

Course Number	Sced Code	Course Name	Department	Course Is Active	Course Description
SP_1Art	5181	Art Grade 1	AR	1	<p>First grade visual arts students will:</p> <ul style="list-style-type: none"> ¿ Investigate how visual art and design tell the many stories of people, places or things. ¿ Question and respond to the stories told and the feelings expressed in works of visual art and design. ¿ Investigate the properties of materials to support the planning and making of works of art to communicate. ¿ Identify how artists and designers make connections through personal stories between self, family and friends.
SP_2ART	5182	Art Grade 2	AR	1	<p>Second grade visual arts students will:</p> <ul style="list-style-type: none"> ¿ Identify how artists make choices using the language of visual art and design to communicate ideas. ¿ Share and explain choices made and possible next steps in personal works of visual art and design. ¿ Plan and create works of art by exploring various media and creating meaning through symbolization. ¿ Observe and discuss how visual art and design are evident in the everyday life of communities.
SP_3ART	5183	Art Grade 3	AR	1	<p>Third grade visual art students will:</p> <ul style="list-style-type: none"> ¿ Investigate works of art and design to recognize how to create meaning with purpose and intent. ¿ Demonstrate an understanding of how intent and purpose are informed by research and experimentation. ¿ Synthesize ideas about personal works of art and imagine possible next steps. ¿ Plan and create works of visual art and design recognizing various purposes and intentions. ¿ Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures.
SP_4ART	5184	Art Grade 4	AR	1	<p>Fourth grade visual arts students will:</p> <ul style="list-style-type: none"> ¿ Uncover how artistic intent can be enhanced through the use of the language of visual art and design. ¿ Respond to an artist's point of view being mindful of historical, contemporary and cultural context. ¿ Interpret and evaluate personal work and the work of others with informed criteria. ¿ Synthesize researched and visual information to imagine, inform and plan possible next steps in personal artmaking. ¿ Investigate ideas of personal interest to plan and create works of visual art and design. ¿ Utilize media in traditional and inventive ways to communicate personal intent. ¿ Investigate and discuss how diverse communities address issues relevant to their culture, place and times
SP_5ART	5185	Art Grade 5	AR	1	<p>Fifth grade visual arts students will:</p> <ul style="list-style-type: none"> ¿ Investigate and analyze how specific points of view can be communicated through the language of visual art and design. ¿ Demonstrate an understanding of how works of visual art and design are influenced by the culture of daily life. ¿ Using a variety of criteria, question and evaluate works of art. ¿ Visualize intended meaning and determine a method of planning that best supports personal artmaking. ¿ Plan works of visual art and design where intended meaning is communicated to viewers. ¿ Apply an understanding of art processes and studio skills to create works of art and design. ¿ Using interdisciplinary knowledge, investigate and interpret how diverse communities address issues relevant to their place and times.

SP_6ART	5186	Art Grade 6	AR	<p>Sixth grade visual arts students will:</p> <ul style="list-style-type: none"> ¿ Apply the language of visual art and design to distinguish and differentiate meanings. ¿ Compare art from various historical, contemporary and cultural sources. ¿ Utilize key concepts, issues and themes to connect the visual arts to other disciplines. ¿ Interpret meaning and evaluate works of visual art and design recognizing diverse points of view. ¿ Describe, analyze and interpret works of art using specific art vocabulary. ¿ Plan the creation of a work of art utilizing feedback. ¿ Explore various media, materials and techniques used to create works of visual art and design. ¿ Utilize current and available technology to refine ideas in works of art. ¿ Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times. ¿ Investigate art and other careers that use creative and design thinking. ¿ Investigate how art addresses contemporary issues and community and societal concerns.
SP_7ART	5187	Art Grade 7	AR	<p>Seventh grade visual arts students will:</p> <ul style="list-style-type: none"> ¿ Analyze works of art and apply the language of visual art and design to infer meaning. ¿ Recognize and interpret works of art through the lens of time, place and culture. ¿ Employ concepts, issues and themes from other disciplines to solve visual arts problems. ¿ Determine meaning from works of art and design using visual literacy skills such as interpretation, negotiation, appreciation and selection. ¿ Utilize appropriate vocabulary in the critical analysis of works of art. ¿ Plan, anticipate outcomes and use feedback to grow as an artist. ¿ Demonstrate technical skills and processes to achieve desired results. ¿ Utilize current and available technology as a primary medium to create original works of art. ¿ Investigate how artists, designers and scholars narrate their social context. ¿ Identify where the visual arts and artistic thinking are present in the real world. ¿ Communicate messages about societal problems through the creative process.

SP_8ART	5188	Art Grade 8	AR	1	<p>Eighth grade visual arts students will:</p> <ul style="list-style-type: none"> ¿ Interpret works of art using the language of visual art and design and conceptual art frameworks. ¿ Synthesize and evaluate how time, culture and artistic style relates to contemporary art concerns. ¿ Apply key concepts, issues and themes of the visual arts to solve problems using real-world applications. ¿ Utilize visual literacy skills to establish personal meaning and interpret the artistic intent of others. ¿ Analyze, interpret and make informed judgments about works of art using different points of view ¿ Employ feedback, planning and ideation processes to develop artistic voice. ¿ Demonstrate technical proficiency and craftsmanship in the creative process. ¿ Utilize current and available technology to refine an idea and create original and imaginative works of art. ¿ Interpret the ways individual makers become agents that express the interdependent relationship between art, culture and social contexts. ¿ Discern and articulate the impact arts, design and creativity have on a variety of lifelong endeavors. ¿ Demonstrate an understanding that art can be a vehicle for social change.
SP_KART	5180	Art Grade K	AR	1	<p>Kindergartener visual arts students will:</p> <ul style="list-style-type: none"> ¿ Learn how artists use visual art and design to communicate. ¿ Notice and discuss what can be seen in works of visual art and design. ¿ Investigate the properties of materials to support the planning and making of works of art. ¿ Recognize that artists and designers contribute and connect to their communities.
SP_DISC	19154	Discovery	ME	1	-
SP_SKILL	22003	Habits of Work	-	1	-
SP_1SKILL	22003	Habits of Work Grade 1	MS	1	<p>Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors.</p> <p>Demonstrates respect toward others.</p> <p>Demonstrates responsibility for personal decisions and actions.</p> <p>Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group.</p> <p>Demonstrates meeting deadlines and established criteria.</p> <p>Demonstrates perseverance when things are hard.</p> <p>Demonstrates giving and receiving feedback with a positive mindset.</p> <p>Demonstrates seeking challenges and solutions.</p>
SP_2SKILL	22003	Habits of Work Grade 2	MS	1	<p>Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors.</p> <p>Demonstrates respect toward others.</p> <p>Demonstrates responsibility for personal decisions and actions.</p> <p>Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group.</p> <p>Demonstrates meeting deadlines and established criteria.</p> <p>Demonstrates perseverance when things are hard.</p> <p>Demonstrates giving and receiving feedback with a positive mindset.</p> <p>Demonstrates seeking challenges and solutions.</p>

SP_3SKILL	22003	Habits of Work Grade 3	MS	1	<p>Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors.</p> <p>Demonstrates respect toward others.</p> <p>Demonstrates responsibility for personal decisions and actions.</p> <p>Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group.</p> <p>Demonstrates meeting deadlines and established criteria.</p> <p>Demonstrates perseverance when things are hard.</p> <p>Demonstrates giving and receiving feedback with a positive mindset.</p> <p>Demonstrates seeking challenges and solutions.</p>
SP_4SKILL	22003	Habits of Work Grade 4	MS	1	<p>Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors.</p> <p>Demonstrates respect toward others.</p> <p>Demonstrates responsibility for personal decisions and actions.</p> <p>Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group.</p> <p>Demonstrates meeting deadlines and established criteria.</p> <p>Demonstrates perseverance when things are hard.</p> <p>Demonstrates giving and receiving feedback with a positive mindset.</p> <p>Demonstrates seeking challenges and solutions.</p>
SP_5SKILL	22003	Habits of Work Grade 5	MS	1	<p>Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors.</p> <p>Demonstrates respect toward others.</p> <p>Demonstrates responsibility for personal decisions and actions.</p> <p>Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group.</p> <p>Demonstrates meeting deadlines and established criteria.</p> <p>Demonstrates perseverance when things are hard.</p> <p>Demonstrates giving and receiving feedback with a positive mindset.</p> <p>Demonstrates seeking challenges and solutions.</p>
SP_6SKILL	22003	Habits of Work Grade 6	MS	1	<p>Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors.</p> <p>Demonstrates respect toward others.</p> <p>Demonstrates responsibility for personal decisions and actions.</p> <p>Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group.</p> <p>Demonstrates meeting deadlines and established criteria.</p> <p>Demonstrates perseverance when things are hard.</p> <p>Demonstrates giving and receiving feedback with a positive mindset.</p> <p>Demonstrates seeking challenges and solutions.</p>
SP_7SKILL	22003	Habits of Work Grade 7	MS	1	<p>Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors.</p> <p>Demonstrates respect toward others.</p> <p>Demonstrates responsibility for personal decisions and actions.</p> <p>Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group.</p> <p>Demonstrates meeting deadlines and established criteria.</p> <p>Demonstrates perseverance when things are hard.</p> <p>Demonstrates giving and receiving feedback with a positive mindset.</p> <p>Demonstrates seeking challenges and solutions.</p>

SP_8SKILL	22003	Habits of Work Grade 8	MS	1	Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors. Demonstrates respect toward others. Demonstrates responsibility for personal decisions and actions. Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group. Demonstrates meeting deadlines and established criteria. Demonstrates perseverance when things are hard. Demonstrates giving and receiving feedback with a positive mindset. Demonstrates seeking challenges and solutions.
SP_KSKILL	22003	Habits of Work Grade K	MS	1	Habits of work refers to the behaviors that support successful learning. Academic progress and achievement are monitored and reported separately from these behaviors. Demonstrates respect toward others. Demonstrates responsibility for personal decisions and actions. Demonstrates active and cooperative participation to achieve group goals including performing a variety of roles within a group, and fulfilling individual responsibilities within the group. Demonstrates meeting deadlines and established criteria. Demonstrates perseverance when things are hard. Demonstrates giving and receiving feedback with a positive mindset. Demonstrates seeking challenges and solutions.
SP_INQUIRY	22999	Inquiry Hour	-	1	-
SP_ASYNC	22999	K-12 ASync	ME	1	-
SP_1MAT	2031	Math Grade 1	MA	1	First grade math students will learn and practice sums and differences, and an introduction to place value through addition and subtraction from 1-100. Students will order and compare numbers, length measurements as numbers, and identify, compose and partition shapes.
SP_2MAT	2031	Math Grade 2	MA	1	Second grade math students will learn, practice, and understand sums and differences within 1,000 and word problems within 100. Students will learn addition and subtraction of length units, and problem solving with length, money, and data. Second graders will compare and count numbers to 1,000 using place value, and learn the foundations of multiplication and division. Students will learn that time, shapes and fractions are equal parts of a shape.
SP_3MAT	2033	Math Grade 3	MA	1	Third grade math students will learn, practice and understand the properties of multiplication and division, solving problems with units of 0-10. Students will use place value to solve problems with units of measure, and using multiplication and area. Third graders will understand fractions as places on a number line, collecting and displaying data, and solving geometry and measurement word problems.
SP_4MAT	2034	Math Grade 4	MA	1	Fourth grade students will learn, practice and understand using place value for rounding, algorithms, addition and subtraction. Students will learn unit conversion, and multi-digit multiplication and division. Learners will practice angle measurement, plane figures, and explore measurement with multiplication. Fourth graders will learn about fraction equivalence, ordering, and operations, as well as decimal fractions.
SP_5MAT	2035	Math Grade 5	MA	1	Fifth grade math students learn, practice and understand place value and decimal fractions, multi-digit whole numbers, fractions, and decimal fractions using all operations. Students will learn about addition and multiplication with volume and area, and problem solving with the coordinate plane

SP_6MAT	2036	Math Grade 6	MA	1	<p>Sixth grade math unifies all subjects and experiences in the development, growth, and achievement in the four domains of math: 1. Number and Quantity, 2. Algebra and Functions, 3. Data Statistics and Probability, and 4. Geometry.</p> <p>Students will learn, practice and understand how to divide fractions by fractions, using models and equations to represent the problem, and solve word problems involving division of fractions by fractions.</p> <p>Students will understand the concept of a ratio and use the correct language to describe it, and the concept of a unit rate (the rate per unit, or a ratio with a denominator of 1) and use the correct language to describe it. Learners will use ratios and rates to solve real world problems.</p>
SP_7MAT	2037	Math Grade 7	MA	1	<p>Seventh grade math unifies all subjects and experiences in the development, growth, and achievement in the four domains of math: 1. Number and Quantity, 2. Algebra and Functions, 3. Data Statistics and Probability, and 4. Geometry.</p> <p>Students will further develop their understanding of rates and ratios, using tables, graphs, and equations to solve real-world problems involving proportional relationships. Students will also work on quickly and accurately solving multi-step problems involving positive and negative rational numbers—any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75, or 2. Additionally, students will expand their knowledge of geometry and apply the properties of operations to solve real world problems involving the measurement of multi-dimensional objects.</p>
SP_8MAT	2038	Math Grade 8	MA	1	<p>Eighth grade math unifies all subjects and experiences in the development, growth, and achievement in the four domains of math: 1. Number and Quantity, 2. Algebra and Functions, 3. Data Statistics and Probability, and 4. Geometry.</p> <p>Students will take their understanding of unit rates and proportional relationships to a new level, connecting these concepts to points on a line and ultimately using them to solve linear equations that require them to apply algebraic reasoning as well as knowledge of the properties of operations. Students will also expand their understanding of numbers beyond rational numbers to include numbers that are irrational—meaning that they cannot be written as a simple fraction, such as the square root of 2.</p>
SP_KMAT	2030	Math Grade K	MA	1	<p>Kindergartners will learn and practice understanding of numbers from 0–100. Students will learn number pairs for addition and subtraction and 2D and 3D shapes. Learners will compare weight, length, shape, capacity and numbers.</p>
SP_1MUS	5131	Music Grade 1	MU	1	<p>First grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform music that demonstrates learned rhythmic and melodic patterns. ¿ Perform basic songs with accurate pitch, rhythm, tone and expressive elements. ¿ Apply teacher and peer critique and self-reflection to refine individual technique and performance of basic songs. ¿ Compose, improvise and arrange short phrases using rhythm and/or pitch. ¿ Identify and demonstrate introductory melodic and rhythmic patterns. ¿ Identify and demonstrate changes in tempos and dynamics. ¿ Identify and demonstrate basic form, meter, and timbre elements. ¿ Describe and/or demonstrate how ideas or moods are communicated through music. ¿ Identify, discuss, and respond to music created for specific purposes.

SP_2MUS	5132	Music Grade 2	MU	<p>Second grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform music that demonstrates learned rhythmic, melodic, and harmonic patterns. ¿ Perform simple songs with accurate pitch, rhythm, harmony, tone and expressive elements. ¿ Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple songs. ¿ Compose, improvise and arrange phrases using rhythm and/or pitch. ¿ Identify and demonstrate basic melodic, rhythmic, and harmonic patterns. ¿ Identify and demonstrate extreme changes in tempos, dynamics, and articulations. ¿ Identify and demonstrate intermediate form, meter, and timbre elements. ¿ Discuss individual preferences for music using specific music terminology. <p>1 ¿ Describe music from various cultures in their own words.</p>
SP_3MUS	5133	Music Grade 3	MU	<p>Third grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform phrases demonstrating learned rhythmic, melodic, and chordal accompaniment components. ¿ Perform notated songs with accurate pitch, rhythm, harmony, tone and expressive elements. ¿ Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple notated songs. ¿ Compose, improvise and arrange in known musical forms using rhythm and/or pitch. ¿ Identify and demonstrate notated melodic, rhythmic, and harmonic patterns within the treble staff. ¿ Identify and demonstrate gradual tempos, dynamics, and articulations. ¿ Identify and demonstrate advanced form, meter, and timbre elements. ¿ Select and use specific criteria in making judgments about the quality of a musical performance. ¿ Identify differences and commonalities in music from various cultures. <p>1</p>
SP_4MUS	5134	Music Grade 4	MU	<p>Fourth grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform sections of songs that demonstrate learned rhythmic, melodic, and introductory chordal accompaniment components. ¿ Perform complex notated songs with accurate pitch, rhythm, tone, harmony and expressive elements. ¿ Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance of notated songs. ¿ Compose, improvise and arrange melody using rhythm and pitch. ¿ Identify and demonstrate extended notated melodic, rhythmic, and harmonic patterns within the treble staff. ¿ Identify and demonstrate subtle differences in tempos, dynamics, and articulations. ¿ Identify and demonstrate complex form, meter, and timbre elements. ¿ Discriminate between musical and nonmusical factors in creating criteria for evaluating music. ¿ Articulate contributions of various cultures to music from American historical periods. <p>1</p>

SP_5MUS	5135	Music Grade 5	MU	<p>Fifth grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform songs that demonstrate learned rhythmic, melodic, and chordal accompaniment components. ¿ Perform extended notated songs with accurate pitch, rhythm, tone, harmony and expressive elements. ¿ Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance. ¿ Compose, improvise, and arrange melody with rhythmic accompaniment. ¿ Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns. ¿ Identify and demonstrate new and learned tempos, dynamics, and articulations. ¿ Identify and apply complex form, meter, and timbre elements. ¿ Create and use specific criteria in making judgments about the quality of a musical performance. ¿ Identify differences and commonalities in music from different historical periods and different cultures.
SP_6MUS	5136	Music Grade 6	MU	<p>Sixth grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform pieces of music, making interpretive and expressive choices. ¿ Perform music in unison and two-parts accurately and with technique in order to convey intent. ¿ Apply teacher and peer critiques and self-reflection to refine individual and/or ensemble performances. ¿ Compose, improvise, and arrange simple melodic and rhythmic phrases to convey intent. ¿ Read, notate, and identify musical symbols by name or function for rhythm, pitch, articulation, and dynamics. ¿ Analyze structure, use of musical elements, and expressive choices within musical compositions. ¿ Aurally identify and differentiate elements of a piece of music. ¿ Aurally identify musical styles/genres. ¿ Evaluate musical performances using prescribed criteria. ¿ Articulate and justify personal preferences as a music consumer. ¿ Identify and describe uses for music in different world cultures. ¿ Identify how music has been used in different historical periods.
SP_7MUS	5137	Music Grade 7	MU	<p>Seventh grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform contrasting pieces of music, making interpretive and expressive choices. ¿ Perform music in two or more parts accurately and with technique in order to convey intent. ¿ Apply self-reflection to create criteria and refine the individual and/or ensemble performances. ¿ Compose, improvise, and arrange melodic and rhythmic phrases and variations to convey intent. ¿ Read, notate, and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form. ¿ Analyze structure, use of musical elements, and expressive choices within musical compositions. ¿ Aurally identify and differentiate elements of music including simple tonal and/or rhythmic relationships. ¿ Aurally identify and differentiate characteristics of musical styles/genres. ¿ Evaluate, through compare and contrast, two or more musical performances or compositions using prescribed criteria. ¿ Identify and describe the ways in which music is consumed in society. ¿ Compare and contrast uses for music in different world cultures. ¿ Identify and describe the ways in which music is used as historical record.

SP_8MUS	5138	Music Grade 8	MU	<p>Eighth grade music students will:</p> <ul style="list-style-type: none"> ¿ Perform contrasting pieces of music, making interpretive and expressive choices. ¿ Perform music in three or more parts accurately and with technique in order to convey intent. ¿ Apply personal and prescribed criteria to develop a practice cycle. ¿ Compose, improvise, and arrange increasingly complex melodic and rhythmic phrases with variations to convey intent. ¿ Read, notate, and identify by name or function complex standard symbols for rhythm, pitch articulation, dynamics, tempo, and form. ¿ Analyze structure, use of musical elements, and expressive choices within musical compositions. ¿ Aurally identify and differentiate elements of a piece including chords and harmonic progression. ¿ Aurally identify and differentiate characteristics and expressive elements of different musical styles/genres. ¿ Evaluate and assess the quality of musical performances or compositions using student-created criteria. ¿ Identify and describe ways in which music is selected for use in society. ¿ Identify and describe musical characteristics and performance styles of different world cultures. <p>1 ¿ Compare and contrast uses for music in historical events.</p>
SP_KMUS	5130	Music Grade K	MU	<p>Kindergarten music students will:</p> <ul style="list-style-type: none"> ¿ Respond to musical opposites. ¿ Perform with appropriate technique and expressive elements to communicate ideas and emotions. ¿ Perform introductory songs with accurate pitch, rhythm, expressive elements. ¿ Demonstrate practice and refinement processes to develop independent musicianship ¿ Apply teacher critique and self-reflection to refine individual technique and performance of introductory songs. ¿ Compose improvise, and arrange sounds and musical ideas to communicate purposeful intent, ¿ Compose simple patterns using rhythm and/or pitch. I ¿ Identify and demonstrate melodic and rhythmic opposites, tempo, dynamic opposites, ¿ Identify basic form and timbre elements. ¿ Describe musical preferences in their own words, <p>1 ¿ Recognize relationships between music and celebrations in daily life.</p>
SP_1PE	8031	Physical Education Grade 1	PE	<p>First grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Demonstrate basic locomotor and non-locomotor skills and rhythmic and cross-lateral movements. ¿ Demonstrate fundamental manipulative skills. ¿ Establish a beginning movement vocabulary. ¿ Identify the body's normal reactions to moderate and vigorous physical activity. ¿ Work independently and with others to complete work. ¿ Follow the rules of an activity. ¿ Develop movement control for safe participation in games and physical activities. <p>1</p>

SP_2PE	8032	Physical Education Grade 2	PE	<p>Second grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Demonstrate the elements of movement in combination with a variety of locomotor skills. ¿ Demonstrate control and balance in traveling and weight-bearing activities using a variety of body parts and implements. ¿ Use feedback to improve performance. ¿ Identify healthy habits for personal wellness. ¿ Demonstrate positive and helpful behavior and words toward other students. <p>1 ¿ Apply rules, procedures, and safe practices in the classroom.</p>
SP_3PE	8033	Physical Education Grade 3	PE	<p>Third grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Demonstrate a variety of motor patterns in simple combinations while participating in activities, games, and sports. ¿ Perform cross lateral and rhythmic exercises that make a brain-body connection. ¿ Demonstrate understanding of how the use of self-assessment aids in skill development. ¿ Identify the benefits of sustained physical activity that causes increased heart rate and heavy breathing. ¿ Understand that the body is composed of water, muscle, bones, organs, fat, and other tissues. ¿ Demonstrate positive social behaviors during physical activity. ¿ Identify ways to prevent injuries during physical activity. <p>1</p>
SP_4PE	8034	Physical Education Grade 4	PE	<p>Fourth grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Identify the major characteristics of mature locomotor, non-locomotor, manipulative, and rhythmic skills. ¿ Provide and receive feedback to and from peers using the major characteristics of mature locomotor and manipulative skills. ¿ Explain how the health-related fitness components are used to improve physical fitness. ¿ Analyze opportunities for participating in physical activity and actively engage in teacher-directed and independent activities. ¿ Assess and take responsibility for personal behavior and stress management. ¿ Demonstrate knowledge of safe practices in a physical activity setting <p>1</p>
SP_5PE	8035	Physical Education Grade 5	PE	<p>Fifth grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Demonstrate mature form for all basic locomotor, non-locomotor, manipulative, and rhythmic skills. ¿ Demonstrate understanding of how to combine and apply movement concepts and principles to learn and develop motor skills. ¿ Understand why feedback can improve performance. ¿ Demonstrate understanding of skill-related components of fitness and how they affect physical performance. ¿ Set personal goals for improving health-related fitness. ¿ Identify personal activity interests and abilities and take responsibility for individual and team performance. ¿ Work cooperatively and productively in a group. ¿ Implement safety procedures in the utilization of space and equipment. <p>1</p>

SP_6PE	8036	Physical Education Grade 6	PE	1	<p>Sixth grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Demonstrate beginning skills for a variety of activities, games, and sports. ¿ Participate in activities that require problem-solving, cooperation, and team-building. ¿ Demonstrate beginning strategies for a variety of activities, games, or sports. ¿ Understand and apply basic principles of training to improving physical fitness. ¿ Recognize how health-related and skill-related fitness components contribute to a health-enhancing lifestyle that embraces physical fitness. ¿ Identify opportunities in school and in the community for regular participation in physical activity to enhance physical fitness. ¿ Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation. ¿ Choose to participate cooperatively and productively in group and individual physical activities. ¿ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury.
SP_7PE	8037	Physical Education Grade 7	PE	1	<p>Seventh grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Combine the critical elements of movement and skills concepts. ¿ Demonstrate beginning offensive and defensive strategies for individual and team physical activities and sports. ¿ Understand and apply principles of physical fitness to create a personal fitness plan and set personal physical fitness goals. ¿ Demonstrates fitness knowledge and skills that maintain a health-enhancing lifestyle, while actively engaging in the participation of lifetime physical activities. ¿ Demonstrate inclusiveness in and out of classroom settings. ¿ Understand and utilize safe and appropriate warm-up, pacing, and cool-down techniques for injury prevention and safe participation.
SP_8PE	8038	Physical Education Grade 8	PE	1	<p>Eighth grade physical education students will:</p> <ul style="list-style-type: none"> ¿ Demonstrate competency in a variety of motor skills and movement patterns. ¿ Understand and apply game strategies to physical activities and sports. ¿ Identify areas for growth and design personal goals utilizing assessment and program planning concepts. ¿ Identify preferences for lifetime physical activity. ¿ Recognize diverse skill performance in self and in others and how diversity affects activities, games, and sport participation. ¿ Apply rules, procedures, and safe practices to create a safe school environment with no reinforcement.
SP_KPE	8030	Physical Education Grade K	PE	1	<p>Kindergarten Physical Education students will:</p> <ul style="list-style-type: none"> ¿ Demonstrate body and spatial awareness through movement. ¿ Locate and move the major parts of the body. ¿ Understand that physical activity increases the heart rate, making the heart stronger. ¿ Demonstrate respect for self, others, and equipment. ¿ Demonstrate the ability to follow directions. ¿ Apply safe practices, rules, and procedures.
SP_1RWC	1029	Rdg./Wrtg./Comm Grade 1	LA	1	<p>First grade Reading, Writing, and Communicating includes using the foundational literacy skills of letters and sounds in words to begin to read and understand informational and literary texts fluently. Learners will develop word skills including structure, relationships and word families. First graders begin learning to write an opinion supported by reasons, informational writing, as well as writing about events in a sequence with details using correct grammar, spelling, capitalization and punctuation. Students will participate in shared research and inquiry projects gathering information writing, recalling, and answering questions about their learning. First graders will practice using verbal and non-verbal communication to express and receive information using different strategies.</p>

SP_2RWC	1030	Rdg/Wrtg/Comm Grade 2	LA	1	Second grade Reading, Writing, and Communicating includes applying the understanding of letters, sounds, spelling patterns and word meaning to decode words in order to fluently read and understand a variety of texts. Students will write about a book topic and give opinions with supported reasons, write informative text about a main idea with supporting details, and narratives in sequence of events with details and closure. Second graders learn how to revise and edit their writing to ensure it's clear and uses the correct mechanics of writing. Learners will participate in shared research on a topic and deliver presentations about the topics. Students will engage in dialogue and how to learn new information through active listening.
SP_3RWC	1031	Rdg/Wrtg/Comm Grade 3	LA	1	Third grade Reading, Writing, and Communicating includes applying strategies to fluently read and understand literary and informational texts. Students will expand understanding of spelling patterns, word meanings, and word relationships in order to increase vocabulary in comprehension and communication. Learners will write opinion pieces, supporting their view with reasons, and write information pieces with facts, definitions, details, and conclusions. Students will also write clear sequential narratives with descriptive details and closure. Third graders learn how to use a writing process to plan, draft, revise, and edit applying correct mechanics of writing and spelling. Learners will participate cooperatively in groups, communicating in formal and informal situations. Students will gather, interpret and communicate learning in short research projects.
SP_4RWC	1032	Rdg/Wrtg/Comm Grade 4	LA	1	Fourth grade Reading, Writing and Communicating includes continued growth in applying strategies to comprehend and interpret literary and informational texts. Students apply understanding of spelling patterns, and word meanings to decode multisyllabic words and determine meaning of new words to support understanding. Students will write opinion pieces supporting their point of view with reasons and information, narrative pieces that are engaging with descriptions and dialogue to convey a sequence of events, and information pieces with structure appropriate for the topic, facts, definitions, details, precise language, and topic related vocabulary. 4th grade students will pose thoughtful questions after actively listening to others and will use a variety of resources to learn and communicate knowledge related to open ended inquiry questions.
SP_5RWC	1033	Rdg/Wrtg/Comm Grade 5	LA	1	Fifth grade Reading, Writing and Communicating includes continued growth in applying strategies to comprehend and interpret literary and informational texts. Students apply understanding of spelling patterns, and word meanings to decode multisyllabic words and determine meaning of new words to support understanding. Students will write opinion pieces supporting their point of view with reasons and information for a variety of purposes and audiences. Fifth graders will write narrative pieces that are engaging with descriptions and dialogue to convey a sequence of events, and information pieces with structure appropriate for the topic, facts, definitions, details, precise language, and topic related vocabulary. Fifth-grade students will collaborate in discussions with different purposes and situations. Learners will research to locate, summarize, synthesize and document information from print and digital sources and communicate findings to others. Students will also present to express opinions or persuade others.

SP_6RWC	1034	Rdg/Wrtg/Comm Grade 6	LA	<p>Sixth grade Reading, Writing and Communicating unifies all subjects and experiences in the development, growth, and achievement in reading, writing, and communication skills. Skills developed include analyzing elements within different types of literature to make meaning, and analyzing the organization and structure of informational text to make meaning. Students apply understanding of spelling patterns, and word meanings to decode multisyllabic words and determine meaning of new words to support understanding. Students will write arguments that support claims with reasons and evidence with credible sources and formal style, and informational pieces with appropriate organization, development, language and style. Sixth graders will write narrative pieces that are engaging with descriptions and dialogue to convey a sequence of events and use a writing process to plan, draft, edit, and revise writing for clarity and cohesion with the correct conventions, mechanics, and style for purpose and audience. Learners will pose research questions and gather, synthesize and cite relevant and credible resources, presenting their findings to an audience.</p>
SP_7RWC	1035	Rdg/Wrtg/Comm Grade 7	LA	<p>Seventh grade Reading, Writing and Communicating unifies all subjects and experiences in the development, growth, and achievement in reading, writing, and communication skills. Students will analyze connections between related literary elements to understand literary texts, and summarize and evaluate informational text to show understanding. Students apply understanding of word relationships, and word and sentence structure to make meaning of new words in complex text. Learners will write well organized arguments with logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clarity and formal style. Seventh graders will write developed, organized informational text with relevant details, vocabulary and formal style. Students will write engaging narratives using descriptions, sensory language, and pacing to capture action and details of experiences and events. Learners will use a planning process for writing to ensure clarity, coherence and proper conventions and mechanics for the style and audience of the written piece. Seventh grade students pose research questions and synthesize answers from credible sources, presenting conclusions in an appropriate format.</p>
SP_8RWC	1036	Rdg/Wrtg/Comm Grade 8	LA	<p>Eighth grade Reading, Writing and Communicating unifies all subjects and experiences in the development, growth, and achievement in reading, writing, and communication skills. Students will continue development and depth of understanding through the integration of the humanities including the study of literature, history, jurisprudence, philosophy, ethics, and the arts. Students will analyze and evaluate literary elements and an author's choices to understand literary text, and informational text. Students apply understanding of word relationships, and word and sentence structure to make meaning of new words in complex text. Learners will write well organized arguments with logical reasoning, relevant and credible evidence, distinguishing claims from opposing claims and using language to clarify connections between claims, reasons, and evidence. Students will write developed and organized informational text with relevant content. Language, vocabulary and style. Eighth graders will write engaging narratives using techniques of descriptive details, sensory language, and pacing to develop and reflect on experiences and events. Learners will produce clear and coherent final drafts with correct conventions, mechanics and style appropriate to purpose and audience. Seventh grade students pose research questions, identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate finding appropriately. Students will engage in collaborative discussions effectively, analyze presented information, and design presentations with details and claims tailored to the purpose and audience.</p>

SP_KRWC	1028	Rdg/Wrtg/Comm Grade K	LA	1	Kindergarten Reading, Writing, and Communicating includes development of foundational literacy skills including how to identify individual sounds in words and how letters and sounds are used in words in reading and spelling. Students will learn about the concepts of print in reading literary and informational texts, and explore to learn about a topic through research and inquiry. Kindergarten students will learn oral communication skills in language rich learning experiences. Early writing skills in kindergarten include labels, dictation and drawing as they communicate opinions, information and narratives while learning about mechanics such as capitalization and punctuation.
SP_1SCI	3231	Science Grade 1	SC	1	Kindergarten science students will learn about weather, pushes and pulls, life in an oasis, and environments. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.
SP_2SCI	3232	Science Grade 2	SC	1	Second grade students will investigate matter by looking at materials birds use to make their nests, changes on Earth by studying the changes on an island over time, the regrowth of plants near Mt. Helens volcano, and habitats. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.
SP_3SCI	3233	Science Grade 3	SC	1	Third grade students will investigate weather and climate by studying a hurricane from 1900, how butterflies survive over time with changing environments, variations in humpback whales, and motion in space. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.
SP_4SCI	3234	Science Grade 4	SC	1	Fourth grade students will learn about Earth's features by learning about the formation of the Grand Canyon's features, energy by studying windmills, sense and response by learning about elephants that sense distant rainstorms, and light by studying visibility and communication of Amelia Earhart's incomplete journey.. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.

SP_5SCI	3235	Science Grade 5	SC	1	Fifth grade students will learn about changes to the Statue of Liberty's appearance over time, life around a Mangrove tree, Balinese rice farming, and orbit and rotation by views from earth and space. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.
SP_6SCI	3236	Science Grade 6	SC	1	Sixth grade sciences unifies all subjects and experiences in the development, growth, and achievement in the physical, life, and earth and space science domains. Sixth grade students will learn through studies of Ocean, Atmosphere, and Climate, Weather Patterns, Earth's Changing Climate (virtual Climate Internship), Geology on Mars, Plate Motion (virtual Plates Internship), Rock Transformations, Earth, Moon, and Sun.
SP_7SCI	3237	Science Grade 7	SC	1	Seventh grade science unifies all subjects and experiences in the development, growth, and achievement in the physical, life, and earth and space science domains. Students will learn through studies of Life Science (Micro) including Microbiome, Metabolism (virtual internship.), and Traits and Reproduction. Students will learn through studies in Physical Science including Human Energy, Force and Motion (virtual internship), Magnetic Fields, and Light Waves.
SP_8SCI	3238	Science Grade 8	SC	1	Eighth grade science unifies all subjects and experiences in the development, growth, and achievement in the physical, life, and earth and space science domains. Students will learn through studies of Chemistry including Thermal Energy, Phase Changes (virtual internship), and Chemical Reactions. Students will learn through studies of Life Science (Macro) including Matter and Energy in Ecosystems, Populations and Resources, Natural Selection (virtual internship), and Evolutionary History.
SP_KSCI	3230	Science Grade K	SC	1	Kindergarten science students will learn about weather, pushes and pulls, life in an oasis, and environments. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.
SP_1SS	4431	Social Studies Grade 1	SS	1	First grade students will investigate life surviving in a pond, shadows and light, understanding sound through a recycled orchestra in Paraguay, and the sky . Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.

SP_2SS	4432	Social Studies Grade 2	SS	1	Second grade students will investigate matter by looking at materials birds use to make their nests, changes on Earth by studying the changes on an island over time, the regrowth of plants near Mt. Helens volcano, and habitats. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.
SP_3SS	4433	Social Studies Grade 3	SS	1	Third grade social studies students will learn about the impact geography, culture, history, government, and economics have across the globe and in their very own community. Students will engage with maps, primary sources, time lines, and different perspectives to build citizenship skills and gain an understanding of the forces that shape their community locally and globally.
SP_4SS	4434	Social Studies Grade 4	SS	1	Fourth grade social studies students will learn about the history, geography, government, and economics of each region. By interacting with maps, charts, time lines, and primary sources, students will discover what makes each region unique, as well as what connects each region to each other and to the world.
SP_5SS	4435	Social Studies Grade 5	SS	1	Fifth grade students will learn about changes to the Statue of Liberty's appearance over time, life around a Mangrove tree, Balinese rice farming, and orbit and rotation by views from earth and space. Students will engage in the learning cycle to make sense of and explain authentic phenomena. They begin each module by generating questions and developing their own initial explanation of the phenomenon. Then students investigate various supporting phenomena to better understand the phenomenon. Students periodically return to the anchor phenomenon to revise their explanation by applying evidence gathered through their investigations and data analysis. At the end of the module, students participate in a reflection of learning activity to reflect on the conceptual understanding they have developed and used to explain multiple phenomena.
SP_6SS	4436	Social Studies Grade 6	SS	1	Sixth grade social studies unifies all subjects and experiences in the development, growth, and achievement in history, geography, economics, and civics. Students will analyze and interpret primary and secondary sources to ask and research historical questions about the western hemisphere, Learners will explore the historical eras, individuals, groups, ideas and themes within the regions of the Western hemisphere and their relationships with each other. Sixth graders will learn to use geographic tools and resources to learn and make inferences and predictions about the Western hemisphere and understand the differences and perspectives and the impact on human and environmental interactions. Learners will investigate how societies create economic systems and the role of consumers in the western hemisphere. Students will analyze relationships of different nations and the systems of government in the western hemisphere.

SP_7SS	4437	Social Studies Grade 7	SS	1	Seventh grade social studies unifies all subjects and experiences in the development, growth, and achievement in history, geography, economics, and civics. Students will learn to use a variety of primary and secondary sources from multiple perspectives to formulate a thesis supported by evidence. Students will explore the historical context of significant current events, individuals, groups ideas, and themes in the Eastern hemisphere and their relationship with one another. Learners will use geographic tools to research the Eastern hemisphere and make inferences and predictions based on their learning. Students will be able to describe Eastern hemisphere economic systems to address the problem of scarcity and the civic similarities and differences within governmental systems in the Eastern hemisphere. Students will learn how Eastern hemisphere regions interact with international organizations to govern, organize and impact their societies in different ways.
SP_8SS	4438	Social Studies Grade 8	SS	1	Eighth grade social studies unifies all subjects and experiences in the development, growth, and achievement in history, geography, economics, and civics. Students will explore and learn about the Eastern Hemisphere. Students will use a variety of primary and secondary sources from multiple perspectives to formulate a thesis supported by evidence. Students will explore the historical context of significant current events, individuals, groups ideas, and themes in the Eastern hemisphere and their relationship with one another. Students will use geographic tools to research and make inferences and predictions based on their learning. Students will be able to describe Eastern hemisphere economic systems to address the problem of scarcity and the civic similarities and differences within governmental systems in the Eastern hemisphere. Students will learn how Eastern hemisphere regions interact with international organizations to govern, organize and impact their societies in different ways
SP_KSS	4430	Social Studies Grade K	SS	1	Kindergarten social studies students will learn about the foundational concepts of identity, diversity, cooperation, and citizenship. These themes, among others, are woven into a discovery of significant people, places, and historical events. Children will also be introduced to using primary sources, maps, and time lines to learn about the world around them.
SP_SPRKHR	22999	Spark Hour	ME	1	-
SP_ADV	22107	Student Advisory	ME	1	This is an attendance class for Spark only. No grades or credit issued. Added 1/2023