

ELEMENTARY SCHOOL

Program Planning Guide



2021-2022



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The Shawnee Mission School District embraces its role in establishing a long-term mission and vision for diversity, equity, and inclusion by relentlessly creating a fully unified, equitable, and inclusive culture. It is our mission to value differences and to actively promote inclusion and equity.

Description of Elementary Programs

The vision of the Shawnee Mission School District is that every student will have a personalized learning plan that supports them in being college/career ready and having the interpersonal skills important to life success.

The Shawnee Mission School District provides a wide range of educational services and programs for students in pre-kindergarten through grade six. These programs and services are designed around the Kansas College and Career Ready standards. These standards lay the foundational skills students need for future success in college and careers.

The elementary curriculum consists of four core curricular areas and several specialized areas of study. Following is a brief overview of each content area.

CORE CURRICULAR AREAS

Reading/English Language Arts

The Shawnee Mission reading/language arts curriculum supports the district goals of providing students with effective communication skills and lifelong learning habits. The grade-level district objectives are aligned with the Kansas College and Career Ready Standards for English Language Arts.

The English Language Arts standards engage students in reading, writing, and speaking grounded in evidence from both literary and informational text. Students learn how to closely read challenging text for key ideas and details, author's craft and structure, and connections to other ideas, people, and information. District curriculum provides students with the tools needed to improve skills in comprehension while promoting critical thinking as they become fluent, independent readers.

Each student learns grade-appropriate conventions of Standard English grammar and usage when writing. Students are taught the writing process and how to use the Six Traits of Effective Writing to produce narrative, expository, and argumentative/ persuasive writings. Students also learn to express their ideas clearly when speaking by engaging in collaborative discussions (one-on-one, in groups, and teacher-led) on grade appropriate topics and in response to reading. The State of Kansas recognizes the need for all students to receive instruction in handwriting.

Handwriting instruction emphasizes three areas: correct form and production of letters, fluency and automaticity, and writing application. Handwriting instruction includes manuscript printing in grades K-2 and cursive instruction beginning in grade three. Appropriate keyboarding skills are also reinforced in each grade level.

Mathematics

The Shawnee Mission mathematics curriculum supports the district goals of providing students with number sense and critical thinking skills. The objectives studied in pre-kindergarten through fifth grade are grouped together in the following domains: numbers and number sense (pre-kindergarten only), counting, and cardinality (pre-kindergarten and kindergarten only), operations and algebraic thinking, number and operations in base ten, number and operations-fractions (grades 3-5 only), measurement and data, and geometry. The domains in grade six are: expressions and equations, ratios and proportional relationships, the number system, statistics and probability, and geometry.

District curriculum provides students with the tools needed to approach mathematics through perseverance in problem solving. They develop abstract and quantitative reasoning, construct and critique mathematical arguments, and use math to model real-life situations. Strategic use of mathematical tools, precise calculations and communication, and generalizing mathematical patterns and structures are also emphasized.

Science

Students will develop an understanding of the physical sciences, life sciences, earth/space science and engineering design. The elementary science classroom is an active environment that promotes curiosity and questions how the world works. Students are immersed in engineering design challenges as well as problem-based learning opportunities. Students will demonstrate their knowledge by developing models, completing investigations, interpreting data, and engaging in argument from evidence. The elementary science curriculum is aligned with the Kansas College and Career Ready Standards for Science.

Health

The elementary health curriculum includes information on nutrition, physical activity, disease prevention, healthy decision making, and human growth and development. The elementary health curriculum is aligned with the state and national standards.

Social Studies

The elementary social studies curriculum is aligned with Kansas College and Career Ready Standards for History, Government, and Social Studies. The objectives studied at each grade level are developmentally sequenced and are the building blocks for later learning. Social studies concepts teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy.

SPECIALIZED AREAS OF STUDY

A-B-C-D Rotating Schedule

The elementary schools follow an A-B-C-D four-day rotation schedule to maximize learning opportunities in Art, Library, Physical Education, and Music. The schedule allows for all students to have equal learning time in the specials curriculum. The schedule is consistent across the district. Specials classes are a 50-minute block, thus providing 50 minutes of instruction in each area over the four-day rotation.

Art

The art program is sequentially ordered providing students with developmentally appropriate experiences. The art curriculum is aligned with state and national art standards and focuses on the following:

- Understanding and applying a variety of media, techniques and processes;
- Using knowledge of the elements of art and principles of design;
- Creating art works through choice of subjects, symbols, and ideas;

Library

The Shawnee Mission elementary library program offers students the opportunity to investigate, learn, and study in a stimulating environment. The goals of the library program are to empower students to:

- Use the Internet safely, responsibly, and productively;
- Appreciate literature;
- Become lifelong readers and learners;
- Develop skills in inquiry and research using a variety of print and media-based resources.
-

Classroom Music

The elementary music education curriculum is designed for all students to develop their musical potential and understanding of music through active participation. The sequential curriculum, following state and national standards of Create, Perform, Respond and Connect, develops students' knowledge of the elements of music including melody, harmony, rhythm, form, tone color, and musical expression, and develops the musical skills of singing, listening, moving to music, and playing classroom instruments, composing, and improvising. Listening literature introduces great works of music from the past and present emphasizing current and historical relevance as well as social and cultural context. Connections with all arts and curricular disciplines is incorporated into K-6 music lessons.

Physical Education

The Shawnee Mission elementary physical education program emphasizes participation in physical activity that helps students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. The elementary curriculum is based on sequential objectives that progress along a continuum and align with the state and national standards.

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a *physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities;
- Knows the implications of and the benefits from involvement in various types of physical activities;
- Participates regularly in physical activity.
- Is physically fit;
- Values physical activity and its contributions to a healthful lifestyle.

STUDENT SUPPORTS

English Language Learner (ELL)

The English Language Learner (ELL) program provides English instruction to students K-6 with limited English proficiency. Upon registration in any SMSD school, families will complete a Home Language Survey. Students living in a household where more than one language is spoken, understood, or utilized must be evaluated to determine English proficiency in the areas of speaking, listening, reading, and writing. Various levels of English instruction are available to students based on their English proficiency. Students are tested annually via a standardized state assessment called the English Language Proficiency Assessment (ELPA21) to measure the development of English skills.

The ELL program has three primary goals:

- To use English to communicate in social settings;
- To use English to achieve academically in all content areas;
- To use English in socially and culturally appropriate ways.

Response To Intervention

Response to Intervention (RTIN) is a term used in the Shawnee Mission School District to describe how schools provide supports, through differentiated core instruction and supplemental interventions when needed, for each child to be successful. RTIN is a problem-solving process to identify needs and determine appropriate intervention for students who are not making progress in core instruction in both academic and social competencies.

The basic principles of RTIN include:

- *Prevention and Intervention* - Schools develop strong academic and social competencies through solid core instruction, which prevents the need for additional supports for many students. Schools use progress monitoring data to determine response to the instruction/interventions for students who are not making progress to determine who may need additional support and respond appropriately.
- *Flexible Model of Support* – Schools allocate time for supplemental interventions and

maximize the use of their staff to meet student needs.

- *Evidence-Based Practices* – Teachers use proven interventions and sound instructional practices based on student needs.
- *Data-Based Decision Making* – Data are used to guide decisions regarding differentiated instruction and interventions.
- *Problem-Solving Process* – Staff continuously look at data in order to make improvements at the building, grade, classroom, or individual student level.

Special Education

Special education offers a range of services and supports designed to meet the needs of individual students who meet state eligibility requirements as a child with an exceptionality including students meeting eligibility as gifted. Specialists throughout the district serve these students through Individual Education Plans (IEPs) that include specific goals and objectives. Important components in special education include: the initial evaluation, IEPs, service and supports, and parent involvement in IEP planning. For further information you may wish to review the district's website and click on special education under parent resources. Your child's teacher or the building principal may answer questions about special education processes.

Building Intervention (RTIN) – A team of educators in the building meets to study and plan for the needs of individual students who are struggling and develops plans for academic and/or social-behavioral interventions.

The Evaluation Process

The evaluation process is completed by the diagnostic team from each individual school. Once it is determined that a comprehensive evaluation is warranted, the team meets with the parent(s) to develop an evaluation plan and obtain parent consent for the evaluation. Districts have up to 60 school days to complete the evaluation process. At the conclusion of the evaluation process, an eligibility meeting is held with the school team, which includes the parent. Results are shared and eligibility is determined.

STUDENT SUPPORTS (continued)

The Individual Education Program (IEP)

The IEP is a written plan of the special education and related services provided to a student based upon his/her current level of functioning. It outlines the delivery of specially designed instruction, provides timelines, sets forth the anticipated changes in the student's behavior or academic progress and describes how these changes will be measured. Parents, and when possible students, are encouraged to participate.

Types of Services Available

Students who qualify for specially designed instruction will receive services and supports as needed.

Direct services may vary depending on the needs of students. Services are determined by a child's IEP team and will look different for every student as these are based on individual needs. A continuum of services is offered in SMSD to ensure the student is being served in his or her least restrictive environment.

Least Restrictive Environment (LRE)

The LRE principle requires that public schools, as guided by state and federal mandates, provide a continuum of placement options to meet the needs of exceptional children.

Unless the child's individualized education program requires a different least restrictive environment, the child is educated in the school which he or she would attend if not exceptional.

In making LRE decisions, the student should be placed in environments which are deemed the most appropriate for providing the kind of instruction necessary to meet the unique special educational needs of the student.

Special Education Summer School Program Extended School Year (ESY)

The Individual Education Plan (IEP) team determines eligibility for services of an extended school year based on regression/recoupment of IEP goals and maintenance of critical life skills recently acquired. An ESY IEP is developed by the IEP team prior to services being delivered.

ADDITIONAL INFORMATION

Assessments

Individual student needs are met through research-based interventions as part of the Response To Intervention (RTIN). The assessments administered district-wide serve a critical role in this system of support. The district uses a variety of assessments for screening and monitoring the progress of student skills in reading, mathematics, and other core areas.

The Individual Growth and Development Indicators (myIGDIs) assessment is administered in the fall and spring to students in pre-kindergarten. myIGDIs are a scientifically validated set of preschool assessments for monitoring the growth and development of children in the areas of early literacy and early numeracy. Early literacy skills in the areas of picture naming (oral language), rhyming (phonological awareness), sound identification (alphabet knowledge), which one doesn't belong (comprehension), and alliteration (phonological awareness) are assessed. Early mathematics and number skills assessed include oral counting, quantity comparison, number naming, and 1-to-1 correspondence counting.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in reading and math are administered in the fall, winter, and spring to students in grades K-6. DIBELS assesses the five big ideas in early literacy identified by the National Reading Panel: phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension. The math skills assessed vary by grade level and include number identification, quantity discrimination, strategic counting, computation, and concepts and applications.

The NWEA Measure of Academic Progress (MAP) assessments in reading and mathematics are administered in the fall, winter, and spring to students in grades 3-6. The NWEA Primary MAP is the version administered in grades K-2. The NWEA MAP is a computerized assessment that measures the level of reading or mathematics in which a

student is most likely to succeed. Results are also useful for reviewing students' long-term growth, spanning within and across grade levels. Unlike tests that measure grade-specific skills, the NWEA MAP is adaptive, adjusting the difficulty level of the questions as the student proceeds from one item to the next.

Kansas assessments are administered each spring to students in grades 3-6 in Reading/English Language Arts (ELA) and mathematics and to students in grade 5 in science. The Kansas social studies assessment is administered to students in grade 6 in alternating years. Besides providing feedback to students, parents, and teachers on each child's academic progress, participation in the Kansas assessments is also for state and federal accountability.

Digital Learning

Elementary students in the Shawnee Mission School District will have access to digital devices and resources to enhance their learning and develop the foundational skills necessary to be successful 21st Century learners. Over the course of students' tenure in Shawnee Mission elementary schools, they will utilize digital resources and devices to:

- Demonstrate a sound understanding of technology concepts, systems, and operations
- Foster creativity and innovation
- Communicate and collaborate with others
- Gather, evaluate, and use information
- Develop critical thinking skills
- Understand issues related to technology and practice legal and ethical behavior
- Demonstrate proper use and care for digital devices.

Recess Guidelines

Two 15-minute recesses, one mid-morning and one mid-afternoon.



Program of Studies: Pre-kindergarten Information



The Shawnee Mission School District offers a pre-kindergarten program for 4-year-old students living in the district. The district program is developmentally and educationally appropriate and emphasizes students' need for active learning. Teachers provide a stimulating environment of challenging materials and engaging activities essential to the growth and development of each child. Research suggests that a pre-kindergarten program structured around these components will best serve students. Pre-kindergarten students are exposed to learning experiences that promote social, emotional, physical, language and cognitive development. They learn skills such as taking turns cooperatively, sharing, and following directions — all essential components for future social, behavioral and academic success. Shawnee Mission offers no-fee, families must meet qualifying criteria, and fee-based pre-kindergarten options.

Reading/English Language Arts

Through oral language experiences, children discover, generate, express, explore, extend, examine, listen, reflect and refine their ideas and thinking processes. We provide a language-rich environment that allows children opportunities to develop ideas through language, listen to others and talk about their thinking. Through exposure to quality children's literature, students discover that written words are another way to share ideas. Throughout the early years, children build their understanding of the purpose of a book or a story and develop their ability to comprehend stories and retell events. They also develop an awareness of the alphabet as they learn that words are made up of letters. This learning extends into pre-writing as students experiment with the various stages of writing and learn that with the ability to write they are able to expand their use of written language to communicate their ideas. Just as children seem to be compelled to learn language, they are excited about using pictures and letters to communicate.

We strive to ensure that young children develop strong language skills as they engage in meaningful experiences filled with print, literacy play, phonemic awareness, storybook reading and writing.

Mathematics

Our pre-kindergarten mathematics program focuses on three areas, also known as focal points: numbers and operations which includes number sense, comparison of numbers, counting and cardinality; geometry, which focuses on shapes and their attributes as well as spatial relationships; and measurement using non-standard units and making comparisons of measurable attributes.

Young children spontaneously explore and use mathematics naturally. Children at play begin to learn essential math skills such as counting, equality, addition, subtraction, estimation, planning, patterns, classification and measurement. By taking advantage of these moments when children are naturally using math and by carefully planning a variety of intentional math experiences, we cultivate and extend children's natural interest in math.

Social Studies

Young children need to learn about and understand life within their families and communities. Part of living is understanding family life, the impact of culture and how to live and eventually work together for the good of the community and themselves. "Social studies" includes learning about the world in which one lives - and understanding how one's family and community fit into a larger world of the state and the country. Young children need to begin their social studies within their own family and progress to understanding about how other families, larger groups or communities work and influence their lives. Through daily life experiences, children will begin to understand the impact of weather, the use of money, how they are making choices and accepting consequences, and the concept of time and what it means within their lives. Young children need to understand how life "works" and how to incorporate that understanding into daily choices.



Program of Studies: Pre-kindergarten Information



Science

Science learning provides children with the opportunity to explore, investigate and problem-solve. Through children's science explorations, they learn to record and document their observations of changes, identify patterns and discuss relationships to help build understanding. Science feeds the curiosity of children - and the scientific problem solving of investigative play supports and enhances children's learning, helping them to better understand their world. Using a curriculum aligned with the science standards these experiences can be fostered through intentional teaching.

Approaches to Learning

Since pre-kindergarten is typically a child's first experience in school, an important part of the curriculum at this level is to understand the various ways children become involved in learning in order to know how to encourage and enhance their engagement during learning opportunities. Young children exhibit variations in predispositions to learning which may reflect their gender, temperament or cultural values. In all cases, these predispositions are valued and respected as we support children to discover their own capacities as learners. All children are able to learn and be successful when provided safe, stable and consistent environments with multiple opportunities for learning. Adults encourage and enhance student engagement during learning opportunities both independently and within a group, as well as through play.

Physical Development

Children's physical development is essential to their total well-being and is basic for living and learning. Physical development includes nutrition, safety, motor development (both small and large muscle) and play skills. We provide a variety of opportunities for running, climbing and throwing, as well as drawing, cutting and writing in both structured and unstructured play-oriented settings. In addition, there are opportunities to refine hygiene and

wellness skills throughout the day as students increase their ability to care for their needs independently.

Social Emotional

Positive social and emotional development during early childhood provides an essential foundation for both cognitive and academic success. Emotional literacy, self-regulation, friendship skills and social problem-solving are taught alongside academic skills in our pre-kindergarten classrooms since they are equally critical for school success. When children are in supportive and nurturing environments and are able to build social and emotional competence, many positive results arise: Children are more likely to be prosocial and considerate of others, they are less likely to be overwhelmed by stress, they are more likely to know how to communicate their emotions effectively and they are more capable of approaching learning positively, even when faced with difficult problem-solving situations.

Creative Arts

Daily opportunities for creative expression through the arts provide opportunities for safe exploration of materials and a child's environment, fostering new ways of thinking through playful expression. Through in-class music, movement, dramatic play, dance and visual art activities, children can share themselves and their creativity while expanding their skills and knowledge across all pre-academic areas.

Assessments

myIGDIs Early Literacy and Early Numeracy: fall, spring

Kindergarten

Reading/English Language Arts

Oral language development activities and emergent writing instruction provide students opportunities to develop skills and appreciation of both oral and written communication. Students experience activities to develop receptive and expressive vocabulary, as well as speaking and listening skills. Students learn to communicate in an organized, detailed, and sequential manner using a combination of drawing, dictating, and writing to compose narrative, expository, and opinion texts. Handwriting instruction emphasizes correct formation of letters, appropriate letter size, and spacing. Students apply phonemic awareness, develop and apply grade-level phonics and word analysis skills to decode words, and comprehension strategies to read emergent-reader texts with purpose and understanding.

Mathematics

The kindergarten mathematics program focuses on representing, relating, and operating with whole numbers and describing shapes and space. Development of a strong foundation in number sense is the overall emphasis. Measurement and data analysis concepts are also introduced. Students use a variety of math manipulatives to illustrate and explain concepts. They represent their knowledge and skills with diagrams and symbols.

Social Studies

The social studies curriculum emphasizes the study of self-awareness and individual experience with choices and consequences through the major social studies disciplines of history, geography, economics, and civics/government. The goal is for students to understand the concept of who they are so they can have a frame of reference when studying various disciplines. Students will recognize and evaluate choices to understand and analyze consequences. Instruction integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives.

Science

In kindergarten science, students will answer questions such as: "What happens if you push or pull an object? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?" Students will also use simple engineering skills to solve problems such as designing and building a shade structure to create a cooler environment on a sunny day.

Health

The health curriculum includes information on maintaining a healthy body and how to get help in an emergency situation.

Art

The kindergarten art program emphasizes exploration of a variety of art media, techniques, and processes while making connections to other disciplines. Fine and gross motor skills are improved through these experiences. The program also provides opportunities for engaging in discussions about art both their own and others.

Library

Students learn about the library, the care of books, and check-out procedures. Kindergartners are introduced to authors, illustrators, and award-winning books. Students study library vocabulary and library courtesies. They are introduced to the importance of online personal safety and cyber citizenship.

Classroom Music

Kindergarten students experience singing and moving to music as the foundation of their music program. They learn concepts of melody by recognizing and reproducing pitches (high-low, up-down). Rhythms are reinforced through movement, body percussion, and playing classroom percussion instruments. Listening literature includes examples of great music works. The song repertoire includes echo, seasonal, folk, patriotic, multi-cultural songs, and singing games.

Physical Education

The program emphasizes instruction in basic movement skills (running, jumping, hopping, skipping, galloping, etc.). Movement exploration, teaching the concept of self and general space, and individualized teaching strategies are used to expose the students to a wide variety of activities. Students are also introduced to hand/eye and foot/eye coordination activities.

Assessments

- DIBELS Literacy: fall, winter, spring
- DIBELS Math: fall, winter, spring
- Measures of Academic Progress (MAP): fall, winter, spring

1st Grade

Reading/English Language Arts

In addition to understanding the organization and basic features of print, first-grade students apply grade-level phonics and word analysis skills to decode words in order to read with sufficient accuracy and fluency to support comprehension. Quality literature is used to promote a love of reading. Students experience activities to develop receptive and expressive vocabulary, as well as speaking and listening skills. With guidance and support from the teacher, students learn to write narrative, expository, and opinion texts by focusing on a topic, developing supporting detail, and applying grade-appropriate grammar and language conventions. Students participate in shared research projects on a single topic. Handwriting instruction emphasizes correct formation of letters, appropriate letter size, and spacing.

Mathematics

The first-grade mathematics program focuses on developing an understanding of addition and subtraction skills and concepts. Students develop an understanding of whole number relationships and place value, and an understanding of linear measurement. They apply reasoning skills as they study attributes of geometric shapes. Telling time on analog and digital clocks is introduced. Students use a variety of strategies, tools, and symbols for illustrating concepts, explaining reasoning, and solving mathematical problems.

Social Studies

The social studies curriculum focuses on the growth and roles of individuals in the family, school, as Kansans and Americans through the disciplines of history, geography, economics, and civics/government. A sense of place and the natural environment, important people in the community and world, an individual's civic rights and responsibility, economic decisions, and rules that govern the family, school, and community, are all key elements for developing this competency. The goal is for students to identify with their world around them and understand their role within it. Students will recognize and evaluate their rights and analyze responsibilities. Instruction integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives.

Science

In first-grade science, students will answer questions such as: "What happens when materials vibrate?" and "What are some ways plants and animals meet their needs so that they can survive and grow?" Students will also learn about the sun, moon and stars, reflective properties of light, and simple engineering skills.

Health

In the health curriculum students will learn how to prevent the spread of diseases and investigate how exercise and nutrition promote good health.

Art

The first-grade art program continues to emphasize exploration of art media, techniques, and processes while making connections to other disciplines. Content specific vocabulary is used to explain concepts and processes. The program also provides opportunities for engaging in discussions about art both their own and others.

Library

Students study various genres of literature. They also learn how the library is organized and vocabulary and procedures are reinforced. Students learn to identify author/title/illustrator and practice online personal safety and cyber citizenship.

Classroom Music

First-grade music students continue singing with an emphasis on learning ascending and descending patterns through pitch echoes. Students begin to read music notation. The "Big Book" introduces printed music. Diatonic bells and other classroom instruments are used to play simple melodies and to accompany songs. Identification of orchestral and band instruments is introduced through listening lessons. Students continue to develop skills in moving to music and simple folk dances are taught. The importance of feeling the pulse (heartbeat) of music, moving to this pulse, and keeping time with this pulse are stressed.

Physical Education

The first-grade program continues building a solid foundation of basic movement skills. Hand/eye and foot/eye coordination activities increase. The emphasis remains on movement exploration. The students are exposed to low organization games. Physical fitness activities and health-related components are introduced. Students are evaluated on their basic movement skills.

Assessments

- DIBELS Literacy: fall, winter, spring
- DIBELS Math: fall, winter, spring
- Measures of Academic Progress (MAP): fall, winter, spring

2nd Grade

Reading/English Language Arts

Second-grade students solidify their basic reading skills through reading appropriately complex literary and informational texts. Students apply grade-level phonics and word-analysis skills in decoding words to read with sufficient accuracy and fluency to support comprehension. Students learn to refer explicitly to the text to make inferences, identify sequence of events, draw conclusions, and determine the main idea and supporting development. Using text features and search tools, students learn to locate information and use the information gained by participating in shared research and writing projects. While writing narrative, expository, and opinion pieces, students demonstrate knowledge of grade-appropriate conventions of Standard English capitalization, punctuation, spelling, and usage. Manuscript handwriting instruction emphasizes correct formation of letters, appropriate letter size, and spacing. Students learn grade-appropriate speaking and listening skills by participating in collaborative conversations and by presenting information orally and through other media.

Mathematics

The second-grade mathematics program focuses on extending understanding of base-ten notation and place value concepts with three-digit numbers, building fluency with addition and subtraction, using standard units of measure in both the customary and metric systems, and describing and analyzing shapes. Solving problems involving money is introduced. Students use a variety of increasingly sophisticated strategies, tools, and symbols for illustrating concepts, explaining reasoning, and solving mathematical problems. Memorization of basic addition and subtraction facts is expected by the end of second grade.

Social Studies

The social studies curriculum focuses on the concept of then and now, or past and present, through the major social studies disciplines of history, geography, economics, and civics/government. The goal is for students to understand the concept of then and now as a framework for studying various social studies topics. Students will recognize and evaluate how societies are shaped to understand and analyze change over time and cause and effect. Instruction integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives.

Science

In second-grade science, students will answer questions such as: "How does land change and what are some

things that cause it to change? How are materials similar and different? What do plants and animals need to grow?" Students will also compare the diversity of life in different habitats and understand that plants depend on animals for seed dispersal and pollination.

Health

In the health curriculum students will learn to identify the effects of exercise, nutrition, alcohol, tobacco, and drugs on human body systems.

Art

The second-grade art program continues to emphasize exploration of art media, techniques, and processes while making connections to other disciplines. The program also provides opportunities for engaging in discussions about art both their own and others using art vocabulary.

Library

Students are introduced to digital resources in the Destiny Library Management System. Students explore authors and illustrators, reinforce library vocabulary and procedures, are exposed to various genres, and continue to study award-winning books. Personal online safety and cyber citizenship are reinforced and practiced.

Classroom Music

The second-grade music student is introduced to the music textbook. Singing is emphasized. The use of classroom instruments continues with the introduction of mallet instruments and Orff Methodology, a way of teaching children about music through singing, dancing, acting and the use of percussion instruments. Students are made aware of music elements in music notation including meter signatures, rhythm patterns, and direction of melodic line. Listening lessons continue with the introduction of instrument families in Western and Eastern cultures. Various musical forms are identified. Movement and dance lessons continue.

Physical Education

The second-grade program completes the foundation of basic movement skills and develops strong manipulative skills. Students are required to use basic movement skills in a variety of activities that challenge their abilities. Further instruction is provided for the health-related components.

Assessments

- DIBELS Literacy: fall, winter, spring
- DIBELS Math: fall, winter, spring
- Measures of Academic Progress (MAP): fall, winter, spring

3rd Grade

Reading/English Language Arts

Third-grade students continue to apply phonics and word-analysis skills that allow them to read grade-appropriate complex literature and informational texts with accuracy and fluency to support comprehension. Students will develop skills in recounting main ideas, describing characters, explaining how the chapters and scenes fit together, and interpreting how the student's point of view may differ from the main character's or the narrator's. Students learn to provide textual evidence to support inferences and conclusions as well as their own opinions in response to the text. Teachers provide opportunities for students to read text selected independently for enjoyment. Expository, narrative, and opinion pieces on topics or texts are the focus for writing and provide students opportunities to demonstrate command of grade-appropriate conventions of Standard English grammar and usage. Students learn to develop a topic with detail, to support an opinion with reasons and evidence, and to narrate real or imagined experiences using description and dialogue. Cursive handwriting instruction emphasizes correct formation of letters, appropriate letter size, and spacing. Third graders conduct short research using print and digital resources and develop speaking and listening skills through participation in collaborative discussions and through reporting on a topic or text.

They will also learn about magnets, fossils, inheritance of traits, and the lifecycles of different plants and animals.

Health

The health curriculum includes information about the effects of alcohol, tobacco and drugs. Students will also identify healthy food choices.

Art

The third-grade art program focuses on creative problem solving and creating art works through individual choice of subject, symbols, and ideas. The designs focus on developing knowledge of the elements of art and principles of design. The program also incorporates opportunities to critique both their own art work and the art work of others verbally and in writing using art vocabulary.

Library

Students demonstrate search and research strategies using a variety of media. They are introduced to the Dewey decimal system and learn to search the Destiny Library System for materials by title, author, and subject. Students are introduced to William Allen White nominees as well as other award winners and are exposed to various genres. They learn appropriate digital behavior and safety.

Classroom Music

Mathematics

The third-grade mathematics program focuses on developing an understanding of multiplication and division and strategies for multiplying and dividing. The program also focuses on developing an understanding of fractions, the structure of rectangular arrays and area, and describing and analyzing two dimensional shapes. Students illustrate concepts, solve problems, and justify reasoning using a variety of strategies, tools, and symbols.

Social Studies

The social studies curriculum focuses on the concept of "community," through the major social studies disciplines of history, geography, economics, and civics/government. The goal is for students to understand the concept of "community" as a framework for studying various social studies topics. In conjunction, students will gain an understanding of a sense of place. Instruction integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives.

Science

In third-grade science, students will answer questions such as: "How do organisms vary in their traits? How do forces on an object affect the movement of the object?"

Students continue to refine vocal skills singing in small groups and with the entire class. Students distinguish between major and minor melodies, harmony and unison, and duple and triple meters. Rounds and descants are introduced. Listening lessons include form, style, and music of various cultures. Students begin to create their own music by accompanying poems and chants and using available digital tools.

Physical Education

The third-grade program introduces students to sports-related skills. The skills are learned outside the realm of games in order for the student to master the skill in a non-competitive environment. Lead-up games are introduced after sports skills are learned. Cooperation and teamwork are demonstrated in partner and small group situations. Health-related skills are refined and students are formally assessed. Fitness goal setting is discussed.

Assessments

- DIBELS Literacy: fall, winter, spring
- DIBELS Math: fall, winter, spring
- Measures of Academic Progress (MAP): fall, winter, spring
- Kansas ELA Assessment: spring
- Kansas Math Assessment: spring

4th Grade

Reading/English Language Arts

Fourth-grade students learn to apply foundational reading skills to read and comprehend literature in various genres. The use of textual evidence, including direct quotes, to support analysis of theme, character, and point of view, is emphasized. Balancing the reading of literature with informational text helps students learn how to identify various text structures as well as how to integrate information from two texts on the same topic to speak or write about in a report. Writing instruction focuses on producing narrative, expository, and opinion pieces demonstrating command of grade-appropriate formal language conventions, grammar, and usage. Cursive handwriting instruction emphasizes correct formation of letters and fluent production of written work. Students conduct short research projects that build knowledge through investigation of different aspects of a topic. Students demonstrate speaking and listening skills through oral reports and participation in collaborative discussions. Vocabulary skills developed in fourth grade include clarifying the meaning of unknown words using context clues, using common grade-appropriate Greek and Latin affixes and roots, and consulting both print and digital references. Students also learn to understand figurative language, word relationships, and nuances in word meanings. Fourth-grade students acquire and use grade-appropriate general academic and domain-specific words and phrases.

Mathematics

The fourth-grade mathematics program focuses on developing an understanding of and fluency with multi-digit multiplication. Students develop an understanding of dividing to find quotients involving multi-digit dividends. They develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers. They also understand that geometric figures can be analyzed and classified based on their properties. Students use an increasingly sophisticated and efficient variety of strategies, tools, and symbols for illustrating concepts, explaining reasoning, and solving mathematical problems. Mathletics, a math problem-solving competition, is open to fourth grade students. Participation in Mathletics is an optional, after-school activity as part of the school's Math Club.

Social Studies

The social studies curriculum focuses on the similarities and differences across Kansas and the regions of the United States (Northeast, Southeast, Midwest, Southwest, and West) to promote geographic and historical awareness and civic competency. A sense of

place, an individual's role in the community and state, the influence of geography and economics on decision making, and the historical context of the state and regions are key elements. The goal is for students to use their understanding of various social studies topics to problem-solve how Kansas is similar and different from the five regions in the United States. Instruction integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives.

Science

In fourth-grade science, students will answer questions such as: "What are waves and what are some things they can do? How can water, ice, wind, and vegetation change the land? How does the human eye see?" Students will also observe that plants and animals have structures that function to support survival and growth. They will apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

Health

The health curriculum includes information on puberty and the skills needed to respond to peer pressure. The fourth-grade health class is divided by gender when the changes associated with puberty are presented.

Art

The fourth-grade art program focuses on creative problem solving and creating art works through individual choice of subject, symbols, and ideas. The designs focus on knowledge of the elements of art and principles of design. The program also incorporates opportunities to critique both their own art work and the art work of others verbally and in writing using art vocabulary.

Library

Students use a variety of strategies to analyze the difference between fact and opinion and to present information. They also evaluate websites for relevance, validity, and bias. Fourth graders will study the Dewey decimal system and learn about award winning books, including William Allen White, and continue to study the different literary genres. Students will demonstrate appropriate digital behavior and safety.

Classroom Music

Emphasis is placed upon vocal warm-ups and vocal diction in fourth grade. Partner songs and ostinati are introduced as a prelude to part singing. Students begin to identify key signatures, scales, and intervals. Rhythm patterns and note values are studied as the students now read and write their own music. Digital tools are used to

facilitate music study and creation. The soprano recorder is used to facilitate note reading. Performance using classroom instruments becomes more complex.

Physical Education

The fourth-grade curriculum continues to build upon sports-related skills and the implementation of these skills in lead-up games. Game skills and cooperative skills continue to be taught and assessed. Fitness principles and individualized programs are developed. Fitness is assessed and goal setting is emphasized.

Assessments

- DIBELS Literacy: fall, winter, spring
- DIBELS Math: fall, winter, spring
- Measures of Academic Progress (MAP): fall, winter, spring
- Kansas ELA Assessment: spring
- Kansas Math Assessment: spring

5th Grade

Reading/English Language Arts

Through a balance of literature and informational texts, students demonstrate the ability to read appropriately complex grade-level text with purpose and understanding. Students read closely to identify explicit and inferred evidence to support answers to questions and to compare and contrast the overall structure of events, ideas, concepts, or the information from two or more texts. Through a variety of genre, students learn to identify and analyze how visual elements add meaning, create tone, and contribute to the beauty of a text.

Vocabulary instruction focuses on acquiring and using grade-appropriate general academic and domain-specific words and phrases and on applying context clues and word structure analysis to determine or clarify the meaning of unknown words. Students also learn to recognize and explain the meaning of figurative language, common idioms, adages, and proverbs.

Fifth-grade students apply the writing process and knowledge of the Six Traits of Effective Writing to write opinion, expository, and narrative pieces, using technology to publish. Cursive handwriting instruction emphasizes correct formation of letters and fluent production of written work. Short research projects focused around a central question require students to locate, summarize, and paraphrase relevant information and present it in writing, oral reports, and collaborative discussions. Students are expected to demonstrate grade-appropriate formal English language conventions, grammar, and usage when writing and speaking.

Math

The fifth-grade mathematics program focuses on developing fluency with addition and subtraction of fractions. Students develop an understanding of the multiplication and division of fractions, extending division to 2-digit divisors, and integrating decimals into the place value system. They develop an understanding of operations with decimals to hundredths, fluency with whole number and decimal operations, and understanding of volume. Students illustrate concepts, solve problems, and justify reasoning using a variety of strategies, tools, and symbols. Mathletics, a math problem-solving competition, is open to fifth grade students. Participation in Mathletics is an optional, after-school activity as part of the school's Math Club.

Social Studies

The social studies curriculum begins with the introduction of people and lands before European exploration. Students use their understanding of social studies concepts and cause-and-effect relationships to study the development of America through the establishment of the United States as a new nation. By applying what they know from civics, economics and geography, and a developing sense of history, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today.

Science

In fifth-grade science, students will answer questions such as: "When matter changes, does its weight change? How does matter cycle through ecosystems? Where does the energy in food originate?" Students also learn that matter is composed of particles too small to be seen, that plants get the materials they need for growth mainly from the air and water, and the distribution of water on Earth.

Health

The health curriculum includes information about the effects of blood borne pathogens and information about the effects of alcohol, drug, and tobacco use on the body. The fifth-grade health class is divided by gender when the changes associated with puberty are presented.

Art

The fifth-grade art program focuses on developing observational skills and creative problem solving. The designs focus on specific knowledge related to the elements of art and principles of design while making connections to history and culture. The program also incorporates opportunities to critique both their own art work and the art work of others verbally and in writing using art vocabulary.

Library

Students learn to choose the best source for information and cite this information. They locate expository materials in the Destiny Library System to demonstrate basic understanding of the Dewey decimal classification system. Students continue to study and read award winning books and various literary genres. They learn to

critically evaluate websites and understand the meaning of digital/media literacy as they complete research projects. At this point in time, the principles of copyright and plagiarism are introduced. Students learn to be better digital citizens and learn to identify and avoid cyber predators and cyber bullying.

Classroom Music

Two-part singing begins as students learn to sing independent parts. A variety of classroom instruments and digital tools are used for students to create their own music. Folk instruments are used in a continued study of harmony and as accompaniment. Folk dance instruction continues and ranges from circle and line dances to complex square dances. Students will create their own music and perform for their peers using available instruments and digital tools. Beginning instruction in band or strings is available as an elective option. Membership in the school choir is available as an elective option.

Physical Education

Fifth-grade physical education focuses on the implementation of sports-related skills, cooperative, and team games. The rules and conduct expected in the various games are taught and tested. Learning the different roles that all students play in team games is emphasized. The students should now be able to incorporate all basic movement skills and sports-related skills, for individual and team sports, to various games. The component of health-related physical fitness, individual plans, and assessment are stressed. Fitness is assessed and goal setting activities are generated in order to facilitate the importance of lifetime fitness.

Assessments

- DIBELS Literacy: fall, winter, spring
- DIBELS Math: fall, winter, spring
- Measures of Academic Progress (MAP): fall, winter spring
- Kansas ELA Assessment: spring
- Kansas Math Assessment: spring
- Kansas Science Assessment: spring

6th Grade

Reading/English Language Arts

Sixth-grade students learn to select and apply appropriate reading strategies when reading literature and informational text. Students read literary text to draw inferences, determine theme, describe how the plot unfolds, and analyze author's intent. Reading informational text at the appropriate grade-level complexity provides the opportunity to analyze how key individuals, events, or ideas are introduced and elaborated on in the text. Students write narrative, expository, and argumentative pieces using the Six Traits of Effective Writing. Research will be conducted requiring students to gather information from credible and accurate resources. Students demonstrate command of Standard English grammar and usage in their writing and speaking. Cursive handwriting instruction emphasizes correct formation of letters and fluent production of written work. Speaking and listening skills are applied while participating in collaborative discussions. Grade-appropriate academic and domain-specific vocabulary is acquired, including figurative language.

Mathematics

The sixth-grade mathematics program focuses on preparing students for the future study of algebra using concepts of ratio and rate to solve problems. Students refine their understanding of division of fractions and extend their understanding of numbers to include negative numbers. Writing, interpreting, using expressions and equations, and developing understanding of statistical thinking are also emphasized. Students illustrate concepts, solve problems, and justify reasoning using a variety of strategies, tools, and symbols. There are two mathematics courses for students in 6th grade: Math 6 and Integrated Math 6. Course placement is determined in the spring semester of fifth grade. Placement decisions are based upon MAP test scores, state assessments, in-class performance, and student's ability to apply math related reasoning. Mathletics, a math problem-solving competition, is open to sixth grade students. Participation in Mathletics is an optional, after-school activity as part of the school's Math Club.

Social Studies

The social studies curriculum covers the time period from the birth of the river civilizations of Mesopotamia, Egypt, India, and China to the Middle Ages in Europe. Students will examine the impact of geography on the development of civilizations. Instruction will include a discussion of characteristics of civilizations including the development of agriculture, governments, division of labor, social hierarchies, and culture. Students will focus on causes, effects, and turning points in the rise and fall of various civilizations. They will investigate major religions including Judaism, Hinduism, Buddhism, Christianity, and Islam and their impact on governments,

society, and culture. Another focus will include an examination of the spread and transformation of culture and ideas across these regions through trade and conquest. Students will draw conclusions about the significance of various civilizations and their connection to events, ideas, and culture today.

Science

In sixth-grade science, students will answer questions such as: "What do molecules look like? What are the properties of waves and how are they used? How does an ecosystem function?" Students will also analyze and interpret what occurs during chemical reactions and apply simple engineering skills to design a device that will either release or absorb heat energy created from a chemical reaction.

Health

The health topics include nutrition and the risks related to drugs, alcohol, and blood borne pathogens. The sixth-grade health class is divided by gender when the structures and functions of both the male and female reproductive systems are presented.

Art

The sixth-grade art program focuses on continuing to develop observational skills and creative problem solving. The designs focus on knowledge of the elements of art and principles of design while making connections to history and culture. The program also incorporates opportunities to critique both their own art and the art work of others verbally and in writing using art vocabulary.

Library

Students construct a bibliography (citation page) using an on-line citation tool. They study the various aspects of the Destiny Library System, copyright laws, and plagiarism. Students continue to read and study award winning books and literary genres. Students locate information on specific topics using a variety of media resources and formats. Students continue to learn to identify and avoid cyber predators and cyber bullying.

Classroom Music

The sixth-grade student will continue to learn two and three-part singing, increase vocal range, and sing with expressive tone quality. Students will create their own music and perform for their peers using available instruments and digital tools. Literature to be studied will include works of classical composers, global cultures, American popular music, and music theatre. Students will develop skills to become critical listeners and life-long participants in music. Continuing instruction in band or strings is available as an elective option. Membership in the school choir is available as an elective option.

Physical Education

The sixth-grade program emphasizes improvement of skills and the role that students play in various activities and games. Game rules and strategies are a focus of the curriculum in order to prepare students for middle school. Assessment includes knowledge of rules and strategies. Fitness components are reviewed and fitness is assessed in the fall and spring semesters. Students will use data from grades five and six to set goals for improving fitness.

Assessments

- DIBELS Literacy: fall, winter, spring
- DIBELS Math: fall, winter, spring
- Measures of Academic Progress (MAP): fall, winter, spring
- Kansas ELA Assessment: spring
- Kansas Math Assessment: spring
- Kansas Social Studies Assessment: spring