes. [GEOM] • Identify the faces of a solid shape. [GEOM]
Spatial Sense and Patterns	<ul style="list-style-type: none"> • Describe, predict and extend a pattern [ALG] • Identify and create patterns. [GEOM] • Identify and translate patterns. [ALG] • Identify lines of symmetry and make symmetrical figures. [GEOM]

Fractions and Probability	<ul style="list-style-type: none"> • Identify and count equal parts. [NUM] • Use fractions to name parts of a whole; identify one half, one fourth and one third of a whole. [NUM] • Identify and represent one half, one third, and one fourth of a set. [NUM] • Predict and determine the probability of an event. [DAP] • Use data from a picture to solve problems. [PS] [DAP]
Place Value to 100	<ul style="list-style-type: none"> • Count and write tens. [NUM] • Regroup tens and ones and written teen numbers. [NUM] • Regroup ten ones as one ten and write numbers. [NUM] • Read and write numbers through 50. [NUM] • Read and write numbers through 99. [NUM] • Identify the place value of numbers through 99. [NUM] • Show two-digit numbers in different ways. [NUM] • Identify numbers through 100. [NUM]
Order and Compare Numbers	<ul style="list-style-type: none"> • Order numbers through 100. [NUM] • Identify ordinal numbers from first through tenth. [NUM] • Compare two numbers, using “greater than” and “less than.” [NUM] • Compare two-digit numbers, using $>$, $<$, and $=$. [NUM]
Number Patterns	<ul style="list-style-type: none"> • Skip count by twos to 100. [NUM] • Skip count by fives to 100. [NUM] • Identify 1 more, 1 less, 10 more, and 10 less than a given number. [COMP] • Find a pattern in odd and even numbers. [NUM] • Use patterns to solve problems. [PS]
Time and Calendar	<ul style="list-style-type: none"> • Tell time to the hour using analog and digital clocks. [MEAS] • Tell time to the half-hour. [MEAS] • Read and use a calendar to find dates. [MEAS]
Using Money	<ul style="list-style-type: none"> • Count groups of like coins. [MEAS] • Count groups of combinations of coins. [MEAS] • Identify and count with quarters. [MEAS] • Count groups of coins that equal one dollar. [MEAS]
Addition Facts through 12	<ul style="list-style-type: none"> • Use addition strategies for sums through 12. [COMP] • Use order property to find sums through 12. [COMP] • Find the sum of three one-digit numbers. [COMP] • Write missing addends to solve addition problems. [ALG] • Make a table to solve problems. [PS] • Know basic addition facts through 12. [COMP]
Subtraction Facts through 12	<ul style="list-style-type: none"> • Solve subtraction facts using different strategies. [COMP] • Write fact families for 11 and 12 using the inverse relationship. [ALG] • Recognize equivalent forms of the same number. [NUM] • Choose addition or subtraction to solve problems. [PS]

	<ul style="list-style-type: none"> • Know basic subtraction facts through 12. [COMP]
Length and Weight	<ul style="list-style-type: none"> • Measure an object in inches using a ruler. [MEAS] • Measure an object in centimeters using a ruler. [MEAS] • Compare and order the weight of objects to 1 pound by direct comparison. [MEAS] • Compare objects to a kilogram. [MEAS]
Capacity and Temperature	<ul style="list-style-type: none"> • Compare the capacity of cups, pints, and quarts. [MEAS] • Compare the capacities of containers to a liter; order containers by capacity. [MEAS] • Understand the difference between hot and cold. [MEAS]
Addition Facts through 20	<ul style="list-style-type: none"> • Use strategies to solve addition facts for sums through 20. [COMP] • Find different names for the same number. [NUM] • Find the sum of three numbers. [COMP] • Write a number sentence to solve a problem. [PS] [ALG]
Subtraction Facts through 20	<ul style="list-style-type: none"> • Use strategies to find subtract from 20. [COMP] • Use the inverse relationship between addition and subtraction to make a fact family. [ALG] • Solve problems with too much information. [PS]
Adding Two-Digit Numbers	<ul style="list-style-type: none"> • Use basic facts and mental math to add tens. [COMP] • Add a one-digit number to a two-digit number without regrouping. [COMP] • Add two-digit numbers without regrouping. [COMP]
Subtracting Two-Digit Numbers	<ul style="list-style-type: none"> • Use basic facts and mental math to subtract tens. [COMP] • Subtract one-digit numbers from two-digit numbers. [COMP] • Subtract two-digit numbers. [COMP]

General Music Objectives

Objective	Students will be able to:
Tone Color/Timbre	<p>Use the singing voice to demonstrate different vocal timbres — head voice, chest voice, sirens, etc.</p> <p>Create simple tonal patterns using the singing voice and/or pitched percussion.</p> <p>Distinguish between male and female singing voices.</p> <p>Create simple tonal patterns using different tone colors, singing voice and/or pitched percussion.</p> <p>Select and play a variety of classroom instruments to indicate different timbres.</p> <p>Visually and aurally identify instruments that represent different instrument families — strings, woodwinds, brass, percussion.</p> <p>Use contrasting movements to different tone colors/timbres found in a piece of music.</p>
Rhythm	<p>Perform simple rhythmic patterns using quarter notes, eighth notes and quarter rests.</p> <p>Perform simple melodies using iconic notation.</p>

	<p>Read simple rhythmic notation using quarter notes, eighth notes, quarter rest, half notes, fermata and other written rhythm patterns.</p> <p>Compose short pieces using quarter notes, eighth notes, quarter rest and half notes.</p> <p>Demonstrate change in tempo through use of pitched and non-pitched percussion instruments.</p> <p>Play simple songs using quarter notes, eighth notes, quarter rests, half notes on non-pitched percussion instruments.</p> <p>Differentiate between macro and micro beat through use of pitched and non-pitched percussion.</p> <p>Create a short rhythmic ostinato using quarter notes, eighth notes, quarter rest and half notes.</p> <p>Create a simple piece using quarter notes, eighth notes, quarter rests and half notes on non-pitched percussion instruments.</p> <p>Perform on instruments representative of diverse cultures.</p>
Melody	<p>Visually identify melody skipping up and down, stepping up and down and repeating.</p> <p>Aurally identify melody skipping up and down, stepping up and down and repeating.</p> <p>Sing Kodaly pitches and patterns do, re, mi, sol.</p> <p>Sing simple short melodies using the eight pitches of the scale.</p> <p>Improvise melodies using pentatonic scale, pitched percussion, Orff instruments.</p> <p>Develop pentatonic accompaniments and ostinati.</p> <p>Identify using written notation when a melody skips up and down, steps up and down or repeats.</p> <p>Use hand staff for do.</p> <p>Use hand staff to demonstrate short melodic patterns that skip, step or repeat.</p> <p>Aurally recognize the melody of the refrain of the song.</p> <p>Aurally recognize the melody of the verse of the song.</p> <p>Create a melodic sound composition using the pentatonic scale.</p> <p>Create a melodic sound composition using notes within the range of a fifth.</p> <p>Create and arrange sound stories to accompany readings or dramatizations.</p>
Harmony	<p>Perform a simple pentatonic ostinato to a familiar song.</p> <p>Create a simple pentatonic ostinato to a familiar song.</p> <p>Perform two- to three-note ostinati using do, re, mi, sol in major or minor key.</p> <p>Aurally identify a melody with and without an accompaniment.</p> <p>Aurally identify chordal accompaniments to a song.</p> <p>Perform a simple Bordun on pitched percussion instruments.</p> <p>Create movements to represent a simple ostinato.</p>
Form	<p>Use movement to express melodic form.</p> <p>Identify ABA form visually and aurally.</p> <p>Identify in a piece of rhythmic notation the A, B and returning A sections.</p> <p>Aurally identify in a piece of written notation.</p> <p>Appropriately recognize and use the symbols in a written piece.</p> <p>Aurally identify the contrasting A and B sections.</p> <p>Perform a rhythmic ABA composition using non-pitched percussion instruments.</p>

	<p>Demonstrate through movement the contrasting A and B sections of a piece of music.</p> <p>Identify simple music forms when presented aurally.</p> <p>Create simple melody/tonal patterns in ABA form.</p> <p>Create contrasting movements that correspond to rondo form.</p>
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Physical Education Objectives

Objective	Students will be able to:
Skills	<ul style="list-style-type: none"> • Locomotor – Walk, run, gallop, slide, skip, jump, hop and leap using mature motor pattern (consistent rhythm, body control, proper arm technique) • Rhythms – Follow a combination of basic movements in a four-part repeating sequence led by teacher (i.e., chicken dance, bunny hop) • Transfer of Weight, Rolling and Balance – Demonstrate transfer of weight while rolling (i.e., egg roll, log roll); travel and balance on equipment (i.e., beams, boxes, boards) • Short Jump Rope – Jump rope forward or backward using the proper grip and two-foot jumping • Long Jump Rope – Jump a turning rope starting beside it • Kick – Kick a variety of stationary objects using an approach • Throw – Throw an object using opposition and follow through • Catch – Catch a bounced and a tossed object alone or with a partner • Dribble/Hand – Dribble with dominant hand in self and general space • Dribble/Foot – Dribble using inside of feet • Volley – Volley a lightweight object using a variety of body parts • Strike – Strike a stationary object with hand <u>and</u> short- or long-handled implement using side orientation and proper grip
Knowledge	<ul style="list-style-type: none"> • Listen and respond appropriately to feedback (e.g., skip – high knees). • Demonstrate a basic movement vocabulary.
Active Lifestyle	<ul style="list-style-type: none"> • Identify healthy physical activities in which they participate in physical education and outside the school day.
Fitness	<ul style="list-style-type: none"> • Identify physical activities that increase heart rate. • Participate in brief periods of vigorous physical activity followed by periods of rest.
Responsible Behavior	<ul style="list-style-type: none"> • Exhibit age-appropriate personal and social behaviors of fair play, safe play, cooperation, sharing, respect for others regardless of differences. • Demonstrate age-appropriate work habits of listening, following directions, staying on task, participation, quality work, seeking help as necessary and completing assignments.
Awareness	<ul style="list-style-type: none"> • Demonstrate willingness to try new activities and identify those that are enjoyable.

Science Objectives

Objective	Students will be able to:
Magnets	<ul style="list-style-type: none"> • Classify objects that are attracted or not attracted by magnets. • Demonstrate that magnetic force can pass through certain materials. • Compare magnets of different sizes, shapes and strengths. • Recognize and demonstrate that magnets have two poles. • Demonstrate that magnets attract and repel each other. • Demonstrate that a magnet has a magnetic field. • Demonstrate and describe how to make temporary magnets.
Animals and Habitats I	<ul style="list-style-type: none"> • Describe how animals need food, water and air to survive. • Compare and contrast animals by their body coverings, diet and locomotion. • Describe how offspring resemble their parents.
Animals and Habitats II	<ul style="list-style-type: none"> • Recognize and explain how animals live and survive in distinct habitats. • Classify animals into major categories such as: amphibian, bird, fish, mammal or reptile.
Soil	<ul style="list-style-type: none"> • Explore the properties of soil. • Investigate how worms function in decomposition. • Identify three basic components of soil (humus, sand and clay). • Investigate how humus, sand and clay support plant life. • Investigate how water affects humus, sand and clay. • Explain what is meant by erosion and how it affects the earth. • <i>Investigate the properties of local soils. (optional)</i>

Social Studies Objectives

Objective	Students will be able to:
Civics	<ul style="list-style-type: none"> • Explain the rules of the classroom • Describe examples and qualities of good citizenship in everyday life i.e. vote, obey laws and rules, volunteer) • Identify and explain local, state, and national current events • Recognize and recite the Pledge of Allegiance • Identify national symbols that represent the United States • Recognize patriotic songs, including the national anthem, and demonstrate respectful behavior
History	<ul style="list-style-type: none"> • Identify individual Americans who have shaped our nation's history, i.e. George Washington, Martin Luther King, • Identify celebrations and holidays (from a family's perspective) • Describe how families and family members grow and change • Recognize the influence and impact of global cultures on American culture, i.e. music, stories, food

Economics	<ul style="list-style-type: none"> • Describe how families use money in exchange for goods and services • Give examples of how people work together in a community • Explain that people everywhere have the same basic needs but may meet them differently
Geography	<ul style="list-style-type: none"> • Find locations on maps and globes using cardinal directions • Apply map and globe terminology • Locate landforms and waterways • Interpret information given on maps, tables, graphs, and timeline • Draw maps that represent real places, i.e. a classroom, neighborhood, playground • Describe our nation as composed of states • Describe how people adapt to the geography of their community, i.e. clothing to match climate, food resources

SECOND GRADE

Art

Objective	
Explore the Creative Process — Think with Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Ask the question, set the goal, define the problem • Saturation—gather information—do research • Incubation—time to think—let ideas “cook” • A-ha—a solution emerges • Verification—test out the idea to see if it works—talk about what works and what doesn’t—if the idea doesn’t work—repeat the steps. <p>(These five steps are taken from Betty Edward’s book “<u>Drawing on the Artist Within</u>”)</p> <ul style="list-style-type: none"> • Define the problem—these are the objectives of the specific units. • Gathering information is the instructional input—the content that the teacher presents, the research the student does. <ul style="list-style-type: none"> ○ Visual samples ○ Technical training • Incubation—ask the students to make three to six thumbnail sketches, brainstorm ideas. • The student selects one of the thumbnails to develop into the final project. • Students talk with teacher or peers about the idea they have selected. The conversation continues as the students work on the project. Students and/or teachers talk or write about the strengths and weaknesses of the project when it is finished (assessment).
Connect History and Culture through Art — Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make Art. • Art is made from a wide range of materials. • Art is made for many purposes. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, and non-objective. • Art is studied in disciplines—Drawing, Painting, Sculpture, Crafts, and Architecture.
Communicate with and through Art — Speak through Art	<ul style="list-style-type: none"> • Students should know that Art communicates ideas. • They should have the opportunity to “read” works of Art. • “Reading” means taking the time to look at a work of Art and think about what it might be trying to say. • Studying the time and the place where the work of Art was created can provide important clues to understanding the Artist’s intent. • Students do not need to know exactly what the artist was trying to communicate. Their personal interpretation is valid. • They should be able to explain why they are interpreting an image in a certain way.

	<ul style="list-style-type: none"> • Students should be able to make knowledgeable choices about how to communicate through their own art.
Know the Language Art — Use the Elements and Principles	<p>Students should:</p> <ul style="list-style-type: none"> • know that the elements and principles are part of the “Art Tool Box.” • know the elements by name: line, shape, texture, value, color, space. • be able to identify the elements in their own works of art and the works of others. • be exposed to the concepts of the principles. • have a beginning level understanding of the relationship between the elements and the principles.
Use Art Materials — Make Art	<p>Students should work with and acquire beginning level technical skills in a range of art media:</p> <ul style="list-style-type: none"> • Drawing—pencils, pastel, oil pastel, markers, and crayon • Painting—watercolor and tempera • Sculpture—clay, paper mache, plaster, wire, found objects, found materials • Printing—relief and mono-printing • Fibers—weaving
Make Connections Between Art and Your World — Live with Art	<p>Students should know that:</p> <ul style="list-style-type: none"> • People who make art are Artists, and they do their work in studios. • People who study art that has been made by others are Art Historians, and they work at Museums and Universities. • People who write about Art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts—You can make money in the Arts: <ul style="list-style-type: none"> ○ Art teachers ○ Museum employees ○ Graphic Artists ○ Illustrators ○ Set Designers ○ Check a web site about art careers for more ideas • The Arts are connected to Language, History, Math, Science, Music, Theater, and Dance.
Look, Think, and Talk About Your Work and the Work of Others — Talk About Art	<ul style="list-style-type: none"> • Students should have the opportunity to develop critical thinking skills by looking at and talking about their art and the art of others. • The learning cycle is not complete if the student does not have the opportunity to assess himself or herself. • This can be accomplished via student self-assessment forms, peer-to-peer discussion, group discussion, or teacher assessment. • Student self-assessment should allow the student to develop concrete awareness of what they have learned as a result of completing their current project. • It should also tell them what they don’t know. • This helps the teacher and the student to decide what they need to learn next. • Teacher assessment without feedback to the student provides no benefit for the student.

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	<p>Consider alternatives and accept consequences for actions taken.</p> <p>Learn when to demonstrate assertive behavior.</p> <p>Demonstrate self-discipline/control.</p> <p>Demonstrate ability to respond to criticism.</p> <p>Demonstrate ability to follow rules and laws.</p>
Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help.</p> <p>Demonstrate problem-solving skills.</p> <p>Demonstrate decision-making skills.</p> <p>Develop and apply stress-management skills.</p> <p>Recognize positive aspects in all situations.</p> <p>Demonstrate ability to deal with peer pressure.</p> <p>Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations.</p> <p>Demonstrate positive attitude toward self.</p> <p>Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships.</p> <p>Develop and display communication skills.</p> <p>Demonstrate respect for individual rights.</p> <p>Recognize and accept cultural and individual differences.</p> <p>Allow others opportunities to express ideas, thoughts and feelings.</p> <p>Develop and maintain family relationships.</p> <p>Lead, follow and work cooperatively with others.</p>

Health Objectives

Objective	Students will be able to:
Safety While on the Move (Safety)	<ul style="list-style-type: none"> • Identify safety rules for pedestrians, passengers, and cyclists. • Recognize the meaning of bicycle hand signals. • Explain when to use first aid procedures. • Identify 911 or 0 as emergency phone numbers. • Demonstrate proper procedures for the treatment of cuts, scrapes, minor burns, and nosebleeds (including universal precautions for handling body fluids).
Pyramid Power (Nutrition)	<ul style="list-style-type: none"> • Trace the digestive process. • Name the five food groups and the “other foods” on the Food Guide Pyramid and foods from each section of the Pyramid. • Explain why balanced meals are important. • Develop a day’s menu that contains a variety of foods from the Food Guide Pyramid.

	<ul style="list-style-type: none"> • Identify foods that include more than one food group. • Demonstrate how to choose healthful foods versus unhealthful foods.
Healthy Bodies (Growth and Development)	<ul style="list-style-type: none"> • Illustrate behaviors that promote good health. • Recognize products intended to care for eyes, ears, and skin. • Describe senses and ways to protect them from harm. • Explain the function of blood and blood vessels. • Identify how bones and muscles work together to help the body move. • Set goals for keeping blood, muscles, and blood vessels healthy. • List things to do to avoid getting or spreading an illness. • Demonstrate how to avoid potential disease-causing behavior.
Drug Danger (Alcohol, Tobacco, Other Drugs)	<ul style="list-style-type: none"> • Explain the difference between legal and illegal drugs. • Define legal and illegal substances. • Discuss harmful effects of tobacco. • Practice refusal of tobacco products. • Identify short-term and long-term effects of alcohol on the body. • Demonstrate how to refuse alcohol products. • Demonstrate how to say “no” to unsafe situations involving drugs and other medicines.

Literacy Objectives

Objective	Students will be able to:
Decoding Strategies	<p>Phonological Awareness</p> <ul style="list-style-type: none"> • Blend and segment phonemes. • Substitute phonemes <p>Phonics/Spelling</p> <ul style="list-style-type: none"> • Blend one- and two-syllable words with short vowels a, e, i, o, u. • Blend words with the VCCV division pattern. • Blend words with long vowel sounds using the CVCe pattern. • Blend words that have hard and soft sounds for g (got, gym) and the hard and soft sounds for c (cat, city). • Blend consonant sounds for consonant clusters in one- and two-syllable words (r, l, s). • Blend words with consonant digraphs: th, wh, sh, ch, tch, ph. • Identify and read vowel pairs: ai, ay, ee, ea, ie, oa, ow. • Identify and read the endings -er, -est, -ly, -ful, -tion, -ture, -er. • Identify the two words that make up a compound word. • Identify the /ou/ sound for the ow and ou spelling patterns. • Identify r-controlled vowel sounds: ar, or, ore, er, ir, ur. • Blend words with consonant pairs nd, nt, mp, ng, nk, ck. • Identify the sounds of y (happy, cry).

	<ul style="list-style-type: none"> • Read words with silent consonants gh, k(n), b. • Decode two-syllable words that end in -le. • Recognize the /oo/ sound in words with the vowel pairs oo, ew, ue, ou. <p>Structural Awareness</p> <ul style="list-style-type: none"> • Read and write words with -s, -ed, -ing endings. • Identify base words in words that end with -s, -ed, -ing, -ly, -ful. • Identify, read and write the prefix un- and identify its meaning. • Identify contractions, the words from which they are formed and the letters omitted to read and write contractions independently. • Read and write singular and possessive nouns. • Read and write nouns with -s, -es, and -ies endings. • Use changes in spelling when endings are added to words for reading and writing. • Identify closed syllables in two-syllable words, compound words and VCCV pattern. • Identify open syllables in two syllable words and VCV patterns.
Vocabulary	<p>Word Recognition</p> <ul style="list-style-type: none"> • Read and write high frequency words with ease. • Use high frequency words in meaningful contexts. • Use three modalities to learn high-frequency words: look at it, say it, write or trace it. • Use context to infer the meaning and pronunciation of words. • Reread to monitor for meaning and syntax. <p>Vocabulary Building</p> <ul style="list-style-type: none"> • Identify homophone pairs. • Identify words with more than one meaning (homographs); i.e., ring. • Identify compound words. • Identify synonyms. • Identify antonyms. • Use sentence context to identify the appropriate dictionary definition of a multiple-meaning word.
Fluency	<p>Read grade level independent text with 94 percent accuracy or better using expression, phrasing and a rate of between 78-124 words per minute.</p>
Comprehension Strategies	<p>Use Prior Knowledge— Make connections between world, text and self to deepen meaning.</p> <p>Predict/Infer — Use text, picture clues, and personal knowledge to make predictions and infer what is not directly stated.</p> <p>Monitor/Clarify — Monitor for understanding and clarify by using fix-up strategies.</p> <ul style="list-style-type: none"> • Visualize using scenes from the story. • Create a story map or fact chart to remember and understand. • Reread after decoding a word to make sure it makes sense and sounds right. <p>Question — Formulate questions that demonstrate understanding of details, important ideas, and author’s viewpoint about the topic.</p>

	<p>Summarize — Summarize narrative and expository text to demonstrate understanding of main events and ideas.</p> <p>Evaluate — Evaluate what is read to form an opinion about a selection. Evaluate own reading strategies as tools to get meaning from the text.</p>
<p>Comprehension Skills</p>	<p>Literal – Use information on the page to recall, remember or identify.</p> <ul style="list-style-type: none"> • Identify important details in the illustrations and text. • Identify elements of story structure: characters, setting, problem, solution. • Distinguish between fantasy and realism in a story. • Identify important ideas or events in a selection. • Use details from text and illustrations to support understanding. • Identify sequence of events and signal words for sequence. • Note important details about characters, recognize their feelings. • Identify problems a character faces; reader attempts to solve problems. • Use details to describe a setting. • Retell events of a story in sequence. • Identify topic, main idea and supporting details. • Read, restate and follow written directions for recipe, experiment, art project, etc. <p>Inferential — Search for clues in the text and integrate with what is known to analyze, draw conclusions and infer.</p> <ul style="list-style-type: none"> • Infer reasons why things happen. • Draw conclusions using the text and previous knowledge. • Distinguish between fantasy and realism in a story. • Recognize how animal characters act like humans. • Distinguish between fact and opinion in a selection. • Categorize and classify information. • Identify cause-and-effect relationships. • Infer a character’s feelings, actions, traits. • Compare and contrast characters in a story and between different stories. • Make generalizations and support them with information in the selection. • Summarize a paragraph or selection. • Distinguish real-life characters and problems in a fantasy story. <p>Critical — Take a position or state an opinion and support it with evidence from the text as well as personal experiences and thinking.</p> <ul style="list-style-type: none"> • Identify author viewpoint and support with details from the text. • Predict or infer what could happen beyond the story. • Compare the impact of photographs with the impact of words. • Compare the work of two illustrators. • Make judgments about the setting, characters, actions of a story. • Evaluate the character’s attempts to solve problems. • Form an opinion about a character’s behavior. • Generate ideas for a solution to the problem in a selection. • Determine if the character’s solutions can be examples for personal solutions.

<p>Wide Range Reading</p>	<p>Genre Studies: Use knowledge of genre to seek information or enhance enjoyment of reading.</p> <ul style="list-style-type: none"> • Identify elements of how-to nonfiction, poetry, realistic fiction, fables, expository non-fiction, play, magazine article, advertisement. • Recognize characteristics of literary fantasy, character sketch. • Recognize elements of a focus genre such as fables or biography; compare and contrast multiple selections in a genre study. • Note the effects of using rhyming words in a story. <p>Content Area Reading: Use knowledge of the elements of expository text to learn new information.</p> <ul style="list-style-type: none"> • Use headings to find main idea and details in a paragraph. • Use the elements of non-fiction to gain information from the text: chart, heading, diagram, label, graph, map, legend, schedule, calendar, timeline. • Identify formats of informational writing: columns, chapters, main idea, supporting details. <p>Independent Reading: Reads a variety of materials for pleasure and information at home and school.</p> <ul style="list-style-type: none"> • Read and reread favorite books. • Read books appropriate for student’s own interest, purpose and reading level. • Choose to read daily as part of independent literacy time. • Maintain a reading log of books read.
<p>Personal Reading</p>	<p>Read and reread favorite books.</p> <p>Choose and read books appropriate for his/her interest, purpose and reading level.</p> <p>Read books for enjoyment and to acquire information.</p> <p>Read a variety of materials including fiction and non-fiction: poetry, biography, fables, etc.</p> <p>Share information from reading with others in a variety of ways.</p> <p>Read and recognize the writing of selected authors and identify favorite authors and books.</p> <p>Complete a Personal Reading Goal.</p>
<p>Exploration/Inquiry</p>	<p>Research Process</p> <ul style="list-style-type: none"> • Identify topics or problems to explore. • Identify ways to find information on a topic. • Identify key words to research a topic. • Identify topic, main idea and supporting details while taking notes. • Paraphrase information from a reference source. • Apply knowledge of media center organization and procedures including use of electronic catalog. • Compare and contrast ideas using Venn diagrams. <p>Study Skills</p> <ul style="list-style-type: none"> • Use media on-line catalog to locate information. • Identify and use reference materials to gather information: dictionary, telephone book, encyclopedia, thesaurus.

	<ul style="list-style-type: none"> • Identify and use parts of a dictionary: guide words, definition, sample sentence, multiple meanings. • Alphabetize words to the third letter. • Locate parts of a book: glossary, index, title page, table of contents.
Writing Composition	<p>Write for a variety of purposes: Story, description, friendly letter, research report, personal narrative, instructions.</p> <p>Use the writing process: prewriting, draft, revising, editing, publishing.</p> <p>Demonstrate proficiency in writing in the focus mode: Instructions.</p> <p>Express ideas clearly with some detail (Ideas).</p> <p>Write compositions with a beginning, middle and end (Organization).</p> <p>Recognize and use expressions that convey a convincing voice (Voice).</p> <p>Use powerful verbs, exact nouns and interesting adjectives to elaborate ideas (Word Choice).</p>
Writing Conventions	<p>Write ideas and sentences with varied beginnings and structure (Sentence Fluency).</p> <ul style="list-style-type: none"> • Identify telling sentences, questions, commands, exclamations, and punctuates correctly. • Correct fragments to create sentences. • Combine sentences to improve writing. • Identify the characteristics of a paragraph and write paragraphs. • Proofread sentences for grammar, capitalization and punctuation. • Write dialogue using capitalization and punctuation correctly with quotation marks. <p>Use correct grammar in writing.</p> <ul style="list-style-type: none"> • Use singular and plural nouns correctly. • Use verbs of the correct tense. • Proofread for noun and verb agreement. • Proofread for correct use of pronouns. • Use correct grammar patterns with I/me, is/are, was/were, naming self last.
Spelling	<p>Proofread and correct sentences for spelling patterns.</p> <p>Accurately spell decodable and high-frequency words from spelling lists.</p> <p>Apply phonics and analogy rules to spelling.</p>
Handwriting	<p>Form letters using appropriate size and shape.</p> <p>Space appropriately between letters and words.</p> <p>Use appropriate paper/pencil position.</p>
Speaking and Listening	<p>Interpersonal Communication</p> <ul style="list-style-type: none"> • Follow guidelines to participate in conversations and group discussions. • Speak clearly, stick to the topic and allow others to speak without interruption. • Use appropriate voice level, language structures, intonation. • Identify and use non-verbal communication. <p>Presentations</p> <ul style="list-style-type: none"> • Follow guidelines to retell a story and make a descriptive presentation. • Give presentation using eye contact, proper pace and volume.

	<p>Active Listening</p> <ul style="list-style-type: none"> • Identify purpose for listening. • Attend to speakers, class discussions and presentations. • Demonstrate appropriate listening behaviors, showing consideration for the speaker and the contributions to others. • Ask questions to clarify information.
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Mathematics Objectives

Objective	Students will be able to:
Number Concepts through 50	<ul style="list-style-type: none"> • Read and write numbers through 50. [NUM] • Order numbers through 50. [NUM] • Compare numbers through 50. [NUM] • Determine if an answer is reasonable. [PS]
Addition Facts	<ul style="list-style-type: none"> • Use the order and identity properties to find the sum. [ALG] • Use strategies to find sums to 20. [COMP] • Add three addends. [COMP] • Draw a picture to solve a problem. [PS] • Master addition facts through 20. [COMP]
Subtraction Facts	<ul style="list-style-type: none"> • Use strategies to subtract numbers through 20. [COMP] • Use subtraction to compare two sets. [COMP] • Identify and write addition and subtraction expressions that name the same number. [ALG] • Identify and write fact families (inverse relationship). [ALG] • Find the missing number in addition and subtraction sentences. [COMP] • Write number sentences to solve problems. [ALG] [PS] • Master subtraction facts through 20. [COMP] • Master mixed addition and subtraction facts through 20. [COMP]
Data, Graphing and Probability	<ul style="list-style-type: none"> • Interpret data in pictographs and bar graphs. [DAP] • Locate and identify points on a coordinate grid. [ALG] • Determine if an event is more likely, less likely, or equally likely to happen. [DAP] • Predict and record the outcome of an event. [DAP] • Use a bar graph to solve problems and make predictions. [DAP] [PS]
Place Value	<ul style="list-style-type: none"> • Count, read, and write tens. [NUM] • Represent numbers in different forms-words, models, tens and ones, and expanded form. [NUM] • Identify the value of the tens and ones digits of numbers. [NUM] • Compare two-digit numbers using the symbols $>$, $<$, or $=$. [ALG] • Determine if an answer is reasonable. [PS]

Number Concepts and Patterns	<ul style="list-style-type: none"> • Identify even and odd numbers. [NUM] • Skip count by 2s, 3s, 4s, 5s, and 10s. [NUM] • Order whole numbers. [NUM] • Identify ordinal numbers. [NUM] • Identify repeating and growing patterns. [ALG] • Use patterns to solve problems. [ALG] [PS]
Plane Shapes	<ul style="list-style-type: none"> • Identify, classify, and describe plane shapes by their attributes; identify curves and angles. [GEOM] • Identify and draw congruent figures. [GEOM] • Identify and draw lines of symmetry. [GEOM] • Identify slides, flips, and turns. [GEOM]
Solid Shapes	<ul style="list-style-type: none"> • Identify solid shapes. [GEOM] • Identify the faces, edges, and vertices on solid shapes. [GEOM] • Make plane shapes from faces of solid shapes. [GEOM] • Classify and compare solid shapes. [GEOM] • Use logical thinking to solve problems. [PS]
Fractions	<ul style="list-style-type: none"> • Identify and write fractions. [NUM] • Compare fractions using symbols. [NUM] • Identify and write fractions that represent part of a group or set. [NUM] • Solve problems using data from a picture. [DAP] [PS]
Regrouping with Addition	<ul style="list-style-type: none"> • Use strategies to add multiples of ten. [COMP] • Regroup 10 ones as 1 ten to show a number in another way. [NUM] • Decide, when adding a 2-digit number and a 1-digit number, if the ones need to be regrouped. [COMP] • Add a 1-digit number to a 2-digit number with and without regrouping. [COMP] • Add 2-digit numbers with and without regrouping. [COMP] • Identify unnecessary information in a problem and solve. [COMP] [PS]
Using Two-Digit Addition	<ul style="list-style-type: none"> • Rewrite horizontal addition in vertical form. [COMP] • Estimate the sum of two-digit addends by rounding. [COMP] • Add three two-digit numbers. [COMP] • Use guess and check to solve problems. [PS]
Regrouping with Subtraction	<ul style="list-style-type: none"> • Use strategies to subtract tens without regrouping. [COMP] • Demonstrate how to regroup 1 ten as 10 ones. [NUM] • Decide when to regroup 1 ten as 10 ones. [COMP] • Subtract one-digit from two-digit numbers with and without regrouping. [COMP] • Subtract two-digit numbers with and without regrouping. [COMP] • Use data from a table to solve problems. [DAP] [PS]
Using Two-Digit Subtraction	<ul style="list-style-type: none"> • Rewrite horizontal subtraction in vertical form. [COMP] • Subtract two-digit numbers with and without regrouping. [COMP] • Estimate the difference by rounding to the nearest ten. [COMP]

	<ul style="list-style-type: none"> • Check subtraction by using addition. [COMP] • Decide when to use addition or subtraction to solve a problem. [COMP] [PS]
Counting Money	<ul style="list-style-type: none"> • Count on to find the value of a group of pennies, nickels, and dimes. [MEAS] • Identify a quarter and half-dollar and count on to find the value of a group of coins. [MEAS] • Count to find the value of a group of coins. [MEAS] • Identify coin combinations greater than and equal to one dollar. [MEAS] • Show equal amounts with different coin combinations. [MEAS]
Using Money	<ul style="list-style-type: none"> • Use coins to show an exact amount of money. [MEAS] • Compare amounts of money. [MEAS] • Use the fewest coins to show an amount of money. [MEAS] • Count coins and decide if there is enough money to buy an item; estimate costs. [MEAS] • Add and subtract money amounts. [COMP] • Count on to make change with pennies and nickels. [COMP] • Count on with nickels, dimes, and quarters to make change. [COMP] • Use models to act out and solve problems. [PS]
Time and Calendar	<ul style="list-style-type: none"> • Tell time to the hour and half-hour. [MEAS] • Tell time to five minutes. [MEAS] • Tell time to the quarter-hour. [MEAS] • Read and understand information on a calendar. [MEAS] • Compare periods of time. [MEAS]
Length	<ul style="list-style-type: none"> • Estimate and measure length to the nearest inch. [MEAS] • Estimate and measure to the nearest inch or foot. [MEAS] • Estimate and measure to the nearest foot or yard. [MEAS] • Estimate and measure in centimeters and meters. [MEAS] • Measure to find perimeter. [MEAS] • Use a picture to solve a problem. [PS]
Weight, Capacity and Temperature	<ul style="list-style-type: none"> • Use cups, pints, quarts, and gallons to estimate and measure capacity and identify equivalent measures. [MEAS] • Use liters and milliliters to estimate and measure capacity. [MEAS] • Use pounds and ounces to estimate and measure weight. [MEAS] • Use kilograms and grams to estimate and measure mass. [MEAS] • Read, measure, and compare Fahrenheit and Celsius thermometers. [MEAS] • Choose the correct tool and unit to measure. [MEAS] • Determine if a measure is reasonable. [MEAS]
Multiplication and Division	<ul style="list-style-type: none"> • Relate equal groups, repeated addition, and skip counting to multiplication. [COMP] • Solve multiplication facts for 2s, 5s, and 10s. [COMP] • Use arrays to multiply in any order. [COMP] • Share counters to make equal groups. [COMP]

	<ul style="list-style-type: none"> • Make equal groups of 2 and 5. [COMP] • Draw a picture to solve a problem. [PS]
Numbers through 1,000	<ul style="list-style-type: none"> • Count and use models to show and count by hundreds, tens, and ones. [NUM] • Identify place value to 1,000. [NUM] • Read and write numbers through 1,000. [NUM] • Use words, models, and expanded form to show numbers in different ways. [NUM] • Identify, compare, and order three-digit numbers. [NUM] • Compare three-digit numbers using the symbols $<$, $>$, and $=$. [ALG] • Use tables to extend number patterns and solve problems. [ALG] [PS]
Adding Three-Digit Numbers	<ul style="list-style-type: none"> • Use mental math and patterns to add tens and hundreds. [COMP] • Find the sum of two 3-digit numbers, regrouping ones and/or tens. [COMP]
Subtracting Three-Digit Numbers	<ul style="list-style-type: none"> • Use basic facts and mental math to subtract hundreds. [COMP] • Find the difference of two 3-digit numbers, regrouping tens and/or hundreds. [COMP]

General Music Objectives

Objective	Students will be able to:
Tone Color/Timbre	<p>Perform songs as a solo, duet and/or trio.</p> <p>Aurally identify solo, duet and trios in recorded literature.</p> <p>Perform solos, duets and trios as part of small ensembles.</p> <p>Show changes of timbre through movement.</p> <p>Suggest possible tone colors for a group composition.</p> <p>Create rhythmic pieces with suitable instrument choices (e.g., ringing sounds for half notes, etc.).</p> <p>Compose sound pieces.</p>
Rhythm	<p>Visually identify the anacrusis, accent, whole note and previously learned rhythms.</p> <p>Clap and speak rhythm patterns utilizing rhythm syllables.</p> <p>Match spoken rhythms to notation by pointing to each note.</p> <p>Perform rhythm canons and rounds.</p> <p>Use bar lines to divide music into sets of two, three and four.</p> <p>Aurally identify the accent in music.</p> <p>Play rhythmic ostinati on instruments.</p> <p>Move to show the difference between duple and triple meter (e.g., march, skip, gallop and/or slide).</p> <p>Create movement to accompany songs.</p>
Melody	<p>Echo phrases sung by the teacher.</p> <p>Identify like and unlike phrases by sight and sound.</p> <p>Sing expressively incorporating dynamics plus staccato and legato style.</p> <p>Add melodic ostinati to known songs.</p> <p>Identify five lines as representing a staff.</p>

	<p>Memorize the names of bass clef lines and spaces.</p> <p>Aurally identify expressive qualities in music including dynamics, tempo, pitch, tone color, etc.</p> <p>Improvise expressively on instruments.</p> <p>Use hand signs and the body scale to show pitch relationships.</p> <p>Create improvised responses to the call and response form.</p> <p>Add movement ostinati to known songs.</p> <p>Change direction of body movement as phrases change in a song or listening selection.</p>
Form	<p>Identify verse, refrain, canon, phrase, first and second endings, fine and D.C. al Fine as elements of form.</p> <p>Read and notate music utilizing the above elements of form.</p>
Harmony	<p>Define unison and harmony.</p> <p>Sing in harmony utilizing rounds, canons and ostinati.</p>

Physical Education Objectives

Objective	Students will be able to:
Skills	<ul style="list-style-type: none"> • Locomotor – Move using locomotor movements at different speeds, levels and directions and transfer these movements to other activities • Rhythms – Follow a combination of intermediate rhythmic movements in a four-part repeating sequence led by teacher (i.e., grapevine, two-step) • Transfer of Weight, Rolling and Balance – Demonstrate basic transfer of weight, rolling and balance in combination (i.e., forward roll, shoulder roll, feet to hands) • Short Jump Rope – Jump rope forward and backward (single or double bounce) • Long Jump Rope – Continuously jump a turning rope starting beside it • Kick – Kick a variety of objects both moving and stationary, using an approach • Throw – Throw an object to a target using opposition and follow through • Catch – Move to catch a bounced or tossed object • Dribble/Hand – Dribble with dominant hand while jogging • Dribble/Foot – Dribble using inside of feet, keeping ball close to body • Volley – Volley a self-tossed lightweight object using hands • Strike – Strike a stationary object with hand and short- or long-handled implement using side orientation and proper grip
Knowledge	<ul style="list-style-type: none"> • Apply feedback to improve performance. • Identify the critical elements of basic movements using movement vocabulary.
Active Lifestyle	<ul style="list-style-type: none"> • Identify and participate in a wide variety of healthy physical activities. • Explain why this is important.
Fitness	<ul style="list-style-type: none"> • Engage in moderate to vigorous physical activity. • Recognize basic physiological indicators of physical activity (e.g., sweating, increased heart rate, faster breathing rate).

Responsible Behavior	<ul style="list-style-type: none"> • Exhibit age-appropriate personal and social behaviors of fair play, safe play, cooperation, sharing, respect for others regardless of differences. • Demonstrate age-appropriate work habits of listening, following directions, staying on task, participation, quality work, seeking help as necessary and completing assignments.
Awareness	<ul style="list-style-type: none"> • Demonstrate willingness to try new activities and express feelings about physical activities.

Science Objectives

Objective	Students will be able to:
Matter	<p>Describe the properties of a solid.</p> <p>Describe the properties of a liquid.</p> <p>Differentiate between solids and liquids.</p> <p>Observe and compare how solids and liquids react when mixed.</p> <p>Describe the properties of a gas.</p> <p>Observe that matter can change from a solid to a liquid to a gas by heating and from a gas to a liquid to a solid by cooling.</p>
Life Cycles	<p>Investigate, describe and record the life cycle of a butterfly.</p> <p>Identify the major body parts of a caterpillar and butterfly.</p> <p>Compare the life cycle of a butterfly to other living things.</p> <p>Observe and describe the life cycle of a plant.</p> <p>Identify and label the parts of a seed and plant.</p> <p>Describe ways that a plant can reproduce.</p>
Weather	<p>Identify and describe a variety of weather conditions.</p> <p>Understand how to measure weather conditions (temperature, wind direction and precipitation).</p> <p>Identify the three main types of clouds (cumulus, cirrus and stratus).</p> <p>Measure, record and explain the changes in temperature, wind direction, precipitation and types of clouds over five days.</p> <p>Identify the causes of thunder and lightning and ways to stay safe around them.</p> <p>Identify the causes of tornadoes and safety measures during them.</p>
Recycling	<p>Identify garbage as natural or manufactured.</p> <p>Describe how garbage impacts the environment.</p> <p>Describe ways to reduce, reuse and recycle.</p> <p>Apply the scientific process to a reducing, reusing or recycling issue at school.</p>

Social Studies Objectives

Objective	Students will be able to:
Civics	<ul style="list-style-type: none"> • Explain the rules of the classroom • Recognize and recite/sing the Pledge of Allegiance and the national anthem • Demonstrate respectful behavior in patriotic activities, i.e. flag etiquette, singing patriotic songs, • Explain how responsible citizens use their choices and freedoms • Identify national and state government leaders • Explain local, state, and national current events • Describe the need for government and the role citizens play
History	<ul style="list-style-type: none"> • Describe the influences of African American, Asian American, Hispanic American, Native American and European American men and women • Identify celebrations and holidays representing diverse culture groups • Recognize ways people around the world are connected • Describe our national identity through heroes, monuments, and symbols • Describe the role of neighborhoods
Economics	<ul style="list-style-type: none"> • Describe how community services meet people’s needs • Define income • Explain the importance of saving money
Geography	<ul style="list-style-type: none"> • Identify locations on a neighborhood map, i.e. schools, homes, libraries • Use cardinal & intermediate directions to find locations • Apply map & globe terminology • Identify how geography & climate affect how people live • Identify continents and oceans on a map • Identify the characteristics of landforms and waterways • Interpret information on maps, and timelines • Identify geographic locations, e.g., countries, states, cities

THIRD GRADE

Art

Objective	
Explore the Creative Process — Think with Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Ask the question, set the goal, define the problem • Saturation—gather information—do research • Incubation—time to think—let ideas “cook” • A-ha—a solution emerges • Verification—test out the idea to see if it works—talk about what works and what doesn’t—if the idea doesn’t work—repeat the steps. <p>(These five steps are taken from Betty Edward’s book “<u>Drawing on the Artist Within</u>”)</p> <ul style="list-style-type: none"> • Define the problem—these are the objectives of the specific units. • Gathering information is the instructional input—the content that the teacher presents, the research the student does. <ul style="list-style-type: none"> ○ Visual samples ○ Technical training • Incubation—ask the students to make three to six thumbnail sketches, brainstorm ideas. • The student selects one of the thumbnails to develop into the final project. • Students talk with teacher or peers about the idea they have selected. The conversation continues as the students work on the project. Students and/or teachers talk or write about the strengths and weaknesses of the project when it is finished (assessment).
Connect History and Culture through Art — Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make Art. • Art is made from a wide range of materials. • Art is made for many purposes. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, and non-objective. • Art is studied in disciplines—Drawing, Painting, Sculpture, Crafts, and Architecture.
Communicate with and through Art — Speak through Art	<ul style="list-style-type: none"> • Students should know that Art communicates ideas. • They should have the opportunity to “read” works of Art. • “Reading” means taking the time to look at a work of Art and think about what it might be trying to say. • Studying the time and the place where the work of Art was created can provide important clues to understanding the Artist’s intent. • Students do not need to know exactly what the artist was trying to communicate. Their personal interpretation is valid. • They should be able to explain why they are interpreting an image in a certain way.

	<ul style="list-style-type: none"> • Students should be able to make knowledgeable choices about how to communicate through their own art.
Know the Language Art — Use the Elements and Principles	<p>Students should:</p> <ul style="list-style-type: none"> • know that the elements and principles are part of the “Art Tool Box.” • know the elements by name: line, shape, texture, value, color, space. • be able to identify the elements in their own works of art and the works of others. • be exposed to the concepts of the principles. • have a beginning level understanding of the relationship between the elements and the principles.
Use Art Materials — Make Art	<p>Students should work with and acquire beginning level technical skills in a range of art media:</p> <ul style="list-style-type: none"> • Drawing—pencils, pastel, oil pastel, markers, and crayon • Painting—watercolor and tempera • Sculpture—clay, paper mache, plaster, wire, found objects, found materials • Printing—relief and mono-printing • Fibers—weaving
Make Connections Between Art and Your World — Live with Art	<p>Students should know that:</p> <ul style="list-style-type: none"> • People who make art are Artists, and they do their work in studios. • People who study art that has been made by others are Art Historians, and they work at Museums and Universities. • People who write about Art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts—You can make money in the Arts: <ul style="list-style-type: none"> ○ Art teachers ○ Museum employees ○ Graphic Artists ○ Illustrators ○ Set Designers ○ Check a web site about art careers for more ideas • The Arts are connected to Language, History, Math, Science, Music, Theater, and Dance.
Look, Think, and Talk About Your Work and the Work of Others — Talk About Art	<ul style="list-style-type: none"> • Students should have the opportunity to develop critical thinking skills by looking at and talking about their art and the art of others. • The learning cycle is not complete if the student does not have the opportunity to assess himself or herself. • This can be accomplished via student self-assessment forms, peer to peer discussion, group discussion, or teacher assessment. • Student self-assessment should allow the student to develop concrete awareness of what they have learned as a result of completing their current project. • It should also tell them what they don’t know. • This helps the teacher and the student to decide what they need to learn next. • Teacher assessment without feedback to the student provides no benefit for the student.

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	<p>Consider alternatives and accept consequences for actions taken.</p> <p>Learn when to demonstrate assertive behavior.</p> <p>Demonstrate self-discipline/control.</p> <p>Demonstrate ability to respond to criticism.</p> <p>Demonstrate ability to follow rules and laws.</p>
Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help.</p> <p>Demonstrate problem-solving skills.</p> <p>Demonstrate decision-making skills.</p> <p>Develop and apply stress-management skills.</p> <p>Recognize positive aspects in all situations.</p> <p>Demonstrate ability to deal with peer pressure.</p> <p>Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations.</p> <p>Demonstrate positive attitude toward self.</p> <p>Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships.</p> <p>Develop and display communication skills.</p> <p>Demonstrate respect for individual rights.</p> <p>Recognize and accept cultural and individual differences.</p> <p>Allow others opportunities to express ideas, thoughts and feelings.</p> <p>Develop and maintain family relationships.</p> <p>Lead, follow and work cooperatively with others.</p>

Health Objectives

Objective	Students will be able to:
Personal Health	<ul style="list-style-type: none"> • Describe ways to promote good personal health. • Identify good grooming habits. • Identify basic grooming and health-care products and their uses. • Explain how good grooming habits promote personal health. • Identify the parts of the tooth. • Explain how brushing and flossing teeth helps prevent plaque and cavities. • Explain the importance of regular dental checkups. • Describe health habits that protect the eyes and ears. • Identify parts of the skin (dermis, epidermis, oil and sweat glands) and their functions. • Identify habits that promote the health of the skin and hair.

Family and Social Health	<ul style="list-style-type: none"> • Identify ways in which families grow and change (through birth, adoption, divorce, remarriage, death). • Describe ways in which members of healthy families show respect, meet responsibilities and cooperate. • Describe characteristics of a positive learning environment. • Identify characteristics of healthy friendships. • Describe ways to deal with the stress of peer pressure. • Describe suggestions for making and keeping friends. • Describe healthy ways to deal with anger.
Alcohol, Tobacco and Drugs	<ul style="list-style-type: none"> • Identify how medicines can be helpful when used safely. • Identify safety rules about the use of medicines. • Describe how tobacco smoke can affect nonsmokers. • Identify the effects of cigarettes and smokeless tobacco on the body. • Recognize the need to restrict smoking. • Identify the effects of alcohol on the body. • Describe how alcohol can affect the way a person behaves (thinks, feels, acts). • Recognize the importance of understanding the dangers of alcohol. • Identify the effects of caffeine on the body. • Explain why illegal drugs are dangerous. • Explain why a drug-free lifestyle is beneficial.
Safety, Injury and Violence Prevention	<ul style="list-style-type: none"> • Describe strategies for acting safely to avoid violence. • Explain how to keep safe when home alone. • Explain the difference between respectful and disrespectful touches. • Use refusal skills and show what to do when a stranger comes to the house or calls.
Disease Prevention and Control	<ul style="list-style-type: none"> • Identify common symptoms of disease. • Identify causes of diseases. • Name three ways that diseases are spread. • Describe the physical barriers that prevent disease-causing germs from entering the body. • Explain how the immune system fights disease. • Define HIV and AIDS. • Identify ways in which HIV is spread and ways in which it is not spread. • List choices that are made to promote a strong immune system.
Community and Environmental Health	<ul style="list-style-type: none"> • Identify various community health-care workers and their jobs. • Identify ways workers, guidelines and laws help keep a community healthy. • Identify ways in which individuals in a community can reduce, reuse and recycle materials. • Identify causes of pollution of air, water and land. • Name ways to protect the earth's natural resources.

Literacy Objectives

Objective	Students will be able to:
<p>Decoding Longer Words: The student applies strategies to solve word problems by using largest chunks known, using letters and sounds and confirming by rereading.</p>	<p>Structural Analysis: Base words and endings</p> <ul style="list-style-type: none"> • Identifies base words • Reads base words with prefixes or suffixes <p>Structural Analysis: Syllabication</p> <ul style="list-style-type: none"> • Uses syllabication rules to break unfamiliar words into parts • Reads words and syllables that have a short vowel sound <p>Structural Analysis: Inflected endings</p> <ul style="list-style-type: none"> • Reads words with inflected endings –ed and –ing • Reads words and syllables with the VCe pattern • Reads words with changing final y to i endings <p>Structural Analysis: Combines two shorter words to form compound words</p> <p>Structural Analysis: Forms plurals of words ending in –ch, -sh, -x, -s, -f, -fe</p> <p>Structural Analysis: Contractions</p> <ul style="list-style-type: none"> • Forms contractions with ‘s, ‘t, ‘re, ‘ll • Reads contractions and identifies their meanings <p>Structural Analysis: Reads words with the suffixes –er, -est, -ful, -ly, -er, -less, -ness</p> <p>Structural Analysis: Reads and identifies meaning of words with prefixes un-, bi-, dis-, mis-, non-, un-, re-</p> <p>Structural Analysis: Reads singular and plural possessives</p> <p>Phonics</p> <ul style="list-style-type: none"> • Reads and spells words with the VCCV, VCCCV and VCV patterns • Decodes words and syllables that have long vowel sounds spelled ai, ay, ee, ea, i, ie, igh, o, oa, ow • Decodes words and syllables that have the /ou/ (found) spelled ou and ow • Decodes words and syllables that have the /ô/ (paw) spelled o, au, aw, al, ough • Reads and spells words and syllables that have the vowel + /r/ • Reads and spells words unexpected consonant patterns such as wr-, kn- • Reads and spells words that have double consonants • Reads and spells words with common endings: -er, -or, -ist, -le, ly • Reads and spells words and syllables with soft c (city) and soft g (gym)
<p>Vocabulary: The student expands vocabulary knowledge by building sight vocabulary and using word meaning strategies: Finding meaning in the word, and in context, in the dictionary and thesaurus.</p>	<p>Multiple Meanings: Uses context to choose the correct definition for a word in a sentence.</p> <p>Word Families (Base words and endings): Identifies words that belong to the same word families</p> <p>Rhyming Words: Understands why words rhyme and identifies words that rhyme.</p> <p>Homophones</p> <ul style="list-style-type: none"> • Reads and understands homophones. • Uses sentence context to identify the appropriate homophone. <p>Identifies and selects synonyms for specific words.</p> <p>Identifies pairs of antonyms and selects antonyms for given words.</p>

	<p>Context: Deduces word meanings from context.</p> <p>Analogies: Learns and uses a strategy to solve analogies.</p> <p>Uses dictionary and thesaurus to identify word meanings.</p>
<p>Oral Reading Fluency: The student reads grade level independent level text with 94 percent accuracy or better using expression, phrasing and a rate of between 79-142 words per minute.</p>	
<p>Comprehension Strategies: The student actively selects strategies before, during and after reading to achieve reading proficiency.</p>	<p>Using Prior Knowledge — Makes connections between personal experiences, world knowledge, knowledge of text elements, knowledge of author’s style and other related texts to deepen meaning.</p> <p>Predict/Infer — Actively predicts and infers while reading and confirms or revises predictions as the author’s meaning unfolds.</p> <ul style="list-style-type: none"> • Makes inferences from story details. • Anticipates possible story events as a tool to focus on sequence. • Predicts events by using knowledge of cause and effect. • Makes predictions based on text structure: title, headings, pictures. <p>Monitor/Clarify — Monitors for understanding and clarifies by using fix-up strategies.</p> <ul style="list-style-type: none"> • Monitors for clarity in following the events of story. • Monitors to develop inferences about plot, characters and setting. • Monitors for clarity in following the elements of expository text. <p>Question — Formulates questions that demonstrate understanding of details, important ideas and author’s viewpoint about the topic.</p> <ul style="list-style-type: none"> • Questions story content as a tool to better categorize and classify details. • Uses plot, setting and character to ask questions about the story’s content. <p>Summarize — Summarizes to demonstrate understanding of main events and ideas.</p> <ul style="list-style-type: none"> • Documents the sequence of important events to summarize the story plot. • Distinguishes important details to summarize main points of the story. <p>Evaluate — Evaluates personal feelings and reactions to the text as a tool in making inferences and deepening comprehension.</p> <ul style="list-style-type: none"> • Evaluates how effectively an author allows the reader to understand characters. • Uses author’s viewpoint to evaluate how well an author succeeds in communicating ideas.
<p>Comprehension Skills: The student applies literal, inferential and critical thinking to construct meaning.</p>	<p>Literal: Uses information on the page to recall, remember or identify.</p> <ul style="list-style-type: none"> • Story Structure <ul style="list-style-type: none"> ○ Identifies character, setting and plot. ○ Identifies ways in which character, setting and plot interact with each other.

- Text Organization
 - Identifies the section to which a given heading and topic apply.
 - Identifies where specific text features are located in the selection.
 - Identifies the function of each text feature.
- Noting Details
 - Explains why authors use details.
 - Identifies details related to main points in a story.
 - Notes important details about the story characters and setting.
- Sequencing
 - Identifies the sequence or order of story events.
 - Identifies words that signal sequence.
- Following Directions
 - Identifies the steps and sequence words in a set of directions.
 - Arranges the steps of a set of directions in the correct order.

Inferential: Searches for clues in the text and integrates with what is known to analyze, draw conclusions and infer.

- Main Idea
 - Determines the overall topic of the selection.
 - Infers the main ideas or most important information about the topic.
 - Identifies the details that support the main idea.
- Making Inferences
 - Makes inferences about story characters, events and setting.
 - Uses evidence from the story and life experiences to make inferences.
- Making Generalizations: Makes generalizations based on story information and personal experience.
- Categorize and Classify
 - Classifies selection details by category.
 - Gives sets of details category names.
- Compares and contrasts details that are alike and different.
- Uses story clues to predict what characters might do in new situations.
- Drawing Conclusions
 - Draws conclusions from story details.
 - Draws conclusions about story characters and events.
- Identifies the cause-and-effect relationships between story events.
- Identifies facts and opinions about selection details.
- Identifies and applies knowledge of figurative language, similes, metaphors, analogies, onomatopoeia, anthropomorphism, colloquial expressions, point of view, idioms, foreshadowing, humor, imagery and mood.

Critical: Takes a position or states an opinion and supports it with evidence based on personal experience and thinking.

- Uses story details to evaluate the author's viewpoint.
- Evaluates use of fantasy and realism in a selection.

	<ul style="list-style-type: none"> • Problem Solving <ul style="list-style-type: none"> ○ Examines, states and supports possible solutions to a problem. ○ Brainstorms possible solutions to a character’s problem and lists pros and cons to determine the best solution. • Makes judgments about a character’s actions.
<p>Wide Range Reading: The student flexibly applies skills and strategies reading in both narrative and expository text for pleasure, learning and analysis.</p>	<p>Genre Studies: Uses knowledge of genre to seek information or enhance enjoyment of reading.</p> <ul style="list-style-type: none"> • Recognizes and identifies elements of a genre; compares and contrasts multiple selections in focus genre study such as biography or trickster tales. • Identifies elements of fantasy, legend and folk tales. • Identifies elements of photo essays, expository non-fiction, non-fiction magazine articles, narrative non-fiction and interviews. • Identifies elements of poetry and plays. • Identifies elements of historical and realistic fiction. • Identifies elements of procedural and real-life text. <p>Content Area Reading: Uses knowledge of the text elements of expository text to learn new information.</p> <ul style="list-style-type: none"> • Identifies and uses parts of a book: title page, table of contents, glossary and index. • Identifies organization elements of non-fiction text: headings, subheadings, italics, bold print and captions. • Identifies expository text structures of main idea/details, cause/effect, compare/contrast and description. <p>Personal Reading: Reads a variety of materials for pleasure and information.</p> <ul style="list-style-type: none"> • Develops a plan for reading a wide-range of materials. • Selects materials appropriate for student interest, purpose and reading level. • Chooses to read daily as part of independent literacy time. • Maintains a reading journal to respond with questions and reflections.
<p>Exploration/Inquiry: The student uses information and study skills to research personal questions, interests and real-world contexts.</p>	<p>Identifies and narrows the topic or problem for research.</p> <p>Identifies a broad range of sources to find information.</p> <ul style="list-style-type: none"> • Uses a variety of resources to locate and retrieve information: print and electronic dictionary, timeline and schedule, print and electronic encyclopedia, periodicals, atlas, newspaper and Internet. • Applies knowledge of media center organization and procedures including the use of electronic catalog. • Follows guidelines to conduct an interview. <p>Uses steps to skim and scan to locate information within sources.</p> <p>Records information using graphic organizers (including SQRRR, KWL), note taking and outlining.</p> <p>Identifies and selects appropriate multi-media resources (photographs, music, maps, video, etc.) to give a report.</p>
<p>Writing Composition: The student uses writing to communicate, to reflect and to learn.</p>	<p>Uses the writing process: prewriting, writing, revising, editing and publishing.</p> <p>Uses prescribed criteria from a scoring guide to revise and evaluate compositions.</p> <p>Writes for a variety of purposes: personal narrative, description, story, persuasive essay, instructions and research report.</p>

	<p>Demonstrates proficiency in writing in the focus mode: Personal Narrative. Expresses ideas clearly with supporting details. (Ideas) Writes well-organized compositions with transitions and beginning, middle and end. (Organization) Expresses ideas in a personal, interesting and original manner. (Voice) Chooses a variety of words, appropriate to the topic. (Word Choice)</p>
<p>Writing Conventions: The student uses conventional grammar, usage and mechanics to improve writing.</p>	<p>Writes ideas and sentences of varied length and structure. (Sentence Fluency)</p> <ul style="list-style-type: none"> • Identifies four kinds of sentences and classifies by sentence type. • Identifies and writes complete sentences. • Completes fragments to create sentences. • Identifies and corrects run-on sentences. • Combines sentences. <p>Uses correct grammar in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for grammar errors. • Identifies and correctly uses nouns: common/proper, singular/plural and possessive. • Identifies and correctly uses verbs: action, helping, tenses and irregular. • Identifies and correctly uses adjectives. • Identifies and uses subject, object and possessive pronouns. • Identifies and correctly uses adverbs. <p>Uses correct punctuation in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for punctuation. • Identifies and uses commas in a series, dates, place names and for direct address. • Punctuates people’s titles correctly. • Writes dates and times. • Uses punctuation correctly in dialogue. <p>Uses correct capitalization in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for capitalization. • Identifies and uses capitalization for first word of sentence, proper nouns, people’s titles and days of the week. • Uses capital letters correctly in dialogue.
<p>Spelling: The student uses spelling strategies to learn accurate spelling of words in spelling lists and in writing.</p>	<p>Proofreads and corrects sentences for spelling errors. Identifies most commonly misspelled words and uses on-going, repeated practice to help remember correct spelling. Applies spelling patterns to make generalizations for spelling additional words.</p>
<p>Handwriting: The student is able to write legibly and with fluency.</p>	<p>Uses correct manuscript letter formations. Uses appropriate spacing alignment and paper/pencil positions. Makes transition from manuscript to cursive handwriting: learning to read and produce cursive strokes. Writes, using cursive letters, with recognizable accuracy and comfort.</p>

<p>Interpersonal Communication: The student communicates in small group discussions, group work and collaborative projects.</p>	<p>Follows guidelines to participate in class and literature discussions, make introductions, leave telephone messages and hold conversations.</p> <p>Identifies and uses non-verbal communication.</p> <p>Identifies strategies for solving conflicts; works in groups to solve problems.</p> <p>Participates in group conversations using appropriate sentence structure, voice level and eye contact.</p>
<p>Presentations: The student speaks before a group to express or defend an opinion, present information, give directions, tell a story or share a book.</p>	<p>Follows guidelines in a variety of activities such as: giving oral directions, explaining a process, delivering storytelling performances, presenting a reader's theatre performance, making oral announcements, dramatizing a story, presenting a persuasive speech, presenting an oral book report and participating in a class debate.</p> <p>Delivers organized oral presentations using complete sentences, correct pronunciation and grammar, clear enunciation, adequate volume, appropriate pacing and eye contact.</p>
<p>Active Listening: The student shows active listening skills in assorted formal and informal settings and for a variety of purposes.</p>	<p>Establishes different purposes for listening and identifies how intent affects listening.</p> <p>Listens effectively to follow directions, to take a message, to analyze and evaluate, to comprehend material and to communicate.</p> <p>Demonstrates appropriate listening behaviors, showing consideration for the speaker and the contributions of others.</p> <p>Follows guidelines for having a conversation, holding a discussion, listening to directions, listening to announcements, group problem solving and conflict resolution.</p> <p>Listens with understanding to learn.</p>

Mathematics Objectives

Objective	Students will be able to:
<p>Place Value</p>	<ul style="list-style-type: none"> • Identify place value of numbers to 999. [NUM] [MAT] • Identify place value of numbers to 9,999. [NUM] [MAT] • Solve problems by finding a number pattern. [ALG] [PS] [MAT] • Identify place value of numbers to 99,999. [NUM] • Identify place values through hundred thousands. [NUM] [MAT]
<p>Compare, Order and Round Whole Numbers</p>	<ul style="list-style-type: none"> • Use numbers lines and place value to compare numbers. [NUM] [MAT] • Use the place value of digits to order numbers. [NUM] [MAT] [CRT] • Round numbers to the nearest ten or the nearest hundred. [NUM] [CRT] • Round four-digit numbers to the nearest thousand, hundred or ten. [NUM] [CRT] • Use information in bar graphs to solve problems. [DAP] [PS] • Master mixed addition and subtraction facts through 20. [COMP]
<p>Add Whole Numbers</p>	<ul style="list-style-type: none"> • Use the Commutative Property, the Zero Property, and the Associative Property to add. [ALG] • Rounding numbers to estimate sums. [COMP] • Regroup ones to add. [COMP] • Regroup both ones and tens to add. [COMP] [MAT]

	<ul style="list-style-type: none"> • Add three or more addends. [COMP] [CRT] • Find the sum of two 4-digit numbers. [COMP] [MAT] [CRT] • Decide on estimates or exact answers to solve problems. [COMP] [PS]
Subtract Whole Numbers	<ul style="list-style-type: none"> • Use subtraction properties to find differences. [ALG] • Learn how addition and subtraction are related (fact families). [ALG] [CRT] • Estimate differences. [COMP] • Regroup tens as ones when you subtract. [COMP] [CRT] • Regroup tens and hundreds to subtract. [COMP] [CRT] [MAT] • Learn how to subtract four-digit numbers. [COMP] [MAT] [CRT] • Learn how to subtract across zeros. [COMP] • Explain your answer to a problem. [PS]
Money	<ul style="list-style-type: none"> • Understand the value of dollars, dimes and pennies. [MEAS] • Name and count coins and bills. [MEAS] • Make change from a given amount. [COMP] [PS] • Round money to nearest dollar and ten dollars [COMP]
Probability	<ul style="list-style-type: none"> • Decide if an event is possible, impossible, likely, unlikely, or certain. [DAP] • Record and display the results of probability experiments. [DAP] • Calculate the probability of an event. [DAP] [MAT] • Use the results of experiments to predict outcomes. [DAP] [MAT]
Multiplication Concepts and Facts	<ul style="list-style-type: none"> • Use repeated addition to model multiplication. [COMP] • Use arrays to multiply. [COMP] • Use different ways to multiply when 2 or 4 are factors. [COMP] [MAT] • Use different ways to multiply when 5 or 10 are factors. [COMP] [MAT] • Use special properties to multiply when 1 or 0 are factors. [COMP] [MAT] • Use different ways to multiply when 3 or 6 are factors. [COMP] [MAT] • Use different ways to multiply when 7, 8 or 9 are factors. [COMP] [MAT] • Learn to group factors in any order to find the product of 3 or more numbers. [COMP] • Learn to solve problems that have more than one step. [PS] • Master multiplication facts 0-5. [COMP] • Master multiplication facts 0-10. [COMP] [CRT] [MAT]
Division Concepts and Facts	<ul style="list-style-type: none"> • Use models to explore two ways to think about division. [COMP] • Use repeated subtraction to find quotients. [COMP] • Use arrays to relate multiplication and division. [COMP] • Use fact families to show how multiplication and division are related. [ALG] • Use different ways to divide by 2 or 4. [COMP] [MAT] • Decide the operations to use to solve problems. [COMP] [MAT] [PS] • Write a number sentence to solve a problem. [ALG] [MAT] [PS] • Use different ways to divide by 5 or 10. [COMP] [MAT] • Use special rules when you divide with 0 and 1. [ALG] • Learn different ways to divide by 3 or 6. [COMP] [MAT]

	<ul style="list-style-type: none"> • Learn different ways to divide by 7, 8 or 9 [COMP] [MAT] • Master division facts 0-5. [COMP] • Master division facts 0-10. [COMP] [CRT] [MAT]
Graph and Analyze Data	<ul style="list-style-type: none"> • Use models to find the range, median, mode, and mean of a set of numbers. [DAP] • Read and make line plots. [DAP] [CRT] • Make a table to solve a problem. [DAP] [PS] [CRT] • Read and make pictographs. [DAP] [MAT] • Read and make bar graphs. [DAP] [MAT] [CRT] • Use ordered pairs to locate points on a grid. [ALG] [CRT]
Time and Temperature	<ul style="list-style-type: none"> • Tell time to the hour, half-hour, and quarter-hour. [MEAS] • Tell time to five minutes. [MEAS] • Tell the number of minutes after the hour and before the hour. [MEAS] [CRT] • Find elapsed time to the nearest half-hour. [MEAS] [MAT] [CRT] • Read and use a schedule. [DAP] [PS] [CRT] • Tell temperature in degrees Fahrenheit and degrees Celsius. [MEAS]
Customary Measurement	<ul style="list-style-type: none"> • Measure objects to the nearest inch and half inch. [MEAS] [MAT] • Measure the lengths of objects using customary units. [MEAS] [CRT] • Use logical thinking to solve problems. [PS] [MAT] • Measure and compare the amount a container can hold in customary units. [MEAS] [MAT] [CRT] • Measure and compare weights of objects in customary units. [MEAS] [MAT]
Metric Measurement	<ul style="list-style-type: none"> • Measure length in centimeters. [MEAS] [MAT] • Measure length in meters and kilometers. [MEAS] [CRT] • Use metric units to measure capacity. [MEAS] [MAT] • Measure the mass of an object in metric units. [MEAS] [CRT]
Plane and Solid Geometry, Congruence, Symmetry and Transformation	<ul style="list-style-type: none"> • Identify and compare lines, segments, rays and angles. [GEOM] • Identify and describe different plane figures. [GEOM] [MAT] • Identify, describe, and classify different triangles and four-sided figures. [GEOM] • Solve problems by finding and completing patterns. [ALG] [PS] • Identify, describe and classify solid figures. [GEOM] [MAT] • Identify figures that are congruent. [GEOM] [MAT] [CRT] • Identify similar figures. [GEOM] [CRT] [MAT] • Identify lines of symmetry. [GEOM] [MAT] [CRT]
Perimeter, Area and Volume	<ul style="list-style-type: none"> • Find the perimeter of a figure. [MEAS] • Find the area of a figure. [MEAS] [MAT] • Use perimeter and area to solve problems. [MEAS] [PS]
Fraction	<ul style="list-style-type: none"> • Read and write fractions. [NUM] [MAT] • Use fractions to name parts of a group. [NUM] [MAT] • Find fractional parts of a group. [NUM] [MAT] [CRT] • Solve problems using more than one step. [PS]

	<ul style="list-style-type: none"> • Identify equivalent fractions. [NUM] • Identify and write fractions greater than one. [NUM] • Compare and order fractions with like and unlike denominators. [NUM] [CRT] • Add fractions with like denominators. [COMP] [CRT] • Subtract fractions with like denominators. [COMP]
Decimals	<ul style="list-style-type: none"> • Write fractions with denominators of 10 as decimals. [NUM] • Write fractions with denominators as 100 as decimals. [NUM] [MAT] • Write decimals greater than 1. [NUM] • Decide whether an answer to a problem makes sense. [COMP] [PS] • Compare and order decimals. [NUM] [CRT] • Compare and order fractions and decimals. [NUM] • Relate money to fractions and decimals. [NUM] [MAT] • Add and subtract decimals. [COMP] [MAT] • Solve problems that involve adding, subtracting, multiplying, and dividing money. [COMP] [PS] [MAT] [CRT]
Multiply by One-digit Numbers	<ul style="list-style-type: none"> • Use patterns and basic facts to multiply. [COMP] • Use base-ten blocks to multiply numbers. [COMP] • Round numbers to estimate products. [COMP] • Multiply two-digit numbers by one-digit numbers with and without regrouping. [COMP] [MAT] • Multiply two-digit numbers by two-digit numbers. [COMP] [MAT]
Divide by One-digit Divisors	<ul style="list-style-type: none"> • Use patterns and basic facts to divide. [COMP] • Find remainders in division problems. [COMP] • Divide with two-digit quotients. [COMP]

General Music Objectives

Objective	Students will be able to:
Tone Color/Timbre	Define quartet and quintet. Know the instruments which create a string quartet, brass quintet and woodwind quintet. Read and perform from notation a previously composed sound piece. Aurally identify the brass woodwind and string families. Distinguish among orchestral instrument families by sight. Respond to changes in tone color through movement.
Rhythm	Perform body percussion rondos. Perform rhythm rondos using known rhythm patterns. Recognize by sight all previously learned rhythms, plus the dotted half and sixteenth notes. Perform and read dotted rhythm and sixteenth notes. Read and notate in triple meter.

	<p>Explain how <i>accelerando</i> and <i>ritardando</i> differ.</p> <p>Perform the cross-over <i>bordun</i> on instruments.</p> <p>Apply knowledge of meter to conducting patterns in 2, 3 and 4.</p> <p>Improvise using known and unknown rhythm patterns.</p>
Melody	<p>Develop an awareness of the tonal qualities of major and minor.</p> <p>Recognize high do in notation.</p> <p>Write pentatonic melodies to sing and play.</p> <p>Sight-read music including all known tonal patterns.</p>
Form	<p>Use the terms repetition and contrast to describe compositions in rondo form.</p> <p>Identify rondo form in listening lessons.</p> <p>Include coda, interlude and first and second endings in compositions.</p> <p>Show repetition and contrast in Rondo form through body percussion (e.g., by patting the beat on section A, standing for section B and kneeling on section C).</p> <p>Use a writing process to compose a rondo (e.g., rough draft, revision, rehearsal and performance).</p> <p>Express ideas in an original and interesting composition.</p>

Physical Education Objectives

Objective	Students will be able to:
Skills	<ul style="list-style-type: none"> • Locomotor – Move using locomotor or cross-lateral movements at different speeds, levels and directions and transfer these movements to other activities • Rhythms – Incorporate a variety of equipment to basic rhythmic movements and patterns (i.e., lummi sticks, ropes, balls) • Transfer of Weight, Rolling and Balance – Demonstrate intermediate transfer of weight, rolling and balance in combination (i.e., feet to hands to feet, mounts and dismounts) • Short Jump Rope – Continuously jump rope turning rope forward and backward using a mature motor pattern (proper grip, two-foot jump on balls of feet, slight bend of knees, continuously swing rope and jump) • Long Jump Rope – Enter, jump and exit a turning rope using a mature motor pattern (Jumper: identify rhythm of rope, run into and jump in the middle, exit rope safely; Turner: begin turn in unison using large arm circle, continue with consistent rhythm using forearm circle) • Kick – Kick a variety of objects toward a target with a mature motor pattern (step beside ball, contact ball with top or side of foot, follow through toward target) • Throw – Throw an object with accuracy using a mature motor pattern (side to target, point to target, step with opposite foot, rotate hips, follow through to opposite hip) • Catch – Catch objects at different levels using a mature motor pattern (elbows flexed, catch with hands alone, absorb force, eyes track ball) • Dribble/Hand – Dribble with dominant and non-dominant hands while changing directions using a mature motor pattern (finger pads on ball, head up – eyes forward, ball is low and toward side)

	<ul style="list-style-type: none"> • Dribble/Foot – Dribble using inside or outside of feet, keeping ball close to body, while changing directions and using the bottom of feet to control the ball • Volley – Volley a partner-tossed object back to partner using forearm and overhead passes • Strike – Strike a stationary and a moving object with hand <u>and</u> short- or long-handled implement using side orientation and proper grip
Knowledge	<ul style="list-style-type: none"> • Use appropriate feedback to improve performance of self and others (e.g., move to an open space to receive a pass). • Apply movement vocabulary to appropriate situations (e.g., bend knees to absorb force when landing).
Active Lifestyle	<ul style="list-style-type: none"> • Distinguish between and participate in physical activities that are moderate and vigorous. • Identify time spent in daily physical activity.
Fitness	<ul style="list-style-type: none"> • Find pulse and recognize changes due to physical activity. • Identify the following three of the five health-related components of fitness: cardio-respiratory endurance, flexibility, muscular strength.
Responsible Behavior	<ul style="list-style-type: none"> • Exhibit age-appropriate personal and social behaviors of fair play, safe play, cooperation, sharing, respect for others regardless of differences. • Follow protocols and is self-directed in demonstrating age-appropriate work habits of listening, following directions, staying on task, participation, quality work, seeking help as necessary and completing assignments.
Awareness	<ul style="list-style-type: none"> • Demonstrate willingness to try new activities. • Celebrate success and achievements of self and others.

Science Objectives

Objective	Students will be able to:
Energy	Demonstrate reflection and refraction of light. Demonstrate that heat may be produced in many ways. Demonstrate that heat can flow from one object to another by conduction. Demonstrate how sound is produced when objects vibrate. Demonstrate how to change the pitch of sound by changing the rate of vibration. Use science tools such as: balance, thermometer, prism and hand lens. (<i>optional objective</i>)
Embryology	Explain the life cycle of a chicken. Identify and name the parts and functions of an egg. Describe a method for hatching chicken eggs. Observe and measure embryo development. Investigate other animals that lay eggs.
Dinosaurs and Fossils	Understand the processes that created some fossils. Understand how scientists use fossil evidence to make inferences about dinosaur characteristics.

	<p>Use scale drawings to make inferences about actual sizes of dinosaurs.</p> <p>Infer how dinosaurs lived by examining their characteristics.</p> <p>Create and interpret a binary classification key for selected dinosaurs.</p>
Simple Machines	<p>Develop an understanding of the concepts of force and friction.</p> <p>Explore and understand the three classes of levers and explain how they make work easier.</p> <p>Explore and understand wheels and axles and discuss the ways they can help.</p> <p>Develop an understanding of how inclined planes make work easier.</p> <p>Explore and understand gear systems and explain how they make work easier.</p>

Social Studies Objectives

Objective	Students will be able to:
The Use of Map Information to Demonstrate Geographic Skills	<ul style="list-style-type: none"> • Find locations on maps and globes. • Describe our nation as composed of states. • Describe how geographic features impact the development of communities. • Classify types of landforms and waterways and identify communities located nearby.
People Live in Communities Around the World	<ul style="list-style-type: none"> • Understand similarities and differences among various communities. • Understand similarities and differences among people.
The History and Development of the Community of Lincoln	<ul style="list-style-type: none"> • Describe the people who settled and built Lincoln. • Identify historical events in the development of Lincoln. • Describe changes in Lincoln.
The Rights and Responsibilities of United States Citizenship	<ul style="list-style-type: none"> • Identify key leaders and their roles. • Recognize characteristics of a patriotic citizen. • Describe the role of the United States Constitution. • Recognize local, state, national and world current events.
Communities have an Economic Function	<ul style="list-style-type: none"> • Recognize the resources and processes that allow a community to function, i.e. income, exchange of money for goods, steps in producing/marketing • Understand basic economic concepts and choices of citizens, i.e. the difference between needs and wants, the difference between goods and services.

FOURTH GRADE

Art

Objective	
Explore the Creative Process — Think with Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Ask the question, set the goal, define the problem • Saturation—gather information—do research • Incubation—time to think—let ideas “cook” • A-ha—a solution emerges • Verification—test out the idea to see if it works—talk about what works and what doesn’t—if the idea doesn’t work—repeat the steps. <p>(These five steps are taken from Betty Edward’s book “<u>Drawing on the Artist Within</u>”)</p> <ul style="list-style-type: none"> • Define the problem—these are the objectives of the specific units. • Gathering information is the instructional input—the content that the teacher presents, the research the student does. <ul style="list-style-type: none"> ○ Visual samples ○ Technical training • Incubation—ask the students to make three to six thumbnail sketches, brainstorm ideas. • The student selects one of the thumbnails to develop into the final project. • Students talk with teacher or peers about the idea they have selected. The conversation continues as the students work on the project. Students and/or teachers talk or write about the strengths and weaknesses of the project when it is finished (assessment).
Connect History and Culture through Art — Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make Art. • Art is made from a wide range of materials. • Art is made for many purposes. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, and non-objective. • Art is studied in disciplines—Drawing, Painting, Sculpture, Crafts, and Architecture.
Communicate with and through Art — Speak through Art	<ul style="list-style-type: none"> • Students should know that Art communicates ideas. • They should have the opportunity to “read” works of Art. • “Reading” means taking the time to look at a work of Art and think about what it might be trying to say. • Studying the time and the place where the work of Art was created can provide important clues to understanding the Artist’s intent. • Students do not need to know exactly what the artist was trying to communicate. Their personal interpretation is valid. • They should be able to explain why they are interpreting an image in a certain way.

	<ul style="list-style-type: none"> • Students should be able to make knowledgeable choices about how to communicate through their own art.
Know the Language Art — Use the Elements and Principles	<p>Students should:</p> <ul style="list-style-type: none"> • know that the elements and principles are part of the “Art Tool Box.” • know the elements by name: line, shape, texture, value, color, space. • be able to identify the elements in their own works of art and the works of others. • be exposed to the concepts of the principles. • have a beginning level understanding of the relationship between the elements and the principles.
Use Art Materials — Make Art	<p>Students should work with and acquire beginning level technical skills in a range of art media:</p> <ul style="list-style-type: none"> • Drawing—pencils, pastel, oil pastel, markers, and crayon • Painting—watercolor and tempera • Sculpture—clay, paper mache, plaster, wire, found objects, found materials • Printing—relief and mono-printing • Fibers—weaving
Make Connections Between Art and Your World — Live with Art	<p>Students should know that:</p> <ul style="list-style-type: none"> • People who make art are Artists, and they do their work in studios. • People who study art that has been made by others are Art Historians, and they work at Museums and Universities. • People who write about Art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts—You can make money in the Arts: <ul style="list-style-type: none"> ○ Art teachers ○ Museum employees ○ Graphic Artists ○ Illustrators ○ Set Designers ○ Check a web site about art careers for more ideas • The Arts are connected to Language, History, Math, Science, Music, Theater, and Dance.
Look, Think, and Talk About Your Work and the Work of Others — Talk About Art	<ul style="list-style-type: none"> • Students should have the opportunity to develop critical thinking skills by looking at and talking about their art and the art of others. • The learning cycle is not complete if the student does not have the opportunity to assess himself or herself. • This can be accomplished via student self-assessment forms, peer to peer discussion, group discussion, or teacher assessment. • Student self-assessment should allow the student to develop concrete awareness of what they have learned as a result of completing their current project. • It should also tell them what they don’t know. • This helps the teacher and the student to decide what they need to learn next. • Teacher assessment without feedback to the student provides no benefit for the student.

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	<p>Consider alternatives and accept consequences for actions taken.</p> <p>Learn when to demonstrate assertive behavior.</p> <p>Demonstrate self-discipline/control.</p> <p>Demonstrate ability to respond to criticism.</p> <p>Demonstrate ability to follow rules and laws.</p>
Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help.</p> <p>Demonstrate problem-solving skills.</p> <p>Demonstrate decision-making skills.</p> <p>Develop and apply stress-management skills.</p> <p>Recognize positive aspects in all situations.</p> <p>Demonstrate ability to deal with peer pressure.</p> <p>Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations.</p> <p>Demonstrate positive attitude toward self.</p> <p>Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships.</p> <p>Develop and display communication skills.</p> <p>Demonstrate respect for individual rights.</p> <p>Recognize and accept cultural and individual differences.</p> <p>Allow others opportunities to express ideas, thoughts and feelings.</p> <p>Develop and maintain family relationships.</p> <p>Lead, follow and work cooperatively with others.</p>

Health Objectives

Objective	Students will be able to:
Personal Health	<p>Recognize the difference between healthful and risky behaviors.</p> <p>Identify behavior that promotes good personal health.</p> <p>Explain the importance of good posture.</p> <p>Explain the importance of taking responsibility for one's own health.</p> <p>Explain how proper dental care can help you avoid some dental problems.</p> <p>Describe some warning signs of vision and hearing problems.</p> <p>Explain the importance of proper eye and ear care.</p> <p>Describe the functions of the skin, hair and nails.</p> <p>Explain ways to properly care for the skin, hair and nails.</p>
Emotional and Intellectual Health	<p>Describe the impact of self-concept and self-esteem on health.</p> <p>Determine personal strengths and weaknesses.</p>

	<p>Describe how appreciation, considerations and cooperation promote healthy relationships.</p> <p>Describe the positive and negative ways people can influence one another.</p> <p>Determine appropriate actions in response to negative influence.</p> <p>Differentiate between healthful and unhealthful ways of handling emotions.</p> <p>Differentiate between healthful and unhealthful ways of handling conflict.</p> <p>Identify stress and ways that it affects your body.</p> <p>Determine ways to avoid or reduce stress.</p>
Family and Social Health	<p>Explain how family interactions, rules and habits can affect the physical, emotional and intellectual and social health of family members.</p> <p>Describe personal family responsibilities, rights and privileges.</p> <p>Identify rules, cooperation, respect and sharing as important features of a health classroom.</p> <p>Compare the workings of the classroom to the interactions in a family.</p> <p>Identify ways to make new friends.</p> <p>Distinguish between healthy and unhealthy friendships.</p>
Growth and Development	<p>Identify four stages of the life cycle.</p> <p>Identify hormones and how they affect growth and development.</p> <p>Explain how heredity and environment can affect growth and development.</p>
Disease Prevention and Control	<p>Explain how HIV affects the body's immune system.</p> <p>Explain what happens when HIV leads to AIDS.</p>
Nutrition	<p>Explain the role of nutrients (carbohydrates, fats, proteins, water, vitamins and minerals) and fiber in a healthful diet.</p> <p>Use the Food Guide Pyramid to classify foods into the five basic food groups.</p> <p>Describe the importance of a balanced diet for overall health.</p> <p>Interpret nutrient information on food labels.</p> <p>Explain how the amount and kinds of food eaten affect health, including body weight and stress levels.</p> <p>Identify ways to prepare and handle food safely.</p>
Alcohol, Tobacco and Drugs	<p>Explain the difference between medicines and other drugs.</p> <p>Describe how to read labels on prescription and over-the-counter medicines.</p> <p>Describe how to lower the risks associated with the use of medicines.</p> <p>Describe some negative effects tobacco use has on the body.</p> <p>Explain problems associated with quitting using tobacco products.</p> <p>Demonstrate how to refuse tobacco products.</p> <p>Recognize hidden messages in advertising designed to convince people to buy tobacco products.</p> <p>Explain how advertising of alcohol persuades people to drink.</p> <p>Describe the effects of marijuana on the body.</p> <p>Explain the effects of different stimulants and depressants.</p> <p>Demonstrate how to refuse marijuana by communicating its negative effects on health.</p>

<p>Safety, Injury and Violence Protection</p>	<p>Identify common hazards and ways to prevent them. Differentiate between intentional and unintentional injuries. Describe situations that can lead to violence. Suggest ways to avoid violence. Identify safety rules to follow when home alone. Differentiate between respectful and disrespectful touches. Identify safety rules to use in case of fire. Recognize the importance of having a fire escape plan. Identify safety rules to use in specific situations, such as in water, on bicycles, in rural areas and on playgrounds. Describe ways to protect oneself from the effects of heat, cold and sunlight. Identify steps to follow in case of an emergency. Differentiate between emergencies and non-emergencies. Demonstrate proper first-aid procedures.</p>
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Literacy Objectives

Objective	Students will be able to:
<p>Decoding Longer Words: The student applies strategies to solve word problems by using largest chunks known, using letters and sounds and confirming by rereading.</p>	<p>Structural Analysis: Base words and endings.</p> <ul style="list-style-type: none"> • Reads base words with inflectional endings –er, -est, -ed, -y, -ly, -ing. • Forms new words by adding the suffixes –er, -est, -ed, -y, -ly, -ing to base words. <p>Structural Analysis: Syllabication</p> <ul style="list-style-type: none"> • Identifies syllables within words. • Reads three-syllable words. <p>Structural Analysis: Reads and forms new words with roots — <i>tele, rupt, sign, spect, graph and tract</i>.</p> <p>Structural Analysis: Reads contractions and identifies their meanings.</p> <p>Structural Analysis: Reads and identifies meaning of words with suffixes –er, -or, -ist, -able, -ible, -ful, -less, -ment, -ly, -ness, -ion.</p> <p>Structural Analysis: Reads possessive nouns.</p> <p>Structural Analysis: Identifies and reads compound words.</p> <p>Structural Analysis: Reads and identifies meaning of words with prefixes re-, mis-, ex-, pre-, con-, com-, dis-, un-, re-, inter-.</p> <p>Reads words that have unusual spellings (mosaic, oxygen).</p> <p>Phonetic Analysis: Reads and spells words and syllables using knowledge of common and irregular vowel and consonant patterns and using syllable patterns (VCCV, VCV).</p>

<p>Vocabulary: The student expands vocabulary knowledge by building sight vocabulary and using word meaning strategies — finding meaning in the word, in context and in the dictionary and thesaurus.</p>	<p>Homophones</p> <ul style="list-style-type: none"> • Identifies and decodes homophones. • Selects correct homophone from two or more options. <p>Multiple Meanings: Uses context to choose the correct definition for a word in a sentence.</p> <p>Antonyms</p> <ul style="list-style-type: none"> • Identifies words that are antonyms. • Uses context to select appropriate word from an antonym pair. <p>Context: Uses context to determine word meanings and select correct meaning from multiple meanings.</p> <p>Synonyms: Identifies synonyms and uses context to select appropriate word from a synonym pair.</p> <p>Word Families (Base words and endings): Identifies words that belong to a word family.</p> <p>Identifies words that have positive and negative connotations.</p> <p>Analogies</p> <ul style="list-style-type: none"> • Identifies the relationship between pairs of words and analogies. • Learns and uses strategies to solve analogies. <p>Uses the dictionary and thesaurus to identify word meaning and pronunciation.</p>
<p>Oral Reading Fluency: The student reads grade level text with 94 percent accuracy or better using expression, phrasing and a rate of 99 to 145 words per minute.</p>	
<p>Comprehension Strategies: The student actively selects strategies before, during and after reading to achieve reading proficiency.</p>	<p>Using Prior Knowledge — Makes connections between personal experiences, world knowledge, knowledge of text elements, the author’s style and other related texts to deepen meaning.</p> <p>Predict/Infer — Actively predicts and infers while reading and confirms or revises predictions as the author’s meaning unfolds.</p> <ul style="list-style-type: none"> • Makes inferences from textual clues to identify an author’s feelings, attitude and purpose. • Makes inferences from story details. • Predicts possible story events as a tool to focus on sequence. • Uses inferences to predict what will happen next to a character, as a tool to better understand the character, and to assist in further predictions about how character will act in another situation. • Predicts events by using knowledge of cause and effect. <p>Monitor/Clarify — Monitors for understanding and clarifies using fix-up strategies.</p> <ul style="list-style-type: none"> • Monitors and clarifies while following written directions. • Monitors for clarity in following the elements of narrative text. • Monitors for clarity in following elements of expository text. • Monitors to determine the relationship among the topic, main idea and supporting details.

	<p>Question — Formulates questions that demonstrate understanding of details, important ideas and author’s viewpoint about the topic.</p> <ul style="list-style-type: none"> • Questions story content as a tool to better categorize and classify details. • Asks questions to monitor comprehension and make more advanced comparisons. • Uses plot, setting and character to ask questions about the story’s content. • Uses graphic organizers to ask questions about expository text. <p>Summarize — Summarizes to demonstrate understanding of main events and ideas.</p> <ul style="list-style-type: none"> • Summarizes events used to draw conclusions or make generalizations. • Summarizes to emphasize how character, plot and setting interact. • Summarizes to emphasize the order of events. <p>Evaluate — Evaluates personal feeling and reactions to the text as a tool in making inferences and deepening comprehension.</p> <ul style="list-style-type: none"> • Uses knowledge of fantasy and reality in a story to evaluate how well the author tells the story. • Evaluates how effectively an author allows the reader to understand characters. • Analyzes fact and opinion statements to evaluate the author’s point of view. • Makes judgments about characters and events based on perception of appropriate responses.
<p>Comprehension Skills: The student applies literal, inferential and critical thinking to construct meaning.</p>	<p>Literal: Uses information on the page to recall, remember or identify.</p> <ul style="list-style-type: none"> • Story Structure <ul style="list-style-type: none"> ○ Identifies character, setting and plot. ○ Describes how a change in story structure can alter a story. ○ Maps the plot of a story. ○ Differentiates between major and minor story elements. ○ Finds details that help visualize events. • Text Organization <ul style="list-style-type: none"> ○ Identifies the purposes of various text features. ○ Uses text organization to understand a selection. • Noting Details <ul style="list-style-type: none"> ○ Identifies details that explain, give information or convey feelings. ○ Differentiates important from less important details. ○ Notes important details about the story characters, events and setting. • Sequencing <ul style="list-style-type: none"> ○ Identifies the sequence or order of story events. ○ Identifies words that signal sequence. • Following Directions <ul style="list-style-type: none"> ○ Identifies the correct steps in a set of directions. ○ Identifies the materials needed to follow directions successfully. <p>Inferential: Searches for clues in the text and integrates with what is known to analyze, draw conclusions and infer.</p> <ul style="list-style-type: none"> • Main Idea <ul style="list-style-type: none"> ○ Analyzes relationships between topic, main idea and supporting details. ○ Determines how supporting details explain the main idea.

	<ul style="list-style-type: none"> • Making Inferences <ul style="list-style-type: none"> ○ Makes inferences from story details. ○ Uses evidence from the story and life experiences to make inferences about characters and their feelings. ○ Makes inferences from textual clues to identify an author’s feelings, attitude and purpose. • Making Generalizations <ul style="list-style-type: none"> ○ Makes generalizations based on story information and personal experience. ○ Uses story details to make generalizations. • Categorize and Classify <ul style="list-style-type: none"> ○ Classifies selection details by category. ○ Gives sets of details category names. • Compare and Contrast <ul style="list-style-type: none"> ○ Compares and contrasts details, characters and events within the selection. ○ Compares and contrasts a selection with traditional versions of the same story. ○ Compares and contrasts different versions of the same character. • Summarizing <ul style="list-style-type: none"> ○ Determines the characteristics of a summary. ○ Paraphrases main ideas. • Predicting Outcomes <ul style="list-style-type: none"> ○ Uses what is known about the characters in the story, personal knowledge and reflections to predict outcomes. • Drawing Conclusions <ul style="list-style-type: none"> ○ Generates different conclusions that can be drawn from the same details. • Cause and Effect <ul style="list-style-type: none"> ○ Infers the relationship between causes and effects. ○ States how one cause can lead to multiple effects. ○ Identifies clue words that signal causes and effects. • Fact and Opinion <ul style="list-style-type: none"> ○ Defines and identifies facts and opinions and clue words that signal opinions. ○ Identifies facts mixed with opinions. ○ Uses knowledge to discriminate facts and opinions. • Literary Devices <ul style="list-style-type: none"> ○ Identifies and applies knowledge of dialogue, flashback, foreshadowing, imagery, personification, simile, idiom, point of view, alliteration, exaggeration/hyperbole, metaphor and onomatopoeia. <p>Critical: Takes a position or states an opinion and supports it with evidence based on personal experience and thinking.</p> <ul style="list-style-type: none"> • Author’s Viewpoint: Evaluates textual clues to judge an author’s feelings, attitude and purpose. • Fantasy and Realism <ul style="list-style-type: none"> ○ Evaluates why a story detail could happen in real life or, if not, why it can only exist in fantasy. ○ Evaluates how well the author uses fantasy and realism in the story.
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	<ul style="list-style-type: none"> • Problem Solving <ul style="list-style-type: none"> ○ Reflects on problems the main characters face. ○ States advantages and disadvantages of possible solutions. ○ Evaluates the decisions the characters make. ○ Generates multiple solutions to a problem in expository text and evaluates which solution is best. ○ Critiques how solutions are proposed in the text. • Making Judgments <ul style="list-style-type: none"> ○ Makes judgments about the author’s viewpoints. ○ Makes judgments about what makes a personal hero.
<p>Wide Range Reading: The student flexibly applies skills and strategies while reading both narrative and expository text for pleasure, learning and analysis.</p>	<p>Genre Studies: Uses knowledge of genre to seek information or enhance enjoyment of reading.</p> <ul style="list-style-type: none"> • Identifies elements of biography, newspaper articles, realistic fiction and song lyrics. • Identifies elements of fairy tales, fantasy and tall tales. • Identifies elements of expository non-fiction and realistic fiction. • Recognizes and identifies the specific elements of a genre; compares and contrasts multiple selections in focus studies such as mysteries, plays, poetry and pourquoi tales. • Identifies elements of procedural and real-life text. <p>Content Area Reading: Uses knowledge of the text elements of expository texts to learn new information.</p> <ul style="list-style-type: none"> • Identifies and uses parts of a book: title page, table of contents, glossary, index and copyright. • Identifies organization elements of non-fiction text: headings, subheadings, italics, bold print and captions. • Identifies expository text structures of main idea/details, cause/effect, compare/contrast and description. <p>Personal Reading: Reads a variety of materials for pleasure and information.</p> <ul style="list-style-type: none"> • Develops a plan for reading a wide range of materials. • Selects materials appropriate for interest, purpose and reading level. • Chooses to read daily as a part of independent literacy time. • Maintains a reading journal to respond with questions and reflections.
<p>Exploration/Inquiry: The student uses information and study skills to research personal questions, interests and real-world contexts.</p>	<p>Identifies and narrows topic or problem for research.</p> <p>Identifies a broad range of sources to find information.</p> <ul style="list-style-type: none"> • Uses a variety of resources to locate and retrieve information: print and electronic dictionary, thesaurus, timeline and schedule, tables and charts, print and electronic encyclopedia, periodicals, almanac, atlas, newspaper and Internet. • Establishes standards for evaluating information sources and applies standards while researching a specific question. • Applies knowledge of media center organization and procedures including use of electronic catalog. <p>Uses steps to skim and scan to locate information within sources.</p> <p>Records information using paraphrased notes, graphic organizers (including SQRRR and KWL) and outlining skills.</p>

	Demonstrates ability to synthesize information from various sources.
Writing Composition: The student uses writing to communicate, to reflect and to learn.	<p>Uses the writing process: prewriting, writing, revising, editing and publishing.</p> <p>Uses prescribed criteria from a scoring guide to revise and evaluate compositions.</p> <p>Writes for a variety of purposes: Personal narrative, description, story, persuasive essay, personal essay and research report.</p> <p>Demonstrates proficiency in writing in the focus mode: Personal Narrative.</p> <p>Expresses ideas clearly with supporting details. (Ideas)</p> <p>Writes well-organized compositions, in paragraph form, with transitions and beginning, middle and end. (Organization)</p> <p>Expresses ideas in a personal, interesting and original manner. (Voice)</p> <p>Chooses a variety of words, appropriate to the topic. (Word Choice)</p>
Writing Conventions: The student uses conventional grammar, usage and mechanics to improve writing.	<p>Writes ideas and sentences of varied length and structure. (Sentence Fluency)</p> <ul style="list-style-type: none"> • Identifies four kinds of sentences. • Combines subjects and predicates. • Combines simple sentences into compound sentences; using pronouns, possessive pronouns, appositives and phrases. • Identifies and corrects run-on sentences and sentence fragments. <p>Uses correct grammar in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for grammar errors. • Identifies and correctly uses nouns: common/proper, singular/plural and possessive. • Identifies and correctly uses verbs: action, helping, tenses and irregular. • Identifies and correctly uses adjectives. • Identifies and uses subject, object and possessive pronouns. • Identifies and correctly uses adverbs. • Identifies and correctly uses prepositions and prepositional phrases. <p>Uses correct punctuation in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for punctuation. • Identifies and uses commas in introductory phrases, compound sentences, in dates and places and in a series. • Identifies and uses apostrophes and quotation marks. <p>Uses correct capitalization in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for capitalization. • Identifies and uses capitalization for first word of sentence and proper nouns.
Spelling: The student uses spelling strategies to learn accurate spelling of words in spelling lists and in writing.	<p>Proofreads and corrects sentences for spelling errors.</p> <p>Identifies most commonly misspelled words and uses ongoing, repeated practice to help remember correct spelling.</p> <p>Applies spelling patterns to make generalizations for spelling additional words.</p>
Handwriting: The student is able to write legibly and with fluency.	<p>Applies appropriate paper and pencil position skills, cursive spacing and alignment.</p> <p>Applies skills of legible manuscript handwriting.</p> <p>Applies cursive letter formations and joining skills for legible, fluent cursive handwriting.</p>

<p>Interpersonal Communication: The student communicates in small group discussion, group work and collaborative projects.</p>	<p>Follows guidelines to participate in class discussions, make introductions, leave telephone messages, hold conversations and discuss books.</p> <p>Participates in group conversations using appropriate sentence structure, voice level and eye contact.</p> <p>Expresses ideas clearly and concisely while taking turns and staying on topic.</p> <p>Asks questions to obtain information and answers questions effectively.</p>
<p>Presentations: The student speaks before a group to express or defend an opinion, present information, give directions, tell a story or share a book.</p>	<p>Follows guidelines in a variety of activities such as giving oral directions, delivering story telling performances, presenting a reader's theatre performance, presenting oral reports, making oral announcements, dramatizing a story, presenting a persuasive speech, presenting an oral book report and participating in a class debate.</p> <p>Delivers organized oral presentations using complete sentences, correct pronunciation and grammar, clear enunciation, adequate volume, appropriate pacing and eye contact.</p>
<p>Active Listening: The student shows active listening skills in assorted formal and informal settings and for a variety of purposes.</p>	<p>Establishes different purposes for listening and identifies how intent affects listening.</p> <p>Listens effectively to follow directions, to take a message, to analyze and evaluate, to comprehend material and to communicate.</p> <p>Demonstrates appropriate listening behaviors, showing consideration for the speaker and the contributions of others.</p> <p>Follows guidelines for conversation, for holding a discussion, for listening to oral reports and for listening to directions.</p> <p>Listens with understanding to learn.</p>

Mathematics Objectives

Objective	Students will be able to:
Place Value	<ul style="list-style-type: none"> • Read and write numbers through 999,999 [NUM] • Read and write numbers through 999,999,999 [NUM] • Compare numbers up to nine digits [NUM] • Order numbers up to nine digits [NUM] [CRT]
Money	<ul style="list-style-type: none"> • Count and compare amounts of money [NUM] • Count on to make change [COMP] [CRT] • Round numbers and money amounts [NUM] [CRT]
Add and Subtract Whole Numbers	<ul style="list-style-type: none"> • Use properties of addition and subtraction rules [ALG] • Use rounded numbers to estimate sums and differences [COMP] • Decide whether an estimate or exact number is needed to solve a problem [COMP] [PS] • Add numbers using regrouping [COMP] [CRT] • Subtract whole numbers with up to five digits [COMP] [CRT] • Subtract when some numbers are zeros [COMP] [CRT]
Multiplication and Division Basic Facts	<ul style="list-style-type: none"> • Use multiplication properties and division rules [ALG] • Use multiplication rules to help you divide [COMP] • Use multiplication table to find patterns in multiplication and division [COMP]

	<ul style="list-style-type: none"> • Learn different ways to multiply and divide [COMP] • Learn different methods to multiply and divide facts to 10 [COMP] • Learn to multiply three factors [COMP] • Learn how to divide when there are remainders [COMP] • Decide what operations to use to solve problems [COMP] [PS] [CRT] • Master multiplication basic facts 0-10 [COMP] • Master division basic facts 0-10 [COMP]
Algebraic Reasoning	<ul style="list-style-type: none"> • Use the order of operations to simplify expressions [ALG] • Use variables to write expressions [ALG] [CRT] • Compare expressions [ALG] • Write and solve equations [ALG] [CRT]
Multiply by One-digit Numbers	<ul style="list-style-type: none"> • Use basic facts and patterns to multiply using mental math. [COMP] • Estimate products by rounding factors [COMP] [CRT] • Use base-ten blocks to model multiplication [COMP] • Regroup ones or tens to multiply [COMP] [CRT] • Multiply three–digit numbers by one-digit numbers [COMP] [CRT]
Multiply by Two-digit Numbers	<ul style="list-style-type: none"> • Use rounding to estimate products [COMP] • Use models to multiply two-digit numbers [COMP] • Multiply two-digit numbers [COMP] [CRT]
Understand Division	<ul style="list-style-type: none"> • Use models to understand division. [COMP] • Find two-digit quotients with and without remainders [COMP] [CRT] • Interpret a remainder to find a reasonable answer [COMP] [CRT] • Regroup to divide two-digit numbers [COMP] • Use basic facts and patterns to divide mentally [COMP] • Estimate quotients [COMP]
Divide by One-digit Divisors	<ul style="list-style-type: none"> • Divide a three-digit number by a one-digit number [COMP] [CRT] • Decide where to write the first digit in the quotient [COMP] [CRT] • Divide money amounts [COMP] [CRT] • Decide when to place zeros in the quotient [COMP] [CRT]
Number Theory and Averages	<ul style="list-style-type: none"> • Find factors and multiples of whole numbers [NUM] [CRT] • Tell if a number is prime or composite [NUM] [CRT]
Divide by Two-Digit Divisors	<ul style="list-style-type: none"> • Use division to divide by multiples of 10 [COMP] • Model division by two-digit divisors [COMP] • Divide when the quotient has one digit [COMP] • Divide when the quotient has two-digits [COMP] • Solve multi-step problems [PS]
Plane Figures	<ul style="list-style-type: none"> • Identify parallel, perpendicular, and intersecting lines [GEOM] [CRT] • Name and describe rays and angles [GEOM] • Classify and identify polygons [GEOM] • Identify and classify triangles [GEOM]

	<ul style="list-style-type: none"> • Identify parts of a circle [GEOM] [CRT] • Learn about figures that have the same size and shape [GEOM] [CRT] • Learn about rotations, reflections, and translations [GEOM] [CRT]
Understand Fractions	<ul style="list-style-type: none"> • Read, write, and identify fractions [NUM] [CRT] • Use models to identify equivalent fractions [NUM] • Find equivalent fractions and write fractions in simplest form [NUM] [CRT] • Compare and order fractions [NUM] [CRT] • Find a fractional part of a number [NUM] [CRT] • Write mixed numbers and improper fractions [NUM] [CRT]
Add and Subtract Fractions	<ul style="list-style-type: none"> • Add and subtract fractions that have the same denominators [COMP] [CRT] • Add and subtract mixed numbers with like denominators [COMP] [CRT] • Decide how to write the quotient to solve a problem [COMP] [PS]
Understand Decimals	<ul style="list-style-type: none"> • Use models to show tenths and hundredths [NUM] [CRT] • Write decimals for thousandths [NUM] • Read, write, and model amounts greater than 1 [NUM] • Write fractions and decimals that name the same amount [NUM] [CRT] • Use patterns to solve problems [ALG] [PS] • Compare and order decimals and recognize equivalent decimals [NUM] [CRT]
Add and Subtract Decimals	<ul style="list-style-type: none"> • Use rules or a number line to round decimals [NUM] • Use models to add and subtract decimals [COMP] • Add and subtract decimals [COMP] [CRT] • Use decimals to solve problems [COMP] [CRT]
Probability and Ordered Pairs	<ul style="list-style-type: none"> • Write probabilities in words and as fractions [DAP] [CRT] • Predict outcomes in a probability experiment [DAP] [CRT] • Use ordered pairs to name points on a grid [ALG] [CRT]
Collect, Organize and Graph Data	<ul style="list-style-type: none"> • Organize data in a table to solve a problem [DAP] [PS] • Find the mean [DAP] [CRT] • Find the mean, median, mode, and range of a set of data [DAP] [CRT] • Interpret a double bar graph [DAP] [CRT] • Use a circle graph to solve problems [DAP] [CRT]
Customary and Metric Measurement	<ul style="list-style-type: none"> • Measure to the nearest quarter inch [MEAS] • Change units of length [MEAS] [CRT] • Change units of capacity [MEAS] [CRT] • Estimate and measure using customary units of weight [MEAS] • Change metric units of length [MEAS] • Change metric units of capacity [MEAS] • Change customary units of mass [MEAS]
Time and Temperature	<ul style="list-style-type: none"> • Find elapsed time [MEAS] [CRT] • Use a thermometer to read temperatures above and below zero [MEAS] [CRT]

Perimeter, Area and Volume	<ul style="list-style-type: none"> • Find perimeters of polygons [GEOM] [CRT] • Find the area of a rectangle [GEOM] [CRT] • Find the perimeter and area of figures that are not rectangles [GEOM]
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General Music Objectives

Objective	Students will be able to:
Tone Color/Timbre	<p>Show awareness of a variety of vocal styles.</p> <p>Identify Jazz and Blues and other musical styles when listening to recorded literature.</p> <p>Identify instruments used in a jazz ensemble.</p> <p>Distinguish differences in sound between a symphony orchestra and marching band.</p> <p>Name instruments of the symphony orchestra and marching band by sight.</p> <p>Recognize differences in vocal range.</p> <p>Distinguish aurally between soprano, alto, tenor and bass.</p> <p>Identify and compare adult male and female voices.</p> <p>Identify the vocal tone color of mixed voices in recorded literature.</p> <p>Define the words “solo” and “tutti.”</p> <p>Blend sound of recorder with other recorders and/or singers.</p> <p>Respond to changes in tone color through movement.</p> <p>Create and perform sound pieces using traditional and non-traditional notation.</p> <p>Create rhythmic themes and variations.</p>
Rhythm	<p>Vocally create question/answer phrases using a variety of rhythmic patterns.</p> <p>Recognize by sight all previously learned rhythms, plus sing eighth notes, dotted quarters, triplets, an eighth note followed by two sixteenths, and two sixteenth notes followed by an eighth.</p> <p>Read and note in 6/8 meter.</p> <p>Define tempo terms lento to vivace.</p> <p>Recognize differences in tempo changes within a listening selection.</p> <p>Experience visiting performance group.</p> <p>Use instruments to create question/answer phrases using rhythmic patterns.</p> <p>Perform music containing previously learned rhythms plus single eighth notes, dotted quarters, triplets, an eighth note followed by two sixteenths, and two sixteenth notes followed by an eighth.</p> <p>Create movement to accompany music containing previously learned rhythms plus single eighth notes, dotted quarters, triplets, an eighth note followed by two sixteenths, and two sixteenth notes followed by an eighth.</p> <p>Create question/answer phrases with instruments using a variety of rhythm patterns.</p>
Melody	<p>Sing question/answer phrases.</p> <p>Read and notate melody patterns using “fa”/4 and “ti”/7.</p> <p>Read and identify intervals within a melody.</p> <p>Discern question/answer phrases in music being listened to or sung.</p> <p>Use recorders to read simple melodies.</p> <p>Create melodies to use in question/answer phrases.</p>

Form	<p>Demonstrate knowledge of rounds and canons through singing.</p> <p>Perform a melody as a two-, three- or four-part round or canon.</p> <p>Differentiate between theme and variations; perform theme vocally.</p> <p>Listen to the fugue and discuss.</p> <p>Identify and define D.S. al Fine.</p> <p>Aurally identify two-, three- and four-part rounds and canons.</p> <p>Move to two- and three-part rounds and canons.</p> <p>Aurally identify theme and variation as a musical form.</p> <p>Demonstrate knowledge of theme and variations through the use of instruments.</p> <p>Demonstrate theme and variations through movement.</p> <p>Create a variation on a given theme.</p> <p>Use movement to identify different themes in different voices in a fugue.</p>
Harmony	<p>Create harmony by singing rounds and canons.</p> <p>Read, notate and perform a bordun.</p> <p>Recognize chord symbols in a score.</p> <p>Use autoharp to accompany singing.</p> <p>Use recorders to blend harmony with melody.</p> <p>Move to two- and three-part rounds and canons.</p>

Instrumental Music

Reading and Notating Music	<p>Demonstrate the knowledge of the traditional counting system.</p> <p>Demonstrate the knowledge of dotted rhythms.</p> <p>Demonstrate the knowledge of tempo markings.</p> <p>Understand various types of repeats.</p> <p>Understand ties.</p> <p>Understand slur/ties.</p> <p>Understand simple meter 2/4 3/4 4/4.</p> <p>Identify concert and transposing instruments.</p> <p>Compose and notate a melody given pitches and rhythms.</p> <p>Demonstrate knowledge of note names in the clef of their instrument.</p> <p>Demonstrate knowledge of musical terms.</p>
Performing on instruments, alone and with others, a varied repertoire of music	<p>Demonstrate proper assembly and care of instrument.</p> <p>Demonstrate proper hand position, posture, instrument carriage, bow position.</p> <p>Demonstrate proper breath control.</p> <p>Demonstrate proper embouchure.</p> <p>Demonstrate correct tongue, slurring and bowing.</p> <p>Demonstrate dynamics Σ Π P.</p> <p>Perform ties.</p> <p>Perform slurs.</p> <p>Perform simple 2/4 3/4 4/4.</p> <p>Perform independent musical parts.</p>

	<p>Perform ♩, ♪, ♫, ♬, ♭, ♮, ♯ and rests</p> <p>♩ = 1 beat.</p> <p>Perform accents.</p> <p>Demonstrate proper releases/attacks.</p> <p>Know basic conducting gestures.</p> <p>Demonstrate the knowledge of basic intonation on unison pitches.</p> <p>Maintain a steady tempo.</p> <p>Have a basic understanding of balance.</p> <p>Have a basic understanding of texture (exposure).</p>
Improvising melodies, variations and accompaniments	<p>Create melody given pitches and rhythms.</p> <p>Improvise on learned pitches given a specific rhythm.</p>
Listening to Music	Develop the ability to listen and respond to increasingly longer excerpts of music.
Analyzing Music	<p>Understand and identify simple form ABA, round, counterpart.</p> <p>Recognize intervals.</p>
Evaluating Music and Music Performances	Demonstrate appropriate home practice strategies.
Understanding relationships between music, the other arts and disciplines outside the arts	Develop an appreciation for arts by supporting arts outside of class.
Music in relation to history	Be able to identify by genre, aural examples of music from various historical and cultural periods.
Music with multicultural awareness	Understand how elements of music are used in music from various cultures of the world.
Music in daily experience	<p>Increase musical and cultural vocabulary.</p> <p>Be able to identify roles of music in their daily experiences and describe characteristics that make certain music suitable for each role.</p> <p>Be able to demonstrate audience behavior for the context and style of music performed.</p>

Physical Education Objectives

Objective	Students will be able to:
Skills	<ul style="list-style-type: none"> • Locomotor – Move using locomotor or cross-lateral movements in simple combinations (i.e., long jump, hopscotch, lay-up) • Rhythms – Incorporate a variety of equipment to intermediate rhythmic movements and patterns (i.e., jump bands, tinkling) • Transfer of Weight, Rolling and Balance – Demonstrate advanced transfer of weight, rolling and balance in combination (i.e., vaults, cartwheels)

	<ul style="list-style-type: none"> • Short Jump Rope – Continuously jump rope using mature motor pattern* and perform beginning tricks • Long Jump Rope – Enter, jump and exit a turning rope and turn the rope with an even rhythm • Kick – Kick a variety of objects using a mature motor pattern* in combination with other skills (i.e., running or foot dribble) • Throw – Throw an object with increased accuracy and force to stationary and moving targets • Catch – Catch while moving • Dribble/Hand – Dribble with dominant and non-dominant hands while starting and stopping and changing directions • Dribble/Foot – Dribble using both inside and outside of feet, while changing directions, speeds, and pathways using a mature motor pattern (keep ball close and in control, eyes over the ball, use both feet to control ball) • Volley – Volley a partner-tossed object back to partner using forearm and overhead passes with a mature motor pattern (move into position, use correct striking surface, proper extension) • Strike – Strike a stationary and a moving object with hand <u>and</u> short- <u>and</u> long-handled implement toward a target using a mature motor pattern [eyes on ball, side orientation, proper grip, step toward target (as appropriate), follow through]
Knowledge	<ul style="list-style-type: none"> • Use appropriate feedback to improve performance. • Begin to utilize strategies in game-like activities (e.g., lead moving partner with ball when throwing).
Active Lifestyle	<ul style="list-style-type: none"> • Identify and experience opportunities for regular participation in physical activity outside the classroom. • Monitor time spent in daily physical activity.
Fitness	<ul style="list-style-type: none"> • Identify and participate in activities that contribute to the improvement of three of the components of fitness (e.g., rope jumping contributes to cardio-respiratory endurance).
Responsible Behavior	<ul style="list-style-type: none"> • Exhibit age-appropriate personal and social behaviors of fair play, safe play, cooperation, sharing, respect for others regardless of differences. • Follow protocols and is self-directed in demonstrating age-appropriate work habits of listening, following directions, staying on task, participation, quality work, seeking help as necessary and completing assignments.
Awareness	<ul style="list-style-type: none"> • Demonstrate willingness to try new activities. • Recognize physical activity as a positive opportunity for social development and group interaction.

Science Objectives

Objective	Students will be able to:
Electricity	Construct and design simple circuits. Differentiate between a series and a parallel circuit.

	<p>Classify different materials as conductors or nonconductors.</p> <p>Construct a circuit to produce light, heat and sound.</p> <p>Determine and assess the dangers of electricity.</p>
Prairie	<p>Observe the relationship between living and non-living things in a grassland ecosystem.</p> <p>Recognize animals and plants found in the grassland ecosystem and identify adaptations necessary for survival.</p> <p>Classify grassland organisms as producers, consumers (herbivores, carnivores, omnivores) or decomposers.</p> <p>Create a model of a food web.</p> <p>Analyze the impact of both natural changes and human intervention on grassland ecosystems.</p> <p>Recognize the unique characteristics of different grassland ecosystems.</p>
Space	<p>Name and describe the parts of the solar system.</p> <p>Describe the motion of objects in the sky such as sun, moon and planets.</p> <p>Create a scale model of the solar system showing relative distance and size.</p> <p>Understand how the seasons and phases of moon are affected by the motion of the Earth and moon.</p> <p>Develop an understanding of asteroids, meteoroids and comets in our solar system as well as stars beyond our solar system.</p>
Ecosystems	<p>Identify characteristics and locations of different biomes.</p> <p>Develop an understanding of biodiversity within an ecosystem.</p>

Social Studies Objectives

Objective	Students will be able to:
The Use of Map Information to Demonstrate Geography Skills	<ul style="list-style-type: none"> • Apply map and globe terminology. • Identify the physical characteristics of the regions of the United States. • Identify the physical characteristics of Nebraska.
That States Can be Grouped According to Geographic Regions	<ul style="list-style-type: none"> • Discuss the Regions: Northeast, Southeast, Southwest, Middle West and the West. • Describe the relationship between resources and job availability. • Compare Nebraska with other Middle West states. • Compare regions of the world with United States and Nebraska.
Nebraska's History	<ul style="list-style-type: none"> • Identify how the Native Americans and pioneer settlers used prairie resources. • Compare the lifestyles and history of the First Nebraska nations to the settlers. • Describe the governmental actions that affected Nebraska's growth. • Identify important historical events • Describe the aspects of daily life for a Native American child in the 1800s. • Describe the aspects of daily life for a settler's child in the 1800s. • Describe the lives and contributions of notable Nebraskans.

<p>Our National Heritage is Formed by Contributions from Cultural Groups in Regions of the United States</p>	<ul style="list-style-type: none"> • Describe the influences of African, Asian, Hispanic, Native, and European American men and women.
<p>Rights and Responsibilities of United States Citizenship</p>	<ul style="list-style-type: none"> • Explain the role of citizenship. • Identify the national and state government leaders. • Identify national and state levels of government. • Identify and explain local, state, and national current events. • Identify national symbols.
<p>The Interdependence of Producers and Consumers in a Market Economy</p>	<ul style="list-style-type: none"> • Describe how producers use natural, human, and capital resources to • Describe the relationship between resources and jobs available in each region. • Identify current impacts of the farming industry on local and state economies.

FIFTH GRADE

Art

Objective	
Explore the Creative Process — Think with Art	<p>Students should know and practice the steps of the creative process:</p> <ul style="list-style-type: none"> • Ask the question, set the goal, define the problem • Saturation—gather information—do research • Incubation—time to think—let ideas “cook” • A-ha—a solution emerges • Verification—test out the idea to see if it works—talk about what works and what doesn’t—if the idea doesn’t work—repeat the steps. <p>(These five steps are taken from Betty Edward’s book “<u>Drawing on the Artist Within</u>”)</p> <ul style="list-style-type: none"> • Define the problem—these are the objectives of the specific units. • Gathering information is the instructional input—the content that the teacher presents, the research the student does. <ul style="list-style-type: none"> ○ Visual samples ○ Technical training • Incubation—ask the students to make three to six thumbnail sketches, brainstorm ideas. • The student selects one of the thumbnails to develop into the final project. • Students talk with teacher or peers about the idea they have selected. The conversation continues as the students work on the project. Students and/or teachers talk or write about the strengths and weaknesses of the project when it is finished (assessment).
Connect History and Culture through Art — Connect with Art	<p>Students should know:</p> <ul style="list-style-type: none"> • All people in all cultures make Art. • Art is made from a wide range of materials. • Art is made for many purposes. • Art is categorized by genre: still life, landscape, portrait, figurative, abstract, and non-objective. • Art is studied in disciplines—Drawing, Painting, Sculpture, Crafts, and Architecture.
Communicate with and through Art — Speak through Art	<ul style="list-style-type: none"> • Students should know that Art communicates ideas. • They should have the opportunity to “read” works of Art. • “Reading” means taking the time to look at a work of Art and think about what it might be trying to say. • Studying the time and the place where the work of Art was created can provide important clues to understanding the Artist’s intent. • Students do not need to know exactly what the artist was trying to communicate. Their personal interpretation is valid. • They should be able to explain why they are interpreting an image in a certain way.

	<ul style="list-style-type: none"> • Students should be able to make knowledgeable choices about how to communicate through their own art.
Know the Language Art — Use the Elements and Principles	<p>Students should:</p> <ul style="list-style-type: none"> • know that the elements and principles are part of the “Art Tool Box.” • know the elements by name: line, shape, texture, value, color, space. • be able to identify the elements in their own works of art and the works of others. • be exposed to the concepts of the principles. • have a beginning level understanding of the relationship between the elements and the principles.
Use Art Materials — Make Art	<p>Students should work with and acquire beginning level technical skills in a range of art media:</p> <ul style="list-style-type: none"> • Drawing—pencils, pastel, oil pastel, markers, and crayon • Painting—watercolor and tempera • Sculpture—clay, paper mache, plaster, wire, found objects, found materials • Printing—relief and mono-printing • Fibers—weaving
Make Connections Between Art and Your World — Live with Art	<p>Students should know that:</p> <ul style="list-style-type: none"> • People who make art are Artists, and they do their work in studios. • People who study art that has been made by others are Art Historians, and they work at Museums and Universities. • People who write about Art are Art Critics. • People who study what is valuable in art are Aestheticians. • There are many careers related to the Arts—You can make money in the Arts: <ul style="list-style-type: none"> ○ Art teachers ○ Museum employees ○ Graphic Artists ○ Illustrators ○ Set Designers ○ Check a web site about art careers for more ideas • The Arts are connected to Language, History, Math, Science, Music, Theater, and Dance.
Look, Think, and Talk About Your Work and the Work of Others — Talk About Art	<ul style="list-style-type: none"> • Students should have the opportunity to develop critical thinking skills by looking at and talking about their art and the art of others. • The learning cycle is not complete if the student does not have the opportunity to assess himself or herself. • This can be accomplished via student self-assessment forms, peer to peer discussion, group discussion, or teacher assessment. • Student self-assessment should allow the student to develop concrete awareness of what they have learned as a result of completing their current project. • It should also tell them what they don’t know. • This helps the teacher and the student to decide what they need to learn next. • Teacher assessment without feedback to the student provides no benefit for the student.

Character Education Objectives

Objective	Students will be able to:
Select and Use Age-appropriate Behaviors	<p>Consider alternatives and accept consequences for actions taken.</p> <p>Learn when to demonstrate assertive behavior.</p> <p>Demonstrate self-discipline/control.</p> <p>Demonstrate ability to respond to criticism.</p> <p>Demonstrate ability to follow rules and laws.</p>
Select and Use Age-appropriate Coping Skills	<p>Recognize and positively act on the need for help.</p> <p>Demonstrate problem-solving skills.</p> <p>Demonstrate decision-making skills.</p> <p>Develop and apply stress-management skills.</p> <p>Recognize positive aspects in all situations.</p> <p>Demonstrate ability to deal with peer pressure.</p> <p>Demonstrate organizational skills.</p>
Demonstrates Confidence in Self	<p>Recognize and accept own abilities and limitations.</p> <p>Demonstrate positive attitude toward self.</p> <p>Demonstrate ability to express personal feelings and ideas to others.</p>
Interacts with Others Appropriately	<p>Develop and maintain friendships.</p> <p>Develop and display communication skills.</p> <p>Demonstrate respect for individual rights.</p> <p>Recognize and accept cultural and individual differences.</p> <p>Allow others opportunities to express ideas, thoughts and feelings.</p> <p>Develop and maintain family relationships.</p> <p>Lead, follow and work cooperatively with others.</p>

Health Objectives

Objective	Students will be able to:
Sexuality and Relationships	<ul style="list-style-type: none"> • Describe some physical and emotional changes typical of adolescence. • Explain the difference between immaturity and maturity. • Identify the parts of the female reproductive system. • Explain the functions of the female reproductive system. • Describe ways to keep the female reproductive system healthy. • Identify the parts of the male reproductive system. • Explain the functions of the male reproductive system. • Describe ways to keep the male reproductive system healthy.
Growth and Development	<ul style="list-style-type: none"> • Describe ways in which heredity and environment influence growth and development. • Describe how healthful choices can promote growth and development.

	<ul style="list-style-type: none"> • Demonstrate knowledge about organs of the body. • Explain the components and functions of the circulatory system. • Explain the components and functions of the respiratory system. • Explain components and functions of the endocrine system.
Emotional and Intellectual Health	<ul style="list-style-type: none"> • Describe how a positive self-concept leads to high self-esteem. • Describe healthful behaviors that lead to high self-esteem. • Identify emotions that are experienced by everyone. • Describe the benefits of expressing emotions in a healthful way. • Use healthy strategies to resolve conflicts. • Differentiate between healthful and harmful stress. • Explain the relationship between responsible decision-making and managing stress.
Family and Social Health	<ul style="list-style-type: none"> • Identify the influence of the family on a person’s physical, intellectual and emotional and social health. • Identify the qualities of a healthy friendship. • Describe healthful ways to handle problems when they arise in a friendship. • Differentiate between negative and positive peer pressure. • Describe ways to say “no” to negative peer pressure. • Describe how relationships are affected by positive and negative attitudes. • Describe how attitudes of people who work together affect their tasks.
Nutrition	<ul style="list-style-type: none"> • Explain the significance of calories in a person’s diet. • Describe how the Food Guide Pyramid can be used to choose a healthful combination of foods. • Explain how the right number of servings of a variety of foods make up a balanced diet. • Identify factors that influence food choices. • List dietary guidelines established by the USDA. • Explain the unhealthful effects of too much fat in the diet. • Make healthful decisions based on information from food labels. • Describe how caloric intake and caloric expenditure affect a person’s weight. • Explain why fad diets and eating disorders may be harmful to health.
Alcohol, Tobacco and Drugs	<ul style="list-style-type: none"> • Identify ways that medicine is beneficial to health. • Identify ways medicines can be misused. • Describe ways to stay drug-free. • Describe the benefits of a tobacco-free lifestyle. • Describe how people are protected from the effects of passive smoke. • Describe the benefits of an alcohol-free lifestyle. • Describe the effects of stimulants, depressants, inhalants and steroids on health. • Use refusal skills as a strategy for avoiding drugs. • Describe the benefits of a drug-free lifestyle.

Literacy Objectives

Objective	Students will be able to:
<p>Decoding Longer Words: The student applies strategies to solve word problems by using largest chunks known, using letters and sounds and confirming by rereading.</p>	<p>Structural Analysis: Reads and identifies base words with inflectional endings, including –s, -es.</p> <p>Structural Analysis: Read words that have suffixes –ward, -ous, -ive, -ic, -ly, -ness, -ment, -ful, -less, -ion, -ent, -ant, -able, -ible.</p> <p>Structural Analysis: Reads and identifies meaning of words with prefixes sub-, sur-, un-, dis-, in-, re-, com-, con-, en-, ex-, pre-, pro-.</p> <p>Structural Analysis: Syllabication</p> <ul style="list-style-type: none"> • Reads words with syllables that have short vowel sounds. • Reads words with multiple syllables. • Reads and breaks words with VCCV and VCV patterns into syllables. • Breaks words with the VV pattern. • Reads words with stressed and unstressed syllables. <p>Structural Analysis: Word Roots — Reads and forms new words with roots <i>tele</i>, <i>rupt</i>, <i>sign</i>, <i>spect</i>, <i>graph</i>, and <i>tract</i>.</p> <p>Structural Analysis: Reads and differentiates between contractions and possessives.</p> <p>Structural Analysis: Identifies and reads compound words.</p> <p>Phonetic Analysis: Reads and spells words and syllables using knowledge of vowel and consonant spelling patterns.</p>
<p>Vocabulary: The student expands vocabulary knowledge by building sight vocabulary and using word meaning strategies — finding meaning in the word, in context, in the dictionary and thesaurus.</p>	<p>Homophones</p> <ul style="list-style-type: none"> • Identifies and decodes homophones. • Identifies meaning of homophone used in a sentence. <p>Multiple Meanings: Uses sentence context to determine the definition of a multiple-meaning word.</p> <p>Antonyms</p> <ul style="list-style-type: none"> • Identifies antonyms as words that have opposite meanings. • Recognizes antonyms in sentences and sentence pairs. <p>Context</p> <ul style="list-style-type: none"> • Uses context to determine word meanings and selects correct meaning from multiple meanings. • Discusses shades of meaning for the same word. <p>Synonyms: Identifies synonyms as words that have almost the same meaning.</p> <p>Word Families (Base words and endings)</p> <ul style="list-style-type: none"> • Identifies words that belong to a word family. • Discusses forms and uses of words in a word family. <p>Identifies and categorizes words that have positive and negative connotations.</p> <p>Analogies</p> <ul style="list-style-type: none"> • Identifies the relationship between pairs of words and analogies. • Compares and solves analogies.

	<p>Dictionary/Thesaurus</p> <ul style="list-style-type: none"> • Understands and locates the pronunciation of multi-syllabic words. • Reads words with correct stress on primary and secondary syllables. • Finds the definition of words with inflected forms. • Uses sample sentences or phrases to understand the meaning of an entry word. • Uses a dictionary to find meanings of words with prefixes and suffixes. • Uses a dictionary to find out that some words have more than one acceptable pronunciation. • Identifies idioms as phrases with special meanings and locates in dictionary under key words.
<p>Oral Reading Fluency: The student reads grade level text with 94 percent accuracy or better, using appropriate expression, phrasing and a rate of 106 to 151 words per minute.</p>	
<p>Comprehension Strategies: The student actively selects strategies before, during and after reading to achieve reading proficiency.</p>	<p>Using Background Knowledge — makes connections between personal experiences that relate to the text, world knowledge that relates to the text, knowledge of text elements, knowledge about the author’s style and knowledge of other related texts to deepen meaning.</p> <p>Predict/Infer — Actively predicts and infers while reading and confirms or revises predictions as the author’s meaning unfolds.</p> <ul style="list-style-type: none"> • Anticipates story events to establish a possible sequence of events or focus on possible solutions to problems. • Predicts based on conclusions drawn about the character. <p>Monitor/Clarify — Monitors for understanding and clarifies using fix-up strategies.</p> <ul style="list-style-type: none"> • Categorizes and classifies information from text. • Clarifies information by re-reading text and using photos. • Monitors to identify main ideas, pausing to identify the topic, main ideas and key details of a selection. <p>Question — Formulates questions that demonstrate understanding of details, important ideas and author’s viewpoint about the topic.</p> <ul style="list-style-type: none"> • Asks questions while reading to get a visual image of the story elements. • Questions to compare and contrast actions and feelings of different characters. • Uses headings and graphics to ask questions. <p>Summarize — Summarizes to demonstrate understanding of main events and ideas.</p> <ul style="list-style-type: none"> • Summarizes story events to understand details of what happens and why. • Uses story structure to summarize a story. • Summarizes main events to help draw conclusions about characters and events. <p>Evaluate — Evaluates personal feelings and reactions to the text as a tool in making inferences and deepening comprehension.</p> <ul style="list-style-type: none"> • Connects personal experience and opinions with the text to evaluate the selection and make judgments about the character’s action or traits. • Evaluates content to distinguish between facts and opinions.

	<ul style="list-style-type: none"> • Evaluates the author’s personal involvement with his subject to help recognize valid and invalid generalizations made as a result of the author’s personal view.
<p>Comprehension Skills: The student applies literal, inferential and critical thinking to construct meaning.</p>	<p>Literal: Uses information on the page to recall, remember or identify.</p> <ul style="list-style-type: none"> • Sequence of Events <ul style="list-style-type: none"> ○ Determines sequence or order of events. ○ Identifies words that signal sequence. • Story Elements <ul style="list-style-type: none"> ○ Identifies elements of a story, including characters, plot and setting. ○ Identifies details that help visualize story elements or understand characters. • Follows a set of directions for a simple activity. • Examines more complex story structures such as multiple settings and stories within stories. <p>Inferential: Searches for clues in the text and integrates with what is known to analyze, draw conclusions and infer.</p> <ul style="list-style-type: none"> • Identifies facts and opinions. • Decides whether passages present facts or opinions and why. • Distinguishes between fact and opinion when considering author’s viewpoint. • Discusses relationship of one story element to another. • Predicts what the characters might do in a given situation. • Analyzes story information and personal knowledge used to make predictions about story characters. • Determines the topics of a selection. • Analyzes main ideas in paragraphs and in selections. • Infers the main idea from details in a paragraph or passage. • Determines cause and effect relationships. • Compares and contrasts two stories or character events. • Uses personal knowledge along with story clues to make inferences. • Makes inferences based on a character’s actions and words. • Uses facts and details from the selection to come to an understanding of something not stated directly in the text. • Analyzes how elements of story structure interact with one another. • Determines the validity of generalizations. • Makes generalizations based on story events and own experiences. <p>Critical: Takes a position or states an opinion and supports it with evidence based on personal experience and thinking.</p> <ul style="list-style-type: none"> • Generates a list of possible solutions and solves a problem along with a story character. • Distinguishes valid generalizations from over generalizations. • Discusses the elements of propaganda and recognizes and evaluates propaganda techniques. • Distinguishes between statements in propaganda that are supported by facts and those that are not. • Makes judgments about a character’s action based on story details and own opinions.

	<ul style="list-style-type: none"> Analyzes and evaluates an opinion paragraph.
<p>Wide Range Reading: The student reads both narrative and expository text in a range of genres for pleasure, learning and analysis.</p>	<p>Genre Studies: Uses knowledge of genre to seek information or enhance enjoyment of reading.</p> <ul style="list-style-type: none"> Recognizes and identifies the specific elements of a genre; compares and contrasts multiple selections in focus studies such as poetry, tall tales, autobiography and plays. Identifies elements of realistic fiction, narrative non-fiction, expository non-fiction, first-person narrative. <p>Personal Reading: Reads a variety of materials for pleasure and information.</p> <ul style="list-style-type: none"> Develops a plan for reading a wide-range of materials. Selects materials appropriate for student interest, purpose and reading level. Chooses to read daily as a part of independent literacy time. Maintains a reading journal to respond with questions and reflections. <p>Reading in the Content Areas: Uses knowledge of the text elements of expository texts to learn new information.</p> <ul style="list-style-type: none"> Identifies and uses parts of a book: title page, table of contents, glossary, index and copyright. Identifies organization elements of non-fiction text: headings, subheadings, italics, bold print and captions. Identifies expository text structures of main idea/details, cause/effect, compare/contrast, description and time order.
<p>Exploration/Inquiry: The student uses information and study skills to research personal questions, interests and real-world contexts.</p>	<p>Information and Study Skills</p> <ul style="list-style-type: none"> Uses guide words and cross references to find information in encyclopedias. Organizes under topic and paraphrases information in a paragraph. Uses a table or graph to find information. Locates sites and interprets information on a map. Finds answers to specific questions by consulting appropriate resources. Compares information from primary and secondary sources. Compares information in a letter, a notice, a song and a journal. Uses steps to skim and scan to locate information within sources. <p>Research Process</p> <ul style="list-style-type: none"> Identifies and narrows topic or problem for research. Identifies and uses a variety of resources to locate and retrieve information: dictionary and thesaurus, timeline and schedule, print and electronic encyclopedia, periodicals, almanac, atlas, newspaper and internet. Applies knowledge of media center organization and procedures including use of electronic catalog. Takes paraphrased notes on a non-fiction selection. Compares the accuracy, completeness, timeliness, and bias of various reference sources.
<p>Writing Composition: The student uses writing to communicate, reflect and learn.</p>	<p>Uses the writing process: prewriting, writing, revising, editing and publishing.</p> <p>Uses prescribed criteria from a scoring guide to revise and evaluate compositions.</p> <p>Writes for a variety of purposes: personal narrative, description, story, persuasive essay, personal essay and research report.</p>

	<p>Demonstrates proficiency in writing in the focus mode: Personal Essay.</p> <p>Expresses ideas clearly with supporting details. (Ideas)</p> <p>Writes well-organized compositions, in paragraph form with transitions and beginning, middle and end. (Organization)</p> <p>Expresses ideas in a personal, interesting and original manner. (Voice)</p> <p>Chooses a variety of words, appropriate to the topic to improve writing. (Word Choice)</p>
<p>Writing Conventions: The student uses conventional grammar, usage and mechanics to improve writing.</p>	<p>Writes ideas and sentences of varied length and structure. (Sentence Fluency)</p> <ul style="list-style-type: none"> • Identifies and uses compound sentences and conjunctions. • Identifies and uses complete and simple subjects and predicates. • Corrects run-on sentences. • Corrects sentence fragments. • Combines sentences and determines subject-verb agreement. <p>Uses correct grammar in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for grammar errors. • Identifies and uses singular and plural nouns; replaces general nouns with specific nouns. • Identifies and uses action verbs and direct objects, main verbs and helping verbs, linking verbs, present/past/future tense verbs. • Identifies and uses adjectives, including the comparative and superlative. • Identifies and uses subject and object pronouns, possessive pronouns. • Identifies adverbs that modify verbs and uses adverbs to expand sentences. • Identifies and corrects double negatives. • Identifies and uses prepositional phrases to expand sentences. • Correctly uses I and me, its and it's, us and we. <p>Uses correct punctuation in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for punctuation. • Places commas between items in a series. • Uses commas to set off nouns in direct address and words at the beginning of a sentence. • Writes and punctuates abbreviations, quotations and titles correctly. <p>Uses correct capitalization in writing.</p> <ul style="list-style-type: none"> • Proofreads and corrects sentences for capitalization. • Writes and capitalizes abbreviations, quotations and titles correctly. • Identifies and capitalizes common and proper nouns, proper adjectives, people and places.
<p>Spelling: The student uses spelling strategies to learn accurate spelling of words in spelling lists and in writing.</p>	<p>Proofreads and corrects sentences for spelling errors.</p> <p>Identifies most commonly misspelled words and uses ongoing, repeated practice to help remember correct spelling.</p> <p>Applies spelling patterns to make generalizations for spelling additional words.</p>

Handwriting: The student is able to write legibly and with fluency.	Applies appropriate cursive spacing and alignment and paper/pencil positions. Applies skills of legible manuscript handwriting. Applies cursive letter formations and joining skills for legible, fluent cursive handwriting.
Interpersonal Communication: The student communicates in small group discussions, group work and collaborative projects.	Uses guidelines for participating in conversation, a literature or other group discussion, interviewing, making introductions, resolving conflicts and speaking on the telephone. Participates in group conversations using appropriate sentence structure, tone, eye contact and body language. Expresses ideas clearly and concisely while taking turns and staying on topic.
Presentations: The student speaks before a group to express or defend an opinion, present information, give directions, tell a story or share a book.	Prepares and presents a dramatization of a scene using movement and sound effects, choral speaking, an announcement, telling a story, a persuasive speech, an explanation of a process, an oral report; a multi-media presentation and oral directions. Delivers organized oral presentations using complete sentences, correct pronunciation and grammar, clear enunciation, adequate volume, appropriate pacing and eye contact. Identifies and practices guidelines for using note cards, a microphone and diagrams or visual aids to clarify meaning.
Active Listening: The student shows active listening skills in assorted formal and informal settings and for a variety of purposes.	Identifies guidelines and listens to an announcement, to oral directions and to introductions. Identifies guidelines and listens to take notes and summarize and to resolve conflicts. Demonstrates appropriate listening behaviors by asking clarifying questions, gesturing to show comprehension, keeping an open mind, listening respectfully and making eye contact with the speaker. Listens with understanding to learn.

Mathematics Objectives

Objective	Students will be able to:
Place Value of Whole Numbers and Decimals	<ul style="list-style-type: none"> • Read and write numbers through hundred thousands in standard and expanded form. [NUM] • Read and write numbers through hundred thousands with exponents. [NUM] • Read and write numbers through hundred billions in standard and expanded forms. [NUM] • Compare, order, and round whole numbers through hundred billions. [NUM] [CRT] [MAT] • Read and write decimals through thousandths. [NUM] [CRT] • Look for a pattern to solve a problem. [PS] [MAT] • Compare, order, and round decimals. [NUM] [CRT]

Add and Subtract Whole Numbers	<ul style="list-style-type: none"> • Read, write, & evaluate expressions with variables & apply addition properties. [ALG] [MAT] [CRT] • Add and subtract whole numbers with up to five digits. [COMP] [MAT] [CRT] • Use mental math to solve addition and subtraction equations. [ALG] [MAT] [CRT] • Find the information needed to solve a problem. [PS]
Multiply Whole Numbers	<ul style="list-style-type: none"> • Evaluate algebraic expressions and use properties of multiplication. [ALG] [MAT] [CRT] • Use the distributive property to multiply. [ALG] [CRT] [MAT] • Multiply by one-digit numbers. [COMP] [MAT] [CRT] • Use logical reasoning to solve problems. [PS] • Use mental math to multiply a number by a multiple of 10. [COMP] • Multiply by a two-digit number. [COMP] [MAT] [CRT] • Master multiplication facts 0-10. [COMP] [CRT]
Divide by One-digit Numbers	<ul style="list-style-type: none"> • Estimate quotients using basic multiplication facts. [COMP] • Use compatible numbers and place value to divide. [COMP] • Choose operations to solve a problem. [PS] [MAT] • Determine when 2, 3, 4, 5, 6, 9, or 10 is a factor of a number. [NUM] [MAT] • Determine when to put zeros in the quotient. [COMP] [MAT] • Use “guess and check” to solve a problem. [PS] • Use mental math to solve multiplication and division equations. [ALG] • Master division facts 0-10. [COMP]
Divide by Two-digit Numbers	<ul style="list-style-type: none"> • Use patterns and mental math to divide by multiples of 10, 100, & 1000. [COMP] [MAT] • Divide by a two-digit divisor and estimate to place the first digit in the quotient. [COMP] [MAT] • Solve problems by working backward. [PS] • Divide by a two-digit number into a dividend with up to six digits. [COMP] [CRT] [MAT] • Use order of operations to simplify expressions. [ALG] [MAT] • Solve problems involving remainders. [PS]
Units of Measure	<ul style="list-style-type: none"> • Estimate, compare, and convert customary units of length. [MEAS] [MAT] • Change one customary unit of weight or capacity to another. [MEAS] [MAT] [CRT] • Measure lengths in metric units and change from one unit of metric length to another; select appropriate units. [MEAS] [MAT] [CRT] • Change from one metric unit of mass or capacity to another. [MEAS] [CRT] • Add and subtract measurements. [MEAS] • Decide how to solve problems that involve more than one step. [PS]
Data and Statistics	<ul style="list-style-type: none"> • Use a double bar graph to compare sets of data. [DAP] [MAT] • Interpret and make line graphs and double line graphs. [DAP] [CRT] • Make and use a line plot to find the mean, median, mode, and range of a set of data. [DAP] [CRT]

	<ul style="list-style-type: none"> • Make a table to solve problems. [PS] [MAT] • Draw conclusions based on data and make predictions based on those conclusions. [DAP] [MAT]
Number Theory and Fraction Concepts	<ul style="list-style-type: none"> • Identify prime and composite numbers. [NUM] [CRT] • Write the prime factorization of a number. [NUM] • Find common multiples and the least common multiple of two or more numbers. [NUM] • Write fractions and mixed numbers. [NUM] [CRT] • Use multiplication or division to find equivalent fractions and write fractions in simplest form. [NUM] [CRT] [MAT] • Change decimals to fractions and mixed numbers and change mixed numbers to fractions and decimals. [NUM] • Compare and order fractions and decimals. [NUM] [MAT] [CRT]
Add and Subtract Fractions	<ul style="list-style-type: none"> • Add fractions and mixed numbers with like denominators. [COMP] [MAT] [CRT] • Add fractions with unlike denominators. [COMP] [MAT] • Subtract fractions and mixed numbers with like denominators. [COMP] [CRT] [MAT] • Subtract fractions with unlike denominators. [COMP] [MAT] [CRT]
Add and Subtract Decimals	<ul style="list-style-type: none"> • Add and subtract decimals. [MAT] • Add decimals through thousandths. [COMP] [MAT] • Subtract decimals through thousandths with and without regrouping. [COMP] [MAT] [CRT] • Choose a computation method to solve a problem. [PS]
Multiply and Divide Fractions	<ul style="list-style-type: none"> • Use area to find the product of two fractions. [COMP] • Find the product of two fractions. [COMP] [MAT] [CRT] • Find products of fractions and mixed numbers. [COMP] [CRT] • Use models to divide with fractions. [COMP] • Use the reciprocal to divide fractions. [COMP]
Multiply Decimals	<ul style="list-style-type: none"> • Use models to explore multiplication with decimals. [COMP] • Find the product of a whole number and a decimal. [COMP] [CRT] [MAT] • Find the product of two decimals. [COMP] [MAT] [CRT] • Decide when to write zeros in the products of decimal factors. [COMP] • Review how to decide if the answer to a problem is reasonable. [COMP] [PS]
Divide Decimals	<ul style="list-style-type: none"> • Use models to show the relationship between dividing fractions and decimals. [COMP] • Use patterns to multiply and divide by powers of 10. [COMP] • Divide a decimal by a whole number. [COMP] [CRT] • Write one or more zeros in the dividend to help solve division problems. [COMP] [CRT] • Decide how to write the quotient to solve a problem. [PS]

Plane Figures and Geometric Concepts	<ul style="list-style-type: none"> • Identify and label points, lines (parallel, perpendicular, intersecting), line segments, and rays. [GEOM] [MAT] [CRT] • Measure, draw and classify angles. [GEOM] • Classify triangles and find missing angle measures in a triangle. [GEOM] [CRT] • Identify congruent figures and congruent parts of figures. [GEOM] [MAT] • Identify, classify, and compare polygons. [GEOM] [MAT] [CRT] • Identify and model translations, rotations, and reflections. [GEOM] [MAT] • Draw circles and identify parts of circles. [GEOM] [CRT]
Perimeter and Area, Solid Figures and Volume	<ul style="list-style-type: none"> • Find the perimeter of plane figures. [GEOM] [MAT] [CRT] • Use a pattern to solve a problem. [PS] [MAT] • Use a formula for the areas of parallelograms. [GEOM] • Find and use the formula to find the area of a triangle. [GEOM] [MAT] • Identify solid figures and features (vertices, faces). [GEOM] [MAT] [CRT] • Solve problems by first solving simpler problems. [PS]
Ratio and Proportion	<ul style="list-style-type: none"> • Read, write, and simplify ratios. [ALG] • Use multiplication and division to find equivalent ratios. [ALG] • Compare two quantities with different units. [ALG] • Learn what a proportion is, how to form cross products, and whether two ratios form a proportion. [ALG] • Interpret scale drawings and identify similar figures. [ALG] [GEOM] [CRT] [MAT]
Percent	<ul style="list-style-type: none"> • Understand percents as ratios. • Relate fractions, decimals, and percents. [NUM] [CRT] [MAT] • Use fractions, decimals, and percents to compare numbers. [NUM] • Use mental math to find 10% and multiples of 10% of a number. [COMP]
Probability	<ul style="list-style-type: none"> • Use organized lists, tree diagrams, and multiplication to find all the possible combinations of given items. [DAP] • Describe the probability of an event. [DAP] [MAT] [CRT] • Use fractions to find theoretical probability. [DAP] [MAT] • Use data to make predictions. [PS]
Integers and Coordinate Graphing	<ul style="list-style-type: none"> • Identify integers and find absolute value of an integer. [ALG] • Use a number line to compare integers. [NUM] • Use counters to model addition of integers. [ALG] • Add integers. [ALG] • Use counters to model subtraction of integers. [ALG] • Subtract integers. [ALG] • Graph ordered pairs in the four quadrants of the coordinate plane. [ALG] [CRT]

General Music Objectives

Objective	Students will be able to:
Tone Color/Timbre	<p>Identify orchestral instruments by sight and sound.</p> <p>Identify music and instruments of diverse cultures and styles by sight and sound.</p> <p>Recognize the sound of a Barbershop Quartet.</p> <p>Recognize opera through listening to recorded literature.</p> <p>Aurally identify chamber groups in recorded literature (e.g., brass quintet, string quartet and woodwind quintet).</p> <p>Identify instruments within chamber groups by sight and sound.</p> <p>Recognize and compare instruments from other times and instruments of today.</p> <p>Discuss and compare the difference in sound and sound production on a harpsichord, clavichord, organ, piano and modern keyboard instruments.</p> <p>Respond to changes in tone color through movement.</p> <p>Create and perform sound pieces using traditional and nontraditional notation.</p>
Rhythm	<p>Read and notate syncopated rhythm patterns.</p> <p>Compare syncopated and non-syncopated rhythms.</p> <p>Read and notate mixed meters in an original composition.</p> <p>Develop awareness of differences in ethnic rhythm patterns in recorded literature.</p> <p>Experience a live performance of a symphony orchestra.</p> <p>Perform previously learned rhythms on instruments.</p>
Melody	<p>Identify and sing patterns that are melodic sequences.</p> <p>Compose and perform a melody using sequences.</p> <p>Demonstrate knowledge of intervals by naming.</p> <p>Identify and demonstrate knowledge of sharps, flats and natural signs.</p> <p>Recognize by sound and sight whole and half steps.</p> <p>Identify major and minor scale patterns aurally and visually.</p> <p>Sing melodies in major and minor tonalities.</p> <p>Compose melodies built on major and minor scales.</p> <p>Differentiate between diatonic, chromatic and half-tone scales aurally and visually.</p> <p>Develop awareness of vocal styles through listening to recorded literature.</p>
Form	<p>Understand the function of a cadence.</p> <p>Define and contrast strong and weak cadences.</p> <p>Perform a song and identify the cadences.</p> <p>Aurally identify strong and weak cadences.</p> <p>Use instruments to show cadences in a song.</p> <p>Demonstrate strong and weak cadences through movement.</p> <p>Improvise a melody showing strong and weak cadences.</p> <p>Become aware of opera through listening to recorded literature.</p> <p>Aurally distinguish themes within an opera.</p> <p>Demonstrate knowledge of the history of opera.</p> <p>Recognize opera terms (e.g., aria, libretto, librettist).</p> <p>Create an opera scene.</p>

	<p>Compare and contrast musicals and operas.</p> <p>Perform a song from a musical using expressive qualities.</p> <p>Recognize form in music (e.g., rondo, theme and variations, binary, ternary and sonata allegro).</p> <p>Create a sound piece in binary, ternary and sonata allegro form.</p> <p>Understand the chord structure of the 12-bar blues.</p> <p>Identify and define D.S. al Fine.</p>
Harmony	<p>Differentiate between part singing, countermelody and descant.</p> <p>Demonstrate ability to follow the melody or harmony part of a song.</p> <p>Demonstrate two- and three-part singing through performance.</p> <p>Define monophonic, polyphonic and homophonic textures.</p> <p>Discern between monophonic, polyphonic and homophonic textures through recorded listening experiences.</p> <p>Create harmony by adding a countermelody to a song.</p> <p>Identify intervals within a chord.</p> <p>Identify and read major I, IV and V7 chords.</p> <p>Identify and read minor I and V7 chords.</p> <p>Compare and contrast modes within a listening lesson.</p> <p>Demonstrate knowledge of cadences by singing.</p>

Instrumental Music

Reading and Notating Music	<p>Demonstrate the knowledge of the traditional counting system.</p> <p>Demonstrate the knowledge of dotted rhythms.</p> <p>Demonstrate the knowledge of tempo markings.</p> <p>Understand various types of repeats.</p> <p>Understand ties.</p> <p>Understand slur/ties.</p> <p>Understand simple meter 2/4 3/4 4/4.</p> <p>Identify concert and transposing instruments.</p> <p>Compose and notate a melody given pitches and rhythms.</p> <p>Demonstrate knowledge of note names in the clef of their instrument.</p> <p>Demonstrate knowledge of musical terms.</p>
Performing on instruments, alone and with others, a varied repertoire of music	<p>Demonstrate proper assembly and care of instrument.</p> <p>Demonstrate proper hand position, posture, instrument carriage, bow position.</p> <p>Demonstrate proper breath control.</p> <p>Demonstrate proper embouchure.</p> <p>Demonstrate correct tongue, slurring and bowing.</p> <p>Demonstrate dynamics Σ Π P.</p> <p>Perform ties.</p> <p>Perform slurs.</p> <p>Perform simple 2/4 3/4 4/4.</p>

	<p>Perform independent musical parts.</p> <p>Perform ♩, ♪, ♫, ♬, ♭, ♮, ♯, ♭, ♮ and rests</p> <p>♩ = 1 beat.</p> <p>Perform accents.</p> <p>Demonstrate proper releases/attacks.</p> <p>Know basic conducting gestures.</p> <p>Demonstrate the knowledge of basic intonation on unison pitches.</p> <p>Maintain a steady tempo.</p> <p>Have a basic understanding of balance.</p> <p>Have a basic understanding of texture (exposure).</p>
Improvising melodies, variations and accompaniments	<p>Create melody given pitches and rhythms.</p> <p>Improvise on learned pitches given a specific rhythm.</p>
Listening to Music	Develop the ability to listen and respond to increasingly longer excerpts of music.
Analyzing Music	<p>Understand and identify simple form ABA, round, counterpart.</p> <p>Recognize intervals.</p>
Evaluating Music and Music Performances	Demonstrate appropriate home practice strategies.
Understanding relationships between music, the other arts and disciplines outside the arts	Develop an appreciation for arts by supporting arts outside of class.
Music in relation to history	Be able to identify by genre, aural examples of music from various historical and cultural periods.
Music with multicultural awareness	Understand how elements of music are used in music from various cultures of the world.
Music in daily experience	<p>Increase musical and cultural vocabulary.</p> <p>Be able to identify roles of music in their daily experiences and describe characteristics that make certain music suitable for each role.</p> <p>Be able to demonstrate audience behavior for the context and style of music performed.</p>

Physical Education Objectives

Objective	Students will be able to:
Skills	<ul style="list-style-type: none"> • Locomotor – Move using locomotor and cross-lateral movements in intermediate combinations (i.e., climbing activities, running techniques, advanced footwork skills) • Rhythms – Follow an instructor or create an eight-part repeating sequence to music using a mature motor pattern (timing – move with the beat, use correct steps, follow sequence) (i.e., aerobics, scatter square dance)

	<ul style="list-style-type: none"> • Transfer of Weight, Rolling and Balance – Demonstrate transfer of weight, rolling and balance in simple routines using mature motor pattern (moves safely, moves with confidence, body control) • Short Jump Rope – Continuously jump rope using mature motor pattern* and perform intermediate tricks • Long Jump Rope – Perform tricks while jumping a long rope • Kick – Demonstrate kicking skills in a variety of small group games and activities • Throw – Throw an object to a moving target with accuracy and appropriate force in a game-like situation • Catch – Catch while moving in a game-like situation • Dribble/Hand – Dribble with either hand while moving in a game-like situation • Dribble/Foot – Stop and start while dribbling in a game-like situation • Volley – Volley an object using forearm and overhead passes back and forth with a partner or in a small group • Strike – Strike a moving object using a variety of implements in game-like situations
Knowledge	<ul style="list-style-type: none"> • Identify and apply critical elements of skills to improve and enhance performance. • Demonstrate basic strategies in game-like situations (e.g., use speed of moving partner to determine force and direction of throw).
Active Lifestyle	<ul style="list-style-type: none"> • Explain the importance of participating in physical activity in addition to physical education class. • Identify a variety of physical activities appropriate for maintaining a healthy, active lifestyle.
Fitness	<ul style="list-style-type: none"> • Identify personal strengths and weaknesses based upon health-related fitness testing and choose appropriate activities for improvement.
Responsible Behavior	<ul style="list-style-type: none"> • Exhibit age-appropriate personal and social behaviors of fair play, safe play, cooperation, sharing, respect for others regardless of differences. • Follow protocols and is self-directed in demonstrating age-appropriate work habits of listening, following directions, staying on task, participation, quality work, seeking help as necessary and completing assignments.
Awareness	<ul style="list-style-type: none"> • Demonstrate willingness to try new activities. • Attribute success and improvement to effort and practice.

Science Objectives

Objective	Students will be able to:
Chemistry	<p>Investigate and explain the physical properties of matter including mass, density and volume.</p> <p>Explain and illustrate that matter can be described and classified as elements, compounds and mixtures.</p> <p>Observe and describe that matter can change both physically and chemically.</p>

	<p>Identify questions and form hypotheses that can be examined through scientific investigations.</p> <p>Investigate and communicate that women and men of various social and ethnic backgrounds engage in the activities of chemistry.</p>
Water and Wetlands	<p>Describe the steps of the water cycle, including a description of water storage.</p> <p>Investigate and identify point and nonpoint sources of water pollution.</p> <p>Simulate the steps in the water treatment process.</p> <p>Identify the characteristics of a wetland.</p> <p>Identify a wetland food web.</p> <p>Examine the filtering function of a wetland.</p> <p>Summarize the effects of land use on habitat.</p>
Rocks and Minerals	<p>Identify the properties of rocks and minerals.</p> <p>Describe, identify and classify rocks as sedimentary, metamorphic or igneous based on their formation.</p> <p>Identify minerals through results of the luster, streak, hardness and acid tests.</p> <p>Discuss and interpret the characteristics of crystal formation.</p> <p>Discuss and compare how rocks and minerals were used in the past and how they are used today.</p>
Scientific Investigations	<p>Understand the use of measurement tools (ruler, graduated cylinder, thermometer, balance, dropper) that are used in science.</p> <p>Identify and apply the components of a scientific investigation (question, controlled and manipulated variables, hypothesis, procedure, results and conclusion).</p>

Social Studies Objectives

Objective	Students will be able to:
The Influence of Geography on the Study of United States History and Map Skills	<ul style="list-style-type: none"> • Identify and describe the five themes of geography. • Demonstrate map skills
The Cultural, Economic and Political Systems of the Indigenous First Nations	<ul style="list-style-type: none"> • Describe the contributions of Native American Nations to the development of the United States. • Discuss aspects of cultural exchange among indigenous civilizations in North America; such as the inventions, technology, trade relationships, and quality of life. • Describe the influence and relationship of geographic barriers on the development of travel routes, including how it affected exploration and settlement. • Students may indicate this by: • Interpret information given on maps, charts, tables, and graphs.
How Early Explorations of America Impacted Europe and the Indigenous People of North America	<ul style="list-style-type: none"> • Describe motives and beliefs of European explorers resulting in opening the North American continent to trade. • Describe the cultural exchange and treatment of indigenous people and Africans by explorers and early settlers.

	<ul style="list-style-type: none"> • Describe the influence and relationship of geographic barriers on the development of travel routes, including how it affected exploration and exploitation. • Interpret information given on maps, charts, tables, and graphs.
The Geographic, Political, Economic and Cultural Contrasts among British, Spanish and French Colonies	<ul style="list-style-type: none"> • Explain aspects of cultural exchange between colonists and the inhabitants of North America. • Identify groups which influenced development of the colonies on the Eastern and Western seaboard and the Southwest. • Explain the impact of European settlements on the economy. • Describe the influence and relationship of geographic barriers on the development of travel routes, including how it affected colonization and settlement. • Interpret information given on maps, charts, tables, and graphs.
How Our Nation was Established	<ul style="list-style-type: none"> • Summarize causes and events leading to the Revolutionary War. • Identify contributions of key people and groups during the Revolutionary War Period. • Name events leading to the end of the Revolutionary War. • Explain the principles of our democratic government. • Interpret information given on maps, charts, tables, and graphs.
Growth and Change in the United States in the 1880's	<ul style="list-style-type: none"> • Explain events leading to acquisition of western lands, e.g., Northwest Ordinance, Louisiana Purchase. • Discuss the War of 1812 • Explain changes the Industrial Revolution made in the way people lived, worked, traveled, and played. • Explain the relocation of tribal nations and exchange with the American government. • Describe the Westward Movement prior to the Civil War, e.g., Oregon Trail and California Trail. • Interpret information given on maps, charts, tables, and graphs.
The Social and Political Transformation of the United States Since World War II	<ul style="list-style-type: none"> • Describe the impact of the Civil Rights Movement • Discuss the struggle for freedom and equality for all citizens.