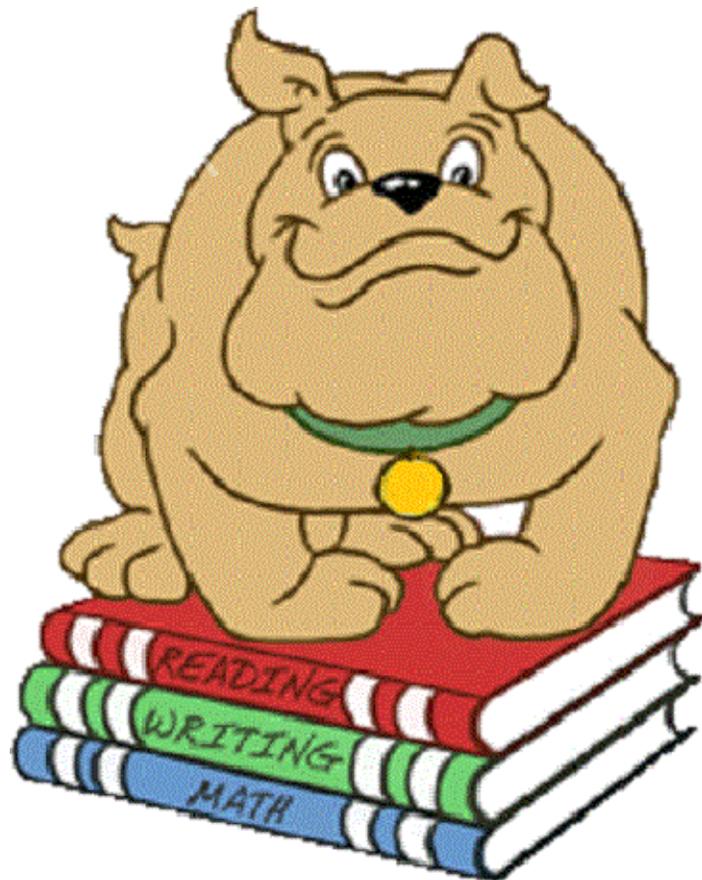


# Tidioute Community Charter School

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2014-2015

Elementary Course Descriptions



## ART

### **K4 and K5**

This is a class that will allow these students a rudimentary introduction to the world of art. The students will work with a variety of mediums in order to recognize that common objects used in daily life have been designed by artists/designers, and recognize the differences among the many forms of art such as drawing, painting, film, ceramics, printmaking, sculpture and architecture. In addition to this, the students will develop and transform ideas into a display of originality, display visual sensitivity by recognizing the role of artists in society, and learn safety with tools.

### **First Grade**

Building on the concepts learned in Kindergarten art, the students will develop and transform ideas into a display of originality, display visual sensitivity by recognizing the role of artists in society, and understand early forms of criticism. The students will also distinguish the various elements and principles of dance, visual arts, music, and theatre, begin to recognize specialized vocabulary, and search for and solve problems using a plan of action. In addition, the students will also begin to study the history of art.

### **Second Grade**

Building on the concepts learned in K-1 art, the students will examine individual works of art historically, socially, critically, and geographically, participate in an exhibition of works, and recognize and explain the various genres of art. In addition, the students will participate in at least one in-depth genre study. Students will have the opportunity to collaborate some of their studies in regular classroom with art for expeditionary purposes.

### **Third Grade**

Building on the concepts learned in art K-2, the students will perceive and understand design qualities and concepts such as line, form, value, shape, texture, and space and color. They will exhibit the ability to represent space, both two-dimensional and three dimensional, by using various methods of manipulating a picture plan, such as composition, overlapping, shading and variation, and demonstrate visual sensitivity by recognizing a wide variety of artistic styles, such as abstract, realistic and expressionistic. The students will also identify types of basic critical responses and begin to study the rudimentary elements of aesthetics. Students will have the opportunity to collaborate some of their studies in the regular classroom with art for expeditionary purposes.

### **Fourth Grade**

Building on the concepts learned in K-3 art, the students will perceive, understand, and use design qualities and concepts such as line, form, value, shape, texture, space and color in different mediums, exhibit the ability to represent space, both two-dimensional and three-dimensional, by using various methods of manipulating a picture plan, such as composition, overlapping, shading and variation, and demonstrate visual sensitivity by recognizing a wide variety of artistic styles, such as abstract, realistic and expressionistic. In addition, the students will also use a variety of mediums including technology to produce work for exhibition, engage in aesthetic response, and demonstrate proper and safe handling of materials and tools. Students will have the opportunity to collaborate some of their studies in the regular classroom with art for expeditionary purposes.

### **Fifth Grade**

This class will reinforce, as well as build upon, the concepts learned in K-4 grades while allowing the students to evaluate the solution to a problem by recognizing the need to assess the process versus the final solution and the degree to which a solution fits a problem. They will also classify art by distinguishing genre and form, and describe art using critical processes utilizing the vocabulary of the subject. In addition, the students will also analyze and summarize a critical position and create exhibitions of established artists in different genres.

### **Sixth Grade: Art Foundations I**

This is an introductory class which will explore the fundamental concepts of art line, shape, color, perspective, design, and form using many different mediums and techniques. The students will also begin a historical and systematic exploration of art (forms, genres, styles, philosophies, etc...), create original work, begin to examine the meaning, function, and power of symbols. The students will also use analysis, interpretation, and synthesis, show proper use of materials and tools, and utilize technology in general studies, creation, and exhibition.

## **FOREIGN LANGUAGE**

### **Kindergarten**

Kindergarten program begins a sequence of instruction leading to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades. The emphasis at this grade level is on oral language development with a focus on listening and speaking skills, awareness of other cultures, comparison of language and culture to the students' own language and culture, connections to the kindergarten curriculum, and awareness that the target language is used outside the classroom. Reading and writing are not addressed. Instead, varied and concrete experiences engage students in oral language development within a social setting involving face-to-face interaction with the teacher. Students communicate through basic words and short memorized phrases within a given context. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives.

### **First Grade**

The Grade 1 program is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it extends and strengthens skills and concepts introduced during the previous year of study. The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. The emphasis at this grade level is on oral language development with a focus on listening and speaking skills, awareness of other cultures, comparison of language and culture to the students' own language and culture, connections to the first grade curriculum, awareness that the target language is used outside the classroom. Reading and writing are not addressed. Instead, varied and concrete experiences engage students in oral language development within a social setting involving face-to-face interaction with the teacher and with one another. Students communicate through basic words and short memorized phrases within a context.

## **Second Grade**

This program is sequential and leads to the development of communicative proficiency in one language other than English. It lays the foundation for further language study in upcoming grades and/or it strengthens and extends concepts and skills introduced during the previous year(s) of study. The stated objectives can be applied for both beginning and continuing programs. Frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time. The emphasis at this grade level is on oral language development with a focus on listening and speaking skills, awareness of other cultures, comparison of language and culture to the students' own language and culture, connections to the second grade curriculum, and awareness that the target language is used outside the classroom. Reading and writing are not addressed. Instead varied and concrete experiences engage students in oral language development a social setting involving face-to-face interaction with the teacher and their peers. Students communicate through basic words and short memorized phrases within a given context.

## **Third Grade**

This program is sequential leading to the development communicative proficiency in one language other than English. It can be a beginning program, which lays the foundation for further language study in upcoming grades, or a continuing program, which strengthens and extends concepts and skills introduced during the previous year(s) of language study. The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. The emphasis at this grade level is on oral language development with a focus on listening and speaking skills, pre-reading/writing activities through oral language, awareness of other cultures, comparison of language and culture to the students' own language and culture, connections to the third grade curriculum, and awareness of the importance of learning another language and culture. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

## **Fourth Grade**

This program is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program, which lays the foundation for further language study in upcoming grades, or a continuing program, which strengthens and extends concepts and skills introduced during the previous year(s) of language study. The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time. The emphasis at this grade level is on communication including the skills of listening, speaking, reading, and writing, awareness of other cultures, comparison of language and culture to the students' own language and culture, connections to the fourth grade curriculum, awareness of the importance of learning another language and culture. Reading and writing are introduced; however, much time is spent on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

### **Fifth Grade**

The fifth grade program is sequential leading to the development of communicative proficiency in one language other than English. It can be a beginning program, which lays the foundation for further language study in upcoming grades, or a continuing program, which strengthens and extends concepts and skills introduced during the previous year(s) of language study. The stated objectives can be applied for both beginning and continuing programs. However, frequency and quality of instruction will impact on the students' ability to meet the stated objectives. Modifications may need to be made for programs meeting minimal periods of time. The emphasis at this grade level is on communication including the skills of listening, speaking, reading, and writing, awareness of other cultures, comparison of language and culture to the students' own language and culture, connections to the fifth grade curriculum, and awareness of the importance of learning another language and culture. Reading and writing are incorporated as extensions of oral language with a focus on pre-reading/writing activities through oral language. Concrete activities involve students in oral language development within a social setting and include interaction with their teacher and their peers in a variety of groupings. Students communicate through basic words and short memorized phrases within a context and may begin to combine words and phrases to exchange information about everyday topics.

### **Sixth Grade**

The Beginning Sequential Program described in this document is designed for students starting the study of the language for the first time and/or for those who have had minimal exposure to the language at previous grade levels. This middle school program is sequential and expanded upon at grades 7 and grade 8. However, in many cases it may begin at grade 7 and developed at grade 8. The stated goals and objectives may be modified to accommodate scheduling variance and students' previous knowledge. The beginning program is an introduction to the study of the target language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills (listening, speaking, reading, and writing) with special attention given to the listening and speaking skills first within a given context extending outside of the classroom setting when possible. The context focuses on the adolescents' lives, needs, and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout and is selected according to the language needs (functions).

A general introduction to the culture, its products (e.g., songs, games, foods), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated into all instruction. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is on-going throughout instruction.

## **HEALTH**

### **Kindergarten**

This class begins to orientate the students to the health curriculum. The students will feel comfortable and valued as members of the classroom, will use positive interpersonal skills in relating to others, and learn ways to stay safe in their environment as a result of this class. They will also learn about germs and how washing their hands can prevent the transmission of germs, become aware of the importance of cleanliness, rest and sleep, and physical activity for good health, and learn the value of their teeth and how to care for them properly. In addition to this the students will also become aware of the importance of taking care of their bodies and what is going on inside them, understand that what they put into their

body affects their health and well-being, identify stages of growth, and understand safety rules for medicine and poisonous household products.

### **First Grade**

This class will advance what was previously learned and allow the students to learn the importance of good health habits including getting enough sleep, washing hands, covering mouth and nose when coughing or sneezing, taking care of their teeth and understanding why they lose primary teeth. They will understand the meaning of safe and unsafe substances, learn safety rules for using or not using various substances that may be offered to them by others which are kept in the home, or found elsewhere, and become aware of the importance of physical activities to good health. The students will also become aware of ways to stay safe and seek help, understand how their five senses help them learn and keep safe, feel comfortable and valued as members of the classroom and learn to use interpersonal skills in relating to others. They will also identify and know the location of major organs and systems and understand how the environment impacts health.

### **Second Grade**

This class will advance what was previously learned in the health curriculum and allow the students to learn safe ways to use medicine and be informed of the harmful effects of tobacco, alcohol, marijuana and crack/cocaine, understand that bodies grow and change and how certain body parts work together, and describe the stages of growth. They will also identify common childhood health problems, learn the benefits of fitness and ways to stay safe at home, at school and at play, feel comfortable and valued as members of the classroom, and use interpersonal skills in relating to others.

### **Third Grade**

This class will advance what was previously learned in the health curriculum, allow the students to demonstrate knowledge of healthy dental hygiene habits, explain how to prevent diseases from spreading, and understand the importance of promoting a healthy lifestyle by learning the harmful effects of tobacco, alcohol and other drugs. They will also describe the functions of the major systems and organs and understand the responsibility they must assume for their own healthy growth and development. In addition to this, the students will also increase their awareness of the importance of developing a positive mental health attitude toward self and others, describe how nutrition provides their bodies with energy and materials for growth, determine the relationship to the food pyramid for a healthy diet, and increase their awareness of ways to live safely.

### **Fourth Grade**

This class will advance what was previously learned in the health curriculum and allow the students to understand the structure and functions of the skeletal, muscular, digestive, respiratory, urinary, reproductive, endocrine, nervous, and circulatory systems, describe how disease microbes enter the body and understand the body's inner and outer defenses, and understand how legal and illegal drugs affect the body. They will also learn to make choices of exercise, rest and sleep that are more healthful, understand that a person's unique traits make up their special personality, learn how to make positive and responsible decisions, say "No" to harmful ones, and describe positive strategies for handling conflict and solving problems in relationships as well as understanding how to handle emergencies, and get help and maintain personal safety.

### **Fifth Grade**

This class will advance what was previously learned in the grades K-4 health curriculum, and allows the students to understand the structure, functions, and relationships of the skeletal, muscular, digestive, respiratory, urinary, reproductive, endocrine, nervous, and circulatory systems as well as the senses. Students will demonstrate an awareness of AIDS, its effect on the body and societal perceptions of the epidemic, and understand the main categories of drugs (stimulants, depressants, hallucinogens, inhalants) and their effects on the body, focusing on alcohol and tobacco. They will also understand how the body grows and develops, the importance of exercise as a measure of injury and health problem prevention, and how to deal with the many changes during adolescence. The students will also understand the importance of, and develop strategies to strengthen self-confidence and communication skills, and learn strategies for managing emotions in positive ways, improve skills and understanding in dealing with conflict in positive, constructive ways.

### **Sixth Grade**

This class will advance what was previously learned in the health curriculum K-5 and allow the students to understand the structure, functions and relationships of the circulatory and respiratory systems, and how they work together to maintain the body's health and well-being, understand the physical and psychological effects of drugs, as well as the benefits of a chemical-free lifestyle, and understand the role microbes play in communicable diseases, and identify defense systems, which can combat disease. They will also understand the factors, which contribute to the development of non-communicable diseases, understand the structure and function of the endocrine system, and how it relates to the growth and development, which take place in puberty, and understand the basic concepts of heredity. In addition to this, the students will also understand the physical, emotional and social changes of adolescence, understand factors that contribute to the development of healthy sexuality for adolescents, basic nutrition concepts, and how the environment impacts health.

## **HISTORY/ ECONOMICS/GEOGRAPHY/CIVICS & GOVERNMENT**

### **Kindergarten**

In Kindergarten, students learn about their environment as they begin to distinguish events of the past and present. They will begin to explore the concepts of time and space. Students will identify symbols that are important to our country. They will discover why they must follow school rules and laws as they learn about their role as a citizen in the school and the community. Students will identify basic characteristics of maps and globes and explore the geographic characteristics of their community. They explain how people have different kinds of jobs and work to meet their basic economic wants and the concept of specialization in employment. Students will understand that they are individuals who interact with other individuals and groups, and identify ways that people, who are similar and different, make up the community and people in positions of authority.

### **First Grade**

In grade one, students develop knowledge and gain skills for thinking and inquiry through participation as members of the school and neighborhood or local community. Students will examine continuity and change in their own community over time and identify individuals, events, and symbols that are important to our country and state. They will explore geographic relationships in the nearby environment, draw simple maps, and locate land and water features on maps and globes. They can

identify specific rights and responsibilities that people have, explain why rules and laws are needed, and take responsibility for resolving conflicts peacefully, and practice citizenship skills through participation in a variety of group activities. Students will ask questions, observe, and use a variety of information sources including pictures, books, stories, maps, globes, and atlases to gain knowledge of people, places, and events.

### **Second Grade**

In grade two, students will examine local and regional communities such as the neighborhood, municipality, or surrounding community that is linked closely to the school. They will explain examples of continuity and change and consider ways that people and events of the past and present influence community life. Students will locate their community, state, nation, and selected countries on maps and globes. Students will learn relationships between their community and other places. They will describe how people in a community use productive resources, specialize in different types of jobs, and depend upon each other for goods and services. Students will give examples of how local communities are made up of individuals and groups and identify cultural traditions. They will read, ask questions, observe, and find and organize information about their own community and other cultures using a variety of informational resources such as books, stories, maps, globes, atlases, pictures, and photographs.

### **Third Grade**

Students will study continuity and change in their local community, state, and in communities in other states. Students will describe how people have shaped their communities over time and make simple comparisons of their community with communities in other times and places. Students will explain the roles of citizens in the community, state, and nation. They will identify writings and other artifacts that illustrate the basic principles of government. They will identify the major physical and cultural features of their own community, explain how climate affects the way people live, and how people adapt to their environment. Students will explain how people make choices about using goods, services, and productive resources and engage in trade. Students will explore local connections with communities in other places and how people from various cultures have contributed to the development of the community. Students will explain how communities are made up of individuals and groups of people. They will use community resources, such as museums, libraries, historic buildings, and other landmarks to gather information about the community. They will ask questions and use a variety of informational resources, such as historical stories, reference books, magazines, databases, and web sites to seek answers.

### **Fourth Grade**

In grade four, students will study the United States and its regions. The US is split into 5 main regions in which the students will tour and learn about. The students will study such concepts as physical location, climate, population, entertainment, and historical facts about the regions and states. The students will also explore the different cultures that made the United States a diverse nation. Mapping skills are also introduced and practiced. In addition to these studies, the students are also assigned a specific state to research and report on. They will prepare a power point presentation of the state as well as a web page and a “box” project. This incorporates all of the information we learn in class as a culminating activity.

### **Fifth Grade**

In grade five, students will study the United States, focusing on the influence of physical and cultural environments on national origins, growth, and development. Emphasis should be placed upon historical study of Native American cultures, European exploration, colonization and settlement, and revolution against British rule. Students will identify major physical and cultural characteristics of the United States and its regions and describe how the United States is related geographically to the rest of the world. They will identify major components and characteristics of United States government and key ideas in government up to and including colonial and founding periods that continue to influence political and civic life. Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in different parts of the United States and examine the challenges faced and the contributions made by various cultural groups to American society. Students will apply content knowledge to problem-solving skills as they examine fact and opinion, analyze and evaluate sources of information, compare and contrast, and interpret primary and secondary sources. Students will ask questions based on understandings of history, geography, and the social sciences and conduct research using a variety of informational resources, such as books, periodicals, maps, globes, diaries, photographs, recordings, databases, and web sites.

### **Sixth Grade**

In grade six, students will study the United States (second half of 5th Grade), focusing on the influence of physical and cultural environments on national origins, growth, and development. Emphasis should be placed upon historical study beginning with the United States creating a government (Constitution), expansion west, causes of the Civil War, and finally Industrialization of Modern America. Students will identify major physical and cultural characteristics of the United States and its regions, and describe how the United States is related geographically to the rest of the world. They will identify major components and characteristics of United States government and key ideas in government from the colonial and founding periods that continue to influence political and civic life. Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in different parts of the United States, and examine the challenges faced and the contributions made by various cultural groups to American society. Students will apply content knowledge to problem-solving skills as they examine fact and opinion, analyze and evaluate sources of information, compare and contrast, and interpret primary and secondary sources. Students will ask questions based on understandings of history, geography, and the social sciences and conduct research using a variety of information resources, such as books, periodicals, maps, globes, diaries, photographs, recordings, databases, and web sites.

## **LANGUAGE ARTS**

### **Kindergarten**

Emphasis in the kindergarten language arts curriculum focuses on spoken language, vocabulary development, and listening skills. Students participate in a variety of prewriting activities as they are introduced to writing as a process. The curriculum requires that students begin to develop skills in journal writing, invented spelling, cooperative learning and handwriting. The teaching of language arts is cross-curricular with language arts serving as an integral part of the total curriculum.

### **First Grade**

The first grade language arts curriculum emphasizes written and oral expression. Through application and development of the writing process, students develop spelling, grammar and usage skills. The introduction of study skills and reference materials is an important part of the first-grade curriculum as is the development of listening skills. In addition, students develop skills in cooperative learning and journal writing. The teaching of language arts is cross-curricular with language arts serving as an integral part of the total curriculum.

### **Second Grade**

The second grade language arts curriculum stresses written and oral communication. Through the writing process, students learn the basics of grammar, usage, mechanics and spelling (an emphasis shall be placed on the influence of Latin and Greek in the development of English - roots, prefixes, suffixes, etc.). The curriculum offers students many experiences in and with journal writing, vocabulary building, handwriting, study skills, cooperative learning, reference materials, speaking, and listening. The curriculum encourages regular exposure to a variety of literature, both fiction and nonfiction, which serve as models of good writing. The teaching of language arts is cross-curricular with language arts serving as an integral part of the total curriculum.

### **Third Grade**

The third grade language arts curriculum encompasses good writing, speaking and listening skills. Students sharpen grammar, usage, mechanics, spelling, and handwriting skills through written expression. Students create, revise, and edit simple sentences and short paragraphs as they continue to follow the writing process and expand their use of reference materials. Regular exposure to a wide variety of literature, both fiction and nonfiction, provides students with models of good writing and stimuli for writing. The curriculum encourages the use of collaborative writing assignments and other cooperative learning activities. The teaching of language arts is cross-curricular integral part of the curriculum.

### **Fourth Grade**

With written and oral expression serving as the basis for the fourth-grade language arts curriculum, the writing process provides the avenue through which grammar, usage, mechanics, and spelling are emphasized. Writing, speaking, and listening are an integral part of these expanding communication skills as students share research findings and participate in cooperative learning and journal writing. Exposure to a variety of reading passages allows students to examine and experiment with numerous writing styles while expanding their sentences and writing more complex paragraphs. Spelling should be taught as a part of the writing process. The teaching of language arts is cross-curricular with language arts serving as an integral part of the curriculum.

### **Fifth Grade**

The fifth grade language arts curriculum requires students to communicate through oral and written expression to an ever-widening audience and forever- broadening purposes. Students apply grammar, usage, mechanics, and spelling through participation in the writing process. Students learn to construct three types of multi-paragraph essays that share a common theme. When constructing the expository, persuasive, and narrative essays, students will focus on the six writing domains. Fiction and nonfiction reading passages provide models of good writing and stimuli for writing. Improved listening skills

become essential as students work cooperatively to achieve group goals. The teaching of language arts is cross-curricular with language arts serving as an integral part of the curriculum.

### **Sixth Grade**

Sixth grade language arts emphasizes the writing process of prewriting, drafting, revising, proofreading, and publishing. Three types of writing (informative, persuasive and narrative) integrate grammar, usage, and mechanics. Reading passages serve as models and stimuli for writing. Use of various reference materials as resources for writing and speaking enhances communication skills. Peer sharing and other collaborative learning activities enable students to work cooperatively and authentically. Spelling continues to augment the study of word families or spelling patterns so the students will infer generalizations about structure and spelling of new words (an emphasis shall be placed on the influence of Latin and Greek in the development of English - roots, prefixes, suffixes, etc.). Computer keyboarding introduces fundamental knowledge of the computer and keyboarding skills. Expository and creative writing opportunities allow students to refine basic skills as they express and evaluate their feelings and thoughts. Critical thinking, creative thinking, and research techniques develop through writing projects. Creative writing skills and oral communication skills improve as students generate original dramatic productions, original poetry, and oral presentations. The course includes an in-depth analysis and investigation of a novel and selected short stories. These works of literature cover a variety of themes, from the very serious to the light-hearted.

## **LIBRARY MEDIA**

### **Kindergarten 4**

The Kindergarten-4 library curriculum focuses on teaching students proper book care, library procedures, and location of age-appropriate books. Students will be able to demonstrate proper handling skills for print such as holding books properly, turning pages correctly, use of book marks, and returning materials to the proper place. Students will be able to ask and answer questions about key details in text read aloud. Students will define vocabulary such as library, librarian, author, and illustrator.

### **Kindergarten 5**

The Kindergarten Library program is designed to introduce students to the Library. Students will be introduced to the physical environment, as well as understand the role of the Librarian and other helpers. The Library curriculum consists of sequential lessons that include the location and access of Library materials. Through read-alouds, students are introduced to various authors and genres. Students are taught to select developmentally appropriate materials with a specific purpose or intent in mind. They are also encouraged to select materials based on individual preferences. Students will listen, engage, collaborate, communicate, and present using a variety of media. The Library program will provide a strong foundation for primary-age students to become life-long learners.

### **First Grade**

The first grade Library program is designed to develop the students' passion for literature. Students will be re-oriented to the Library. The Library curriculum consists of sequential lessons that include the location and access of Library materials. Through read alouds, lessons, and hands-on activities, students are introduced to various authors, genres, and literary awards. Students are taught to select developmentally appropriate materials with a specific purpose or intent in mind. They are also encouraged to select materials based on individual preferences. Students will listen, engage, collaborate,

communicate, and present using a variety of media. The Library program will provide a strong foundation for primary-age students to become life-long learners.

### **Second Grade**

The second grade Library program is designed to continue support for life-long literacy. The Library curriculum consists of sequential lessons that enable students to continue to ask themselves questions about the author's purpose in writing a book. Through read alouds, students will recognize favorite authors and illustrators, as well as listen to stories with attentive and purposeful listening skills. Students are taught to select developmentally appropriate materials with a specific purpose or intent in mind. They are not only encouraged to select materials based on individual preferences, but they can make recommendations to fellow students. Students will listen, engage, collaborate, communicate, and present using a variety of media. The Library program will provide a strong foundation for primary-age students to become life-long learners.

### **Third Grade**

Library media curriculum in third grade reinforces and builds upon the skills and concepts taught in grades one and two. In addition to book selection and check-out skills, students are introduced to the use of the Dewey Decimal Classification System and OPAC to locate library media center materials. Students also continue learning about types of literature through the use of various genres of literature and research materials. Through developmentally appropriate activities, students grow from the simple enjoyment of reading to the complex process of accessing research information through computer technology. Students will listen, engage, collaborate, communicate, and present using a variety of media. Students continue learning about types of literature such as Newbery award winning books.

### **Fourth Grade**

Library media curriculum in fourth grade reinforces and builds upon the skills and concepts taught in grades one through three. In addition to book selection and check out skills, students are introduced to the use of electronic reference sources, Internet searching, and print reference sources. Through developmentally appropriate activities, students grow from the simple enjoyment of reading to the complex process of accessing research information through computer technology. Students will listen, engage, collaborate, communicate, and present using a variety of media. Students continue learning about types of literature such as Newbery award winning books.

### **Fifth Grade**

Library media curriculum in fifth grade reinforces and builds upon the skills and concepts taught in grades one through four. Students continue the use of print references, online databases and the Internet. The exploration of the organization and scope of the library is undertaken as students develop research skills and further enhance grade-level curriculum. They are introduced to more sophisticated methods of analysis. In addition, students continue learning about types of literature by focusing on historical fiction, tall tales, and American Indian tales, with emphasis on geographical and historical aspects of those genres.

### **Sixth Grade**

The sixth grade library curriculum is designed to allow individuals access to specific media relevant to academic development. It is also designed to provide information literacy skills in all content areas, incorporate 21<sup>st</sup> century technology, and develop life-long readers. Through developmentally

appropriate activities, students grow from the simple enjoyment of reading to the complex process of accessing research information through computer technology. Students will listen, engage, collaborate, communicate, and present using a variety of media. The librarian works in conjunction with the faculty and administration to assure the students maintain the ability to enhance their knowledge of both academics and the world in general.

## **MATH**

### **Kindergarten**

This course will allow the students to achieve a basic introduction to fundamental mathematical concepts. The students will recognize and extend patterns, recognize and draw a circle, rectangle, square and triangle, and sort, identify, classify and compare objects in relation to attributes of size, shape and color. They will understand one to one correspondence, recognize and write numbers to 100, and begin to work with the concepts of estimation, time and currency. The students will also build and interpret a graph using concepts of more than and less than. The students also learn to add and subtract.

### **First Grade**

Building on the skills mastered in kindergarten this course will allow the students to recognize, name, count and write numbers to one hundred, count by fives and tens to 100, demonstrate understanding of operations of addition and subtraction facts up to ten, and understand the idea of place value. They will create and extend basic patterns using more than one variable, recognize fractional portions of a whole, begin to work with concepts of measurement, and understand comparisons such as greater than and less than. The students will also collect and organize data and use problem-solving strategies such as listing, guessing and checking.

### **Second Grade**

Building on concepts mastered in earlier years this class will allow the students to demonstrate understanding of addition and subtraction facts to 100, demonstrate understanding of multiplication and division facts through the twelves, and understand rates of change. They will add and subtract three digit numbers with regrouping, multiply using two digit numerals by one-digit multipliers and divide with a one-digit divisor with remainders. The students will also tell time using standard and digital clocks, express numbers in decimal and fractional forms to tenths, and identify and model right triangles. In addition to this the students will also use and analyze data to solve problems, know and apply several approaches to problem solving, use numbers with place values to the ten-thousandths place, use a variety of units of measure, and be able to calculate perimeter.

### **Third Grade**

Building on concepts mastered in earlier years, this course will allow the students to demonstrate understanding of multiplications of three-digit numerals and two- digit multipliers and divide three and four place numbers by one-place divisors. They will also understand and classify plane and solid geometric figures and angles, recognize patterns that extend to infinity, and measure and solve problems using customary and metric units of measure for mass volume/length/area. The students will also understand and use equivalent fractions, add and subtract fractions with like and unlike denominators, understand and use numbers to the one-hundred-thousandths place, be able to round numbers to the nearest ten-thousandths place, and understand the concepts of decimals to the one-hundredth place. In addition to this the students will also use a variety of problem solving strategies to solve problems,

guess/test, three step method and graphing, understand and use basic algebraic functions, and explore the concepts of prediction and probability.

#### **Fourth Grade**

Building on concepts mastered in earlier years, this course will allow the students to demonstrate understanding of multiplications of three-digit numerals and two-digit multipliers, divide three and four place numbers by one and two-place divisors, and begin to work with number theory. They will understand and classify plane and solid geometric figures and angles, measure and solve problems using customary and metric units of measure for mass/volume/length/area, and write about operations. The students will also understand and use equivalent fractions, add and subtract fractions with like denominators, understand and use numbers to the one-hundred-thousandths place and be able to round numbers to the nearest ten-thousandths place, and understand, use, and delineate between prime and composite numbers. The students will also demonstrate the ability to work with a coordinate system, a number line, and understand and apply principles of probability and prediction. The students will also use a variety of problem solving strategies to solve problems such as guess/test, three step method, and graphing.

#### **Fifth Grade**

Building on concepts mastered in earlier years this course will allow the students to demonstrate the multiplication and division of larger numbers, subtract, multiply and divide fractions, mixed numbers and decimals, and demonstrate the ability to find and understand a percent of a number. They will demonstrate a grasp of geometric concepts of line and two or three-dimensional shapes, work with right triangles, and tree diagrams. The students will also understand and use inductive and deductive reasoning, create and solve word problems, and identify and use appropriate tools for measurement and work with the results. The students will also apply a variety of problem solving strategies, interpret, select and construct a graph from given data, recognize the correct order of operations, and the use of variables in an equation.

#### **Sixth Grade**

This course will allow the students to perform complex operations with whole numbers, fractions and decimals, demonstrate proficiency of place value to millions and billions, factors and multiples, and display ability to measure using customary and metric units on the ruler. They will solve problems with percents, ratios, order of operations and integers, apply understanding of area, perimeter, angles of solids, and understand the use of number operations and order of operations including integers. The students will also demonstrate basic concepts of Pre-Algebra, solve one and two-step linear equations, and graph them. The students will also understand and use percent, ratio and proportion, understand appropriate scientific calculator use, and demonstrate familiarity with basic properties of commutative, associative, distributive and identity. They will apply problem-solving strategies, including table, diagrams, calculator use, estimation, and calculate basic probability.

## **MUSIC**

#### **Band**

Elementary band is open to all students in grades 4-6. Students will attend band once a week with their section. Students are required to purchase or rent a musical instrument.

## **Kindergarten**

This class serves as a very basic introduction to music and the power it has in our lives. The students will play a variety of rhythm instruments to enhance rhythm activities, sing songs to accentuate the meaning of words and to learn letters, and integrate music with other activities. They will also learn 2 - 3 songs twice times a year in order to perform them at concerts.

## **First Grade**

Building on skills learned in Kindergarten, students will begin examining further the central elements of music. They will be introduced to the elements of expression, rhythm, form and structure, melody, timbre, texture and harmony. Students will demonstrate the difference between loud and soft, fast and slow, legato/staccato through movement, singing and various rhythmic exercises. Students will demonstrate the ability to perform different rhythms on a steady beat. They will demonstrate the ability to recognize and perform different musical forms, recognize melodic lines and recognize different sounds in music and their environment. All of this will be accomplished through highly expeditionary activities of singing, dancing, and game playing. Students will have the opportunity to perform twice per year in the annual concerts.

## **Second Grade**

Building on skills learned in first grade, students will examine further the central elements of music. They will continue to examine the elements of expression, rhythm, form and structure, melody, timbre, texture and harmony. Students will recognize and perform using a variety of dynamics, accents, connected and separated sounds. Second graders will demonstrate the ability to employ musical rhythms in accurate performance. They will also be learning how to distinguish between the different forms and structures of musical compositions.. They will be learning to sing melodies, recognizing upward and downward movement. They will continue to discover various timbres within the musical family and their environment. All of this will be accomplished through highly expeditionary activities of singing, dancing, and game playing. Students will have the opportunity to perform twice per year in the annual concerts.

## **Third Grade**

Building on skills learned in second grade, students will examine further the central elements of music. They will continue to examine the elements of expression, rhythm, form and structure, melody, timbre, texture and harmony. Students will learn to use a variety of dynamics in musical performance and how to use various rhythmic patterns within certain beat structures. They will learn to recognize a variety of musical forms and perform within those elements. Students will demonstrate their knowledge of musical direction, mi, re, and do, do pentatonic, low so, pentatonic scale, high do, la, so, mi, re, do, home tones and letter names. They will learn to recognize the different vocal timbres of soloists and groups, children and adults. They will also become familiar with the various sounds of stringed instruments, keyboards, percussion, brass, woodwinds, and electronic instruments. They will learn to recognize the utilization of different textures in musical accompaniments, call and response, echo singing, melodic ostinato, partner songs, and canonic singing. They will be introduced to multi-track 'layering' as done in a recording studio. Students perform in the two annual concerts.

### **Fourth Grade**

Building on skills learned in third grade, students will examine further the central elements of music. They will continue to examine the elements of expression, rhythm, form and structure, melody, timbre, texture and harmony. Students will come to a greater understanding and usage of dynamic markings, tempo variations, legato, staccato and accents. They will learn about strong and weak beat, duple meter, syncopation, meter in 4, 8th, and 16th note patterns, upbeats, meter in 3 and dotted rhythms (dotted quarter/eighth). Students will learn to recognize and perform such concepts as call and response, verse and refrain, ABA sectional form, AABA sectional form, Rondo form, and theme and variation. They will also learn to recognize and perform such concepts as skips, steps and repeated patterns, and the pentatonic scale. They will be able to recognize a tonal center, extended pentatonic patterns, notes in the treble clef, do, re, me, fa, so, la, and ti and melodic sequences. They will learn to recognize the different vocal timbres, instrumental timbres, the timbres of ensembles and keyboards. They will learn to recognize and perform such concepts as multi-layered ostinatos and accompaniment, echo singing, countermelodies, and 2-chord accompaniment (I,IV, V7 chords). Handbells are introduced and utilized at this level. Students are permitted to join beginning band in 4th grade. Students perform in the two annual concerts.

### **Fifth Grade**

Building on skills learned last year, students will examine further the central elements of music. They will continue to examine the elements of expression, rhythm, form and structure, melody, timbre, texture and harmony. Students at this level will continue building on all of the skills acquired in K-4th grades. They will also spend time critiquing different forms and styles of music in order to determine what makes certain types of music enjoyable to certain individuals. Individual performance is encouraged at this level. Students perform in the two annual concerts.

### **Sixth Grade**

Building on skills learned last year, students will examine further the central elements of music. They will continue to examine the elements of expression, rhythm, form and structure, melody, timbre, texture and harmony. Students have the opportunity to put all they have learned in previous years into practical experience. Students will demonstrate their mastery of the elements of music using the ukulele to perform and further develop their musical skills. Students will perform in the two annual concerts.

## **PHYSICAL EDUCATION**

### **Kindergarten**

This class presents the rudimentary elements of Physical Education. These young students will learn and practice the concepts of general and self-space, experience group interaction in simplified game activities, and practice beginning basic movements and object control skills. This first year will also allow the students to perform a musical activity for other students and recognize basic vocabulary and symbols of the concepts being studied.

### **First Grade**

The focus of the PE program is on creating sensitivity and understanding of the importance of maintaining health-related fitness, the recognition and valuing of the principles of good sportsmanship and responsibility, and the development of a sensitivity to individual differences and similarities of people. The students will also experience rhythmic activities, learn the basic principles of exercise,

realize the function and importance of practice. The students will also be aware that his/her body moves in different directions, levels, speed and patterns, and that balance and weight shift are important qualities of movement, understand various body responses during activities, and practice the progression of fundamental skills.

### **Second Grade**

The concepts of PE established in K-1 are reinforced, augmented, and built upon. The students will be able to exhibit body control and object control while moving, participate in cooperative activities and understand the importance of cooperation, and understand the basic scientific principles of movement. The students will also experience a variety of rhythmic activities, recognize concepts of basic motor skills and their development, as well as exhibiting increased proficiency in basic motor skills.

### **Third Grade**

This PE class represents a sharpening of the skills already attained. The students will learn the fundamentals of specific sport skills, learn basic game rules, and participate in modified game situations. The students will also describe the concepts of motor skills development, recognize the positive and negative aspects of moderate to vigorous exercise, and understand the positive and negative aspects of group activities.

### **Fourth Grade: Lifetime and Fitness**

The focus of the grade 4 PE curriculum is on laying the foundational base of lifetime fitness. The students will develop a sense and understanding of the importance of maintaining health related fitness, recognize and value the principles of good sportsmanship and responsibility, and be sensitive to individual differences and similarities of people. The students will also be able to perform a variety of sport skills and integrate the skills into game/sports activities and situations. The students will also develop an awareness of safety skills and habits with respect to him/herself and others, understand the importance and benefits of practice, and demonstrate knowledge of the principles of training using an appropriate vocabulary.

### **Fifth Grade: Lifetime and Fitness**

This class continues to foster the goal of lifetime fitness. The students will experience the effects of exercise on the body, chart these experiences, and learn self-management strategies. The students will also participate in activities involving group dynamics, develop specific activity skills that will lead to successful participation in games, sports, and lifetime fitness activities, and appreciate and value activity for its recreational and social benefits as well as for the development of a positive self-concept.

### **Sixth Grade**

Builds on the basic elements mastered in the PE curriculum thus far, and prepares the students for what lies ahead. The students will demonstrate basic aquatic skills and safety rules in and around water, demonstrate specific activity skills that will lead to successful participation in games, sports and lifetime fitness activities, and appreciate and value activity for its recreational and social benefits, as well as for the development of a positive self-concept. The students will also begin to study the science of movement, identify and apply ways of monitoring the body during exercise, and demonstrate an understanding of the importance of maintaining health-related fitness. The students will also recognize and value the principles of good sportsmanship and responsibility and be sensitive to individual

differences and similarities of people, consider the positive and negative aspects of physical activity, and develop preferences for types of exercise.

## **SCIENCE, ECOLOGY, & ENVIRONMENT**

### **Kindergarten**

To explore use of numbers and words when observing and communicating to help begin to answer their questions about the environment. Through their investigations and observations, students should begin to understand how things are similar and how they are different.

### **First Grade**

These students ask questions about a variety of living things and events in their natural surroundings, including plant and animal interactions and requirements, that can be answered through observations. Students begin to find answers to their questions about the world by measurements, estimation, and observations when working with materials. They communicate findings through numbers, words, and drawings.

### **Second Grade**

Grade 2 students are actively engaged by exploring how the world by observing, counting, collecting, measuring, comparing, asking questions. They begin to identify parts of an object and recognize how these parts interact with the whole. In Grade2, students use numbers for computing, estimating, naming, measuring, and communicating specific information. They use evidence to explain how or why something happens. Students begin to understanding plant and animal interactions and processes.

### **Third Grade**

Grade 3 students work collaboratively as they use a variety of skills and techniques when attempting to answer questions and solve problems with collected data. They will describe their observations accurately and clearly, using numbers, words, sketches, and are able to communicate their thinking to others. Students learn about an increasing variety of organisms and their requirements. They observe changes of Earth and sky. Students work with an increasing variety of systems and begin to modify parts in systems and models to look for the changes that may result.

### **Fourth Grade**

Grade 4 students work collaboratively to carry out investigations. They use an increasing number of tools and instruments to collect and record data. Students use graphs to make connections between data. They compare, explain, and justify both information and numerical functions. Students begin to understand the composition and size of the universe. They explore the similarities and differences among a variety of organisms, including how they meet their needs in their environments. Students begin to modify parts in systems and models and question the changes that result.

### **Fifth & Sixth Grades**

The fifth and sixth grade students work collaboratively to carry out investigations. They repeat investigations, explain inconsistencies, and design projects. Students compare, contrast, explain, and justify information and numerical functions. They identify questions that can be answered by data distributions. Students continue to investigate changes of Earth and sky. They explore an ever-increasing variety of organisms and their interactions with each other and their environments. Students investigate

how to use tools to connect and analyze information. They use data to identify relationships between objects, events, and processes. They use mental and physical models to conceptualize processes. Students gain understanding of how scientific enterprise operates through examples and events.

## **TECHNOLOGY**

### **Kindergarten**

This is a basic introduction to computers and technology. The students will understand Media Center resources are for recreational reading and information and practice responsibility when using borrowed materials from the school and public libraries. The students will also practice basic computer skills in creating verbal and pictorial descriptions with the computer, recognize basic operations, terminology and proper care for a variety of technologies, and identify basic parts of a computer.

### **First Grade**

Building on the concepts learned in Kindergarten, the first grade media and technology focus is on augmenting and reinforcing. The students will locate and use resources for pleasure and information, explain and demonstrate basic uses of technology, and be introduced to the Internet and the Windows operating system.

### **Second Grade**

Building on skills learned in K-1, students will locate, use and understand the functions of a variety of information resources including, print, non-print and electronic formats, understand how to determine the accuracy and currency of information, and navigate print and non-print resources effectively to find information. The students will also demonstrate effective computer skills when using word processing and manipulating a variety of computerized data, communicate creatively using information technology, and describe ways in which technology is used at home, work, and at school. The students will also classify information through techniques such as grouping and labeling.

### **Third Grade**

Building on previously learned skills, this class will allow the students to develop independent computer skills in the use of word-processing and basic manipulation of computerized data, demonstrate basic keyboarding skills, and demonstrate awareness of a variety of information resources and how to access and search them. The students will also acquire the skill to locate desired resources for pleasure or information in such places as the Media Center and Public Library, demonstrate an awareness of the variety of methods information and ideas can be acquired and shared with others, and use e-mail and a word processor.

### **Fourth Grade**

Building on the skills mastered in grades K-3, this class will allow the students to demonstrate proficiency in the use of word processing and basic manipulation of computerized data, understand and utilize the Dewey Decimal System and The Library of Congress method for locating information in school and public libraries, and demonstrate appropriate keyboarding skills for accuracy and speed. The students will also select, apply and use appropriate sources to answer questions and solve problems and develop the skill to navigate the Media Center to acquire resources for pleasure or information. The students will select and utilize the most appropriate method of delivery to present information and ideas

to an audience, select and utilize the most appropriate software for the job at hand, and select and utilize the most appropriate internet searching techniques.

### **Fifth Grade**

Capitalizing on the skills gained in K-4, the fifth grade class will allow the students to understand the legal principles and ethical conduct related to information technology and how to properly give credit to sources by developing a bibliography. They will also recognize and use a variety of biographical sources and know the difference between collective, individual, and autobiographies and select and navigate appropriate information sources to use in completing projects in order to communicate to others. The students will also demonstrate the use of a video camera to send a message of information to an audience, expand learning in curricular areas through use of electronic and other types of technology sources, and demonstrate proficiency to skillfully navigate the Media Center to select resources for pleasure or information. The students will select and utilize the most appropriate method of delivery to present information and ideas to an audience, select and utilize the most appropriate software for the job at hand, and select and utilize the most appropriate internet searching techniques. They will also demonstrate appropriate keyboarding skills for accuracy and speed, be introduced to the Office Suite, and use online sources and e-mail.

### **Sixth Grade: Keyboarding**

Students are introduced to microcomputer keyboarding through word processing software. Students will learn to operate the keyboard by touch control, develop speed and accuracy, and use word processing to format personal and business documents such as memorandums, business letters, reports, and 2-column tables. Microsoft Office is used.