



# ***Program of Studies***

**Grades K – 5**

2026-2027

## **ROANOKE COUNTY PUBLIC SCHOOLS INSTRUCTIONAL GOALS AND OBJECTIVES**

Roanoke County Public Schools is committed to providing a comprehensive program of instruction that is consistent with the requirements of Virginia law and aligned with the Virginia Standards of Learning, Standards of Quality, and other applicable requirements of the Virginia Board of Education.

The Roanoke County School Board is committed to excellence in education and the recognition of each student's individual strengths, needs, and potential. Because students differ in their rate of academic, physical, social, and emotional growth, learning opportunities are designed to help each student achieve success at the appropriate age and grade level.

The division's instructional program emphasizes the development of knowledge, skills, and dispositions necessary for success in school, further education, employment, responsible citizenship, and lifelong learning. Areas of emphasis include:

- communication skills, including reading, writing, speaking, and listening;
- mathematical concepts, reasoning, and computation;
- science concepts, processes, and applications;
- computer science, computational thinking, coding, and the effective use of technology;

- citizenship skills, including an understanding of Virginia, United States, and world history, economics, government, geography, foreign languages, and international cultures;
- health, wellness, and physical education;
- environmental awareness and responsible participation in the local and global community;
- fine arts, which may include music and art;
- knowledge and skills needed for further education, gainful employment, career and technical training, and economic self-sufficiency; and
- the ability to apply learning in meaningful, creative, and constructive ways.

Roanoke County Public Schools also recognizes the importance of a safe, supportive, and engaging learning environment. School and Classroom Climate, as articulated in the C-Change Framework, is a foundational component of schools and classrooms in which purposeful and engaging learning takes place. Schools strive to cultivate physically, emotionally, and intellectually safe environments where students are treated with respect and have opportunities to learn and grow.

Positive school and classroom climates are supported through strong relationships, mutual respect, effective communication, collaboration, and high expectations for citizenship. The School Board supports this work by providing trained and dedicated leadership, qualified personnel, appropriate equipment and materials, and the fair and efficient use of resources to assure an appropriate education for every student.

## Administrative Staff of Roanoke County Public Schools

|                        |                                                             |
|------------------------|-------------------------------------------------------------|
| Dr. Jamie Soltis.....  | Superintendent                                              |
| Jill Green.....        | Assistant Superintendent of Administration                  |
| Hayley Poland.....     | Assistant Superintendent of Student Services                |
| Tammy Newcomb.....     | Executive Director of Administration                        |
| Dr. Beth Harman.....   | Executive Director of Special Education<br>& Pupil Services |
| Jeff Terry.....        | Director of Technology                                      |
| Jim Bradshaw .....     | Executive Director of Human Resources                       |
| Susan Peterson .....   | Chief Financial Officer                                     |
| Mike Riley .....       | Executive Director of Secondary Instruction                 |
| Kim Bradshaw.....      | Executive Director of Elementary Education                  |
| Ben Williams.....      | Director of Assessment & Research                           |
| Dr. Shawn Hughes ..... | Executive Director of School Counseling                     |

## Roanoke County School Board

|                       |                             |                           |
|-----------------------|-----------------------------|---------------------------|
| Tim Greenway .....    | Vinton District.....        | (540) 562-3900 ext. 10604 |
| Dr. Ryan White .....  | Windsor Hills District..... | (540) 562-3900 ext. 10605 |
| David Linden .....    | Hollins District.....       | (540) 562-3900 ext. 10603 |
| Brent Hudson.....     | Catawba District.....       | (540) 562-3900 ext. 10601 |
| Shelley Clemons ..... | Cave Spring District.....   | (540) 562-3900 ext. 10602 |

## Elementary Principals

|                        |                     |                |
|------------------------|---------------------|----------------|
| Virginia Sharp .....   | Back Creek .....    | (540) 772-7565 |
| Leanne Leftwich.....   | Bonsack.....        | (540) 977-5870 |
| Kristyn Schmidt.....   | Burlington.....     | (540) 561-8165 |
| Arrin Alaniz .....     | Cave Spring .....   | (540) 772-7558 |
| Laura Bell.....        | Clearbrook.....     | (540) 772-7555 |
| Kim Smith .....        | Fort Lewis .....    | (540) 387-6594 |
| April Brubaker .....   | Glen Cove .....     | (540) 561-8135 |
| Christi Stanley.....   | Glenvar .....       | (540) 387-6540 |
| Sheree Anderson.....   | Green Valley .....  | (540) 772-7556 |
| Julie Sandzimier ..... | Herman L. Horn..... | (540) 857-5007 |
| Amy Phelps.....        | Mason's Cove .....  | (540) 387-6530 |
| Jill Lane.....         | Mount Pleasant..... | (540) 427-1879 |
| Valerie Close .....    | Mountain View ..... | (540) 561-8175 |
| Jennifer Gravely ..... | Oak Grove .....     | (540) 772-7580 |
| Jennifer Griffin ..... | Penn Forest.....    | (540) 772-7590 |
| Ashley McCallum.....   | W. E. Cundiff.....  | (540) 857-5009 |

## Table of Contents

|                                                             |                                     |
|-------------------------------------------------------------|-------------------------------------|
| INSTRUCTIONAL GOALS AND OBJECTIVES .....                    | 1                                   |
| Standards of Quality and Objectives.....                    | <b>Error! Bookmark not defined.</b> |
| Administrative Staff of Roanoke County Public Schools ..... | 2                                   |
| Roanoke County School Board .....                           | 2                                   |
| Elementary Principals.....                                  | 2                                   |
| ADMISSION POLICY .....                                      | 3                                   |
| Physical Examination .....                                  | 3                                   |
| Birth Certificate.....                                      | 3                                   |
| Immunization.....                                           | 3                                   |
| Affirmation Statement.....                                  | 3                                   |
| SPECIAL PROGRAMS .....                                      | 3                                   |
| Gifted and Talented.....                                    | 3                                   |
| Title I .....                                               | 3                                   |
| English as a Second Language .....                          | 3                                   |
| Special Education .....                                     | 3                                   |
| Technology.....                                             | 3                                   |
| Libraries as Media Centers .....                            | 3                                   |
| School Counseling Program .....                             | 3                                   |
| Testing Program.....                                        | 3                                   |
| Promotion/Retention .....                                   | 4                                   |
| Remedial Instruction Program.....                           | 4                                   |
| KINDERGARTEN.....                                           | 4                                   |
| FIRST GRADE .....                                           | 5                                   |
| SECOND GRADE .....                                          | 7                                   |
| THIRD GRADE.....                                            | 9                                   |
| FOURTH GRADE.....                                           | 10                                  |
| FIFTH GRADE .....                                           | 12                                  |

## ADMISSION POLICY

Any person who enrolls in the public schools for the first time must be of school age as set forth by the Commonwealth of Virginia as follows: a person who will have reached his/her fifth birthday on or before September 30th of the school year.

### Physical Examination

The Code of Virginia requires documentation of a comprehensive physical examination upon entry to public Kindergarten or elementary school. The physical examination must be completed by a licensed physician, nurse practitioner, or physician's assistant, and must be completed within 12 months prior to the date such child enters public Kindergarten or elementary school.

### Birth Certificate

A child's birth certificate should be presented before enrollment in school.

### Immunization

Virginia state law requires parents/guardians to submit documentary proof of immunization prior to admission to school per the Virginia Department of Health School and Day Care Minimum Immunization requirements. Required immunizations for Kindergarten and elementary school include diphtheria, pertussis, tetanus, polio, hepatitis A, hepatitis B, measles, mumps, rubella, and varicella.

### Affirmation Statement

If a student has previously been enrolled in another school, State law requires that the parent or guardian provide upon registration, a sworn statement or affirmation indicating whether the student was expelled from school attendance for an offense in violation of school board policies related to weapons, alcohol or drugs, or assault.

## SPECIAL PROGRAMS

Roanoke County Public Schools offer many special programs.

### Gifted and Talented

A formal school-based program is available for gifted and talented students in kindergarten through grade twelve whose mental development is accelerated to the extent that they need and can profit from specifically planned educational services differentiated from those provided by the general program.

### Artistically Talented

After school and summer programs are available for gifted and talented students in the area of art. Students in grades three through eight whose artistic development is accelerated are offered opportunities for extra art experiences.

### Title I

The Title I grant program is the largest educational program for federal aid in public education. It has two main goals: to enforce equity in public schools throughout the United States, and to promote excellence in educational services for children. Roanoke County currently has nine schools that receive funds to run a program that enhances the education of students that are in need of additional support in the development of basic skills in English and Mathematics.

### Language Instruction Education Program

This program serves students who are English language learners. It offers a continuum of services for these students as they develop skills in the areas of reading, writing, speaking, and listening. The goal of this program is to assist the students in the development of English language skills and support their progress toward success in the Virginia Standards of Learning.

## Special Education

Roanoke County Public School actively and continuously seek to identify, locate, and evaluate children, ages 2 to 21, who may need special education and related services. If you suspect that your child is delayed in any area of development, you may request a referral to Child Study through the school principal or the supervisor of special education to determine if further evaluation is necessary. Although different rates of development may be found during a child's normal development, the following may indicate areas of concern that should be discussed with school personnel:

- Slow or uneven rate of development
- Speech, hearing, or vision problems
- Behavioral or emotional difficulties
- Special health needs
- Delays in motor development (running, walking, jumping)

Referrals may come from parents, state and local professionals, school principals, teachers, doctors, social workers, community agencies or other concerned community persons.

## Technology

Students and teachers incorporate computers and other multimedia resources to support instruction in all areas. Elementary schools provide a combination of student laptops, and other classroom computers to meet learning needs. All schools are fully networked with wireless access and high-speed internet allowing teachers to integrate a variety of global resources into the instructional program. A variety of software supports and enhances curriculum as students develop basic technology skills. Activities within each grade level are aligned to the Computer Science Standards of Learning.

### Library Media Centers

The library program is a vital part of the school, providing quality education by enriching the total educational process. It serves as the instructional materials center, providing the learning resources necessary to meet the needs of the students and curriculum served. The school library offers a comprehensive program of services to students and teachers, such as teaching library skills, reinforcing state SOLs, providing activities to introduce and promote literature, and circulating materials to support the school curriculum.

## School Counseling Program

A comprehensive, developmental school counseling program is provided in all Roanoke County Public Schools by Licensed Professional School Counselors. It is both preventive and responsive in nature and assists students in acquiring the knowledge and skills necessary for healthy development. All aspects of the program are intended to support the efforts of parents/guardians, teachers and the total school staff and are aligned with the Virginia Standards for School Counseling.

## Testing Program

The Virginia Standards of Learning tests are developed to measure student progress in achieving the Standards of Learning objectives. The SOL tests are designed to assess knowledge as well as critical thinking skills. Students are assessed as they move through the educational program in each of the following core content areas:

- English
- Mathematics
- Science
- History/Social Science

The Roanoke County Public Schools elementary testing in 2025-2026 will adhere to the following tentative schedule:

| Grade | Tests                                                       | Dates        |
|-------|-------------------------------------------------------------|--------------|
| 3     | Reading, Mathematics                                        | May 2027     |
| 4     | Reading, Mathematics, & Virginia Studies                    | May 2027     |
| 5     | Reading/Integrated Reading & Writing Mathematics, & Science | May 2027     |
| WIDA  | Access Testing for Active ELS                               | Spring, 2027 |

# STUDENT PROMOTION POLICIES

Roanoke County Public Schools shall develop such programs as best meet the needs of all students and which can be efficiently administered by the staff of the respective schools in compliance with the provision established by the State Board of Education in Standards for Accrediting Elementary and Secondary Schools in Virginia.

Promotion or retention of a student is of necessity based upon state and local requirements.

## Promotion/Retention

Individual student promotion shall be based upon satisfactory performance as follows:

Students in grades 3-5 must pass at least two (2) of the following: Mathematics, Social Science, Science, and English. A pupil may be retained if final grade of an F is received in English or Mathematics. A pupil may be retained if he/she consistently works below grade level in English, Mathematics, Social Science, or Science.

## Remedial Instruction Program

Students in grades 3 through 5 who do not achieve a passing score on all required Standards of Learning (SOL) assessments may be required to participate in a remediation program. The school division will select a remediation option that is aligned with the student's academic needs. In addition, any student identified as high risk on the Virginia Language and Literacy Screening System (VALLSS) will receive a personalized literacy plan to support growth and progress in reading.

Parents also have the option to choose a prevention, intervention, or remediation program for their child in consultation with the superintendent or designee. This program must either (i) be conducted by an accredited private school or (ii) be a special program determined by the superintendent to be comparable to the school division's remediation program. The costs of a private or special remediation program selected by the parent is the responsibility of the parent.

## Graduation Requirements

The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time.

Graduating classes of 2027-2033

- Standard diploma requires 22 credits
- Advanced diploma requires 26 credits

Additional graduation requirements can be found on our registration guide on our website.

## KINDERGARTEN

### English Objectives

The student will:

- Demonstrate print awareness by tracking print from left to right and identifying parts of a book and sentence structure.
- Develop phonological and phonemic awareness by recognizing, segmenting, blending, and manipulating syllables and sounds in spoken words.
- Apply knowledge of letter-sound correspondences to decode and spell simple words, including those with digraphs and short vowel patterns.
- Read decodable texts fluently and use letter-sound knowledge to recognize high-frequency words.
- Build comprehension by listening to and discussing a variety of texts, including both literary and informational selections.
- Identify key story elements (character, setting, events) and begin to retell stories in sequence.
- Ask and answer questions about texts, including literal and inferential questions.
- Use illustrations and text features to aid understanding of both fiction and nonfiction.
- Build and use a broad vocabulary drawn from high-quality texts and content-area experiences.

- Use drawing, dictation, and writing to express ideas in narrative, descriptive, and response formats.
- Compose simple sentences with support, using appropriate grammar and mechanics (capitalization, punctuation, and spacing).
- Spell simple words phonetically and use high-frequency words accurately in writing.
- Use prewriting strategies (drawing, planning, discussion) to generate ideas and organize writing.
- Participate in collaborative discussions by listening attentively, taking turns, and expressing ideas clearly.
- Ask and answer questions for clarification and information.
- Retell stories and describe experiences using complete sentences, appropriate voice level, and expression.
- Use nouns, pronouns, verbs, and adjectives in speaking and writing to convey clear meaning.
- Demonstrate basic understanding of sentence structure and begin to distinguish between questions and statements.
- Apply appropriate punctuation and capitalization with guidance.
- With support, generate questions, explore topics, and gather information from print, visuals, and people.

### Mathematics Objectives

The student will:

- count orally, read, write, and represent numbers from 0 through 30.
- compare and describe sets as having more, fewer, or the same number of objects as other set(s) and order sets from least to greatest and greatest to least.
- count forward orally by ones from 0 to 100 and count backward orally by ones when given any number between 1 and 20.
- identify the number after, without counting, when given any number between 0 and 100 and identify the number before, without counting, when given any number between 1 and 20.
- count forward by tens to determine the total number of objects to 100.
- recognize and describe with fluency part-whole relationships for numbers up to 5 and/or 10.
- model and solve single-step contextual problems with sums to 10 and differences within 10, using concrete objects.
- recognize the attributes of a penny, nickel, dime, and quarter.
- describe the units of time represented in a calendar.
- compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).
- Identify, describe, name, compare, and construct plane figures (circle, triangle, square, and rectangle).
- compare the size (smaller, larger) and shape of plane figures (circle, triangle, square, and rectangle).
- pose questions, collect, organize, represent, and analyze data in object graphs and picture graphs.
- identify, describe, extend, create simple repeating patterns.

### Science Objectives

The student will:

- demonstrate an understanding of scientific and engineering practices.
- investigate and understand that pushes and pulls affect the motion of objects.
- investigate and understand that physical properties of an object can be described in terms of color, shape, texture, size, weight, and feel.
- investigate and understand that water is important in our daily lives.
- investigate and understand that senses allow humans to seek, find, take in, and react or respond to different information.
- investigate and understand that there are differences between living organisms and nonliving objects.
- investigate and understand that plants and animals have basic needs and life processes.
- investigate and understand that light influences temperature on Earth's surfaces and can cause shadows.
- investigate and understand that there are patterns in nature.
- investigate and understand that change occurs over time.
- investigate and understand that humans use resources.

## History and Social Science Objectives

The student will:

- demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- recognize that history describes events and people from other times and places.
- sequence events in the past and present and begin to recognize that things change over time.
- describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
- use simple maps and globes.
- develop an awareness that maps and globes show a view from above, in smaller size, and the position of objects.
- Identify and understand the importance of national holidays.
- describe how the location, climate, and physical surroundings of a community affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- match simple descriptions of work that people do with the names of those jobs.
- recognize that people make choices because they cannot have everything they want and explain that people work to earn money to buy the things they want.
- demonstrate what being a good citizen involves.
- develop an understanding of how communities express patriotism through events and symbols.

## Art Objectives

The student will:

- apply creative thinking to artmaking.
  - a) Draw from imagination.
  - b) Create works of art that represent personal responses to art-making challenges.
- apply a creative process for artmaking.
  - a) Ask questions about art and artmaking.
  - b) Generate multiple ideas for an art challenge.
  - c) Share ideas with a group.
- analyze and interpret artwork using art vocabulary.
  - a) Describe works of art.
  - b) Describe objects in the environment by their visual qualities (e.g., location, size, color, texture, line, shape, pattern).
  - c) Describe ideas, experiences, and feelings expressed in personal and other works of art.
- describe personal connections to and interests in visual art.
- describe how artists work together in a creative community.
- explore cultural and historical influences of art.
  - a) Describe the concept that people in all cultures create works of art.
  - b) Respond to art from a variety of time periods and places.
- identify a variety of purposes for creating works of art including art to commemorate personal and community events.
- identify information about art from provided resources.
- identify people, including oneself, who make art as artists.
- identify works of art created with contemporary media.
- recognize connections between the arts, incorporating or responding to music, theatre, or dance in their artwork.
- identify and use the following in works of art:
  - a) Color—red, blue, yellow, green, orange, violet, brown, black, white.
  - b) Line—straight/curved, thick/thin, long/short, up/down/across.
  - c) Shape—circle, square, triangle, rectangle, oval.
  - d) Texture—visual, tactile.
  - e) Pattern—occurring naturally, made by people.
- identify spatial relationships for composition.
  - a) Identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
  - b) Make observations of objects in space.
- create drawings from observation.
- use motor skills to create two-dimensional and three-dimensional works of art (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping).
- explore a variety of media, techniques, and processes to create two-dimensional and three-dimensional artwork.
- create artworks inspired by a variety of sources and subjects.
  - a) Depict the human figure.

- b) Use nature as inspiration

## Music Objectives

The student will:

- improvise and compose music.
- apply a creative process for music.
- analyze music.
- express personal feelings evoked by a musical experience.
- identify how people work as a team while participating in music experiences.
- explore historical and cultural aspects of music.
- identify how music is part of personal and community events.
- identify the value of creating personal music.
- identify people who create music (e.g., singers, instrumentalists, composers, conductors).
- identify technology tools for creating music.
- recognize relationships between music and other fields of knowledge.
- explore music literacy, including high and low pitches and rhythms represented by a variety of notational systems.
- develop skills for individual and ensemble singing performance.
- develop skills for individual and ensemble instrumental performance.
- identify and perform rhythmic patterns.
- demonstrate a steady beat using movement, body percussion, instruments, and voice.
- respond to music with movement.

## Physical Education Objectives

The student will:

- demonstrate progress toward the mature form of selected locomotor, non-locomotor, and manipulative skills to understand the various ways the body can move.
- identify basic structures of the body and basic spatial awareness concepts.
- identify basic fitness concepts.
- use appropriate behaviors and safe practices in physical activity settings.
- identify basic concepts of energy balance.

## Health Objectives

The student will:

- identify and describe key health and safety concepts.
- identify healthy decisions.
- describe and demonstrate behaviors that promote health and prevent injury and disease.

# FIRST GRADE

## English Objectives

The student will:

- Orally identify, blend, segment, and manipulate sounds in words with four or more phonemes.
- Apply knowledge of letter-sound relationships to decode and spell one- and two-syllable words, including those with digraphs, blends, vowel teams, and r-controlled vowels.
- Read decodable and grade-level texts fluently with accuracy, appropriate pacing, and expression.
- Recognize and read high-frequency words automatically.
- Build vocabulary through explicit instruction and exposure to rich texts across content areas.
- Use knowledge of word parts (prefixes, suffixes, root words) and context clues to determine word meanings.
- Use synonyms, antonyms, and shades of meaning to clarify word understanding and usage.
- Ask and answer literal and inferential questions to demonstrate comprehension.
- Identify key story elements (characters, setting, plot, theme) in literary texts.
- Identify main ideas and supporting details in informational texts.
- Use text features (headings, captions, diagrams) and illustrations to enhance comprehension.
- Use drawing, dictation, and writing to compose:

- Narrative stories that recount sequenced events with supporting details.
- Informative/explanatory pieces that state a topic and provide facts.
- Opinion pieces with a stated opinion and supporting reason(s).
- Written responses to texts using supporting details.
- Engage in prewriting strategies such as brainstorming and graphic organizers to plan writing.
- Compose simple sentences with correct subject-verb agreement and descriptive language.
- Edit writing for capitalization, punctuation, spelling, and grammar with guidance.
- Use nouns, verbs, adjectives, pronouns, and articles correctly in speaking and writing.
- Form and use regular plural nouns and verb tenses (past, present, future).
- Capitalize sentence beginnings, proper nouns, and the pronoun "I."
- Use appropriate ending punctuation for statements, questions, and exclamations.
- Apply conventional spelling patterns and spell frequently used irregular words accurately.
- Participate in discussions by listening respectfully, staying on topic, and expressing ideas clearly in complete sentences.
- Ask and answer questions to clarify understanding or gain information.
- Speak audibly and with appropriate expression, pace, and volume.
- Retell and present ideas, stories, and experiences using relevant vocabulary and organized sequence.
- Engage in oral language activities such as choral speaking, rhymes, and dramatizations.
- With support, generate questions for research based on grade-level content.
- Locate information from texts, images, and people to answer questions.
- Organize and record information using charts, drawings, or written sentences.

## Mathematics Objectives

The student will:

- count forward orally by ones to 120, starting at any number between 0 and 120 and write the numerals 0 to 120 in sequence and out-of-sequence.
- count backward orally by ones when given any number between 1 and 30; and count forward orally by ones, twos, fives, and tens to determine the total number of objects to 120.
- create a concrete pictorial representation of a number up to 120 using tens and ones and write the corresponding numeral.
- compare two numbers between 0 and 120 represented pictorially or with concrete objects, using the words greater than, less than or equal to.
- order three sets from least to greatest and greatest to least.
- represent and solve practical problems involving equal sharing with two or four sharers.
- represent and name fractions for halves and fourths, using models.
- estimate the number of objects up to 120 in a given collection.
- represent, solve, and justify single-step story and picture problems using addition and subtraction within 20.
- recognize and describe with fluency part-whole relationships for numbers up to 20; and demonstrate fluency with addition and subtraction facts within 10.
- determine the value of a collection of like coins (pennies, nickels, or dimes) whose total value is 100 cents or less.
- tell time to the hour and half-hour, using analog and digital clocks; and read and interpret a calendar by using ordinal numbers.
- use nonstandard units to measure and compare length, weight, and volume.
- describe, sort, draw, name and compose plane figures (triangles, squares, rectangles, and circles) according to number of sides, vertices, and angles.
- identify and describe representations of circles, squares, rectangles, and triangles in different environments, regardless of orientation, and explain reasoning.
- pose questions, collect, organize and represent data using tables, picture graphs, and object graphs.

- sort and classify concrete objects according to one or two attributes.
- identify, describe, extend, create, and transfer growing and repeating patterns.
- demonstrate an understanding of equality through the use of the equal symbol.

## Science Objectives

The student will:

- demonstrate an understanding of scientific and engineering practices.
- investigate and understand that objects can move in different ways.
- investigate and understand that objects are made from materials that can be described by their physical properties.
- investigate and understand that plants have basic life needs and functional parts that allow them to survive.
- investigate and understand that animals, including people, have basic life needs that allow them to survive.
- investigate and understand that there is a relationship between the sun and Earth.
- investigate and understand that there are weather and seasonal changes.
- investigate and understand that natural resources can be used responsibly.

## History and Social Science Objectives

The student will:

- demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth.
- describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth.
- Identify and understand the importance of national holidays.
- Develop geography skills by utilizing maps and globes.
- develop a geographic understanding that the location of Virginia determines its climate and results in four distinct seasons and the landforms of Virginia affect the places people live.
- explain the difference between goods and services and describe how people are consumers and producers of goods and services.
- explain that people make choices because they cannot have everything they want.
- recognize that people save money for the future to purchase goods and services.
- apply the traits of a good citizen.
- identify and describe the symbols and traditions that honor and foster patriotism in the United States, such as the America Flag, Pledge of Allegiance, and National Anthem.
- identify and describe the symbols and traditions that honor Virginia, such as the Virginia State Flag, State Capitol Building, State Bird, and State Flower.
- understand that the people of Virginia have state and local government officials who are elected by voters, make contributions to their communities, and include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.

## Art Objectives

The student will:

- apply creative thinking to artmaking.
  - a) Experiment with materials.
  - b) Make unconventional combinations of ideas or objects in artwork.
- apply a creative process for artmaking.
  - a) Examine a variety of solutions to art-making challenges.
  - b) Describe steps used in the creation of works of art.
- analyze and interpret artwork using art vocabulary.
  - a) Describe the visual qualities and content of works of art.
  - b) Describe similarities and differences among works of art.
  - c) Describe how ideas, opinions, and emotions are communicated in works of art.
- share a response to art and explain why viewers may have different responses to works of art.
- identify skills needed to work collaboratively in a creative art community.
- explore and recognize cultural and historical influences of art.
  - a) Explain a variety of reasons why works of art can have importance.
  - b) Describe how art is an integral part of one's culture.
- identify artwork and artists in the community and Commonwealth.



- identify appropriate sources of information for learning about art.
- describe various careers in the visual arts.
- recognize how artists use current technology and contemporary media to create works of art.
- identify connections between the arts by incorporating or responding to music, theatre, or dance in their artwork.
- identify and use the following in works of art:
  - a) Color—primary, secondary.
  - b) Line—zigzag, dotted, wavy, spiral.
  - c) Shape—geometric, organic.
  - d) Texture—visual, tactile.
  - e) Pattern—alternating, repeating.
- identify and apply spatial relationships for composition.
  - a) Arrange shapes in space within the picture plane.
  - b) Identify and use figure-ground relationships.
  - c) Identify and use size relationships.
- create observational drawings of people and objects in the environment.
- apply motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two- and three-dimensional works of art.
- apply a variety of media, materials, techniques, and processes to create artwork.
- will create works of art inspired by a variety of sources and subjects.
  - a) Use the senses of sight, touch, and hearing.
  - b) Create works of art inspired by stories or poems, ideas, and themes.
  - c) Depict personal experiences.

## Music Objectives

The student will:

- improvise and compose music.
- apply a creative process for music.
- analyze music.
- describe personal ideas and emotions evoked by music.
- identify collaboration and communication skills for music rehearsal and performance.
- explore historical and cultural aspects of music.
- identify musicians in the school, community, and media.
- identify appropriate sources of information for learning about music.
- describe the roles of music and musicians.
- recognize how music can be created using innovative tools and new media.
- identify relationships between music and concepts learned in another content area.
- demonstrate music literacy.
- develop skills for individual and ensemble singing performance.
- develop skills for individual and ensemble instrumental performance.
- recognize and perform rhythmic patterns.
- demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.
- The student will respond to music with movement.

## Physical Education Objectives

The student will:

- demonstrate approaching mature form and the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
- identify basic anatomical structures and basic spatial awareness concepts.
- identify changes in the body that occur during moderate-to-vigorous physical activity.
- demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from teacher.
- identify basic nutrition concepts of energy balance.

## Health Objectives

The student will:

- identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
- explain that good health is related to healthy decisions.
- identify specific rules and practices to promote personal safety and socially responsible behaviors.

# SECOND GRADE

## English Objectives

The student will:

- Orally identify, blend, segment, and manipulate phonemes in four- and five-sound words to support decoding and encoding.
- Apply phonics knowledge to read and spell words with short vowels, vowel teams, r-controlled vowels, digraphs, blends, and trigraphs.
- Use knowledge of syllable types and affixes to read and spell multisyllabic words.
- Recognize and read high-frequency decodable and irregular words with automaticity and accuracy.
- Read grade-level literary and informational texts fluently with appropriate rate, accuracy, and expression.
- Retell key details and identify the structure, central idea, and message of texts.
- Ask and answer literal and inferential questions using evidence from the text.
- Use text features (headings, captions, charts, etc.) and illustrations to locate and interpret information.
- Distinguish between facts and opinions and identify the author's purpose.
- Use context clues, morphology (prefixes, suffixes), and word relationships (synonyms, antonyms, homophones) to determine word meaning.
- Build and apply vocabulary across content areas and use new words in speaking and writing.
- Write narratives that recount events in sequence using time-related words and descriptive details.
- Write informative texts that introduce a topic and support ideas with facts and examples.
- Write opinion pieces that clearly state an opinion and provide reasons to support it.
- Write in response to texts read or heard, citing supporting details from the text.
- Use the writing process to plan, draft, revise, and edit writing for clarity, focus, and organization.
- Compose simple and compound sentences with correct grammar and mechanics.
- Use correct grammar, including subject-verb agreement, verb tense (including irregular verbs), possessives, abbreviations, and contractions.
- Apply standard capitalization and punctuation, including for sentences, questions, commands, and letter writing.
- Spell grade-level words using learned phonics patterns and syllable knowledge.
- Identify and eliminate double negatives in speech and writing.
- Maintain legible manuscript and begin writing in cursive, including first and last names.
- Apply phoneme-grapheme knowledge to spell both single- and multisyllabic words.
- Use grade-appropriate spelling strategies for high-frequency and content-area words.
- Retell stories and explain ideas in organized, sequential ways using visual or oral tools.
- Generate questions and identify a topic for research using provided sources.
- Locate and collect information from print, digital, and human resources.
- Organize findings using graphic organizers, charts, or visuals.
- Record and share findings in writing, speech, or visuals using original language and avoiding plagiarism.

## Mathematics Objectives

The student will:

- read, write, and identify the place and value of each digit in a three-digit numeral, from a given model.
- compare and order whole numbers between 0 and 999; and round two-

digit numbers to the nearest ten.

- count forward by twos, fives, and tens to 200, starting at various multiples of 2, 5, 10, or 25.
- count backward by tens from 200.
- use objects to represent and determine whether a number is even or odd up to 50.
- count forwards in groups of 100 up to 1,000.
- estimate up to 1,000 from a contextual problem.
- plot and justify the position of a number on a number line up to 100.
- name, write, and represent fractions by a set, region, or length model for halves, fourths, eighths, thirds, and sixths.
- count unit fractions with models.
- compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models, words, and symbols.
- compose the whole for a fractional part and determine how many pieces would be needed to make the whole.
- recognize and use the relationships between addition and subtraction to solve problems in context with whole numbers to 20 and demonstrate fluency with addition and subtraction within 20.
- estimate and determine sums and differences using various methods.
- count, construct, and represent and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less.
- use the cent symbol, dollar symbol, and decimal point to write a value of money.
- identify a quarter and its value and various ways to represent its value using pennies, nickels and/ or dimes.
- estimate, measure, and compare objects by length, weight, and liquid volume to the nearest inch and weight to the nearest whole unit.
- tell time and write time to the nearest five minutes, using analog and digital clocks.
- identify number of minutes in an hour and hours in a day and determine the appropriate measure of time.
- identify, describe and create figures with at least one line of symmetry and relationship with plane congruency.
- identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms).
- pose questions, organize, collect, and represent, data in pictographs and bar graphs.
- identify, describe, create, extend, and transfer repeating and increasing patterns found in objects, pictures, and numbers.
- demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol.

## Science Objectives

The student will:

- demonstrate an understanding of scientific and engineering practices.
- investigate and understand that different types of forces may cause an object's motion to change.
- investigate and understand that matter can exist in different phases.
- investigate and understand that plants and animals undergo a series of orderly changes as they grow and develop.
- investigate and understand that living things are part of a system.
- investigate and understand that there are different types of weather on Earth.
- investigate and understand that weather patterns and seasonal changes affect plants, animals, and their surroundings.
- investigate and understand that plants are important natural resources.

## History and Social Science Objectives

The student will:

- demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.
- describe how the contributions of selected individuals changed the lives of Americans.
- identify key events and contributions as they relate to the founding of our nation.
- identify and understand the importance of national holidays.
- develop map skills by using globes and maps of the world and the United States.
- identify essential geographic landmarks.
- identify the geographic location, use of resources, and contributions of Indigenous people of the past and present.
- describe natural resources (water, soil, wood, and coal), human

resources (people at work), and capital resources (machines, tools, and buildings).

- explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.
- identify the rights and responsibilities of being a U.S. citizen.
- understand that the people of the United States of America make contributions to their communities, vote in elections, are united as Americans by common principles, and have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.
- understand the symbols and traditional practices that honor and foster patriotism in the United States of America.
- distinguish between the use of barter and the use of money in the exchange for goods and services.
- identify the contributions of European explorers and their influence on the development of North America.

## Art Objectives

The student will:

- apply creative thinking to artmaking.
  - a) Incorporate unanticipated results of artmaking into works of art.
  - b) Depict imaginary characters, scenes, or experiences.
- apply a creative process for artmaking.
  - a) Generate a variety of solutions to artmaking challenges.
  - b) Reflect on the process and outcome of an artmaking experience.
- analyze and interpret artwork using art vocabulary.
  - a) Categorize works of art both real and imaginary, by subject matter, such as portrait, landscape, still life, and architecture.
  - b) Interpret ideas, opinions, and emotions expressed in personal and others' works of art.
- express opinions with supporting statements regarding works of art.
- describe skills needed to work collaboratively in an art community.
  - a) Active listening for understanding.
  - b) Share and take turns with art tools and materials.
- explore and identify cultural and historical influences of art.
  - a) Identify symbols and motifs from various cultures.
  - b) Identify public art, both historical and contemporary, and its impact on the community.
  - c) Explain ways that the art of a culture reflects its people's attitudes, beliefs, and experiences.
- describe roles of artwork and artists in communities.
- identify appropriate sources for viewing art on the Internet.
- recognize careers related to the art media used in instruction.
- explore contemporary digital tools for artmaking.
- apply connections between the arts by incorporating or responding to music, theatre, or dance in the creation of a work of art.
- identify and use the following in works of art:
  - a) Color—warm, cool, neutral.
  - b) Form—three-dimensional.
  - c) Line—vertical, horizontal, diagonal.
  - d) Shape—geometric, organic.
  - e) Pattern—complex alternating and repeating.
- identify and apply spatial relationships and perspective for composition.
  - a) Use foreground and background in works of art.
  - b) Depict objects according to size and proportion within works of art.
- create preliminary drawings and/or finished works of art from observation.
- refine motor skills (e.g., cutting, modeling, molding, tearing, weaving) to create two-dimensional and three-dimensional works of art.
- create three-dimensional works of art, using a variety of materials to include clay
- create works of art inspired by a variety of concepts, themes, and/or literary sources.

## Music Objectives

The student will:

- improvise and compose music.
- apply a creative process for music.
- analyze music.
- describe how music evokes personal ideas and emotions.
- demonstrate collaboration and communication skills for music rehearsal and performance.
- explore historical and cultural aspects of music.



- describe roles of music and musicians in communities.
- identify appropriate sources for listening to music.
- identify how individuals create music.
- identify how music can be created using technology tools.
- identify relationships between music and other fields of knowledge.
- demonstrate music literacy.
- develop skills for individual and ensemble singing performance.
- develop skills for individual and ensemble instrumental performance.
- classify, perform, and count rhythmic patterns.
- understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.
- respond to music with movement.

### Physical Education Objectives

The student will:

- demonstrate approaching (at least two critical elements) and mature form (all correct critical elements) of locomotor, non-locomotor, and manipulative skills.
- identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.
- describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition.
- identify and apply cooperative, respectful, and safe behaviors in physical activity settings.
- describe the energy intake components of energy balance and physical health and development.

### Health Objectives

The student will:

- identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
- identify personal health decisions and health habits that influence health and wellness throughout life.
- describe the influences and factors that impact health and wellness.

## THIRD GRADE

### English Objectives

The student will:

- Apply grade-level phonics and word analysis strategies to decode and spell unfamiliar words.
- Use knowledge of syllable types and affixes to read and spell multisyllabic words accurately.
- Read high-frequency and irregular words automatically and fluently.
- Read grade-level texts with accuracy, appropriate rate, and expression to support comprehension.
- Build and apply academic and content-specific vocabulary through reading, listening, and discussion.
- Use context clues, morphology, and reference materials to determine word meaning.
- Distinguish between shades of meaning, synonyms, antonyms, and homophones.
- Ask and answer questions, summarize key ideas, and draw inferences from literary and informational texts.
- Identify themes, plot, character development, and setting in literary texts.
- Determine the main idea and supporting details in informational texts.
- Analyze text structure (e.g., cause/effect, sequence, problem/solution) and use text features and search tools to gain information.
- Write personal and fictional narratives with clear sequence and descriptive detail.
- Write informative/explanatory texts with relevant facts and details to examine a topic.
- Write opinion pieces with a clear point of view supported by facts and reasons.
- Write responses to texts that use textual evidence to support ideas.
- Use the writing process (plan, draft, revise, edit) to compose organized, focused writing for a variety of purposes.
- Compose paragraphs with topic sentences, supporting details,

transitions, and conclusions.

- Use complete simple and compound sentences with correct subject-verb agreement.
- Apply standard grammar, including regular and irregular verbs, adjectives, and punctuation rules.
- Use commas, apostrophes, and capitalization correctly in writing.
- Spell grade-level words accurately using phonics patterns and reference tools.
- Edit writing for clarity, format, and conventions with peer or teacher support.
- Maintain legible manuscript and write in cursive using correct letter formation.
- Sign first and last name in cursive.
- Spell multisyllabic words using grade-level patterns and affixes.
- Report orally on topics or texts using organized ideas, descriptive details, and appropriate voice and pacing.
- Adapt language and style for different purposes and audiences.
- Gather and organize information using notes and graphic organizers.
- Avoid plagiarism by using original language and giving credit to sources (title and author when available).

### Mathematics Objectives

The student will:

- read, write, and determine the place and value of each digit in a six-digit whole number, with and without models and in various forms.
- apply strategies to round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and compare and order up to three whole numbers, each 9,999 or less.
- identify, represent, name, count, compose and decompose, and write fractions and mixed numbers represented by a model.
- represent fractions and mixed numbers with models and symbols.
- compare fractions having like numerators or denominators, using words and symbols ( $>$ ,  $<$ ,  $=$ , or  $\neq$ ), with models.
- estimate and determine the sum or difference of two whole numbers.
- create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 1,000 or less.
- represent multiplication and division through  $10 \times 10$ , using a variety of approaches and models.
- solve contextual problems that involve multiplication and division through  $10 \times 10$ .
- recall with automaticity multiplication and division facts through  $10 \times 10$ .
- determine and construct the value of a collection of bills and coins whose total value is \$5.00 or less.
- compare the value of two sets of coins or two sets of coins and bills; and make change from \$5.00 or less.
- estimate and use U.S. customary and metric units to estimate and measure objects by length, weight/mass, and liquid volume to the nearest half or whole unit.
- estimate and measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and count the number of square units needed to cover a given surface in order to determine its area.
- tell time to the nearest minute, using analog and digital clocks, solve contextual problems related to elapsed time in one-hour increments within a 12-hour period, identify equivalent periods of time, and match written time to analog and digital clocks.
- identify, describe, classify, compare, combine, and subdivide polygons with 8 or fewer sides, create composite figures by combining up to three polygons, subdivide polygons with three or four sides, and name the resulting polygons.
- formulate questions, collect or acquire data; organize and represent data as pictographs or bar graphs.
- identify, describe, create, and extend increasing and decreasing patterns found in objects, pictures, numbers and number lines.
- create equations to represent equivalent mathematical relationships.

### Science Objectives

The student will:

- demonstrate an understanding of scientific and engineering practices.
- investigate and understand that the direction and size of force affects the motion of an object.
- investigate and understand how materials interact with water.

- investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment.
- investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms.
- investigate and understand that soil is important for ecosystems.
- investigate and understand that there is a water cycle and water is important to life on Earth.
- investigate and understand that natural events and humans influence ecosystems.

## History and Social Science Objectives

The student will:

- demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- explain how the contributions of ancient China, Egypt, Greece, Rome, and Mali have influenced the present world in terms of politics, economics, art and architecture, and technology and innovations.
- develop map skills and an understanding of change over time by locating major ancient world cultures on world maps.
- develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features.
- describe how people in ancient world cultures adapted to their environment.
- demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.
- recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.
- identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).
- explain the responsibilities of a good citizen.
- recognize the importance of government in local communities, Virginia, and the United States of America.
- recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

## Art Objectives

The student will:

- apply creative thinking to artmaking.
  - a) Use imaginative and expressive strategies to create works of art.
  - b) Create work in collaboration with others.
- apply a creative process for artmaking.
  - a) Identify innovative solutions used by artists to solve artmaking challenges.
  - b) Describe and use steps of the artmaking process, including brainstorming, preliminary sketching, and planning, to create works of art.
  - c) Collaborate with peers to identify ways to further develop an artwork.
- analyze and interpret artwork using art vocabulary.
  - a) Identify distinguishing characteristics of a selection of art, such as landscape, portrait, still life, and narrative works.
  - b) Analyze personal works of art, using visual art vocabulary, such as the elements of art and/or principles of design.
  - c) Identify how works of art and craft communicate aspects of times, places, and cultures.
- express informed judgments about works of art.
- demonstrate skills needed to work collaboratively in an art community.
  - a) Ask clarifying questions.
  - b) Take responsibility for the care of art tools and materials.
- explore and examine cultural and historical influences of art.
  - a) Identify how history, culture, and the visual arts influence each other.
  - b) Compare and contrast works of art created by artists of diverse cultures.
  - c) Examine the relationship between form and function in the artifacts of a culture.
  - d) Compare and contrast art and architecture from a variety of cultures.
- determine reasons why art has value to people and communities.
- demonstrate ethical use of the Internet when exploring art topics.
- identify a variety of artists and art careers.
- explore and investigate the use of technology for creating and editing

works of art.

- explain authentic opportunities for artmaking that demonstrate understanding of a concept learned in another content area.
- use the following in works of art:
  - a) Color—intermediate, warm, cool.
  - b) Space—positive, negative.
  - c) Balance—symmetry, asymmetry, radial.
  - d) Contrast.
  - e) Pattern—decorative repeating motifs.
- identify and use foreground, middle ground, and background in two-dimensional works of art
- use organic and geometric shapes in observational drawing.
- identify quality and technical skill in works of art.
- use subtractive and additive processes in various media, including clay.
- develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.

## Music Objectives

The student will:

- improvise and compose music.
- apply a creative process for music.
- will analyze and evaluate music.
- explain personal motivations for making music.
- explain collaboration and communication skills for music rehearsal and performance.
- explore historical and cultural aspects of music.
- will describe why music has value to people and communities.
- recognize ethical use of the Internet for exploring music topics.
- identify a variety of careers in music.
- identify how music can be created using innovative tools and new media.
- describe relationships between music and other fields of knowledge.
- demonstrate music literacy.
- develop skills for individual and ensemble singing performance.
- develop skills for individual and ensemble instrumental performance.
- classify, perform, and count rhythmic patterns.
- demonstrate understanding of meter.
- respond to music with movement.

## Physical Education Objectives

The student will:

- demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.
- identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles.
- describe the components and measures of health-related fitness.
- demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings.
- describe energy balance.

## Health Objectives

The student will:

- explain that health habits and practices impact personal growth and development.
- demonstrate the ability to use essential health concepts to improve personal health.
- promote health and safety at school and at home.

# FOURTH GRADE

## English Objectives

The student will:

- Apply knowledge of syllable types, word parts, and morphology (prefixes, suffixes, roots) to decode and spell unfamiliar words.
- Read high-frequency, decodable, and irregular words fluently with accuracy and appropriate expression.
- Use decoding and encoding strategies to support comprehension and vocabulary development.
- Build and apply vocabulary through context clues, morphology, and reference materials.
- Use knowledge of synonyms, antonyms, homophones, and shades of meaning to expand word understanding.
- Read a wide range of literary and informational texts with fluency and comprehension.

- Analyze character traits, plot structure, theme, and point of view in fiction and poetry.
- Summarize main ideas and supporting details in informational texts and explain text structures (e.g., cause/effect, compare/contrast).
- Distinguish between fact and opinion and evaluate how authors support claims with reasons and evidence.
- Compose personal and fictional narratives with a clear sequence and developed characters, setting, and conflict.
- Write informative/expository texts with facts, definitions, examples, and organizational structures suited to the topic.
- Write opinion/persuasive texts supported by clear reasoning and evidence.
- Write in response to texts with appropriate evidence and explanations.
- Use the writing process to plan, draft, revise, and edit for clarity, purpose, and audience.
- Organize writing using topic sentences, supporting details, transitions, and conclusions.
- Use correct grammar, including subject-verb and noun-pronoun agreement, comparative adjectives, modal verbs, and sentence variety.
- Capitalize and punctuate correctly, including dialogue punctuation and apostrophes for possession and contractions.
- Use commas in lists, dates, addresses, and to separate dialogue tags.
- Spell high-frequency and grade-level words accurately using phonics and morphological patterns.
- Use print and digital resources to check and correct spelling.
- Maintain legible manuscript and cursive writing.
- Use knowledge of syllable types and morphemes to spell multisyllabic words accurately.
- Interpret, compare, and evaluate media messages across formats (visual, auditory, digital) for purpose, construction, and audience.
- Formulate and revise research questions to explore topics of interest.
- Take notes, organize findings, and synthesize information into coherent oral, written, or visual products.
- Give appropriate credit to sources to avoid plagiarism.

## Mathematics Objectives

The student will:

- read, write, and identify the place and value of each digit in a nine-digit whole number.
- compare and order whole numbers expressed through millions.
- round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.
- represent, compare, and order fractions and mixed numbers, with and without models; and represent equivalent fractions.
- represent the division of two whole numbers as a fraction given a contextual situation and model.
- represent, compare, and order and identify decimals expressed through thousandths with or without models.
- use rounding as an estimation strategy when solving problems involving whole numbers and decimals.
- identify and represent fraction and decimal equivalencies.
- demonstrate fluency with multiplication facts through  $12 \times 12$ , and the corresponding division facts.
- estimate and determine sums, differences, and products of whole numbers.
- estimate and determine quotients of whole numbers, with and without remainders.
- estimate, represent, solve, and justify contextual problems involving addition, subtraction, and multiplication, and single-step problems in context involving division with whole numbers.
- determine common factors, and the greatest common factor of no more than three numbers.
- add and subtract fractions and mixed numbers having like and unlike denominators.
- solve single-step practical problems in context involving addition and subtraction with fractions and mixed numbers with like denominators.
- solve single – step contextual problems involving multiplication of a whole number and a unit fraction with models.
- add and subtract with decimals; and solve single-step and multistep contextual problems involving addition and subtraction with decimals.
- develop and use formulas and solve practical problems that involve

determining perimeter and area of rectangles and squares in U.S. Customary and metric units.

- estimate and measure length; weight/mass, and liquid volume and describe the result in U.S. Customary and metric units.
- given the equivalent measure of one unit, identify equivalent measures of length, weight/mass, and liquid volume between units within the U.S. Customary system.
- solve problems in context that involve length, weight/mass, and liquid volume in U.S. Customary units.
- solve contextual problems related to elapsed time in hours and minutes within a 12-hour period.
- Identify, describe, compare, and draw points, lines, line segments, rays, and angles, including intersecting, parallel, and perpendicular lines.
- identify, describe, compare, and contrast plane and solid figures according to their characteristics (number of angles, vertices, edges, and the number and shape of faces) with and without models.
- classify, and describe quadrilaterals as parallelograms, rectangles, squares, rhombi, and/or trapezoids using attributes.
- model and determine the likelihood of all possible outcomes of a simple event.
- represent probability as a number between 0 and 1, inclusive.
- create a model or contextual problem to represent a given probability.
- determine probability using terms such as impossible, unlikely, equally likely, and certain.
- collect, organize, represent, interpret, and compare data in line graphs.
- identify, describe, create, and extend increasing and decreasing patterns in context and in various representations.

## Science Objectives

The student will:

- demonstrate an understanding of scientific and engineering practices.
- investigate and understand that plants and animals have structures that distinguish them from one another and play vital roles in their ability to survive.
- investigate and understand that organisms, including humans, interact with one another and with the nonliving components in the ecosystem.
- investigate and understand that weather conditions and phenomena affect ecosystems and can be predicted.
- investigate and understand that the planets have characteristics and a specific place in the solar system.
- investigate and understand that there are relationships among Earth, the moon, and the sun.
- investigate and understand that the ocean environment has characteristics.
- investigate and understand that Virginia has important natural resources.

## History and Social Science Objectives

The student will:

- demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- demonstrate an understanding of the relationship between physical geography and the lives of the Indigenous peoples, past and present, of Virginia.
- demonstrate an understanding of the first permanent English settlement in America.
- demonstrate an understanding of life in the Virginia colony.
- demonstrate an understanding of the role of Virginia in the American Revolution.
- demonstrate an understanding of the role of Virginia in the establishment of the new American nation.
- demonstrate an understanding of the issues that divided our nation and led to the Civil War.
- demonstrate an understanding of the reconstruction of Virginia following the Civil War.
- demonstrate an understanding of Virginia during the twentieth century and beyond.
- demonstrate an understanding of Virginia government, geography, and economics.

## Art Objectives

The student will:

- apply creative thinking to artmaking.
  - a) Apply imaginative and expressive ideas.
  - b) Develop ideas individually and collaboratively.
- apply a creative process for artmaking.

- a) Formulate questions about works of art.
- b) Use steps of the creative process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art.
- analyze, interpret, and evaluate artwork using art vocabulary.
  - a) Compare and contrast abstract, representational, and nonrepresentational works of art.
  - b) Analyze works of art based on visual properties and contextual information.
  - c) Interpret works of art for multiple meanings.
  - d) Describe criteria used to evaluate artwork of self and others.
- describe how personal beliefs influence responses to works of art.
- demonstrate skills needed to work collaboratively in an art community.
  - a) Provide and receive constructive feedback.
  - b) Demonstrate personal responsibility for the art room spaces and tools.
- explore and examine cultural and historical influences of art.
  - a) Describe the roles of crafts and artisans in diverse cultures.
  - b) Compare and contrast characteristics of diverse cultures depicted in works of art.
  - c) Identify ways that works of art from popular culture reflect the past and influence the present.
  - d) Explain how criteria used to assess the importance of art may vary from one culture to another.
- explain how art is an integral part of one's life and community.
- give credit to sources used in art research.
- identify common characteristics of various art careers.
- use contemporary media, which may include digital media, to create works of art individually or collaboratively.
- explore how artmaking skills can be used in the development of solutions to real-world problems.
- use the following to express meaning in works of art:
  - a) Color—hue, tint, shade, intensity.
  - b) Texture—actual, implied.
  - c) Value—shading to create implied depth.
  - d) Pattern—repetition to imply movement.
  - e) Variety—to create interest.
  - f) Unity—to create compositional harmony
- create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.
- use a variety of lines and shading techniques to create observational drawings.
- reflect on quality and technical skill in personal works of art.
- use a variety of media, materials, techniques, and processes to create artwork.
  - a) Describe and use hand-building techniques to make a ceramic work of art.
  - b) Use craft techniques.
- create works of art that connect ideas, art forms, or cultural themes to personal experiences.

## Music Objectives

The student will:

- improvise and compose music.
- apply a creative process for music
- analyze and evaluate music.
- explain personal preferences for musical works and performances using music terminology.
- apply collaboration and communication skills for music rehearsal and performance.
- explore historical and cultural aspects of music.
- explain how music is an integral part of one's life and community.
- describe digital citizenship for exploring music topics.
- identify skills learned in music class that relate to a variety of career options.
- compare and contrast digital and traditional methods for creating music.
- explore connections between music and other fields of knowledge for the development of problem-solving skills.
- demonstrate music literacy.
- develop skills for individual and ensemble singing performance.
- develop skills for individual and ensemble instrumental performance.

- classify, perform, and count rhythmic patterns.
- demonstrate meter.
- respond to music with movement.

## Physical Education Objectives

The student will:

- refine movement skills and demonstrate the ability to combine them in increasingly complex movement environments/activities.
- identify major structures and begin to apply knowledge of anatomy to explain movement patterns.
- apply knowledge of health-related fitness, gather and analyze data, and set measurable goals to improve fitness levels.
- demonstrate positive interactions with others in cooperative and competitive physical activities.
- explain the nutrition and activity components of energy balance.

## Health Objectives

The student will:

- explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- describe the importance of identifying and accessing health resources for personal and community health.

# FIFTH GRADE

## English Objectives

The student will:

- Use knowledge of syllable types, morphology (prefixes, suffixes, roots), and word patterns to decode and spell multisyllabic and irregular words.
- Read grade-level texts fluently with appropriate expression, accuracy, and pacing.
- Apply decoding and encoding strategies to support comprehension and vocabulary acquisition.
- Use context clues, morphology, and reference materials to determine word meaning and build content-area vocabulary.
- Interpret figurative language, synonyms, antonyms, and shades of meaning to deepen understanding of words.
- Read a wide range of literary and informational texts with understanding and purpose.
- Summarize main ideas and supporting details; explain how key ideas are developed across paragraphs.
- Analyze plot structure, character development, setting, theme, and author's craft in literary texts.
- Identify text structures and evaluate how authors use evidence, reasons, and point of view in informational texts.
- Write personal and fictional narratives using descriptive language, dialogue, and organized plot structure.
- Write informative and explanatory texts that include facts, definitions, examples, and organizational structures suited to the topic.
- Write persuasive texts and media messages that support a clear opinion with logically grouped evidence and reasoning.
- Write in response to texts, using textual evidence to support analysis and reflection.
- Apply the writing process (planning, drafting, revising, editing) to develop clear and cohesive multi-paragraph compositions.
- Use correct grammar and sentence structure, including prepositional phrases, interjections, conjunctions, and adverbs.
- Apply subject-verb and noun-pronoun agreement and correct inappropriate shifts in verb tense.
- Use commas in compound sentences, colons for time and lists, and hyphens for word breaks.
- Spell grade-level words using patterns, syllabication, and morphological knowledge.
- Consult digital and print references to verify spelling and word usage.
- Maintain legible manuscript and cursive writing.
- Apply word analysis and spelling strategies to accurately spell multisyllabic and high-frequency words.
- Create multimodal presentations that integrate two or more forms of



communication to support main ideas.

- Analyze media messages by identifying purpose, audience, construction techniques, and effectiveness.
- Gather relevant and reliable information from print and digital sources.
- Take organized notes, paraphrase information, and cite sources properly.
- Demonstrate ethical research practices by avoiding plagiarism and respecting intellectual property.

## Mathematics Objectives

The student will:

- given a decimal through thousandths, round to the nearest whole number, tenth, or hundredth.
- represent and identify equivalencies among fractions and decimals, with and without models.
- compare and order fractions, mixed numbers, and/or decimals in a given set.
- create a concrete or practical representation to demonstrate prime and composite numbers; and determine the prime factorization of a whole number up to 100.
- estimate, represent, solve and justify single-step and multistep contextual problems involving addition, subtraction, multiplication, and division of whole numbers.
- estimate, represent, solve, and justify solutions to single-step and multi-step problems involving those in context, using addition multiplication, and division with decimal numbers.
- estimate, represent, solve and justify single-step and multistep practical problems involving addition and subtraction with fractions with like and unlike denominations.
- solve single-step contextual problems involving multiplication of a whole number, limited to 12 or less, and a proper fraction, with models.
- simplify whole number numerical expressions using the order of operations.
- use multiple representations to solve practical problems that involve perimeter, area, and volume in standard units of measure.
- describe, investigate, identify, and solve problems, including those in context to determine perimeter, area, and volume.
- given the equivalent measure of one unit, identify equivalent measurements that involve length, mass, and liquid volume within the metric system.
- solve practical problems in context involving length, mass, and liquid volume using metric units.
- classify and measure right, acute, obtuse, and straight angles.
- classify triangles as right, acute, or obtuse and equilateral, scalene, or isosceles.
- use models to prove the sum of the interior angles in a triangle and determine an unknown angle measure.
- determine the probability of an outcome by constructing a model of a sample space and using the Fundamental (Basic) Counting Principle.
- collect, acquire data, organize, interpret, and analyze data in line plots and stem-and-leaf plots.
- solve contextual problems using measures of center, and the range.
- describe and determine the mean, median, mode, and range of a set of data values.
- describe mean as fair share.
- identify, describe, extend, and create increasing and decreasing patterns with whole numbers, fraction, and decimals in context.
- investigate and describe the concept of variable.
- write an equation to represent a given contextual situation, using a variable.
- create and use an expression with a variable to represent a given verbal expression involving one operation.
- create and write a problem situation based on a given equation, using a single variable and one operation.

## Science Objectives

The student will:

- demonstrate an understanding of scientific and engineering practices.
- investigate and understand that energy can take many forms.
- investigate and understand that there is a relationship between force and energy of moving objects.
- investigate and understand that electricity is transmitted and used in daily life.
- investigate and understand that sound can be produced and transmitted.

- investigate and understand that visible light has certain characteristics and behaves in predictable ways.
- investigate and understand that matter has properties and interactions.
- investigate and understand that Earth constantly changes.
- investigate and understand that the conservation of energy resources is important.

## History and Social Science Objectives

The student will:

- demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
- use maps, globes, photographs, pictures, and tables to aide in the understanding of geographical concepts.
- use the five themes of geography as a framework for global and regional analysis.
- demonstrate knowledge of U.S. geography.
- identify the unique cultural traits of the world's regions.
- locate the world's major countries, cities, and landforms on a map.
- define and give examples of landforms.
- discuss how people adapt, modify, and depend on the environment.
- utilize economic concepts to aid in understanding world regions.
- locate and determine the significance of world landmarks.
- develop mental pictures related to each of the world's regions.

## Art Objectives

The student will:

- apply creative thinking to artmaking.
  - a) Express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.
  - b) Demonstrate resilience and resourcefulness in solving art challenges.
- apply a creative process for artmaking.
  - a) Apply steps of the creative process, including brainstorming, researching, preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
  - b) Use specific criteria to self-evaluate a finished product.
- analyze, interpret, and evaluate artwork using art vocabulary.
  - a) Compare and contrast natural and constructed environments.
  - b) Analyze and interpret works of art based on visual properties and context.
  - c) Interpret an artist's point of view based on contextual information.
  - d) Develop criteria to evaluate the work of self and others.
- select a preferred work of art and defend the selection.
- apply skills needed to work collaboratively in an art community.
  - a) Effectively use listening skills.
  - b) Apply communication skills in class discussions and presentations.
  - c) Recognize a variety of strengths in others and oneself.
- explore and examine cultural and historical influences of art.
  - a) Describe how criteria used to assess the importance of art may vary over time.
  - b) Examine the influence of historic events on works of art.
  - c) Describe similarities and differences among art and artists from a variety of diverse cultures and experiences.
  - d) Compare and contrast contemporary and historical works of art, including architecture.
- describe how artists contribute to society.
- define intellectual property as it relates to art.
- describe various commercial art careers.
- investigate and explore approaches to time-based media such as video, traditional animation, digital animation, and game design.
- explore authentic opportunities for how artmaking skills are used for problem-solving.
- use the following to express meaning in works of art:
  - a) Color—student-mixed hues, tints, shades, tones.
  - b) Form—convex, concave, positive, negative
  - c) Texture—surface embellishment.
  - d) Value—gradation to create the illusion of depth on a two-dimensional surface.
  - e) Balance—formal, informal.
  - f) Pattern—repetition to create rhythm.
- apply and emphasize spatial relationships and perspective techniques in the composition of works of art.
  - a) Use atmospheric perspective in works of art.
  - b) Use size and proportion to emphasize spatial relationships in works



- of art.
- draw the human figure in proportion from observation.
- execute and complete works of art with attention to detail and skill in the use of art materials.
- use a variety of media, materials, techniques, and processes to create artwork.
  - Create sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.
  - Combine various craft techniques in works of art.
- create works of art inspired by a variety of sources, subjects, and other fields of knowledge.

## Music Objectives

The student will:

- improvise and compose music.
- apply a creative process for music.
- analyze and evaluate music.
- analyze personal preferences among music compositions using music terminology.
- apply collaboration and communication skills for music creation, rehearsal, and performance.
- explore historical and cultural aspects of music.
- describe how people may participate in music within the community as performers, consumers of music, and music advocates.
- define intellectual property as it relates to music and the music industry.
- recognize various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher).
- investigate and explore innovative ways to make music.
- compare and contrast relationships between music and other fields of knowledge for the development of problem-solving skills.
- demonstrate music literacy.
- develop skills for individual and ensemble singing performance.
- develop skills for individual and ensemble instrumental performance.
- classify, perform, and count rhythmic patterns.
- demonstrate meter.
- respond to music with movement.

## Physical Education Objectives

The student will:

- demonstrate mature movement forms, create movement patterns, and begin to describe movement principles.
- apply anatomical knowledge and movement strategies in complex movement activities.
- use personal fitness assessment data to enhance understanding of physical fitness.
- participate in establishing and maintaining a safe environment for physical activities.
- identify and explain the nutrition component and activity guidelines for energy balance.

## Health Objectives

The student will:

- analyze the impact of positive health behaviors and risky behaviors on personal health.
- demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle
- explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

## Computer/Technology Objectives

The student will:

- demonstrate a basic understanding of computer theory including bits, bytes, and binary logic.
- develop basic technology skills.
- process, store, retrieve, and transmit electronic information.