

# KARNS CITY AREA ELEMENTARY CURRICULUM GUIDE 2024-2025



1446 Kittanning Pike  
Karns City, PA 16041  
724-756-2030  
<https://www.kcasdk12.org>

**TABLE OF CONTENTS**

**Kindergarten..... 5**

**First Grade..... 9**

**Second Grade..... 16**

**Third Grade ..... 24**

**Fourth Grade..... 29**

**Fifth Grade.....34**

**Sixth Grade..... 40**

**Special Education Program ..... 46**

**Gifted Support Services..... 48**

## INTRODUCTION

The Karns City Area School District is committed to excellence and providing students with quality academic courses and a wide variety of special classes to prepare them for the twenty-first century. A dedicated faculty, administration, and staff strive to maintain high standards. With that in mind, this guide is designed to provide parents and their student with an overview of the curriculum for the elementary school at Karns City.

Karns City Area Elementary School updates our curriculum, using the Pennsylvania Core Standards as a framework for course offerings, to meet the needs of the students in the Karns City Area School District.

If students attend school on a consistent basis and develop good study habits, they should have no difficulty performing at the proficient level or above on the PSSA or any other standardized assessment administered at Karns City.

On the following pages, information and general descriptions are provided about the curriculum that is provided at each grade level.

## DIRECTORY

### **Administrative Personnel**

Superintendent: Dr. Eric Ritzert Telephone: 724-756-0521 Ext. 1021

Principal: Mr. Shane Spack Telephone: 724-445-3680 Ext. 3114

Principal: Mr. Jeff Wagner Telephone: 724-445-3680

### **Guidance Department**

School Counselor Grades 4-6: Ms. Marci Creel Telephone: 724-445-3680 Ext. 3115

School Counselor Grades K-3: Mrs. Melissa Hogan Telephone: 724-545-2407 Ext. 4104

### **Special Education Department**

Director of Special Education: Mrs. Jennifer Jamison Telephone: 724-756-2030 Ext. 1022

School Psychologist: Mrs. April Christy Telephone: 724-756-2030 Ext. 1044

### **Other District Personnel**

Technology Manager: Mr. Sean Edwards Telephone: 724-756-2030 Ext. 1028

### NON-DISCRIMINATION

The Karns City Area School District does not discriminate on the basis of age, race, color, national or ethnic origin, sex or handicap in employment or in the administration of any of its educational programs and activities in accordance with applicable federal statutes and regulations. Inquiries should be directed to the Board Secretary, who can be reached at Karns City Area School District Administration Office, 1446 Kittanning Pike, Karns City, PA 16041. Phone: 724-756-0521.

## Kindergarten ELA Curriculum Snapshot

ELA Emphasis	Instructional Emphasis
Foundational Skills	Proper book handling Identify the parts of a book, author, illustrator, beginning, middle and end of book Identifying print concepts - left to right, top to bottom recognition of text, forms of text
Comprehension Skills (Fiction) **Reading Literature	Retell story in sequential order Naming key details Identifying story elements - character, setting, events, author's purpose Variety of texts: stories, songs, poems, Nursery Rhymes Identifying author and illustrator
Comprehension Skills (Nonfiction)**Reading Informational Text	Identify main idea Identify details - who, what, when, where, etc Identify similarities/differences between texts, ideas Identify cause/effect Compare and contrast ideas Make picture and text connections
Vocabulary Development	Picture and text connections using non-fiction text, recipes, web pages, menus, maps, picture schedule, etc.
Word Recognition skills/Decoding (Phonics and Phonemic Awareness)**Phonological Awareness **Phonics	Phonemic Awareness <ul style="list-style-type: none"> <li>● Rhyming words</li> <li>● Syllables</li> <li>● onset/rimes</li> <li>● CVC - decoding and blending</li> </ul> Phonics <ul style="list-style-type: none"> <li>● Identify alphabet letters and sounds (1 to 1 correspondence)</li> <li>● Identify vowels (short and long sounds)</li> <li>● Sight words</li> <li>● Real/Nonsense words</li> </ul>
Fluency	Emergent text High - frequency words
Types of Writing/Quality of Writing **Conventions of Language	Create pictures - connect words to print Use phonetic spelling Respond to writing prompts Brainstorm main ideas and details Using a capital letter at the beginning of a sentence Using punctuation at the end of a sentence Using phonetic spelling Generate ideas and use pictures and symbols to extend that idea
Speaking and Listening	Communicate using details Respond to topics Respond to questions Act upon simple statements/questions Talk about stories, experiences and interests Speak clearly using appropriate volume and pacing Express thoughts, feelings and ideas clearly

### Kindergarten Math Curriculum Snapshot

Mathematics Emphasis	Instructional Emphasis
Numbers & Operations	Counting to 100, count forward from a given number, name and represent numbers to 20, demonstrate 1 to 1 correspondence, comparing numbers greater than, less than or equal to 10, using proper handwriting formation or numbers, compose and decompose numbers up to 19 into tens and ones, discern patterns
Measurement	Length, weight, area, capacity - use appropriate tools Classify up to 20 objects using attributes - count, sort and compare
Geometry	2D and 3D shapes Positional words
Algebraic Concepts	Addition and subtraction within 10, word problems
Data Analysis & Probability	Using maps, charts, graphs, lists Introducing elements of chance (weather predictions, flipping a coin, etc)

### Kindergarten Science Curriculum Snapshot

Science Emphasis	Instructional Emphasis
Living Things	Plants and animals, living and nonliving, plant and animal survival, places plants live, places animals live.
Our Changing World	Changes to the environment, plants change their environment, animals change their environment, and people change their environment. Protect earth, natural resources, reduce, reuse, recycle.
Weather and the Sun	Weather, describe weather, weather patterns, forecast weather, and severe weather. The sun and earth's surface, protection from the sun.
Make Things Move	Force and motion, pushes and pulls, direction and speed, when objects collide.

### Kdg. Art Curriculum Snapshot

Art Emphasis	Instructional Emphasis
Elements of Art	Line, Shape, Color, Space, Value, Form and Texture.
Art Vocabulary	Center, Left/Right, Pattern, Texture, Thick/Thin, Up/Down, Over/Under, Shape, Size, Line, Wavy, ZigZag, Straight, Curvy, Short/Long, Weaving, Collage, Portrait, Repeat, Imagine, Create.
Creating	<ul style="list-style-type: none"> <li>-Engage in exploration and imaginative play with materials.</li> <li>-Engage collaboratively in creative art-making in response to an artistic problem.</li> <li>-Through experimentation, build skills in various media and approaches to artmaking.</li> <li>-Identify safe and non-toxic art materials, tools, and equipment.</li> <li>-Create art that represents natural and constructed environments.</li> <li>-Explain the process of making art while creating.</li> </ul>

Presenting	<ul style="list-style-type: none"> <li>-Select art objects for personal portfolio and display, explaining why they were chosen.</li> <li>-Explain the purpose of a portfolio or collection.</li> <li>-Explain what an art museum is and distinguish how an art museum is different from other buildings.</li> </ul>
Responding	<ul style="list-style-type: none"> <li>-Identify uses of art within one's personal environment.</li> <li>-Describe what an image represents.</li> <li>-Interpret art by identifying subject matter and describing relevant details.</li> <li>-Explain reasons for selecting a preferred artwork.</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>-Create art that tells a story about a life experience.</li> <li>-Identify a purpose of an artwork</li> </ul>

### Kdg. Grade Library Curriculum Snapshot

Library Emphasis	Instructional Emphasis
<b>Inquire</b> - Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for problem solving	<ul style="list-style-type: none"> <li>● Choose a topic with guidance as part of grade-level-appropriate research</li> <li>● Participate in individual or shared research</li> <li>● Recall information from experience or gather information from provided sources to answer a question, with guidance and support</li> <li>● Identify parts of a book (e.g. beginning, middle, end, and details)</li> <li>● Locate and identify the parts of a book</li> <li>● Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding, and evaluating</li> <li>● Ask and answer questions about key details in the text read aloud or presented orally</li> <li>● Identify characters and what happens to them in familiar stories and compare with characters from other familiar stories</li> </ul>
<b>Include</b> - Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community	<ul style="list-style-type: none"> <li>● Define the roles of author and illustrator</li> <li>● Identify similarities and differences among characters from different stories</li> <li>● Identify and use texts and resources that represent a broad range of cultures and identities, with help and support</li> <li>● Identify similarities and differences between self and others</li> <li>● Recognize that conflict occurs and identify ways to respond</li> <li>● Recognize and respond to the feelings of others</li> </ul>
<b>Collaborate</b> - Learners work effectively with others to broaden perspectives and work toward common goals.	<ul style="list-style-type: none"> <li>● Contribute actively to group discussions</li> <li>● Engage in group reading activities related to nonfiction with purpose and understanding</li> <li>● Explore digital tools in collaboration with peers, with guidance and support</li> <li>● Interact in pro-social ways (e.g. reciprocal conversation, turn taking, sharing) with peers and adults</li> </ul>
<b>Curate</b> - Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance	<ul style="list-style-type: none"> <li>● Locate content-specific digital resources, with help and support</li> <li>● Identify similarities and differences among text, graphics, audio, animation, and video, with help and support</li> <li>● Identify fiction and nonfiction</li> </ul>

<p><b>Explore</b> - Learners read, discover, and innovate with a growth mindset developed through experience and reflection</p>	<ul style="list-style-type: none"> <li>● Select grade-level-appropriate literature, with assistance</li> <li>● Describe relationships between illustrations and text</li> <li>● Demonstrate awareness of self and one's own preferences</li> <li>● Distinguish between situations that elicit positive or negative feelings</li> </ul>
<p><b>Engage</b> - Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world</p>	<ul style="list-style-type: none"> <li>● Explore digital tools to produce and publish writing, with guidance and support</li> <li>● Demonstrate proper care of technology and equipment</li> <li>● Demonstrate proper book handling skills and correct procedures for using eReader devices (e.g. how to run device on and off turn pages, protect screen)</li> <li>● Demonstrate proper handling skills for print (e.g. how to open and hold properly, turn pages correctly, use bookmarks, and return materials to proper place)</li> <li>● Answer questions about the importance of safe, legal, and responsible use of technology, with prompting and support</li> <li>● Engage in reciprocal communication with peers and adults</li> </ul>

### Kdg. Grade Music Curriculum Snapshot

Music Emphasis	Instructional Emphasis
Production & Performance	<ul style="list-style-type: none"> <li>● Students will learn to sing and participate with a group, recognize a melodic line and be able to match pitch</li> <li>● Students will experience continued advancement in general concepts of music such as <i>verse, refrain/chorus, dynamics, tempo</i></li> <li>● Students will experience continued advance in beat recognition and be able to demonstrate understanding through movement or the use of various percussion instruments.</li> <li>● Students will be able to recognize duple, triple and quadruple beat patterns</li> <li>● Students will continue in reading/writing rhythms in 4/4 time utilizing quarter, half and whole note durations.</li> <li>● Students will be given opportunities to hear and perform live music at seasonal school concerts.</li> <li>● Students will be encouraged to become good listeners, performers and audience members</li> </ul>
Historical & Cultural Contexts	<ul style="list-style-type: none"> <li>● Students will sing and/or listen to seasonally relevant songs.</li> <li>● Students will sing and/or listen to music from other cultures.</li> <li>● Students may learn to sing song(s) in a foreign language</li> <li>● Students will be presented with music of historical significance and will learn the historical background pertaining to selections.</li> </ul>
Critical Response	<ul style="list-style-type: none"> <li>● Students will be provided with opportunities to compare and contrast</li> <li>● To analyze/identify beat patterns, patterns in lyrics, patterns in melodic lines, repeated passages</li> </ul>
Aesthetic Response	<ul style="list-style-type: none"> <li>● Students will continue to be encouraged to develop an informed opinion of music selections based on acquired information</li> </ul>
Movement	<ul style="list-style-type: none"> <li>● Dance/movement will be provided to enhance the kinesthetic learning opportunities, to provide cross-hemispheric activities, enhance beat pattern recognition and facilitate elements of self expression.</li> </ul>



### Kdg. Grade Technology Curriculum Snapshot

Technology Emphasis	Instructional Emphasis
Scope of Technology	Students will become familiar with using a Chromebook for learning.
Computer and Information Technologies	<ul style="list-style-type: none"> <li>● Identify basic computer parts</li> <li>● Learn and use basic computer terminology</li> <li>● Log on and off the computer using individual usernames/passwords</li> <li>● Identify and locate letter key a-z on the keyboard</li> <li>● Introduce and emphasize keys: enter, shift, space bar, backspace</li> <li>● Type simple words</li> <li>● Practice using a touchpad as a mouse (click, double click, click &amp; drag)</li> <li>● Maximize window screens</li> <li>● Open a web browser and access age appropriate web pages</li> <li>● Online behavior with Good Netiquette</li> <li>● Open and close programs</li> <li>● Open and close web browser tabs</li> <li>● Navigate Google Apps</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>● Describe basic hardware and software problems using accurate terminology.</li> <li>● Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data.</li> <li>● Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.</li> <li>● Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.</li> </ul>

### 1st Grade ELA Curriculum Snapshot

ELA Emphasis	Instructional Emphasis
Comprehension Skills (Fiction)	<ul style="list-style-type: none"> <li>● Understanding Characters</li> <li>● Infer/Predict</li> <li>● Sequence of Events</li> <li>● Monitor/Clarify</li> <li>● Story Structure</li> <li>● Analyze/Evaluate</li> <li>● Author's Purpose</li> <li>● Conclusions</li> <li>● Infer/Predict</li> <li>● Summarize</li> <li>● Visualize</li> </ul>
Comprehension Skills (Nonfiction)	<ul style="list-style-type: none"> <li>● Main Idea/Details</li> <li>● Summarize</li> <li>● Text/Graphic Features</li> <li>● Questioning</li> <li>● Author's Purpose</li> <li>● Cause and Effect</li> </ul>

	<ul style="list-style-type: none"> <li>• Visualize</li> <li>• Compare/Contrast</li> <li>• Monitor/Clarify</li> <li>• Infer/Predict</li> </ul>
Vocabulary Development	<ul style="list-style-type: none"> <li>• Oral Vocabulary</li> <li>• Classify and Categorize Words</li> <li>• Context Clues</li> <li>• Multiple Meaning Words</li> <li>• Alphabetical Order</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Homophones</li> <li>• Word Endings -s, -ing or -s</li> <li>• Shades of Meaning</li> <li>• Suffixes -er, -est, -y, -ful</li> <li>• Define Words</li> <li>• Compound Words</li> <li>• Using a Glossary</li> </ul>
Word Recognition skills/Decoding (Phonics and Phonemic Awareness)	<ul style="list-style-type: none"> <li>• Beginning Sounds</li> <li>• Blend/Segment Phonemes</li> <li>• Short Vowels</li> <li>• Final Sounds/Consonants</li> <li>• Substitute Phonemes: beg, medial, final</li> <li>• Digraphs: th, sh, ch, tch, ph, wh, kn, wr, gn, mb</li> <li>• Suffixes: -s, -es, -ed, -ing, -y, -ful</li> <li>• Contractions</li> <li>• Long vowels</li> <li>• Soft c, g, dge</li> <li>• Consonant Blends (beginning and ending)</li> <li>• Rhyming Words</li> <li>• Middle Sounds</li> <li>• Syllables</li> <li>• Vowel pairs</li> <li>• Compound words</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Phrasing</li> <li>• Intonation</li> <li>• Expression</li> <li>• Rate</li> <li>• Stress</li> <li>• Punctuation</li> </ul>
Types of Writing/Quality of Writing	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Informative</li> </ul>

### 1st Grade Math Curriculum Snapshot

Mathematics Emphasis	Instructional Emphasis
Numbers & Operations - These skills listed are what students will be able to do using basic number recognition and strategies	<ul style="list-style-type: none"> <li>• Review basic counting and number sense to 120 from Kindergarten</li> <li>• Count by 1's to 100</li> <li>• Count by 5's to 100</li> <li>• Count by 10's to 100</li> </ul> Addition Concepts/Skills:

<p>to add and subtract in First Grade.</p>	<ul style="list-style-type: none"> <li>● Use pictures to add</li> <li>● Model Adding to and putting together with manipulatives</li> <li>● Adding with zero</li> <li>● Adding in any order (communative property)</li> <li>● Addition to 20</li> <li>● Adding and understanding doubles</li> <li>● Using doubles to add</li> <li>● Doubles +1 and -1</li> <li>● Add 3 Numbers</li> <li>● Use the strategy “Make a Ten” to help with addition</li> </ul> <p>Subtraction Concepts/Skills:</p> <ul style="list-style-type: none"> <li>● Use pictures to show ‘taking away’</li> <li>● Problem solve to model “take away”</li> <li>● Using pictures to compare and subtract</li> <li>● Subtract all or zero</li> <li>● Subtract 10 or less</li> <li>● Count back to subtract</li> <li>● Think addition to help us subtract</li> <li>● Subtract within 20</li> </ul> <p>Addition and Subtraction Relationship Concepts/Skills:</p> <ul style="list-style-type: none"> <li>● Identify related facts</li> <li>● Record related facts and explain why they are related facts</li> <li>● Solve related facts</li> <li>● Using related facts to determine when to add or subtract</li> <li>● Ways to make numbers to 20</li> <li>● Identify equal and unequal addition and subtraction sentences</li> <li>● Write equal and unequal addition and subtraction sentences</li> <li>● Finding the unknown number in a number sentence</li> </ul> <p>Base Ten Concepts/Skills:</p> <ul style="list-style-type: none"> <li>● Understand what tens and ones are</li> <li>● Make tens and ones using pictures (1 = tens and 0 = ones)</li> <li>● Show and count by groups of tens</li> <li>● Show and count groups of tens and ones together to find the total number to 120</li> <li>● Show 2-digit numbers more than one ways using base tens blocks (tens and ones)</li> <li>● Read numbers to 120 using base ten blocks (tens and ones)</li> <li>● Compare numbers using symbols &lt;, &gt;, and = (greater than, less than and equal to) with base ten blocks</li> <li>● Identify numbers 10 more and 10 less than a given number.</li> <li>● Using tens to add tens in a 2-digit number</li> <li>● Subtract tens in a 2-digit number</li> <li>● Know and understand place value to add and subtract</li> <li>● Add and subtract 2-digit problems within a story.</li> </ul>
<p>Measurement - These skills listed are what students will be able to do after their study of measurement in First Grade.</p>	<p>Measurement:</p> <ul style="list-style-type: none"> <li>● Put things in order based on their length (shortest to longest, longest to shortest)</li> <li>● Indirect measurement - using clues to determine the various lengths of objects and putting them in order</li> <li>● Using nonstandard units of measurement to determine the length of objects (paperclips, blocks, yarn)</li> <li>● Introduce a ruler in inches</li> <li>● Compare using a ruler and nonstandard units when measuring</li> </ul> <p>Telling Time:</p> <ul style="list-style-type: none"> <li>● Identify the minute and hour hand on an analog clock</li> <li>● Create a clock using what they learned about how the numbers go</li> </ul>

	<p>and where the hands go</p> <ul style="list-style-type: none"> <li>• Use the minute hand and hour hand to tell time to the half hour</li> <li>• Use the hour hand to tell time to the hour</li> <li>• Understand the directions the hands on the clock go</li> <li>• Read and show various times to the hour and half hour</li> </ul>
<p>Geometry - students will learn the difference between two-dimensional and 3-dimensional shapes. Students will also learn about fractions.</p>	<p>Two-Dimensional Shapes:</p> <ul style="list-style-type: none"> <li>• Sort two-dimensional shapes</li> <li>• Describe and draw 2-dimensional shapes</li> <li>• Combine 2-dimensional shapes to create new shapes</li> <li>• Find smaller shapes within a larger shape</li> </ul> <p>Three-Dimensional Shapes:</p> <ul style="list-style-type: none"> <li>• Identify 3-dimensional shapes</li> <li>• Describe 3-dimensional shapes using words such as vertices, sides, curved</li> <li>• Identify 2-dimensional shapes within a 3-dimensional shape</li> <li>• Sort 3-dimensional shapes into groups of slide, roll, and stack</li> </ul> <p>Fractions:</p> <ul style="list-style-type: none"> <li>• Identify and learn the terms fourths, halves, half of, equal parts, whole, thirds</li> <li>• Draw and create fractions to show one half, halves, or half of</li> <li>• Draw and create fractions to show one third or thirds</li> <li>• Draw and create fractions to show one fourth or fourths</li> <li>• Show equal and unequal parts in a shape</li> </ul>
Algebraic Concepts	
Data Analysis - Students will know how to represent and interpret data with the skills and concepts listed.	<ul style="list-style-type: none"> <li>• Read and make picture graphs</li> <li>• Read and make bar graphs</li> <li>• Read and make tally charts/graphs</li> <li>• Use data from a chart to solve various addition and subtraction problems.</li> </ul>

### 1st Grade Science Curriculum Snapshot

Science Emphasis	Instructional Emphasis
All About Plants	Plant structures and functions, plant parts, functions of plant parts, plant parents and their offspring, plants and their parents, plant survival.
Animals and How They Communicate	Animals parents and their offspring, animal structures, functions of animal structures, animals and their parents, animal behaviors, animal communication, sound.
Light and Shadows	See objects, light, light and materials, light users.
Sky Patterns	Observe the sky, objects in the sky, day and night patterns, patterns during the year.

### 1st Grade Art Curriculum Snapshot

Art Emphasis	Instructional Emphasis
Elements and Principles of Art	Line, Shape, Color, Space, Value, Form, Texture. Pattern, Balance, Contrast.

Art Vocabulary	Cone, Cube, Illustrate, Media, Medium, Symmetry, Resist, Still Life, Observe, Pattern, Sequence, Theme, Visual, Balance, Cool Colors, Warm Colors, Sphere, Pyramid, Silhouette.
Creating	<ul style="list-style-type: none"> <li>-Brainstorm collaboratively multiple approaches to an art or design problem.</li> <li>-Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</li> <li>-Experiment with various materials and tools to explore personal interests in a work of art or design.</li> <li>-Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</li> <li>-Repurpose objects to make something new.</li> <li>-Discuss and reflect with peers about choices made in creating artwork.</li> </ul>
Presenting	<ul style="list-style-type: none"> <li>-Categorize artwork based on a theme or concept for an exhibit.</li> <li>-Distinguish between different materials or artistic techniques for preparing artwork for presentation.</li> <li>-Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</li> </ul>
Responding	<ul style="list-style-type: none"> <li>-Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</li> <li>-Categorize images based on expressive properties.</li> <li>-Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</li> <li>-Use learned art vocabulary to express preferences about artwork.</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>-Create works of art about events in home, school, or community life.</li> <li>-Compare and contrast cultural uses of artwork from different times and places.</li> </ul>

### 1st Grade Library Curriculum Snapshot

Library Emphasis	Instructional Emphasis
<b>Inquire</b> - Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for problem solving	<ul style="list-style-type: none"> <li>● Choose a topic with guidance as part of grade-level-appropriate research process</li> <li>● Participate in individual shared research</li> <li>● Recall information from experience or gather information from provided sources to answer a questions, with guidance and support</li> <li>● Identify text features to locate key facts or information in a text</li> <li>● Apply strategies to create meaning from literature by questioning reflecting, responding, and evaluating</li> <li>● Confirm understanding of text read aloud or presented orally by asking and answering questions about key details</li> <li>● Identify characters and what happens to them in familiar stories</li> </ul>

	<ul style="list-style-type: none"> <li>and compare with characters from other familiar stories</li> <li>Add drawings or other visual displays to presentation to clarify ideas, thoughts, and feelings</li> </ul>
<b>Include</b> - Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community	<ul style="list-style-type: none"> <li>Identify similarities and differences among characters from different stories</li> <li>Identify and use texts and resources that represent a broad range of cultures and identities, with help and support</li> <li>Demonstrate respect for the uniqueness of others</li> <li>Identify multiple ways to solve conflicts and practice solving problems</li> <li>Respond to others given a sense of the others' point of view</li> </ul>
<b>Collaborate</b> - Learners work effectively with others to broaden perspectives and work toward common goals.	<ul style="list-style-type: none"> <li>Contribute actively to group discussions</li> <li>Engage in group reading activities related to nonfiction with purpose and understanding</li> <li>Use digital tools in collaboration with peers, with guidance and support</li> <li>Explain ways to establish relationships that are positive and supportive of others</li> <li>Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effect on others</li> </ul>
<b>Curate</b> - Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance	<ul style="list-style-type: none"> <li>Locate and select literary nonfiction on grade level independently</li> <li>Locate and select literary nonfiction on grade level independently</li> <li>Locate content-specific digital resources, with help and support</li> <li>Identify similarities and differences among text, graphics, audio, animation, and video, with help and support</li> <li>Explain the difference between fiction and nonfiction texts</li> </ul>
<b>Explore</b> - Learners read, discover, and innovate with a growth mindset developed through experience and reflection	<ul style="list-style-type: none"> <li>Select and read grade-level-appropriate literature in a variety of genres and formats, with guidance and support</li> <li>Describe key ideas through illustrations and texts</li> <li>Identify one's own strengths, needs, and preferences</li> <li>Select coping skill strategies response to adverse situations (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk)</li> </ul>
<b>Engage</b> - Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world	<ul style="list-style-type: none"> <li>Use digital tools to produce and publish writing, with guidance and support</li> <li>Demonstrate proper care of technology and equipment</li> <li>Answer questions about the importance of safe, legal, and responsible use of technology, with prompting and support</li> <li>Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effects on others</li> </ul>

**1st Grade Music Curriculum Snapshot**

Music Emphasis	Instructional Emphasis
Production & Performance	<ul style="list-style-type: none"> <li>Students will learn to sing and participate with a group, recognize a melodic line and be able to match pitch</li> <li>Students will experience continued advancement in general concepts of music such as <i>verse, refrain/chorus, dynamics, tempo</i></li> <li>Students will experience continued advance in beat recognition</li> </ul>

	<p>and be able to demonstrate understanding through movement or the use of various percussion instruments.</p> <ul style="list-style-type: none"> <li>• Students will be able to recognize duple, triple and quadruple beat patterns</li> <li>• Students will continue in reading/writing rhythms in 4/4 time utilizing quarter, half and whole note durations.</li> <li>• Students will be given opportunities to hear and perform live music at seasonal school concerts.</li> <li>• Students will be encouraged to become good listeners, performers and audience members</li> </ul>
Historical & Cultural Contexts	<ul style="list-style-type: none"> <li>• Students will sing and/or listen to seasonally relevant songs.</li> <li>• Students will sing and/or listen to music from other cultures.</li> <li>• Students may learn to sing song(s) in a foreign language</li> <li>• Students will be presented with music of historical significance and will learn the historical background pertaining to selections.</li> </ul>
Critical Response	<ul style="list-style-type: none"> <li>• Students will be provided with opportunities to compare and contrast</li> <li>• To analyze/identify beat patterns, patterns in lyrics, patterns in melodic lines, repeated passages</li> </ul>
Aesthetic Response	<ul style="list-style-type: none"> <li>• Students will continue to be encouraged to develop an informed opinion of music selections based on acquired information</li> </ul>
Movement	<ul style="list-style-type: none"> <li>• Dance/movement will be provided to enhance the kinesthetic learning opportunities, to provide cross-hemispheric activities, enhance beat pattern recognition and facilitate elements of self expression.</li> </ul>

### 1st Grade Technology Curriculum Snapshot

Technology Emphasis	Instructional Emphasis
Scope of Technology	To become familiar with using technology for learning purposes.
Computer and Information Technologies	<ul style="list-style-type: none"> <li>• Identify various technologies used in the classroom and at home.</li> <li>• Demonstrate responsible use of technology and equipment.</li> <li>• Identify devices of the computer system including input and output devices.</li> <li>• Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).</li> <li>• Navigate and use various websites/software/applications</li> <li>• Type using two hands on the keyboard</li> <li>• Practice copy and pasting text/images</li> <li>• Format text (font, size, text color, etc)</li> <li>• Insert images/shapes onto various documents</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Describe basic hardware and software problems using accurate terminology.</li> <li>• Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access.</li> <li>• Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks.</li> <li>• Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.</li> </ul>

	<ul style="list-style-type: none"> <li>● Develop plans that describe a program’s sequence of events, goals, and expected outcomes.</li> <li>● Work respectfully and responsibly with others online.</li> </ul>
--	--

## 2nd Grade ELA Curriculum Snapshot

ELA Emphasis	Instructional Emphasis
Comprehension Skills (Fiction)	<ul style="list-style-type: none"> <li>● Sequence of events</li> <li>● Make inferences and predictions</li> <li>● Author’s purpose</li> <li>● Summarize</li> <li>● Cause and effect</li> <li>● Story structure</li> <li>● Author’s word choice</li> <li>● Infer/Predict</li> <li>● Visualize</li> <li>● Understanding Characters</li> <li>● Analyze/Evaluate</li> <li>● Question</li> <li>● Compare and Contrast characters</li> <li>● Conclusions</li> <li>● Monitor/Clarify</li> <li>● Main idea and details</li> </ul>
Comprehension Skills (Nonfiction)	<ul style="list-style-type: none"> <li>● Compare and contrast texts</li> <li>● Author’s purpose</li> <li>● Text and graphic features</li> <li>● Fact and opinion</li> <li>● Main idea and details</li> </ul>
Vocabulary Development	<ul style="list-style-type: none"> <li>● Alphabetical order</li> <li>● Multiple meaning words</li> <li>● Context clues</li> <li>● Homographs</li> <li>● Synonyms</li> <li>● Antonyms</li> <li>● Figurative language</li> <li>● Shades of Meaning</li> <li>● Suffixes</li> <li>● Prefixes</li> <li>● Compound words</li> <li>● Base words</li> <li>● Dictionary Entry</li> <li>● Idioms</li> <li>● Classify and categorize</li> <li>● Root Words</li> </ul>
Word Recognition skills/Decoding (Phonics and Phonemic Awareness)	<ul style="list-style-type: none"> <li>● Short vowel spellings</li> <li>● Long vowel spellings</li> <li>● CVC syllable pattern</li> <li>● Consonants that make two sounds</li> <li>● Consonant blends</li> <li>● Double consonants</li> <li>● Consonant Digraphs</li> <li>● Base words and endings</li> <li>● Schwa vowel sound</li> </ul>



	<ul style="list-style-type: none"> <li>• Vowel digraphs</li> <li>• R-controlled Vowels</li> <li>• Sounds for y</li> <li>• Contractions</li> <li>• Homophones</li> <li>• Final Stable Syllables -tion, -ture, -le</li> <li>• Silent Consonants</li> <li>• Vowel diphthongs</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Accuracy: word recognition</li> <li>• Accuracy: self-correct</li> <li>• Intonation</li> <li>• Phrasing: punctuation, natural pauses</li> <li>• Expression</li> <li>• Rate</li> <li>• Stress</li> </ul>
Types of Writing/Quality of Writing	<ul style="list-style-type: none"> <li>• Narrative writing</li> <li>• Friendly letter</li> <li>• Informational writing</li> <li>• Persuasive</li> <li>• Opinion</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>• Subjects and predicates</li> <li>• Simple sentences</li> <li>• Compound sentences</li> <li>• Kinds of sentences</li> <li>• Nouns</li> <li>• Singular and plural nouns</li> <li>• Proper nouns</li> <li>• Verbs</li> <li>• Verb tenses</li> <li>• Irregular verb/Irregular action verbs</li> <li>• Pronouns</li> <li>• Subject/Verb Agreement</li> <li>• The verb Be</li> <li>• Commas</li> <li>• Quotation marks</li> <li>• Abbreviations</li> <li>• Adjectives</li> <li>• Contractions</li> <li>• Adverb</li> <li>• Possessive nouns</li> <li>• Possessive pronouns</li> </ul>

**2nd Grade Math Curriculum Snapshot**

<b>Mathematics Emphasis</b>	<b>Instructional Emphasis</b>
Number Concepts  Objectives are as follows: Students will be able to...	<ul style="list-style-type: none"> <li>• Classify numbers up to 20 as even or odd.</li> <li>• Write equations with equal addends to represent even numbers.</li> <li>• Use place value to describe the values of digits in 2-digit numbers.</li> <li>• Write 2-digit numbers in expanded form.</li> <li>• Write 2-digit numbers in word form, expanded form, and standard form.</li> <li>• Apply place value concepts to find equivalent representations of numbers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Solve problems by finding different combinations of tens and ones.</li> <li>• Extend counting sequences within 100, counting by 1's, 5's, and 10's.</li> <li>• Extend counting sequences within 1,000, counting by 1's, 5's, 10's, and 100's.</li> <li>• Understand that each group of 10 tens is equivalent to 1 hundred.</li> <li>• Write 3-digit numbers that are represented by groups of tens.</li> <li>• Use concrete and pictorial models to represent 3-digit numbers.</li> <li>• Apply place value concepts to write 3-digit numbers that are represented by pictorial models.</li> <li>• Use place value to describe the values of digits in numbers to 1,000.</li> <li>• Read and write 3-digit numbers in word form.</li> <li>• Write 3-digit numbers in expanded form and in standard form.</li> <li>• Apply place value concepts to find equivalent representations of numbers.</li> <li>• Identify 10 more, 10 less, 100 more or 100 less than a given number.</li> <li>• Extend number patterns by counting on by tens or hundreds.</li> <li>• Solve problems involving number comparisons by using the strategy, make a model.</li> <li>• Compare 3-digit numbers using the <math>&lt;</math>, <math>&gt;</math>, <math>=</math> symbols</li> </ul>
<p>Measurement</p> <p>Objectives are as follows: Students will be able to...</p>	<ul style="list-style-type: none"> <li>• Find the total values of collections of dimes, nickels, and pennies</li> <li>• Find the total values of collections of quarters, dimes, nickels, and pennies</li> <li>• Order coins in a collection by value and then find the total value</li> <li>• Represent money amounts less than a dollar using two different combinations of coins</li> <li>• Show one dollar in a variety of ways</li> <li>• Find and record the total value for money amounts greater than \$1</li> <li>• Solve problems involving money by using the strategy act it out</li> <li>• Tell and write time to the hour and half hour</li> <li>• Tell and write the time to the nearest five minutes</li> <li>• Practice telling time to the nearest five minutes</li> <li>• Tell and write time using A.M. and P.M</li> <li>• Use concrete models to measure the lengths of objects in inches</li> <li>• Make an inch ruler and use it to measure the lengths of objects</li> <li>• Estimate the lengths of objects by mentally partitioning the lengths into inches</li> <li>• Measure the lengths of objects to the nearest inch using an inch ruler</li> <li>• Solve addition and subtraction problems involving the lengths of objects by using the strategy draw a diagram</li> <li>• Measure the lengths of objects in both inches and feet to explore the inverse relationship between size and number of units</li> <li>• Estimate the length of objects in feet</li> <li>• Select appropriate tools for measuring different lengths</li> <li>• Measure the lengths of objects and use a line plot to display the measurement data</li> <li>• Use concrete model to measure the lengths of objects in centimeters</li> <li>• Estimate lengths of objects in centimeters by comparing them to known lengths</li> <li>• Measure lengths of objects to the nearest centimeter using a centimeter ruler</li> </ul>

	<ul style="list-style-type: none"> <li>● Draw a diagram when solving problems about length</li> <li>● Measure the lengths of objects in both centimeters and meters to explore the inverse relationship between size and number of units</li> <li>● Estimate the lengths of objects in meters</li> <li>● Measure and then find the difference in the lengths of two objects</li> </ul>
<p>Geometry</p> <p>Objectives are as follows: Students will be able to...</p>	<ul style="list-style-type: none"> <li>● Identify three-dimensional shapes</li> <li>● Identify and describe three-dimensional shapes according to the number of faces, edges, and vertices</li> <li>● Name 3-,4-,5- and 6-sided shapes according to the number of sides and vertices</li> <li>● Identify angles in two-dimensional shapes</li> <li>● Sort two-dimensional shapes according to their attributes</li> </ul>
<p>Facts and Relationships</p> <p>Objectives are as follows: Students will be able to...</p>	<ul style="list-style-type: none"> <li>● Use doubles facts to find sums for near doubles facts</li> <li>● Recall sums for basic facts using properties and strategies</li> <li>● Recall sums for addition facts using the make a ten strategy.</li> <li>● Use the inverse relationship of addition and subtraction to recall basic facts.</li> <li>● Find sums of three addends by applying the Commutative and Associative Properties of Addition</li> <li>● Use the inverse relationship of addition and subtraction to recall basic facts.</li> <li>● Recall differences for basic facts using mental strategies.</li> <li>● Find differences on a number line to develop the mental strategy of decomposing to simplify facts.</li> <li>● Use bar models to represent a variety of addition and subtraction situations.</li> <li>● Write equations to represent and solve a variety of addition and subtraction situations.</li> <li>● Solve problems involving equal groups by using the strategy act it out.</li> <li>● Write equations using repeated addition to find the total numbers of objects in arrays.</li> <li>● Break apart a number to make it easier to add</li> <li>● Make an addend a ten to help solve the problem</li> <li>● Break apart addends to add tens and then add ones</li> <li>● Model 2-digit addition with regrouping</li> <li>● Draw quick pictures and record 2-digit addition using the standard algorithm</li> <li>● Record 2-digit addition using the standard algorithm</li> <li>● Practice 2-digit addition with and without regrouping</li> <li>● Rewrite horizontal addition problem vertically in the standard algorithm format</li> <li>● Solve problems involving 2-digit addition using the strategy draw a diagram</li> <li>● Represent addition situations with number sentences using a symbol for the unknown number</li> <li>● Find sums of three 2-digit numbers</li> <li>● Find sums of four 2-digit numbers</li> <li>● Draw quick pictures to represent 3-digit numbers</li> <li>● Apply place value concepts when using a break apart strategy for 3-digit addition</li> <li>● Record 3-digit addition using the standard algorithm with possible regrouping of ones</li> <li>● Record 3-digit addition using the standard algorithm with possible regrouping of tens</li> </ul>

	<ul style="list-style-type: none"> <li>Record 3-digit addition using the standard algorithm with possible</li> <li>Break apart a 1-digit subtrahend to subtract it from a 2-digit number</li> <li>Break apart a 2-digit subtrahend to subtract it from a 2-digit number</li> <li>Model 2-digit subtraction with regrouping</li> <li>Draw quick pictures and record 2-digit subtraction using the standard algorithm</li> <li>Record 2-digit subtraction using the standard algorithm</li> <li>Practice 2-digit subtraction with and without regrouping</li> <li>Rewrite horizontal subtraction problems vertically in the standard algorithm format</li> <li>Use addition to find difference</li> <li>Solve problems involving 2-digit subtraction by using the strategy draw a diagram</li> <li>Represent subtraction situations with number sentences using a symbol for the unknown number</li> <li>Analyze word problems to determine what operations to use to solve multistep problems</li> <li>Solve problems involving 3-digit subtraction by using the strategy make a model</li> <li>Record 3-digit subtraction using the standard algorithm with possible regrouping of tens</li> <li>Record 3-digit subtraction using the standard algorithm with possible regrouping of both hundreds and tens</li> <li>Record subtraction using the standard algorithm when there are zeros in the minuend</li> </ul>
<p>Data</p> <p>Objectives are as follows: Students will be able to...</p>	<ul style="list-style-type: none"> <li>Collect data in a survey and record that data in a tally chart</li> <li>Interpret data in picture graphs and use that information to solve problems</li> <li>Make picture graphs to represent data</li> <li>Interpret data in bar graphs and use that information to solve problems</li> <li>Make bar graphs to represent data</li> <li>Solve problems involving data by using the strategy make a graph</li> </ul>

### 2nd Grade Science Curriculum Snapshot

Science Emphasis	Instructional Emphasis
Land and Water	Earth's landscapes, local landscapes, land an earth, water on the earth.
Properties of Materials	Describe materials, investigate materials, test and analyze materials, changes to materials, build with materials, materials can change.
Earth's Changing Landscape	Landscape changes, slow changes to earth's landscape, design solutions to slow landscape changes.
Living Things and Habits	Plants in landscapes, what plants need, plants depend on animals, living things in habitats, local habitats, land habitats, water habitats.

## 2nd Grade Art Curriculum Snapshot

Art Emphasis	Instructional Emphasis
Elements and Principles of Art	Line, Shape, Color, Space, Value, Form, Texture. Pattern, Balance, Contrast.
Art Vocabulary	Cone, Cube, Illustrate, Media, Medium, Symmetry, Resist, Still Life, Observe, Pattern, Sequence, Theme, Visual, Balance, Cool Colors, Warm Colors, Sphere, Pyramid, Silhouette.
Creating	<ul style="list-style-type: none"> <li>-Brainstorm collaboratively multiple approaches to an art or design problem.</li> <li>-Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</li> <li>-Experiment with various materials and tools to explore personal interests in a work of art or design.</li> <li>-Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</li> <li>-Repurpose objects to make something new.</li> <li>-Discuss and reflect with peers about choices made in creating artwork.</li> </ul>
Presenting	<ul style="list-style-type: none"> <li>-Categorize artwork based on a theme or concept for an exhibit.</li> <li>-Distinguish between different materials or artistic techniques for preparing artwork for presentation.</li> <li>-Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.</li> </ul>
Responding	<ul style="list-style-type: none"> <li>-Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</li> <li>-Categorize images based on expressive properties.</li> <li>-Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.</li> <li>-Use learned art vocabulary to express preferences about artwork.</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>-Create works of art about events in home, school, or community life.</li> <li>-Compare and contrast cultural uses of artwork from different times and places.</li> </ul>

## 2nd Grade Library Curriculum Snapshot

Library Emphasis	Instructional Emphasis
<b>Inquire</b> - Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for problem solving	<ul style="list-style-type: none"> <li>● Choose a topic with guidance as part of grade-level-appropriate research process</li> <li>● Participate in individual or shared research</li> <li>● Recall information from experiences or gather information from provided sources to answer a question</li> <li>● Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources</li> <li>● Apply strategies to create meaning from literature by questioning, reflecting, responding, and evaluating</li> <li>● Describe key ideas from text read aloud or presented orally or presented in another media format</li> <li>● Identify and explain characters, plot, and settings in a story told either in text or digital form and understanding their impact on a story by using information from illustrations and words in text</li> <li>● Add drawings or other visual displays to presentation to clarify</li> </ul>

	ideas, thoughts, and feelings
<b>Include</b> - Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community	<ul style="list-style-type: none"> <li>• Identify and use texts and resources that represent a broad range of cultures and identities, with help and support</li> <li>• Demonstrate respect for the uniqueness of others</li> <li>• Identify multiple ways to solve conflicts and practice solving problems</li> <li>• Respond to others given a sense of the others' point of view</li> </ul>
<b>Collaborate</b> - Learners work effectively with others to broaden perspectives and work toward common goals.	<ul style="list-style-type: none"> <li>• Contribute actively to group discussions</li> <li>• Use digital tools in collaboration with peers, with guidance and support</li> <li>• Explain ways to establish relationships that are positive and supportive of others</li> <li>• Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effect on others</li> </ul>
<b>Curate</b> - Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance	<ul style="list-style-type: none"> <li>• Locate, with support, nonfiction and informational texts using a variety of tools (e.g. library catalog, database index)</li> <li>• Locate content-specific digital resources, with help and support</li> <li>• Identify similarities and differences among text, graphics, audio, animation, and video, with help and support</li> </ul>
<b>Explore</b> - Learners read, discover, and innovate with a growth mindset developed through experience and reflection	<ul style="list-style-type: none"> <li>• Select and read independently grade-level-appropriate literature in a variety of genres and formats</li> <li>• Explain how graphic representations contribute to and clarify the meaning of a text</li> <li>• Identify one's own strengths, needs, and preferences</li> <li>• Select coping skill strategies response to adverse situations (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk)</li> </ul>
<b>Engage</b> - Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world	<ul style="list-style-type: none"> <li>• Use digital tools to produce and publish writing, with guidance and support</li> <li>• Demonstrate proper care of technology and equipment</li> <li>• Answer questions about the importance of safe, legal, and responsible use of technology, with prompting and support</li> <li>• Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effects on others</li> </ul>

**2nd Grade Music Curriculum Snapshot**

<b>Music Emphasis</b>	<b>Instructional Emphasis</b>
Production & Performance	<ul style="list-style-type: none"> <li>• Students will learn to sing and participate with a group, recognize a melodic line and be able to match pitch</li> <li>• Students will experience continued advancement in general concepts of music such as <i>verse, refrain/chorus, dynamics, tempo</i></li> <li>• Students will experience continued advance in beat recognition and be able to demonstrate understanding through movement or the use of various percussion instruments.</li> <li>• Students will be able to recognize duple, triple and quadruple beat patterns</li> <li>• Students will continue in reading/writing rhythms in 4/4 time</li> </ul>

	utilizing quarter, half and whole note durations.
Historical & Cultural Contexts	<ul style="list-style-type: none"> <li>• Students will sing and/or listen to seasonally relevant songs.</li> <li>• Students will sing and/or listen to music from other cultures.</li> <li>• Students may learn to sing song(s) in a foreign language</li> <li>• Students will be presented with music of historical significance and will learn the historical background pertaining to selections.</li> </ul>
Critical Response	<ul style="list-style-type: none"> <li>• Students will be provided with opportunities to compare and contrast</li> <li>• To analyze/identify beat patterns, patterns in lyrics, patterns in melodic lines, repeated passages</li> </ul>
Aesthetic Response	<ul style="list-style-type: none"> <li>• Students will continue to be encouraged to develop an informed opinion of music selections based on acquired information</li> </ul>
Movement	<ul style="list-style-type: none"> <li>• Dance/movement will be provided to enhance the kinesthetic learning opportunities, to provide cross-hemispheric activities, enhance beat pattern recognition and facilitate elements of self expression.</li> </ul>

## 2nd Grade Technology Curriculum Snapshot

Technology Emphasis	Instructional Emphasis
Scope of Technology	To become familiar with using technology for learning purposes.
Computer and Information Technologies	<ul style="list-style-type: none"> <li>• Emphasis on skills learned in 1st grade</li> <li>• Demonstrate proper etiquette while using technology.</li> <li>• Become familiar with electronic communication (email).</li> <li>• Answer questions related to digital citizenship.</li> <li>• Identify various technologies used in the classroom and at home.</li> <li>• Demonstrate responsible use of technology and equipment.</li> <li>• Demonstrate the correct use of simple input technologies (e.g., mouse, touch screen, microphone, etc.).</li> <li>• Use various software/applications for an intended purpose.</li> <li>• Become familiar with different technology formats (text, graphics, audio, animation, and video).</li> <li>• Use a web browser to locate content-specific websites.</li> <li>• Awareness of proper placement on the home row keys.</li> <li>• Format text on various documents (font, font size, bold, underline, italics, text color, fill color)</li> <li>• Cut, copy and paste text/images/shapes</li> <li>• Use a search engine to perform a simple search.</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).</li> <li>• Use various Google Apps to store, copy, search, retrieve, modify, and delete information on various files/documents.</li> <li>• Create and follow algorithms (sets of step-by-step instructions) to complete tasks.</li> <li>• Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.</li> <li>• Develop plans that describe a program's sequence of events, goals, and expected outcomes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.</li> <li>• Work respectfully and responsibly with others online.</li> <li>• Keep login information private, and log off of devices appropriately.</li> </ul>
--	--

### 3rd Grade ELA Curriculum Snapshot

ELA Emphasis	Instructional Emphasis
Comprehension Skills (Fiction)	Determine the central message, lesson, or moral in literary text; Ask and answer questions about the text; Describe characters in a story; Discuss the sequence of events in a story; Explain the point of view of the author; Examine the illustrations of a text to enhance the understanding of the story; Determine the story structure; Apply problem solving and make judgments about what is being read; Understand an author's purpose in all texts; Determine the main idea of a text
Comprehension Skills (Nonfiction)	Use text features to locate and interpret information; Identify the main idea; Determine point of view of the author; Distinguish between literal and nonliteral meaning of words; Compare and contrast important points. Understand an author's purpose;
Vocabulary Development	Accurately use grade-appropriate words and phrases; Determine the meaning of multiple-meaning words and phrases based on grade level; Use structural analysis to define a word; Determine the meaning of words
Word Recognition skills/Decoding (Phonics and Phonemic Awareness)	Identify and know the meaning of common prefixes and suffixes; Decode multisyllable words.
Fluency	Read on-level text with purpose and understanding; Read on-level text orally with accuracy and expression; Read independently and proficiently
Types of Writing/Quality of Writing	Identify and introduce a topic; Develop the topic with details; Create an organizational structure; Demonstrate grade-appropriate use of standard English grammar, usage, capitalization, punctuation, and spelling.

### 3rd Grade Math Curriculum Snapshot

Mathematics Emphasis	Instructional Emphasis
Numbers & Operations	Addition up to one thousand (with and without regrouping) Properties of Addition (zero, identity, commutative, and associative) Subtraction up to one thousand (with and without regrouping) Rounding to the tens and hundreds Estimating sums and differences Place Values Multiplication Facts up to 10 Properties of Multiplication (zero, identity, commutative, and associative) Strategies of Multiplication and Division (equal groups, repeated addition, skip counting on a number line, bar model, and arrays) Division Facts up to 10 Fact Families relating multiplication and division facts Fractions of a Whole and Group



	<p>Fractions as Equal Shares  Fractions on a Number Line  Determining the Numerator and Denominator of a Fraction  Comparing Fractions using Less Than and Greater Than  Equivalent Fractions  Ordering Fractions: Greatest to Least and Least to Greatest</p>
Measurement	<p>Model and find Perimeter of a shape  Determine unknown side lengths using Perimeter  Model and find Area of a shape  Compare Perimeters and Areas of shapes  Tell Time to the Nearest Minute (Analog and Digital)  Determine if time is AM or PM  Elapsed Time  Rulers to the nearest inch, half inch, quarter inch  Liquid Volume with Liters.  Mass (weight) with grams and kilograms</p>
Geometry	<p>Two Dimensional Shapes Names  Open Shapes  Closed Shapes  Plane Shapes  Polygons and their Names  Classify Types of Quadrilaterals and Triangles  Number of Angles (Right, Obtuse, Acute)  Number of Sides/Line Segments  Vertex/Vertices  Intersecting Lines  Perpendicular Lines  Parallel Lines</p>
Algebraic Concepts	<p>Determining Missing or Unknown Addends in Addition  Determining Missing or Unknown Numbers in Subtraction  Determining Missing or Unknown Factors in Multiplication  Determining Missing or Unknown Factors in Division  Order of Operations  Fact Families  Related Facts</p>
Data Analysis & Probability	<p>Organize and Interpret Data  Determining a Number Pattern  Interpreting Tally Tables  Interpreting Frequency Tables  Analyzing Survey Results  Interpreting and Creating the Following Types of Graphs (Vertical Bar Graph, Horizontal Bar Graph, Picture/Picto Graph, and Line Plots  Comparing Results of Graphs  Purpose of a Key and Scale  Determining the Key and Scale of Graphs</p>

**3rd Grade Science Curriculum Snapshot**

Science Emphasis	Instructional Emphasis
Forces Around Us	Forces and motion, motion, forces can change motion, electricity and

	magnetism, electricity and designing solutions, magnetism and designing solutions.
Life Cycles and Traits	Plants, plant life cycles, plant traits, animals, animal life cycles, animal traits, animal group survival.
Different Environments	Survive the environment, survival of organisms, adaptations and variations, change the environment, fossils, changes affect organisms.
Observing Weather	Weather impacts, weather patterns, weather and seasons, natural hazards and the environment, prepare for natural hazards.

### 3rd Grade Art Curriculum Snapshot

Art Emphasis	Instructional Emphasis
Elements & Principles of Art	Line, Shape, Color, Space, Value, Form, Texture. Pattern, Balance, Contrast.
Art Vocabulary	Architecture, Artifacts, Ceramics, Cool Colors, Warm Colors, Cylinder, Depth, Contrast, Placement, Positive Space, Negative Space, Illusion, Balance, Symmetry, Overlapping, 3D, 2D, Tint, Shade.
Creating	<ul style="list-style-type: none"> <li>-Elaborate on an imaginative idea.</li> <li>-Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</li> <li>-Create personally satisfying artwork using a variety of artistic processes and materials.</li> <li>-Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</li> <li>-Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.</li> <li>-Elaborate visual information by adding details in an artwork to enhance emerging meaning.</li> </ul>
Presenting	<ul style="list-style-type: none"> <li>-Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.</li> <li>-Identify exhibit space and prepare works of art including artists' statements, for presentation.</li> <li>-Identify and explain how and where different cultures record and illustrate stories and history of life through art.</li> </ul>
Responding	<ul style="list-style-type: none"> <li>-Speculate about processes an artist uses to create a work of art.</li> <li>-Determine messages communicated by an image.</li> <li>-Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</li> <li>-Evaluate an artwork based on given criteria.</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>-Develop a work of art based on observations of surroundings.</li> <li>- Recognize that responses to art change depending on knowledge of the time and place in which it was made.</li> </ul>

### 3rd Grade Library Curriculum Snapshot

Library Emphasis	Instructional Emphasis
<b>Inquire</b> - Learners build new	<ul style="list-style-type: none"> <li>• Choose aspects of a topic to investigate</li> </ul>

<p>knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for problem solving</p>	<ul style="list-style-type: none"> <li>● Develop questions to be answered about a topic for short research projects</li> <li>● Recall information from past experiences</li> <li>● Use information to answer questions</li> <li>● Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need</li> <li>● Use text features and search tools to locate and interpret information in print and digital sources</li> <li>● Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating</li> <li>● Identify main ideas and supporting details of text read aloud or presented orally or in other media formats</li> <li>● Add drawings or other visual displays to recording to emphasize or enhance facts or details</li> </ul>
<p><b>Include</b> - Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</p>	<ul style="list-style-type: none"> <li>● Compare and contrast accounts of the same event told from different points of view</li> <li>● Explain the point of view of the author</li> <li>● Identify and use texts and resources that represent a broad range of cultures and identities</li> <li>● Demonstrate respect for the uniqueness of others</li> <li>● Identify multiple ways to solve conflicts and practice solving problems</li> <li>● Respond to others given a sense of the others' point of view</li> </ul>
<p><b>Collaborate</b> - Learners work effectively with others to broaden perspectives and work toward common goals.</p>	<ul style="list-style-type: none"> <li>● Develop new understanding through engagement in learning group</li> <li>● Solicit and respond to the feedback of others</li> <li>● Contribute actively to group discussions</li> <li>● Use technology and keyboarding skills to interact and collaborate with others, with guidance and support</li> <li>● Explain ways to establish relationships that are positive and supportive of others</li> <li>● Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effect on others</li> </ul>
<p><b>Curate</b> - Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance</p>	<ul style="list-style-type: none"> <li>● Locate nonfiction and informational texts using a variety of tools (e.g. library catalog, database index) independently</li> <li>● Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevance, readability, and currency of information</li> <li>● Locate information from sources, including both print and digital, to answer a question or solve a problem</li> <li>● Organize answers to questions by sorting information into provided categories</li> <li>● Use grade-level-appropriate note-taking skills, including paraphrasing and/or summarizing</li> </ul>
<p><b>Explore</b> - Learners read, discover, and innovate with a growth mindset developed through experience and reflection</p>	<ul style="list-style-type: none"> <li>● Select and read grade-level-appropriate literature in a variety of genres and formats with support</li> <li>● Select and read literary nonfiction and informational texts on grade level, with support</li> <li>● Use information from text to demonstrate understanding</li> <li>● Define and describe the importance of lifelong learning</li> <li>● Identify one's own strengths, needs, and preferences</li> <li>● Select coping skill strategies response to adverse situations (e.g. positive, self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk)</li> </ul>

<p><b>Engage</b> - Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world</p>	<ul style="list-style-type: none"> <li>● Select and utilize multimedia to create digital media appropriate to audience</li> <li>● Use technology and keyboarding skills to produce and publish a product, with guidance and support</li> <li>● Apply proper etiquette when using technology</li> <li>● Apply intellectual property principles (e.g. public domain, Creative Commons, educational fair use, copyright)</li> <li>● Explain the importance of safe, legal, and responsible use of technology</li> <li>● Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effects on others</li> </ul>
---	--

### 3rd Grade Music Curriculum Snapshot

Music Emphasis	Instructional Emphasis
Production & Performance	<ul style="list-style-type: none"> <li>● Students will learn to sing and participate with a group, recognize a melodic line and be able to match pitch</li> <li>● Students will experience continued advancement in general concepts of music such as <i>verse, refrain/chorus, dynamics, tempo</i></li> <li>● Students will experience continued advance in beat recognition and be able to demonstrate understanding through movement or the use of various percussion instruments.</li> <li>● Students will be able to recognize duple, triple and quadruple beat patterns</li> <li>● Students will continue in reading/writing rhythms in 4/4 time utilizing quarter, half and whole note durations</li> <li>● Students will be given opportunities to hear and perform live music at seasonal school concerts.</li> <li>● Students will be encouraged to become good listeners, performers and audience member.</li> </ul>
Historical & Cultural Contexts	<ul style="list-style-type: none"> <li>● Students will sing and/or listen to seasonally relevant songs.</li> <li>● Students will sing and/or listen to music from other cultures.</li> <li>● Students may learn to sing song(s) in a foreign language</li> <li>● Students will be presented with music of historical significance and will learn the historical background pertaining to selections.</li> </ul>
Critical Response	<ul style="list-style-type: none"> <li>● Students will be provided with opportunities to compare and contrast</li> <li>● To analyze/identify beat patterns, patterns in lyrics, patterns in melodic lines, repeated passages</li> </ul>
Aesthetic Response	<ul style="list-style-type: none"> <li>● Students will continue to be encouraged to develop an informed opinion of music selections based on acquired information</li> </ul>
Movement	<ul style="list-style-type: none"> <li>● Dance/movement will be provided to enhance the kinesthetic learning opportunities, to provide cross-hemispheric activities, enhance beat pattern recognition and facilitate elements of self expression.</li> </ul>

### 3rd Grade Technology Curriculum Snapshot

Technology Emphasis	Instructional Emphasis
Scope of Technology	To become familiar with using technology for learning purposes.

Computer and Information Technologies	<ul style="list-style-type: none"> <li>• Emphasis on skills learned in 2nd grade</li> <li>• Demonstrate and use proper placement on the home row keys consistently</li> <li>• Emphasis on keyboarding accuracy</li> <li>• Introduce and practice using proper finger reaches</li> <li>• Demonstrate proper posture when keyboarding</li> <li>• Utilize spellcheck</li> <li>• Use Drawing tools to create original images for documents</li> <li>• Internet Safety concepts and Cyberbullying</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware).</li> <li>• Use various Google Apps to store, copy, search, retrieve, modify, and delete information on various files/documents.</li> <li>• Create and follow algorithms (sets of step-by-step instructions) to complete tasks.</li> <li>• Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.</li> <li>• Develop plans that describe a program's sequence of events, goals, and expected outcomes.</li> <li>• Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops.</li> <li>• Work respectfully and responsibly with others online.</li> <li>• Keep login information private, and log off of devices appropriately.</li> </ul>

#### 4th Grade ELA Curriculum Snapshot

ELA Emphasis	Instructional Emphasis
Comprehension Skills (Fiction)	Understand text organization Sequence of Events Recognize Story Structure Utilize text organization Note Details Draw Conclusions Predict Outcomes Identify author's point of view Make inferences Follow oral and written directions Identify different genres
Comprehension Skills (Nonfiction)	Understand text organization Sequence of Events Recognize Story Structure Utilize text organization Note Details Draw Conclusions Predict Outcomes Differentiate between fact and opinion Identify author's point of view Follow oral and written directions Identify different genres
Vocabulary Development	Define and identify different parts of speech Follow oral and written directions

Word Recognition skills/Decoding (Phonics and Phonemic Awareness)	Spelling Follow oral and written directions
Fluency	Daily Story Exploration Leveled Readers Analyze Word Parts
Types of Writing/Quality of Writing	Examine the elements of grammar within the writing process Follow oral and written directions Understand the writing Process Understand Persuasive, Narrative, Personal, Descriptive writing

#### 4th Grade Math Curriculum Snapshot

Mathematics Emphasis	Instructional Emphasis
Numbers & Operations	*Develop an understanding of place value and operations with whole numbers *Develop an understanding of decimals and fractions: make connections between fractions and decimals: add/subtract/multiply fractions by whole numbers
Measurement	*Understand the relative sizes of measurement units (length, weight, liquid volume: metric units of mass and liquid volume: units of time) *Develop an understanding of how to measure area and perimeter.
Geometry	*Extend an understanding of geometric figures and their attributes. *Develop an understanding of how to draw, measure, and calculate the unknown angle.
Algebraic Concepts	*Extend an understanding of how to find the unknown variable in a variety of mathematical concepts.
Data Analysis & Probability	*Understand the process of creating an equation to solve real world problems. *Develop an understanding of how to read and interpret data from charts and graphs to solve mathematical equations.

#### 4th Grade Science Curriculum Snapshot

Science Emphasis	Instructional Emphasis
Forces and Energy	Energy and motion, forces and motion, speed and energy, energy transfer in collisions.
Using Energy	Energy transfer, types of energy sound and light, electricity, heat, natural resources in the environment, energy from nonrenewable resources, impact of energy use, design energy solutions.
Our Dynamic Earth	Earth and its changing features, map earth's surface, evidence from rocks and fossils, changes in landscapes over time, earthquakes, map earthquakes, model earthquake movement, reduce earthquake damage
Information Processing and Living Things	Structures and functions of plants, structures and functions of animals, information processing and transfer, information processing in animals,

	role of animals' eyes, information transfer.
--	--

#### 4th Grade Art Curriculum Snapshot

Art Emphasis	Instructional Emphasis
Elements & Principles of Art	Line, Shape, Color, Space, Value, Form, Texture. Pattern, Balance, Contrast, Movement, Emphasis, Rhythm, Unity.
Art Vocabulary	Architecture, Artifacts, Ceramics, Cylinder, Depth, Contrast, Pattern, Placement, Positive Space, Negative Space, Illusion, Balance, Symmetry, Overlapping, Tint, Shade, Asymmetry, Radial, Collaborate, Emphasis.
Creating	<ul style="list-style-type: none"> <li>-Brainstorm multiple approaches to a creative art or design problem.</li> <li>-Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</li> <li>-Explore and invent art-making techniques and approaches.</li> <li>-When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</li> <li>-Document, describe, and represent regional constructed environments.</li> <li>-Revise artwork in progress on the basis of insights gained through peer discussion.</li> </ul>
Presenting	<ul style="list-style-type: none"> <li>-Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.</li> <li>-Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.</li> <li>-Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.</li> </ul>
Responding	<ul style="list-style-type: none"> <li>-Compare responses to a work of art before and after working in similar media.</li> <li>-Analyze components in visual imagery that convey messages.</li> <li>- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.</li> <li>-Apply one set of criteria to evaluate more than one work of art.</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>-Create works of art that reflect community cultural traditions.</li> <li>-Through observation, infer information about time, place, and culture in which a work of art was created.</li> </ul>

#### 4th Grade Library Curriculum Snapshot

Library Emphasis	Instructional Emphasis
<b>Inquire</b> - Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for problem solving	<ul style="list-style-type: none"> <li>● Choose aspects of a topic to investigate</li> <li>● Develop questions to be answered about a topic for short research projects</li> <li>● Recall information from past experiences</li> <li>● Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need</li> <li>● Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating</li> <li>● Paraphrase part of text read aloud or presented orally or in other media formats</li> <li>● Add audio recordings and visual displays to presentations to</li> </ul>

	enhance the development of main ideas of themes
<b>Include</b> - Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community	<ul style="list-style-type: none"> <li>• Compare and contrast accounts of the same event told from different points of view</li> <li>• Identify and use texts and resources that represent a broad range of cultures and identities</li> <li>• Demonstrate respect for the uniqueness of others</li> <li>• Identify multiple ways to solve conflicts and practice solving problems</li> <li>• Respond to others given a sense of the others' point of view</li> </ul>
<b>Collaborate</b> - Learners work effectively with others to broaden perspectives and work toward common goals.	<ul style="list-style-type: none"> <li>• Develop new understanding through engagement in learning group</li> <li>• Solicit and respond to the feedback of others</li> <li>• Contribute actively to group discussions</li> <li>• Use technology and keyboarding skills to interact and collaborate with others, with guidance and support</li> <li>• Explain ways to establish relationships that are positive and supportive of others</li> <li>• Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effect on others</li> </ul>
<b>Curate</b> - Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance	<ul style="list-style-type: none"> <li>• Use various print and digital reference sources independently</li> <li>• Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevance, readability, and currency of information</li> <li>• Locate information from sources, including both print and digital, to answer a question or solve a problem</li> <li>• Explain how information from various sources contributes to understanding text</li> <li>• Locate information from sources, including both print and digital, to answer a question or solve a problem</li> <li>• Explain how information from various sources contributes to understanding text</li> </ul>
<b>Explore</b> - Learners read, discover, and innovate with a growth mindset developed through experience and reflection	<ul style="list-style-type: none"> <li>• Select and read grade-level-appropriate literature in a variety of genres and formats with support</li> <li>• Select and read literary nonfiction and informational texts on grade level, with support</li> <li>• Use information from text to demonstrate understanding</li> <li>• Identify one's own strengths, needs, and preferences</li> <li>• Select coping skill strategies response to adverse situations (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk)</li> </ul>
<b>Engage</b> - Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world	<ul style="list-style-type: none"> <li>• Identify bibliographic information to create a list of sources used</li> <li>• Select and utilize multimedia to create digital media appropriate to audience</li> <li>• Use technology and keyboarding skills to produce and publish a product, with guidance and support</li> <li>• Apply proper etiquette when using technology</li> <li>• Apply intellectual property principles (e.g. public domain, Creative Commons, educational fair use, copyright)</li> <li>• Explain the importance of safe, legal, and responsible use of technology</li> <li>• Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effects on others</li> </ul>



#### 4th Grade Music Curriculum Snapshot

Music Emphasis	Instructional Emphasis
Production & Performance	<ul style="list-style-type: none"> <li>● Students will learn to sing and participate with a group, recognize a melodic line and be able to match pitch</li> <li>● Students will experience continued advancement in general concepts of music such as <i>verse, refrain/chorus, dynamics, tempo, form, harmony, melody, rhythm</i></li> <li>● Students will experience continued advance in beat recognition and be able to demonstrate understanding through movement or the use of various percussion instruments.</li> <li>● Students will be able to recognize duple, triple and quadruple beat patterns</li> <li>● Students will continue in reading/writing rhythms in <math>\frac{3}{4}</math>, and <math>\frac{4}{4}</math> time utilizing eighth, quarter, half and whole note durations.</li> <li>● Students will begin to learn to read music and play an instrument via the recorder.</li> <li>● Students will be provided the opportunity to present and observe live music at school concerts.</li> <li>● Students will learn to become good listeners, performers and good audience members.</li> </ul>
Historical & Cultural Contexts	<ul style="list-style-type: none"> <li>● Students will sing and/or listen to seasonally relevant songs.</li> <li>● Students will sing and/or listen to music from other cultures.</li> <li>● Students may learn to sing song(s) in a foreign language</li> <li>● Students will be presented with music of historical significance and will learn the historical background pertaining to selections.</li> </ul>
Critical Response	<ul style="list-style-type: none"> <li>● Students will be provided with opportunities to compare and contrast</li> <li>● To analyze/identify beat patterns, patterns in lyrics, patterns in melodic lines, repeated passages</li> <li>● Begin to develop classification skills</li> </ul>
Aesthetic Response	<ul style="list-style-type: none"> <li>● Students will continue to be encouraged to develop an informed opinion of music selections based on acquired information</li> <li>● Recognize that choices made by artists/composers communicate ideas through their works</li> <li>● Identify and use expressive symbols</li> <li>● Utilize elements of theater to convey expression</li> </ul>
Movement	<ul style="list-style-type: none"> <li>● Dance/movement will be provided to enhance the kinesthetic learning opportunities, to provide cross-hemispheric activities, enhance beat pattern recognition and facilitate elements of self expression.</li> </ul>

#### 4th Grade Technology Curriculum Snapshot

Technology Emphasis	Instructional Emphasis
Scope of Technology	To become familiar with using technology for learning purposes.
Computer and Information Technologies	<ul style="list-style-type: none"> <li>● Enhance keyboarding skills and posture</li> <li>● Concentrate on typing without looking at hands.</li> <li>● Create simple presentations using design, transitions, animations and images</li> </ul>

	<ul style="list-style-type: none"> <li>• Apply proper etiquette when using technology.</li> <li>• Explain electronic communication options (e.g., formal vs. informal, time constraints, geographic location) based on the intended message.</li> <li>• Explain the importance of digital citizenship.</li> <li>• Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior.</li> <li>• Describe the purpose, use, and care of peripheral devices of computer systems including input, processing, storage, and output devices.</li> <li>• Create a digital project using appropriate software/application for an authentic task.</li> <li>• Understand that tools, materials, and skills are used to make things and carry out tasks.</li> <li>• Understand that systems have parts and components that work together.</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Compare and refine multiple algorithms for the same task and determine which is the most appropriate.</li> <li>• Create programs that include sequences, events, loops, and conditionals.</li> <li>• Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.</li> <li>• Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features (Scratch).</li> <li>• Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.</li> </ul>

**5th Grade ELA Curriculum Snapshot**

<b>ELA Emphasis</b>	<b>Instructional Emphasis</b>
Comprehension Skills (Fiction)	Text Vocabulary Identify Genres Theme Word Parts (Prefix, Suffix, Roots) Narrative Elements Compare/Contrast Fact/Opinion Draw Conclusions Generalizations Main Idea/Details Author's Purpose Cause/Effect Text Dependent Analysis
Comprehension Skills (Nonfiction)	Text Vocabulary Domain-Specific Vocabulary Identify Genres Theme Word Parts (Prefix, Suffix, Roots) Narrative Elements Compare/Contrast Fact/Opinion Draw Conclusions

	<p>Generalizations  Main Idea/Details  Author's Purpose  Cause/Effect  Graphic Aids  Classify/Categorize  Text Dependent Analysis</p>
Vocabulary Development	<p>Text Vocabulary  Domain-Specific Vocabulary  Word Parts (Prefix, Suffix, Roots)  Connotation/Denotation  Context Clues  Synonyms/Antonyms  Figurative Language  Greek and Latin Roots  Shades of Meaning  Reference Sources  Word Origins  Homophones/Homographs</p>
Word Recognition skills/Decoding (Phonics and Phonemic Awareness)	<p>Spelling Patterns  Prefix, Suffix, Roots  Multiple-Meaning Words  Syllables</p>
Fluency	<p>Modeling/Listening Skills  Repeated Readings  Oral Reading Practice  Leveled Reading Practice  Choral Reading  Student-Adult Reading  Partner Reading</p>
Types of Writing/Quality of Writing	<p>Text Dependent Analysis  6 Traits +1 Writing Process  Persuasive  Informational  Narrative  Using Correct Grammar (Conjunctions, Transitions)</p>

### 5th Grade Math Curriculum Snapshot

Mathematics Emphasis	Instructional Emphasis
Numbers & Operations	<p>Whole Numbers</p> <ul style="list-style-type: none"> <li>- Place Value</li> <li>- Powers of 10 and exponents</li> <li>- Multiplication and Division of single digit and multi-digit numbers</li> <li>- Numerical Patterns</li> </ul> <p>Decimals</p> <ul style="list-style-type: none"> <li>- Add, Subtract, Multiply, and Divide</li> <li>- Place Value</li> <li>- Compare and order</li> <li>- Round</li> <li>- Estimate</li> <li>- Expanded Form</li> </ul>

	<p>Fractions</p> <ul style="list-style-type: none"> <li>- Add, Subtract, Multiply, and Divide</li> <li>- Estimate</li> <li>- Common Denominator</li> <li>- Least Common denominator</li> <li>- Equivalent Fractions</li> <li>- Mixed Numbers</li> <li>- Compare</li> </ul>
Geometry	<p>Polygons</p> <ul style="list-style-type: none"> <li>- Identify and Classify</li> </ul> <p>Triangles</p> <ul style="list-style-type: none"> <li>- Identify and Classify</li> </ul> <p>Quadrilaterals</p> <ul style="list-style-type: none"> <li>- Classify and Compare</li> </ul> <p>Three Dimensional Figures</p> <ul style="list-style-type: none"> <li>- Identify, Describe, and Classify</li> </ul> <p>Graph Data</p> <ul style="list-style-type: none"> <li>- Line Plots</li> <li>- Ordered Pairs</li> <li>- Line Graphs</li> <li>- Analyze Relationships</li> </ul>
Algebraic Concepts	<p>Properties</p> <ul style="list-style-type: none"> <li>- Commutative, Associative, Identity, Distributive</li> </ul> <p>Writing and Evaluating Numerical Expressions</p> <p>Order of Operations</p> <p>Number Patterns</p> <p>Apply Formulas</p>
Measurement, Data, & Probability	<p>Customary Length and Conversion</p> <p>Customary Capacity and Conversion</p> <ul style="list-style-type: none"> <li>- Compare</li> </ul> <p>Metric Measures</p> <ul style="list-style-type: none"> <li>- Compare, Contrast, and Convert</li> </ul> <p>Elapsed Time</p> <p>Volume</p> <ul style="list-style-type: none"> <li>- Estimate</li> <li>- Compare</li> <li>- Composed Figures</li> </ul> <p>Area</p>

### 5th Grade Science Curriculum Snapshot

Science Emphasis	Instructional Emphasis
Investigate Matter	Matter, Identify properties of materials, mixtures and solutions, physical and chemical changes, solids, liquids, and gases.
Ecosystems	Matter in ecosystems, plant survival, interactions of living things, role of decomposers, energy in ecosystems, earth's major systems, cycles of matter in ecosystems, energy transfer in ecosystems.
Earth's Interactive Systems	Earth's water system, water distribution on earth, human impact on water resources, effects of hydrosphere, earth's other systems, effects of the geosphere, effects of the atmosphere, effects of the biosphere.

Earth and Space Patterns	Earth's patterns and movement, the role of gravity, earth's motion, earth and space, earth's place in space, stars and their patterns.
--------------------------	--

### 5th Grade Art Curriculum Snapshot

Art Emphasis	Instructional Emphasis
Elements & Principles of Art	Line, Shape, Color, Space, Value, Form, Texture. Pattern, Balance, Contrast, Movement, Emphasis, Rhythm, Unity.
Art Vocabulary	Perspective, Point of View, Research, Sketch, Symbols, Contrast, Culture, Complementary, Proportion, Cubism, Principles, Plastic, Latherhard, Greenware, Bisque, Glazeware, Hues, Color Theory, Impressionism, Surrealism, Craftsmanship, Critical Thinking, Monochromatic, Value, Tone, Intensity, Movement .
Creating	<ul style="list-style-type: none"> <li>-Combine ideas to generate an innovative idea for art-making.</li> <li>- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.</li> <li>-Experiment and develop skills in multiple art-making techniques and approaches through practice.</li> <li>-Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</li> <li>-Identify, describe, and visually document places and/or objects of personal significance.</li> <li>-Create artist statements using art vocabulary to describe personal choices in artmaking.</li> </ul>
Presenting	<ul style="list-style-type: none"> <li>-Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.</li> <li>-Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.</li> <li>-Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.</li> </ul>
Responding	<ul style="list-style-type: none"> <li>-Compare one's own interpretation of a work of art with the interpretation of others</li> <li>-Identify and analyze cultural associations suggested by visual imagery.</li> <li>-Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</li> <li>-Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>-Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.</li> <li>-Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society</li> </ul>

### 5th Grade Library Curriculum Snapshot

Library Emphasis	Instructional Emphasis
<b>Inquire</b> - Learners build new knowledge by inquiring,	<ul style="list-style-type: none"> <li>● Choose aspects of a topic to investigate</li> <li>● Develop questions to be answered about a topic for short</li> </ul>

<p>reading, thinking critically, identifying problems, and developing strategies for problem solving</p>	<p>research projects</p> <ul style="list-style-type: none"> <li>● Recall information from past experiences</li> <li>● Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need</li> <li>● Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating</li> <li>● Summarize main points from text read aloud or presented orally or in other media formats</li> <li>● Add multimedia components and visual displays to presentations to enhance the development of main ideas or themes</li> </ul>
<p><b>Include</b> - Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</p>	<ul style="list-style-type: none"> <li>● Compare and contrast accounts of the same event told from different points of view</li> <li>● Identify and use texts and resources that represent a broad range of cultures and identities</li> <li>● Demonstrate respect for the uniqueness of others</li> <li>● Identify multiple ways to solve conflicts and practice solving problems</li> <li>● Respond to others given a sense of the others' point of view</li> </ul>
<p><b>Collaborate</b> - Learners work effectively with others to broaden perspectives and work toward common goals.</p>	<ul style="list-style-type: none"> <li>● Develop new understanding through engagement in learning group</li> <li>● Solicit and respond to the feedback of others</li> <li>● Contribute actively to group discussions</li> <li>● Use technology and keyboarding skills to interact and collaborate with others, with guidance and support</li> <li>● Explain ways to establish relationships that are positive and supportive of others</li> <li>● Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effect on others</li> </ul>
<p><b>Curate</b> - Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance</p>	<ul style="list-style-type: none"> <li>● Use various print and digital reference sources independently</li> <li>● Discuss and apply criteria for evaluating a resource: authority, bias, accuracy, relevancy, readability, and currency of information</li> <li>● Locate information from sources, including both print and digital, to answer a question or solve a problem</li> <li>● Locate information from sources, including both print and digital, to answer a question or solve a problem</li> <li>● Explain how information from various sources contributes to understanding text</li> </ul>
<p><b>Explore</b> - Learners read, discover, and innovate with a growth mindset developed through experience and reflection</p>	<ul style="list-style-type: none"> <li>● Select and read independently grade-level-appropriate literature in a variety of genres and formats</li> <li>● Select and read independently literary nonfiction and informational texts on grade level</li> <li>● Use information from text to demonstrate understanding</li> <li>● Describe how personal interests and abilities impact lifelong learning</li> <li>● Identify one's own strengths, needs, and preferences</li> <li>● Select coping skill strategies response to adverse situations (e.g. positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk)</li> </ul>
<p><b>Engage</b> - Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products</p>	<ul style="list-style-type: none"> <li>● Identify bibliographic information to create a list of sources used</li> <li>● Select and utilize multimedia to create digital media appropriate to audience</li> <li>● Use technology and keyboarding skills to produce and publish a</li> </ul>

independently while engaging in a community of practice and an interconnected world	<p>product, with guidance and support</p> <ul style="list-style-type: none"> <li>● Apply proper etiquette when using technology</li> <li>● Apply intellectual property principles (e.g. public domain, Creative Commons, education fair use, copyright)</li> <li>● Explain the importance of safe, legal, and responsible use of technology</li> <li>● Select and utilize expressive communication strategies (e.g. tone, body language, facial expressions) with an understanding of its effects on others</li> </ul>
---	--

### 5th Grade Music Curriculum Snapshot

Music Emphasis	Instructional Emphasis
Production & Performance	<ul style="list-style-type: none"> <li>● Students will learn to sing and participate with a group, recognize a melodic line and be able to match pitch</li> <li>● Students will experience continued advancement in general concepts of music such as <i>verse, refrain/chorus, dynamics, tempo, harmony, form and structure, melody, rhythm</i></li> <li>● Students will experience continued advance in beat recognition and be able to demonstrate understanding through movement or the use of various percussion instruments.</li> <li>● Students will be able to recognize duple, triple and quadruple beat patterns</li> <li>● Students will continue in reading/writing rhythms in <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> time utilizing eighth, quarter, half and whole note durations.</li> <li>● Students will continue to learn to read music and play an instrument via the recorder.</li> <li>● Students will be provided the opportunity to present and observe live music at school concerts.</li> <li>● Students will learn to become good listeners, performers and good audience members.</li> </ul>
Historical & Cultural Contexts	<ul style="list-style-type: none"> <li>● Students will sing and/or listen to seasonally relevant songs.</li> <li>● Students will sing and/or listen to music from other cultures.</li> <li>● Students may learn to sing song(s) in a foreign language</li> <li>● Students will be presented with music of historical significance and will learn the historical background pertaining to selections.</li> </ul>
Critical Response	<ul style="list-style-type: none"> <li>● Students will be provided with opportunities to compare and contrast</li> <li>● To analyze/identify beat patterns, patterns in lyrics, patterns in melodic lines, repeated passages</li> </ul>
Aesthetic Response	<ul style="list-style-type: none"> <li>● Students will continue to be encouraged to develop an informed opinion of music selections based on acquired information</li> <li>● Recognize that choices made by artists/composers communicate ideas through their works</li> <li>● Identify and use expressive symbols</li> <li>● Utilize elements of theater to convey expression</li> </ul>
Movement	<ul style="list-style-type: none"> <li>● Dance/movement will be provided to enhance the kinesthetic learning opportunities, to provide cross-hemispheric activities, enhance beat pattern recognition and facilitate elements of self expression.</li> </ul>

### 5th Grade Technology Curriculum Snapshot

Technology Emphasis	Instructional Emphasis
Scope of Technology	To become familiar with using technology for learning purposes.
Computer and Information Technologies	<ul style="list-style-type: none"> <li>• Enhance keyboarding accuracy and posture</li> <li>• Concentrate on typing without looking at hands</li> <li>• Include video and audio to presentations</li> <li>• Create a digital project using appropriate software/application for an authentic task.</li> <li>• Explain the importance of digital citizenship.</li> <li>• Use digital media to enhance a content-specific work product.</li> <li>• Identify and demonstrate understanding of ethical, safe, and social online behavior and potential consequences of unethical, unsafe, and inappropriate behavior.</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Compare and refine multiple algorithms for the same task and determine which is the most appropriate.</li> <li>• Create programs that include sequences, events, loops, and conditionals.</li> <li>• Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process.</li> <li>• Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features (Scratch).</li> <li>• Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.</li> </ul>

### 6th Grade ELA Curriculum Snapshot

ELA Emphasis	Instructional Emphasis
Comprehension Skills (Fiction)	Narrative Elements, Main Idea and Details, Author's Purpose and Perspective, Cause and Effect, Theme or Central Idea, Draw Conclusions
Comprehension Skills (Nonfiction)	Narrative Elements, Main Idea and Details, Author's Purpose and Perspective, Cause and Effect, Draw Conclusions, Summarize and Paraphrase, Fact or Opinion
Vocabulary Development	Prefixes, Suffixes, Roots, Word Relationships, Multi-meaning words, Meaning of words on Grade Level, Context Clues, Word Banks
Word Recognition skills/Decoding (Phonics and Phonemic Awareness)	Prefixes, Suffixes, Roots, Word Relationships, Breaking apart word, Sounds, Syllables, Rhymes
Fluency	Repeated Readings, Phrased Readings, Reading Independently on Grade Level
Types of Writing/Quality of Writing	Personal Narrative, Writing that Compares, Explanatory Writing, Expository Writing, Story Writing, Persuasive Writing Using correct grammar; types of sentences, nouns, verbs, adjectives, adverbs, pronouns



### 6th Grade Math Curriculum Snapshot

Mathematics Emphasis	Instructional Emphasis
The Number System	Whole Numbers and Decimals Add, subtract, multiply and divide GCF/LCM/Prime factorization Fractions Compare and Order Multiply and Divide Rational Numbers Compare and Order Absolute Value Graphing Rational Numbers
Ratio and Rates	Intro to Ratios and Rates Equivalent Ratios Unit Rates Percents Convert fractions, decimals and percents Percent of a Quantity/ Whole from percent
Expressions and Equations	Expressions Evaluate, write, identify parts, like terms, generate equivalent expressions Equations and Inequalities Solve, write and graph Relationships between Variables Independent and dependent variables Graphing
Geometry	Area Parallelograms, triangles, trapezoids, regular polygons and composite figures Surface Area and Volume Prisms and pyramids
Statistics	Data Displays Dot plots, frequency tables, histograms Measures of Center Mean, median, mode, range Variability Mean absolute deviation Data Distributions Box Plots

### 6th Grade Science Curriculum Snapshot

Science Emphasis	Instructional Emphasis
Life: Structure and Function	Cells and life, exploring life, cell structure and function, body systems, levels of organization, structure and support, obtaining energy and removing waste, moving materials, control and information processing.
Reproduction of Organisms	Reproduction of organisms, inheritance, types of reproduction, reproduction and growth of animals, reproduction and growth of plants.
Energy in the Atmosphere	Energy and matter, particles in motion, states of matter, thermal energy

	transfers, thermal energy conductivity, the water cycle, water in the atmosphere, water on the earth's surface, weather and climate, solar energy on earth, atmospheric and oceanic circulation, weather patterns, climates of earth.
Human Impact on the Environment	Human impact on the environment, impact on land, impact on water, impact on the atmosphere, impact on climate.

### 6th Grade Art Curriculum Snapshot

Art Emphasis	Instructional Emphasis
Elements & Principles of Art	Line, Shape, Color, Space, Value, Form, Texture. Balance, Contrast, Movement, Rhythm, Pattern, Emphasis, Unity.
Art Vocabulary	Contour, Gesture, Silhouette, Slab, Slip & Score, Perspective, Symmetry, Asymmetry, Radial, Ancient, Latherhard, Greenware, Bisque, Glazeware, Cubism, Surrealism, Impressionism, Craftsmanship, Critical Thinking, Color Theory, Hues, Tone, Intensity, Converging, Parallel, Perpendicular.
Creating	<ul style="list-style-type: none"> <li>- Combine concepts collaboratively to generate innovative ideas for creating art.</li> <li>-Formulate an artistic investigation of personally relevant content for creating art.</li> <li>-Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</li> <li>-Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.</li> <li>-Design or redesign objects, places, or systems that meet the identified needs of diverse users.</li> <li>-Reflect on whether personal artwork conveys the intended meaning and revise accordingly</li> </ul>
Presenting	<ul style="list-style-type: none"> <li>-Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.</li> <li>- Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</li> <li>-Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.</li> </ul>
Responding	<ul style="list-style-type: none"> <li>-Identify and interpret works of art or design that reveal how people live around the world and what they value.</li> <li>-Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.</li> <li>-Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</li> <li>-Develop and apply relevant criteria to evaluate a work of art.</li> </ul>
Connecting	<ul style="list-style-type: none"> <li>-Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</li> <li>-Analyze how art reflects changing times, traditions, resources, and cultural uses.</li> </ul>

## 6th Grade Library Curriculum Snapshot

Library Emphasis	Instructional Emphasis
<p><b>Inquire</b> - Learners build new knowledge by inquiring, reading, thinking critically, identifying problems, and developing strategies for problem solving</p>	<ul style="list-style-type: none"> <li>● Develop a self-generated focused research question and sub-questions about a topic</li> <li>● Use specific textual evidence from primary and secondary source and analyze the relationship between these sources</li> <li>● Use information to answer research questions and sub-questions about topic</li> <li>● Draw supporting evidence from literature or nonfiction to make a point, express a personal opinion, or meet an information need</li> <li>● Apply strategies to create meaning from literary fiction by questioning, reflecting, responding, and evaluating</li> <li>● Add multimedia components and visual displays to presentations to clarify information</li> </ul>
<p><b>Include</b> - Learners demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community</p>	<ul style="list-style-type: none"> <li>● Identify alternate or opposing claims</li> <li>● Determine the author's point of view or purpose in a text</li> <li>● Identify and use texts and resources that represent a broad range of cultures and identities, with help and support</li> <li>● Interact with others demonstrating respect, cooperation, and acceptance</li> <li>● Identify conflict resolution skills to de-escalate, diffuse, and resolve differences</li> <li>● Analyse various perspectives on a situation</li> </ul>
<p><b>Collaborate</b> - Learners work effectively with others to broaden perspectives and work toward common goals.</p>	<ul style="list-style-type: none"> <li>● Use a variety of different communication tools and resources to connect with others to build prior knowledge and create new knowledge</li> <li>● Explain how empathy and perspective taking foster relationship building</li> <li>● Explain how expressive communication strategies can affect others</li> </ul>
<p><b>Curate</b> - Learners make meaning for themselves and others by collecting, organizing, and sharing resources of personal relevance</p>	<ul style="list-style-type: none"> <li>● Independently, use various print and digital reference sources</li> <li>● Gather information that pertains to topic from various print and digital sources</li> <li>● Conduct a search using proper search terms</li> <li>● Evaluate text based on the author's claim and relevant evidence</li> <li>● Evaluate a source for authority, bias, accuracy, relevancy, and currency of information</li> <li>● Interpret information presented in different media formats</li> <li>● Select information from information texts to support analysis, reflection, and research</li> <li>● Integrate information from various mediums to understand a topic or issue</li> <li>● Evaluate the advantages and disadvantages of how information is presented in different mediums</li> <li>● Summarize, paraphrase, and quote from resources</li> </ul>
<p><b>Explore</b> - Learners read, discover, and innovate with a growth mindset developed through experience and reflection</p>	<ul style="list-style-type: none"> <li>● Select and read independently grade-level-appropriate literature in a variety of genres and formats</li> <li>● Select and read independently literary nonfiction and informational texts on grade level</li> <li>● Integrate information presented in different media formats to demonstrate understanding</li> <li>● Explain to others one's own strengths, needs, and preferences</li> </ul>

	<p>specific to a context</p> <ul style="list-style-type: none"> <li>Identify and select coping skills relevant to adverse situations</li> </ul>
<p><b>Engage</b> - Learners demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world</p>	<ul style="list-style-type: none"> <li>Cite specific textual evidence from primary and secondary sources</li> <li>Cite sources using standard bibliographic citation format</li> <li>Select and utilize multimedia to create digital media appropriate to audience</li> <li>Use technology ethically to produce and publish, as well as interact and collaborate with others</li> <li>Demonstrate proper etiquette when networking either face-to-face or online</li> <li>Apply intellectual property principals (e.g. public domain, Creative Commons, educational fair use, copyright)</li> <li>Practice safe, legal, and responsible use of information and technology</li> <li>Explain how expressive communication strategies can affect others</li> </ul>

### 6th Grade Music Curriculum Snapshot

Music Emphasis	Instructional Emphasis
Production & Performance	<ul style="list-style-type: none"> <li>Students will learn to sing and participate with a group, recognize a melodic line and be able to match pitch</li> <li>Students will experience continued advancement in general concepts of music such as <i>verse, refrain/chorus, dynamics, tempo, harmony, form and structure, melody, rhythm</i></li> <li>Students will experience continued advance in beat recognition and be able to demonstrate understanding through movement or the use of various percussion instruments.</li> <li>Students will be able to recognize duple, triple and quadruple beat patterns</li> <li>Students will continue in reading/writing rhythms in <math>\frac{3}{4}</math> and <math>\frac{4}{4}</math> time utilizing eighth, quarter, half and whole note durations.</li> <li>Students will continue to learn to read music and play an instrument via the recorder.</li> <li>Students will be provided the opportunity to present and observe live music at school concerts.</li> <li>Students will learn to become good listeners, performers and good audience members.</li> </ul>
Historical & Cultural Contexts	<ul style="list-style-type: none"> <li>Students will sing and/or listen to seasonally relevant songs.</li> <li>Students will sing and/or listen to music from other cultures.</li> <li>Students may learn to sing song(s) in a foreign language</li> <li>Students will be presented with music of historical significance and will learn the historical background pertaining to selections.</li> </ul>
Critical Response	<ul style="list-style-type: none"> <li>Students will be provided with opportunities to compare and contrast</li> <li>To analyze/identify beat patterns, patterns in lyrics, patterns in melodic lines, repeated passages</li> </ul>
Aesthetic Response	<ul style="list-style-type: none"> <li>Students will continue to be encouraged to develop an informed opinion of music selections based on acquired information</li> <li>Recognize that choices made by artists/composers communicate ideas through their works</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify and use expressive symbols</li> <li>• Utilize elements of theater to convey expression.</li> <li>• Recognize that environment influences individual aesthetic responses to works of music - live performance compared to recorded</li> </ul>
Movement	<ul style="list-style-type: none"> <li>• Dance/movement will be provided to enhance the kinesthetic learning opportunities, to provide cross-hemispheric activities, enhance beat pattern recognition and facilitate elements of self expression.</li> </ul>

### 6th Grade Technology Curriculum Snapshot

Technology Emphasis	Instructional Emphasis
Scope of Technology	To become familiar with using technology for learning purposes.
Computer and Information Technologies	<ul style="list-style-type: none"> <li>• Improve keyboarding accuracy and posture</li> <li>• Emphasis on typing without looking at hands</li> <li>• Produce a variety of documents; focus on content, style, and format.</li> <li>• Apply appropriate electronic communication based on message requirements (email).</li> <li>• Discuss the rules of digital citizenship.</li> <li>• Interpret and apply appropriate social, legal, ethical, and safe behaviors of digital citizenship.</li> <li>• Create projects using emerging input technologies.</li> <li>• Create an advanced digital project using appropriate software/application for an authentic task.</li> <li>• Create a multimedia project using student-created digital media.</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• Solve a problem with an algorithm.</li> <li>• Design projects that combine hardware and software components to collect and exchange data.</li> <li>• Create clearly named variables that represent different data types and perform operations on their values.</li> <li>• Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.</li> <li>• Create procedures with parameters to organize code and make it easier to reuse.</li> <li>• Incorporate existing code, media, and libraries into original programs, and give attribution.</li> </ul>

### ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

In accordance with our school district mission to equip “all students” for their futures, the Karns City School District shall provide an appropriate planned instructional program for identified students whose primary home language is not English. The purpose of the program is to increase the English Language Proficiency of eligible students so that they can attain the academic standards adopted by the School Board and achieve academic success.

## SPECIAL EDUCATION PROGRAMS

State law governs placement for special education programs.

**Learning Support:** State law recognizes Learning Support as a service for students whose primary identified need is academic learning. The Learning Support Services include classes for students with an identified disability. Identified students receive learning support services as needed to aid them in the regular curriculum. This is accomplished through additional instruction, individual help on assignments and oral testing. This program also offers credit in regular classes and adapts regular curriculum courses to meet the appropriate needs of the students. Instruction is individualized according to their Individualized Education Plan (IEP).

**Emotional Support:** State law recognizes Emotional Support as services for students whose primary need is emotional and behavioral support. According to the Special Education Standard 342.1 and IDEA, a Serious Emotional Disturbance is:

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree the condition adversely affects educational performance:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal circumstances.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop symptoms or fears associated with personal or school problems.

Determination of serious emotional disturbances shall include a full assessment and comprehensive report by a certified public school psychologist and may include the diagnosis of a licensed psychiatrist.

The Emotional Support emphasizes the general education curriculum and a behavior management program. Modifications are made on an individual basis as outlined in their IEP.

**Autistic Support:** Schools are here to help children learn. For Students with Autism Spectrum Disorders, learning may be a challenge at times, due to differences in social-communicative functioning and the presence of repetitive or stereotypical behaviors. With effective instruction, schools can assist students with autism in achieving significant benefits. Some characteristics of effective instruction for students with autism include:

- Instruction focused on teaching the right skills in an effective sequence and with systematic methods. Children with autism spectrum disorders should make progress that is efficient and with results consistent with established standards.
- Instruction that includes high rates of active student responding.
- Instruction in critical social communicative skills across levels of functioning and grade levels.
- Instruction with delivery methods that can be monitored, adjusted, and verified through reliable student-level data.
- Instruction that focuses on practical skill outcomes that increase independence, options for post-secondary education, and development of skills related to successful employment.

Autism Spectrum Disorders (ASD) are a group of complex neurological developmental disabilities that are characterized by impaired social interaction, problems with nonverbal and verbal communication, and unusual or severely limited activities, interests, or behaviors. Other commonly occurring difficulties include unusual responses to everyday sensations such as sounds, touch, or visual stimuli, etc., often accompanied by marked difficulty learning how to regulate and control behavioral responses. There are innumerable combinations of how the core deficits manifest themselves, and there is no single characteristic or behavior that is common to all students with Autism Spectrum Disorders.

**Speech and Language Support:** Students receiving this service are exhibiting impairments of language, voice, fluency or articulation that are not due to sensory impairment or developmental delay, but which are present to such a degree that academic achievement is affected. Students are screened by a certified speech clinician who specifies the nature and degree of the impairment. Therapy programs are designed to develop students' communication skills to their fullest potential. The work in therapy sessions is either individualized or done in small groups. Therapy is structured for each student's own needs and impairment.

**Additional supports and services:** Additional supports and services are determined through the evaluation or reevaluation process with recommendations provided by the multidisciplinary team. These supports can be provided by the Intermediate Unit and/or highly qualified staff. These supports include, but are not limited to: life skills, Autistic support, CBVT, Visual Support, Hearing Support, Occupational Therapy, Physical Therapy, Dysphagia, Orientation/Mobility, and Assistive Technology.

## **CHAPTER 15 PROGRAM**

According to Chapter 15, a school district shall provide each protected handicapped student enrolled in the District, without cost to the student or family, those related aids, services or accommodations which are needed to benefit the school program and extra-curricular activities without discrimination and to the maximum extent appropriate

to the student's abilities. The term **"protected handicapped student"** is central to Chapter 15 and distinguishes it from Chapter 14. In order to qualify as a protected handicapped student under Chapter 15, a student must:

- be of an age which public education is offered in that school district
- have a physical or mental disability which substantially limits or prohibits participation in or access to an aspect of the student's school program
- not be eligible as defined by Chapter 14 or be eligible but raise a claim of discrimination.

### **CHAPTER 16 PROGRAM**

Gifted Support Services are based on both state and federal regulations and complement the comprehensive curriculum the district offers. Gifted support does not replace the regular school experience, but provides special enrichment and/or acceleration. Each student's schedule is individualized with regards to honors and advanced placement courses offered by the district. Students also have the opportunity to participate in academic competitions, field trips, and meet with a gifted support teacher in order to work on individual goals set in the Gifted Individualized Education Plan (GIEP).