



**PENNCREST**

EMPOWERING LIFE-LONG LEARNERS

## **Elementary Program of Study**

### **Grades K-6**

### **2021-2022 School Year**

**[Cambridge Springs Elementary School](#)**

**[Maplewood Elementary School](#)**

**[Saegertown Elementary School](#)**

## From the PENNCREST Principals

<a href="#">Cambridge Springs Elementary School</a>	Principal: <a href="#">Jennifer Stevens</a>	814-398-4636
<a href="#">Maplewood Elementary School</a>	Principal: <a href="#">Erin Fonzo</a>	814-337-1659
<a href="#">Saegertown Elementary School</a>	Principal: <a href="#">Matt Caro</a>	814-763-2314

Dear Student, Parent and Guardian:

Welcome to the PENNCREST Elementary Instructional Program. PENNCREST is dedicated to the academic, social and emotional development of every student. At the elementary level, this is achieved through a team approach. Your child's learning path will be developed through positive classroom instruction combined with instructional, behavioral and school counselor supports and interventions. Students are instructed on a continuum of skills and application of knowledge that are aligned to the required PA standards and focused on 21st century skills. Classroom activities and assignments are engaging and challenging. Instruction is differentiated to meet students where they are and help them grow in their abilities to learn and apply skills and knowledge. Our classrooms are positive learning environments where all students can be involved and participate in the learning process.

As students develop skills and strategies, students then apply their learning and understanding in more independent activities to demonstrate mastery.

Our elementary team, consisting of teachers, school counselors, support professionals, administrators, and approved volunteers, serve to support our schools, students and families by presenting curriculum and resources of the highest quality.

The elementary instructional team is honored to be serving the youngest students of [PENNCREST](#) Schools, and welcomes parent and community input about what we can do to better serve students and help them to reach their maximum potential.

# PENNCREST Grading Scale

## Academic Skills and Performance

### Special Area Subjects (Art, Physical Education, Computers, Music)

#### Grades K-6

The standards based report card ensures more consistency of expectations from teacher to student and family for all students in special area subjects. Students attend a special area subject class once a week. Progress will be reported as follows on quarterly reports:

- 3 - Met the standard
- 2 - Making progress
- 1 - Limited progress

#### Grades K-3

#### Core Area Subjects

The standards-based report card ensures more consistency of expectations from teacher to student and family for younger students. Progress will be reported as follows on quarterly reports:

- 3 - Met the standard
- 2 - Making progress
- 1 - Limited progress

#### Grades 4-6

#### Core Area Subjects

As students transition to the upper elementary grade levels, grades will be reported as a percentage on quarterly reports.

Letter Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

## Successful Student Outcomes

The purpose of grade reporting is to inform parents and students about learning. If a teacher chooses to post a 65 or below at the end of a nine week grading period, the teacher must communicate to the parent and the principal the grade earned and develop a plan for improvement. Course grades are a combination of tests, projects, assignments and class participation. Grades are reported through the PowerSchool parent-student portal at the following website, <http://classroom.powerschool.com>

## Learning Skills and Behavior

### Grades K-2

Homeroom teachers will provide parents and students with feedback and progress on the following learning skills and behaviors:

Follows directions	Keeps materials organized
Uses time wisely	Seeks appropriate help
Stays focused on instruction	Follows school, bus and classroom expectations
Completes homework/class assignments on time	Interacts positively with others
Completes work neatly	Takes responsibility for actions

### Grades 3-6

Homeroom teachers will provide parents and students with feedback and progress on the following learning skills and behaviors:

Demonstrates effort	Participates cooperatively in class
Completes work neatly	Completes homework/assignments on time
Demonstrates organizational skills	Respect for adults
Follows school and classroom rules	Respect for peers
Works independently	

### Key

3 - Proficient

2 - Developing

1 - Basic

# **PENNCREST Elementary Academic Program**

## **Grades K - 6 Specialized Areas of Study**

The elementary schools follow a four-day rotation schedule to maximize learning opportunities in Art, Technology, Physical Education, and Music. The schedule allows for all students to have equal learning time in the curriculum. Special area classes are provided in a 40 minute block.

**Art** (E#A)- Art is offered for all Kindergarten through sixth grade students. Students at the primary level (K-2) explore the art process, practice fundamental skills and are given opportunities to express their individual creativity in a program of study that encompasses drawing, painting, printmaking, ceramics, collage and multi-media compositions. Students at the intermediate level (3-6) build on fundamental knowledge, developing further depth of knowledge through exploration and proper handling of materials balanced with creative expression exploring more challenging exercises in drawing, painting, printmaking, ceramics, collage and multi-media compositions.

**Music** (E#MU)- Music is offered for all Kindergarten through sixth grade students. Students at the primary level (K-2) will develop skills in topics including; beat, voice, rhythm, pitch, melody, meter, instruments, dynamics, tempo, duration, and listening. Students at the intermediate level (3-6) will develop skills in such topics as rhythm, singing, melody, notes and rests, articulation, tempo, chords and harmony. In addition, students will be exposed to the Romantic Period, the Classical Period, and the Impressionist Period.

**Physical Education (PE)** (E#PE)- PE is offered for all Kindergarten through sixth grade students. Students will participate in traditional and non-traditional activities that allow them to gain knowledge, skills, and confidence to enjoy physical activity while also creating habits to promote lifetime wellness. There is a strong focus on character building, communication, cooperation and the practice of good sportsmanship. Topics include fitness assessment, throwing and catching, body management, soccer, cooperative games, dance, jump rope/hula hoop, striking baseball/hockey/tennis, basketball handling, fitness, volleyball, and various non-traditional activities.

**Technology** (E#T)- Technology is offered for all Kindergarten through sixth grade students. Students at the primary level (K-2) explore technology and begin to develop the fundamental knowledge and skills to think, create, and innovate using technology. The focus of technology and the intermediate level (3-6) is to prepare students to be future-ready by reinforcing their ideas and curiosity through such topics as digital citizenship, STEM, makerspace, circuits, robotics, coding, design thinking, and audio/video exploration.

**Social Emotional Learning Curriculum** - Social-emotional learning lessons are integrated into morning meetings kindergarten through sixth grade. Integration of direct skill instruction gives students the tools to excel in and out of the classroom. Students make progress in emotion management, situational awareness, and academic achievement. Students learn invaluable skills that help them navigate their way through school as well as their community including bully prevention. Age-appropriate activities engage students and set children on a path to lifelong success. Children learn how to make friends, manage their emotions, solve problems, and deal with peer pressure.

**WIN** - “What I Need” is a term used in the PENNCREST School District to describe how schools provide support, through differentiated small group instruction and supplemental interventions / extensions as needed, for each child to be successful. Thirty minutes daily is utilized for supplemental interventions and extensions maximizing the use of staff to meet student needs. Teachers use proven interventions and sound instructional practices. Multiple measures of data are used to guide decisions regarding differentiated instruction and interventions.

**Band** - Students in grades 5 and 6 may elect to participate in Band. The purpose of the elementary band is to enable the student to develop and utilize his/her musical playing talents to the fullest, to perform as an individual and as a member of the larger music ensemble to promote self-confidence, stage presence and a feeling of team cooperation. This program is an introduction to playing a band instrument, and further develops students skills in rhythm and note recognition, proper instrument playing technique, and musical literacy and performance.

**Chorus** - Students in grades 5 and 6 may elect to participate in Chorus. The purpose of Chorus is to enable the student to develop and utilize his/her singing voice to its fullest potential, to perform as an individual and as a member of the larger vocal ensemble to promote self-confidence, stage presence and a feeling of team cooperation. At least one public concert is presented in fourth grade, while at least two public concerts are presented in both fifth and sixth grades.

**Lunch** - 30 minutes per day with grade level

Free and reduced priced meals are available

[Free and Reduced Meal Letter](#) To be updated

[Free and Reduced Meal Application](#)

**Recess** - Every student has an opportunity for recess or another appropriate activity 30 minutes per day. Students will go outside as long as the temperature is above 25 degrees.

## Kindergarten

Reading (EKR)- Reading Workshop takes place 90 minutes each day and includes a teacher lead mini-lesson, independent reading, mid-workshop teaching, and share. During the Reading Workshop, the students experience independent reading and partner reading at their individual reading level. Kindergarten students receive additional instruction through conferencing or small group work with their teacher. Kindergarten readers can answer questions and recall details about what they have read. With support they can retell a story with character, setting, and major events. Kindergarten students are expected to identify and compare the authors and illustrators and the beginnings and endings of stories. At-home reading is recommended nightly and may be encouraged through incentives in your child's classroom. This is a simple and powerful way to strengthen your child's reading so please support them in this work.

Writing (EKW)- Writing instruction is provided 60 minutes per day and follows a workshop model. Kindergarten students write narrative stories, informational pieces, and persuasive documents. Narrative stories should include who was in the story and one or two of the events that happened in the story. Nonfiction pieces require looking closely at an object or a process and writing the details the students want to teach their readers. While writing persuasive documents such as posters, brochures, and letters, Kindergarteners communicate their opinion on a topic with supporting reasons.

Science (EKS)- Science instruction is integrated into the Kindergarten Reading and Writing Block. Science topics covered in the Kindergarten curriculum include life cycles, exploration of living and nonliving, seasons/weather and earth sciences. Basic scientific investigation is presented through observation, experimentation, and data analysis.

Social Studies (EKSS)- Social Studies instruction is integrated into the Kindergarten Reading and Writing Block. Social Studies topics covered in the Kindergarten curriculum include families, communities, careers, responsibilities, and traditions.

Mathematics (EKM)- Math instruction is provided for 60 minutes per day. Students will learn to identify, classify and count numbers 0-20. Students identify, name and describe 2D shapes and 3D shapes. Students also work on the unit of measurement with length, weight, capacity and area. An introduction to money and time is also provided. Students learn to work with number pairs with addition and subtraction to 10. Your child may be assigned mathematics practice homework. This should not require more than fifteen minutes to complete and will be used to reinforce prior instruction.

## First Grade

Reading (E1R)- Reading Workshop takes place 90 minutes each day and includes a teacher lead mini-lesson, independent reading, mid-workshop teaching, and share. During the Reading Workshop, the students experience independent reading and partner reading at an individual reading level. The students receive additional instruction through conferencing or small group work with their teacher. First graders learn to log their reading and write notes about what they have read. First grade readers learn to ask and answer questions and give details about text (eg. stories, books, articles). They can retell stories and include details. First graders tell who is telling the story and they are beginning to notice and use text features to locate facts or information. They can also determine the meaning of difficult words using the content of the text. At-home reading is recommended nightly and may be encouraged through incentives in your child's classroom. This is a simple and powerful way to strengthen your child's reading so please support them in this work.

Writing (E1W)- Writing instruction is provided 60 minutes per day and follows a workshop model. First graders write narrative, informational, and persuasive pieces that focus on a single topic. They develop a topic with two or more facts and include thoughts and feelings to describe experiences and events. First graders are beginning to use transition words between events or facts. They use a variety of words and phrases in their writing and are demonstrating conventions such as capitalization, punctuation, and spelling.

Science (E1S)- Science instruction is integrated into the first grade Reading and Writing Block. Topics covered in the first grade curriculum include biology, physical science, and earth and space. Basic scientific investigation is presented through observation, experimentation, and data analysis.

Social Studies (E1SS)- Social Studies instruction is integrated into the first grade Reading and Writing Block. Topics covered in the first grade curriculum include families, communities, responsibilities, and traditions.

Mathematics (E1M)- Math instruction is provided for 60 minutes per day. Students in first grade will learn to recognize numbers to 120, place value and number comparison to 100, addition and subtraction within 100, solving word problems, recognition of two and three dimensional shapes, along with non standard linear measurement, recognition of fractions to fourths, time to the hour and half hour, and reading and creating graphs. Your child may be assigned mathematics practice homework. This should not require more than fifteen minutes to complete and will be used to reinforce prior instruction.



## Second Grade

Reading (E2R)- Reading Workshop takes place 90 minutes each day and includes a teacher lead mini-lesson, independent reading, mid-workshop teaching, and share. During the Reading Workshop, the students experience independent reading and partner reading at an individual reading level. The students receive additional instruction through conferencing or small group work with their teacher. Second graders learn to log their reading, write notes on post-its, and complete entries in a reading notebook. Second grade readers demonstrate an understanding of the *who, what, why* questions and can identify a central lesson or moral in a text. They can identify the main idea in a multi-paragraph text and describe how characters in a story respond to events and challenges. Second graders can compare and contrast two versions of the same story or two texts on the same topic. They can choose from a variety of strategies and tools to determine the meaning of words. At-home reading is recommended nightly and may be encouraged through incentives in your child's classroom. This is a simple and powerful way to strengthen your child's reading so please support them in this work.

Writing (E2W)- Writing instruction is provided 60 minutes per day and follows a workshop model. Second graders write personal narratives, science reports, book reviews, and poetry. They identify and introduce a topic, group similar information, and provide closure in their writing. Second graders write book reviews that include opinions, supporting reasons, and a concluding statement. Their writing includes facts and definitions, a variety of words and phrases and conventions such as capitalization, punctuation, and spelling.

Science (E2S)- Science instruction is integrated into the second grade Reading and Writing Block. Topics covered in the second grade curriculum include basic structures, life cycles, habitats, and functions of plants and animals. The students will participate in scientific investigations using their five senses to observe and describe the outcomes of an investigation.

Social Studies (E2SS)- Social Studies instruction is integrated into the second grade Reading and Writing Block. Topics covered in second grade include types of communities and how they have changed over time, and America's history including Native Americans and European explorers and settlers. It also includes career exploration and concepts related to economics.

Mathematics (E2M)- Math instruction is provided for 60 minutes per day. Students in second grade will learn to add and subtract numbers to 1,000. Students will be able to skip count by 2, 5, 10 and 100's to 1, 000, add and subtract fluently using mental strategies. In addition, students will tell and write time to the nearest 5 minutes, measure length, weight and capacity, recognize angles, faces, vertices of shapes and fractions of shapes, count collections of money and make change. Problem solving skills involving addition, subtraction, money and measurement will be emphasized. Your child may be assigned mathematics practice homework. This should not require more than fifteen minutes to complete and will be used to reinforce prior instruction.

## Third Grade

Reading (E3R)- Reading Workshop takes place 90 minutes each day and includes a teacher lead mini-lesson, independent reading, mid-workshop teaching, and share. During the Reading Workshop, the students experience independent reading and partner reading at an individual reading level. The students receive additional instruction through conferencing or small group work with their teacher. Third graders learn to log their reading, write notes on post-its, and complete entries in a reading notebook. Third grade readers can refer specifically to the text as a basis for an answer. They can explain how key details support the main idea and are able to identify character traits, motivations, and feelings. Third graders can describe the relationship between different genre of nonfiction reading (scientific, historical events, technical procedures) and are able to use text features and search tools to locate information. They can identify and explain the point of view from which a text is written and they understand word relationships and nuances in word meaning. At-home reading is recommended nightly and may be encouraged through incentives in your child's classroom. This is a simple and powerful way to strengthen your child's reading so please support them in this work.

Writing (E3W)- Writing instruction is provided 60 minutes per day and follows a workshop model. Third graders write narrative, informational, fictional and opinion pieces as well as text-based essays. They are able to introduce a topic or text for a specific audience and know this is important for supporting the purpose of their writing. Third graders use actions, thoughts, feelings, and other narrative techniques to develop a story. They use linking words and phrases, and can explain the function of nouns, pronouns, verbs, adjectives, and adverbs. Third graders work to increase their ability to spell words conventionally.

Mathematics (E3M)- Math instruction is provided for 60 minutes per day. Students in third grade will learn to use place value strategies to solve problems, including rounding, multiplication and division, measurement, telling time, money, fractions and geometry with a specific focus on the classification of shapes and their attributes. Your child may be assigned mathematics practice homework. This should not require more than thirty minutes to complete and will be used to reinforce prior instruction.

Science (E3S)- Science instruction is provided for 2.5 hours per week. Topics covered in third grade curriculum include: the scientific method, life cycles of plants and animals, ecosystems, landforms, layers of the earth, rocks and minerals, water resources, natural resources, weather patterns, matter, energy-force-motion, patterns in the sky, and the solar system.

Social Studies (E3SS)- Social Studies instruction is provided for 2.5 hours per week. The third grade social studies curriculum introduces cardinal and intermediate directions along with basic map and globe skills. Information about various types of communities, early American culture groups, days of historical significance and various aspects of local history are covered as well.

## Fourth Grade

Reading (E4R)- Reading Workshop takes place 60 minutes each day and includes a teacher lead mini-lesson, independent reading, mid-workshop teaching, and share. During the Reading Workshop, the students experience independent reading and partner reading at an individual reading level. The students receive additional instruction through conferencing or small group work with their teacher. Fourth graders learn to log their reading, write notes on post-its, and complete entries in a reading notebook. Fourth grade readers are able to draw inferences from a text and do a more in-depth description of theme, character, setting, and events. They can explain events in a nonfiction text including what happened and why and also recognize similar themes and topics from different stories. Fourth graders understand figurative language and can describe text structures such as chronological, cause and effect, and problem and solution. Fourth graders are able to compare and contrast point of view and explain how authors use reasons and evidence to support different points of view. At-home reading is recommended nightly and may be encouraged through incentives in your child's classroom.

Writing (E4W)- Writing instruction is provided 60 minutes per day and follows a workshop model. Fourth graders write literary essays, persuasive pieces, and realistic fiction stories. They are able to develop a topic by adding facts, quotations, definitions, and concrete details. Fourth graders use dialog to develop experiences and events and are able to link personal opinions with relevant reasons. They use precise language and domain specific vocabulary when writing about a topic and consistently write in complete and accurately punctuated sentences.

Mathematics (E4M)- Math instruction is provided for 60 minutes per day. Students will learn place value, to read, write, add, subtract, multiply, divide and round whole numbers to the millions. Students will also learn how to multiply 2 digits by 2 digits and divide with up to a 2 digit divisor. Students will explore how to compare and decompose fractions and decimals and multiply fractions by a whole number. Students will also read and write decimals to the hundredths place and convert between fractions and decimals. Students will also learn to solve problems involving measurement and conversions, calculate area and perimeter of two dimensional figures as well as draw lines and angles and identify those in two dimensional figures. Your child may be assigned mathematics practice homework. This should not require more than thirty minutes to complete and will be used to reinforce prior instruction.

Science (E4S)- Science instruction is provided for 2.5 hours per week. Topics covered include studies of energy and motion, life science, and the Earth.

Social Studies (E4SS)- Social Studies instruction is provided for 2.5 hours per week. Topics covered include a survey of United States geography, history, economics, and government with a regional overview of the United States including PA history.

## **Fifth Grade**

Reading (E5R)- Reading Workshop takes place 60 minutes each day and includes a teacher lead mini-lesson, independent reading, mid-workshop teaching, and share out. During the Reading Workshop, the students experience independent reading and partner reading at an individual reading level. The students receive additional instruction through conferencing or small group work with their teacher. Fifth graders learn to log their reading, write notes on post-its, and complete entries in a reading notebook. Fifth grade readers quote information accurately when making an inference or generalizations. They are able to compare and contrast two or more settings, characters or events and determine two or more main ideas. Fifth graders can comprehend and analyze multiple accounts of the same topic or event and they integrate text features to make connections between the text and the content. At-home reading is recommended nightly and may be encouraged through incentives in your child's classroom.

Writing (E5W)- Writing instruction is provided 60 minutes per day and follows a workshop model. Fifth graders write literary essays, narratives, memoirs, and research-based argument essays. They are able to establish and maintain a formal style while writing. Fifth graders can expand, combine, and reduce sentences to add meaning, style, and interest. They use a variety of transitional words and phrases to enhance their writing.

Mathematics (E5M)- Math instruction is provided for 60 minutes per day. Students in fifth grade will learn to use place value to understand and demonstrate representation of numbers and patterns when multiplying by a power of 10, read/write numbers in different forms, and compare and round decimals. Students will multiply and divide multi digit whole numbers and add, subtract, multiply and divide decimals and fractions. Students will also use order of operations, describe patterns, graph/interpret points in the first quadrant of a coordinate plane, identify 2-dimensional figures, solve problems using conversions, model/interpret data, and apply formulas to find volume and solve mathematical and real world problems. Your child may be assigned mathematics practice homework. This should not require more than thirty minutes to complete and will be used to reinforce prior instruction.

Science (E5S)- Science instruction is provided for 2.5 hours per week. Topics covered in the fifth grade science curriculum include matter, earth and space systems and relationships of matter energy and ecosystems.

Social Studies (E5SS)- Social Studies instruction is provided for 2.5 hours per week. The fifth grade social studies curriculum traces the history of America from the 1500's to the 1800's utilizing lessons in civics and government, geography, economics, and history. The fifth grade curriculum includes geography, the westward movement, and an overview with an emphasis on causes of the Civil War.

## Sixth Grade

English Language Arts (ELA) (E6LA)- ELA instruction is provided 105 minutes per day. Sixth grade readers will describe how a plot unfolds and how the characters respond or change. They can use textual evidence, generalizations, and inferences, drawn from the text to support analysis. Sixth graders are able to provide a summary of the text without personal opinion or judgement and recognize the difference between opinion, fact, or bias. They can describe the effectiveness of the author's craft and the narrator's point of view and analyze how a particular part of the text contributes to the development of the theme or plot. Sixth grade students begin to explore Greek and Latin affixes and roots. At-home reading is recommended nightly and may be encouraged through incentives in your child's classroom. This is a simple and powerful way to strengthen your child's reading so please support them in this work.

Writing instruction is embedded daily in ELA, science and social studies. Sixth graders write researched-based informational pieces, literary essays, and personal narratives. They can introduce a claim for an intended audience and are able to support the purpose of their writing by purposefully organizing reasons and evidence. They hook and orient the reader by establishing the context and point of view and introducing a narrator and characters. Sixth graders state claims with relevant evidence and use clear reasons and credible sources while maintaining a formal writing style. Instruction is provided in spelling, proper writing conventions and grammar.

Mathematics (E6M)- Math instruction is provided for 60 minutes per day. Students in sixth grade will learn by discussing whole numbers, decimals, and fraction computation as well as factors and multiples. Additionally, the following algebraic concepts are introduced: properties, dependent and independent variables, expressions, one and two step equations, inequalities and then ratios, ratio tables, rates, and percentages. Students will learn ordering and comparing rational numbers and integers, absolute value, and plotting on coordinate plane, and statistical analysis. Sixth graders will review nets, area, volume, and surface area in the geometry unit. Your child may be assigned mathematics practice homework. This should not require more than thirty minutes to complete and will be used to reinforce prior instruction.

Science (E6S)- Science instruction is provided for **55 minutes per day**. Sixth graders will learn about matter energy and change, earth systems including weather and surface systems, how living and nonliving things interact in our environment, the theory of plate tectonics living things in the biosphere.

Social Studies (E6SS)- Social Studies instruction is provided for **55 minutes per day**. The sixth grade social studies curriculum includes the study of the growth of our nation from the civil war to modern times.