

ELEMENTARY SCHOOL

Program Planning Guide



Revised 2023

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.
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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 (RTI) 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. RTI 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 RTI 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 (RTI) – 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 (RTI). 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.

Acadience assessments in reading and math are administered in the fall, winter, and spring to students in grades K-6. Acadience 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.



WELCOME TO PRE-KINDERGARTEN IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

LITERACY:

- Demonstrates an understanding of the organization and basic features of print.
- With prompting and support, identifies characters, settings and major events in a story.
- Recognizes and names some upper and lowercase letters in addition to those in first name.
- Demonstrates basic knowledge of letter sound correspondence by producing the sound of some letters.
- Uses a combination of drawing, dictating, or emergent writing to express thoughts and ideas.

PHONEMIC AWARENESS:

- Blends and segments syllables in spoken words (e.g., /tur/+/tle/= turtle; or clapping or snapping out syllables ap-ple= 2 claps).
- Recognizes and produces rhyming words.
- States the initial sound (phoneme) in consonant-vowel- consonant (CVC) words (e.g., cat starts with /c/).

COMMUNICATION:

- Understands and uses most question words (i.e., interrogatives) (e.g., who, what, where, when, why, how).
- Participates in collaborative conversations with diverse partners about preschool topics and texts with peers and adults in small and large groups.

MATH EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

- Correctly name shapes regardless of their orientations or overall size.
- Counts in sequence to 30.
- Represents a group of objects with a numeral 0-12 (with 0 representing a count of no objects).
- Uses one-to-one correspondence when counting objects, says the number names in the standard order pairing with each object (eg. counts out napkins for snack time, saying the numbers aloud as they put each one on the table).
- Counts to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array or a circle or as many as 5 things in a scattered configuration.
- Identifies whether the numbers of objects in one group is greater than, less than or equal to the number of objects in another group by using matching and counting strategies (e.g., compares the number of letters in their friends’ names and indicates who has more).
- Demonstrates an understanding of addition and subtraction by using objects, fingers and acting out practical situations (e.g., if we have 3 toy giraffes in our block area and add 2 toy elephants, how many animals will we have all together?).

SCIENCE EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

- Describes and compares the effects of common forces (e.g., pushes and pulls) on objects and the impact of gravity, magnetism and mechanical forces (e.g., ramps, gears, pendulums and other simple machines).
- Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, cold, windy).
- Demonstrates an understanding that living things exist in different habitats (e.g., fish can live in the ocean because they can breathe under water).

APPROACHES TO LEARNING EXPECTATIONS BY THE END OF PRE-KINDERGARTEN

- Sustains attention to task despite distractions.
- Carries out tasks, activities, projects or experiences from beginning to end.
- Remains focused on the task at hand even when frustrated or challenged.
- Seeks new and varied experiences and challenges through play.
- Identifies a problem, demonstrates flexibility in solving it and changes plans if a better solution is proposed.
- Demonstrates age-appropriate independence in decision-making regarding activities and materials.



WELCOME TO PRE-KINDERGARTEN IN SHAWNEE MISSION SCHOOL DISTRICT



SOCIAL EMOTIONAL SKILLS TO BE FOSTERED

- Follow predictable classroom routines, manage transitions positively most of the time with minimal adult support.
- Manages (i.e., expresses, inhibits or redirects) emotions, impulses and behaviors with minimal guidance from adults.
- Develops strategies to express strong emotion and calm self, with adult help.
- Recognizes and accurately describes own feelings a majority of the time.
- Displays socially competent behavior with peers (e.g., helping, sharing and taking turns).

STRATEGIC PLAN OBJECTIVES

- 1) Every student will achieve academic success through a challenging, relevant personalized learning plan.
- 2) Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- 3) Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.

> WELCOME TO KINDERGARTEN IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF KINDERGARTEN

- Demonstrate understanding of the organization and basic features of print, such as following words from left to right, top to bottom, and recognizing all upper- and lowercase letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Ask and answer questions about unknown words in texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order, and provide a reaction to what happened.
- Demonstrate command of English conventions, including printing upper and lowercase letters, using frequently occurring nouns and verbs in writing, and producing complete sentences in shared language activities.

MATH EXPECTATIONS BY THE END OF KINDERGARTEN

- Count to 100 by ones and by tens and identify a growth pattern.
- Read and write numerals from 0 to 20.
- Count to answer "how many?" up to 20 concrete or pictorial objects.
- Compare two numbers between 1 and 10 presented as written numerals.
- Solve addition and subtraction word problems and add and subtract within 10.
- Fluently add and subtract within 5.
- Compose and decompose numbers from 11 to 19 into tens and ones.
- Analyze and compare two- and three-dimensional shapes to describe their similarities, differences, parts, and other attributes.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Identify a variety of emotions.
- Develop self-control skills.
- Demonstrate caring and respect for others.
- Understand the importance and demonstrate respect for personal space.
- Participate in individual roles and responsibilities in the classroom and school.
- Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.
- Identify and illustrate safe and unsafe situations.
- Practice sharing encouraging comments.

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WELCOME TO FIRST GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF FIRST GRADE

- Demonstrate understanding of spoken words, syllables, and phonemes.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions about key details in a text.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a variety of strategies.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Write narratives in which they recount two or more appropriately sequenced events.

MATH EXPECTATIONS BY THE END OF FIRST GRADE

- Distinguish between defining attributes versus non-defining attributes, and build and draw shapes that possess defining attributes.
- Break apart circles and rectangles into two and four equal shares and describe the parts as two of, four of, quarter of, half, fourth, and quarters.
- Express the length of an object as a whole number of length units, understanding that the length of an object is the number of same-size length units with no gaps or overlaps.
- Organize data into up to three categories and be able to compare them.
- Count to 120 starting from any number less than 120, recognizing growth and repeating patterns.
- Understand that a two digit number represents amounts of tens and ones.
- Compare two-digit numbers based on meanings of the tens and ones digits using $>$, $<$, $=$ and \neq .
- Add and subtract within 20.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.
- Develop self-control skills (for example, stop, take a deep breath, and relax)
- Identify relationships in their family, school, and community that are caring
- Demonstrate caring and respect for others
- Illustrate or demonstrate the definitions of what "tattling" is and what "telling" or "reporting" is.
- Identify consequences of behavior
- Recognize the difference between helpful and harmful behaviors in relationships.
- Demonstrate a capacity to care about the feelings of others.

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WELCOME TO SECOND GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF SECOND GRADE

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Know and use various text features to locate key facts or information in a text efficiently.
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Ask and answer such questions as Who? What? Where? When? Why? And How? To demonstrate understanding of key details in a grade appropriate text.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing from a variety of strategies.
- Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.
- Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

MATH EXPECTATIONS BY THE END OF SECOND GRADE

- Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- Understand that the three digits of a three-digit number represent amounts of hundred, tens, and ones.
- Read and write numbers within 1000 using base-ten numerals, number names, expanded form, and unit form.
- Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $<$, $=$, and \neq .
- Fluently, efficiently, accurately, and flexibly add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Add and subtract within 1000 using concrete models or drawings and understanding that it is sometimes necessary to compose or decompose whole numbers.
- Use addition and subtraction within 100 to solve one- and two-step word problems.
- Fluently, efficiently, accurately, and flexibly add and subtract within 20 using mental strategies.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Use respectful language and actions when dealing with conflict or difference of opinions.
- Identify positive responses to problems (for example, get help, try harder, use a different solution)
- Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.
- Describe ways that people are similar and different
- Demonstrate caring and respect for others
- Develop self-control skills (for example, stop, take a deep breath, and relax)
- Illustrate or demonstrate the definitions of what "tattling" is and what "telling" or "reporting" is.
- Model positive peer interactions
- Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.

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WELCOME TO THIRD GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF THIRD GRADE

- Decode words using phonics and word analysis skills
- Connect a sequence of events to a cause/effect relationship
- Determine the meaning of unknown and multiple-meaning words and phrases
- Generate questions that demonstrate understanding of a text
- Recount stories and determine the central message through key details
- Determine the main idea and supporting details of information presented in diverse formats
- Write informative texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined events using effective technique, descriptive details, and clear event sequences

MATH EXPECTATIONS BY THE END OF THIRD GRADE

- Use multiplication and division within 100 to solve word problems in situations involving equal quantities and using a symbol for the unknown number
- Apply properties of operations (commutative, associative, etc.) as strategies to multiply and divide
- Fluently multiply and divide with single-digit multiplications and related divisions
- Tell and write time to the nearest minute using a.m. and p.m., and solve word problems involving addition and subtraction of time intervals in minutes
- Add, subtract, multiply, or divide to solve one-step word problems involving masses or volume
- Understand a fraction as a number on the number line
- Compare fractions by reasoning about their size

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Demonstrate and practice characteristics of a caring relationship by treating others with empathy
- Demonstrate active listening skills
- Demonstrate a capacity to manage actions and emotional expressions with guidance from adults
- Identify choices made and the consequences of those choices
- Recognize reactions to emotions
- Respond appropriately and respectfully in social situations
- Recognize how, when, and who to ask for help
- Develop greater active listening and more respectful communication skills

STRATEGIC PLAN OBJECTIVES

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HELPFUL HINTS TO PREPARE YOUR CHILD FOR SUCCESS

- 1) Read with your child every day
- 2) Use community resources such as the Johnson County Library, Johnson County Parks and Recreation Department, and the Y
- 3) Etc. at grade level



WELCOME TO FOURTH GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF FOURTH GRADE

- Read with sufficient accuracy and fluency to support comprehension.
- Describe the overall structure chronology, comparison, cause/effect, problem/solution of events, ideas, concepts, or information in a text or part of a text.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths and traditional literature from different cultures.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly

MATH EXPECTATIONS BY THE END OF FOURTH GRADE

- Read and write multi-digit whole numbers using base-ten numerals, number names, expanded form, and unit form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $<$, $=$, and \neq .
- Fluently add and subtract multi-digit whole numbers using an efficient algorithm based on place value understanding and the properties of operations.
- Explain why a fraction is equivalent to another fraction and recognize and generate equivalent fractions.
- Compare two fractions with different numerators and different denominators and recognize that comparisons are valid only when the two fractions refer to the same whole.
- Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ and solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.
- Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
- Use decimal notation for fractions with denominators of 10 or 100.
- Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using situation equations and/or solution equations with a letter or symbol standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Identify reliable self-help strategies (for example, positive self-talk, problem solving, time management, self-monitoring)
- Describe and utilize conflict resolution strategies.
- Develop strategies for building relationships with others who are different from oneself.
- Identify choices made and the consequences of those choices.
- Discuss and model appropriate classroom behavior individually and collectively.
- Respond positively to constructive feedback.
- Demonstrate active listening skills.
- Demonstrate and practice characteristics of a caring relationship by treating others with empathy.
- Recognize how, when and who to ask for help.

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WELCOME TO FIFTH GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF FIFTH GRADE

- Read with sufficient accuracy and fluency to support comprehension.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

MATH EXPECTATIONS BY THE END OF FIFTH GRADE

- Fluently multiply multi-digit whole numbers based on place value understanding and properties of operations.
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors and explain the calculation.
- Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies, and related the strategy to writing and explain the reasoning used.
- Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
- Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
- Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
- Solve real world problems involving multiplication of fractions and mixed numbers.
- Apply and extend previous understandings of division; divide unit fractions by whole numbers and whole numbers by unit fractions.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Identify choices made and the consequences of those choices
- Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.
- Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort
- Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner.
- Recognize differences in communication practices in face-to-face interactions from social media interactions.
- Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities)
- Use "I-statements" to let others know that you have heard them.
- Demonstrate active listening skills

STRATEGIC PLAN OBJECTIVES

- 1) Every student will achieve academic success through a challenging, relevant personalized learning plan.
- 2) Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- 3) Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.



WELCOME TO SIXTH GRADE IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF SIXTH GRADE

- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 6.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATH EXPECTATIONS BY THE END OF SIXTH GRADE

- Use ratio and rate reasoning to solve real-world and mathematical problems.
- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, requiring multiple exposures connecting various concrete and abstract models.
- Write, read, and evaluate expressions in which letters stand for numbers.
- Apply the properties of operations and combine like terms, with the conventions of algebraic notation, to identify and generate equivalent expressions.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
- Write and solve one-step equations involving non-negative rational numbers using addition, subtraction, multiplication and division.
- Summarize numerical data sets in relation to their context.

CORNERSTONE SOCIAL-EMOTIONAL AND CHARACTER DEVELOPMENT SKILLS TO BE FOSTERED

- Identify multiple techniques to manage stress and maintain confidence
- Monitor how responsible decision making affects progress towards achieving a goal
- Demonstrate a growth mindset and willingness to integrate diverse points of view.
- Identify the impact of social media in relationships.
- Create clear and consistent expectations of good character throughout all school activities and in all areas of the school
- Identify ways to express empathy
- Compare and contrast characteristics of a caring relationship and hurtful relationship
- Practice effective listening skills to understand values, attitudes, and intentions
- Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.

STRATEGIC PLAN OBJECTIVES

- 1) Every student will achieve academic success through a challenging, relevant personalized learning plan.
- 2) Every student will develop and utilize personal resilience while mastering essential competencies that lead to college and career readiness.
- 3) Every student will develop interpersonal skills to be an engaged, empathetic member of the local and global community.