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St. Louis Public Schools

2009-2010

Parent Handbook



A guide to what your child should know by the end of each grade.



Kelvin R. Adams, Ph.D

Superintendent of Schools

Dear Parents/Guardians,

You, as parents, hold the key to your child’s future. As his/her first teacher, the nurturing, love and guidance you provide is the foundation for the educational program St. Louis Public Schools provide. We work together to help each child develop into a caring, thinking, productive citizen of our world.

The student of today holds the promise of tomorrow. To fulfill this promise each child must acquire skills in the areas of literacy, math, science, technology, social science and the arts. These skills develop incrementally, at appropriate stages in the child’s academic life. St. Louis Public Schools work to be on the cutting edge on each of these disciplines. Each year we strive to reach higher and higher goals.

Maintaining open and clear communication between you and the school is one way to ensure that your child meets his/her potential. Providing your child with a vast array of educational opportunities will permit him/her to reach his/her personal best. This booklet is designed to provide you with information about those educational experiences you can expect your child to meet during this school year.

This booklet, along with the St. Louis Public Schools calendar and our newsletters will keep you well informed. Use this information to communicate with your child about his/her school day and reinforce learning at home. You can find more ideas and tools to help you stay involved in your child’s education at www.slps.org. Each school year represents an enormous period of growth. There are challenges to be met and successes to be had. Together we can guide your child toward both.

Sincerely,

Kelvin R. Adams, Ph.D

Superintendent of Schools

September 2009		
8 - 10	Acuity Predictive A Formative Assessment	12 ACT National Test
7	Labor Day Holiday	
1 - 24	DRA Administration	
21-30	TerraNova Testing (Grades 1 - 8)	
22-24	PLAN and Explore Testing--Grades 9 and 10	
October 2009		
1 - 2	TerraNova Testing (Grades 1 - 8)	24 ACT National Test
5 - 9	High School Core Benchmark Test 1	
14	PSAT National Assessment	
16	Professional Development	
23	Parent Conference Day	
November 2009		
11	Veterans' Day Holiday	
16-25	EOC Fall Administration Window	
30	DRA Administration	
26-27	Thanksgiving Holiday	
December 2009		
1 - 3	Acuity Predictive B Formative Assessment	12 ACT National Test
1 - 17	DRA Administration	
21-31	Winter Holidays and Break	
7 - 11	High School Benchmark 2	
January 2010		
1	Holiday	
4	Record Keeping Day	
5	Classes Resume	
18	Dr. Martin Luther King, Jr. Holiday	
28	NAEP (Cleveland NJROTC only)	
February 2010		
2 - 26	LAS Links	6 ACT National Test
8 - 12	High School Benchmark 3	
23-25	Acuity Predictive C Formative Assessment	
March 2010		
1 - 5	LAS Links	
3	ACT Project Test (grade 11)	
15-19	Spring Break	
29-31	MAP Testing	
April 2010		
1 - 23	MAP Testing	10 ACT National Test
19-30	End of Course Spring Administration	
27-30	DRA Administration	
May 2010		
3 - 14	Advanced Placement (dates set by College Board)	
2 - 13	DRA Administration (tentative)	
3 - 7	SRI (Grades 3 & 4 per SB 319)	
3 - 7	TerraNova Post-Testing (Grades K - 2)	
24	Memorial Day Holiday	

Health Education

Physical Health

- Body Systems—muscular, skeletal, respiratory, nervous, digestive, endocrine, reproductive, and lymphatic-immune
- Personal Hygiene
- Nutrition
- Adolescent Health Issues—sexually transmitted diseases, HIV/AIDS prevention, abstinence, prevention behaviors, and teen pregnancy
- Substance use versus non-use

Social/Emotional/Intellectual Health

- Relationships
- Decision-making and problem solving
- Conflict resolution
- Stress management

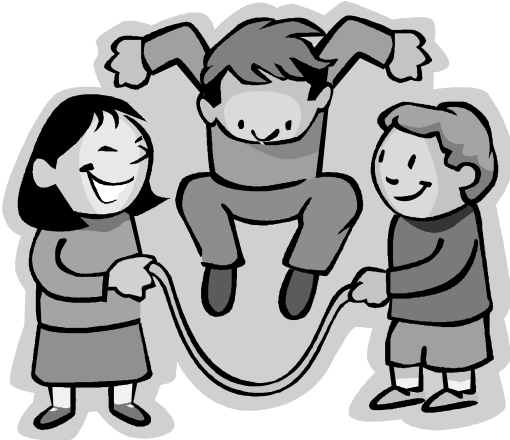


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Kindergarten Curriculum Highlights



By the end of the school year a Kindergarten student.....

Reading

- Understands and knows print concepts (front cover, back cover, title page of a book, left to right, return sweep, top, and bottom)
- Follows words from left to right and from top to bottom on the printed page
- Recognizes sound letter relationships; recognize rhyming words
- Knows the alphabet - upper and lower case letters of the alphabet
- Understands that print materials provides information or tells a story
- Knows story parts (characters, setting, problems)
- Knows text features (title, author, pictures, captions, bold print, quotes)
- Applies fluency skills: reading words smoothly
- Applies decoding skills: says words slowly and says each sound; matches consonant and short-vowel sounds to appropriate letters
- Knows sound letter relationships
- Reads simple one-syllable and high frequency words (i.e., sight words)
- Identifies and sorts common words into basic categories (i.e., colors, shapes, foods)
- Uses pre, during, and post reading strategies: picture walks, making predictions, connecting to life experiences, draws conclusions

Writing

- Applies the writing process by moving from left to right and from top to bottom.
- Writes uppercase and lowercase letters independently, attending to proper spacing and form (i.e. writing first and last name correctly)
- Uses ending punctuation in text
- Writes consonant-vowel-consonant words
- Recognizes different purposes for writing

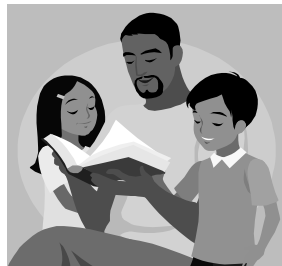


Listening and Speaking

- Listens for various purposes: information, enjoyment, and simple directions
- Uses active listening behavior: asks questions, makes eye contact, facial expressions, etc.
- Shares information and ideas in discussions and presentations audibly and clearly

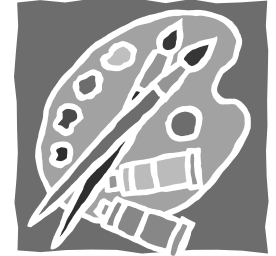
Information Literacy

- Develops an awareness of resources on topics of interest
- Develops awareness to share ideas, images and information



Art

- Compares and contrasts two artworks on: time, place, subject matter, theme characteristics, material, technology, ideas, and beliefs of culture, functions of art in culture/society
- Identifies works of art from the United States: Native American, painting, sculpture, and architecture
- Compares and contrasts examples of American art and music
- Explains how events and ideas in United States history are communicated through artwork.
- Analyzes the use of elements and principles used in artworks
- Describes elements and principles as they are used in artwork
- Interprets the subject and theme, supporting them with the artist's use of elements and principles
- Identifies and uses color/value contrast and progressive rhythm
- Identifies and uses appropriate scale relationship
- Identifies and uses one-point linear perspective to create the illusion of space
- Identifies and uses a range of values to create the illusion of form
- Creates an original artwork that communicates ideas about the following themes: environment, time (e.g. past, present, and future)



Physical Education/Health

Principles of Movement

- Skill Techniques—analyzes and corrects errors in technique
- Individual, Dual & Team Sports-terminology, scoring, etiquette, rules, safety principles, sport history, and analyze play of defense and offense
- Outdoor Pursuits/Recreational Activities-terminology, rules, and safety principles
- Dance—describes aspects of dance pattern (direction, flow, time, level, and energy)

Principles of Fitness

- Health Related — connects benefits to total fitness
- Skill Related—FITT principle (frequency, intensity, time, type)
- Wellness—nutrition and fitness and stress management techniques

Body Systems

- Skeletal, Muscular, Circulatory and Respiratory—describes effects of sedentary lifestyle

Personal/Social Responsibilities

- Problem solving (checklist of conflict resolution skills)



Music

General Music and Choir

- Performs a varied repertoire representing diverse cultures, genre, and styles, using voices and accompanying themselves with classroom instruments following the cues of the conductor; respond expressively to conductor's cues
- Sight-singing continues and will perform simple harmonic songs with two- and three-part harmony
- Echoes rhythmic and melodic patterns of increasing complexity
- Identifies and analyzes basic musical forms and composition techniques on an appropriate level
- Creates/improvises simple melodic and rhythmic patterns and accompaniments
- Distinguishes between vocal and orchestral ensemble groupings
- Compares and contrasts patterns in music with patterns in mathematics
- Describes the function of music in various settings and cultural events, determines the possible origin of an aural example (e.g. location and time)
- Uses prerequisite music terms to describe their personal response to a musical example (focus: offers suggestions for improvement)
- Compares and contrasts a variety of music-related vocations and avocations
- Demonstrates appropriate listening behavior for various types of performances

Instrumental Music

- Demonstrates instrumental technique (e.g. fingerings, stickings, bowings, playing position, tone quality, and articulation), demonstrate instrument maintenance and care
- Develops and applies skills to read music
- Demonstrates characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor
- Identifies forms used in selected ensemble repertoire
- Performs a varied repertoire of music representing diverse cultures, genre, and styles
- Performs music using standard musical notation: note/rest values, meters, key signatures and expression symbols on an appropriate level
- Demonstrates the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement



Math

- Rote counts (uses memorization) to 100 and connects (matches) number words and amounts they represent
- Recognizes and identifies printed/written numerals up to 31
- Recognizes, repeats and creates various simple patterns
- Sorts objects by attributes (e.g., size, shape, color), including 2- and 3-dimensional shapes (e.g., square/triangle and prism/cylinder respectively)
- Recognizes geometric shapes found in the real world (e.g., stop sign, ice cube, ball)
- Identifies and knows the value of a penny, nickel, and dime



Science

- Gathers and represents data using physical objects
- Poses questions and conducts simple investigations
- Uses thermometers and magnifying glasses
- Describes the physical properties of objects
- Compares sounds by pitch, loudness, rhythm, and source
- Identifies ways to move objects
- Compares different plants and animals
- Observes weather and seasons
- Describes patterns of movement and basic properties of the Sun, Moon, and Earth
- Communicates observations using words, pictures, and numbers



Social Studies

- Develops an awareness of self, family, and community
- Understands and follows the rules and procedures created to protect them in the classroom, school, and at home
- Identifies authority figures in the home and school
- Identifies basic human needs and distinguishes between needs and wants



Music

- Performs music using voices (speak, chant, sing) and accompanies themselves with rhythm instruments or with items taken from the world around them
- Interprets icons to represent musical sounds and beats
- Explores ideas and emotions portrayed in music, using a personal vocabulary, with appropriate skills
- Demonstrates an understanding of music history and culture as records of human achievement
- Begins to make informed judgments about personal music compositions / performances and the musical works of others



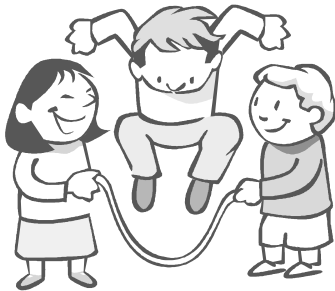
Art

- Develops and organizes ideas from the environment using the five senses
- Identifies elements of art in the environment
- Uses a variety of drawing instruments, painting tools, printmaking materials, and clay forming methods to demonstrate a variety of artistic techniques
- Demonstrates proper use, care, and storage of tools, materials, and equipment
- Presents and discusses artistic efforts
- Interacts with works of art, discusses works of art, and listens to artistic presentations in order to better understand the work of others



Physical Education/Health

- Locomotor Skills – demonstrates walking, running, skipping, hopping, jumping, leaping, sliding, and galloping
- Non-locomotor Skills – demonstrates bending, twisting, turning, rocking/ swaying, balancing, stretching, pushing, and pulling
- Body Management – exhibits balance, general, and personal space
- Developmental Games – demonstrates chasing, fleeing, and dodging
- Rhythm and Movement – claps, drums, and marches to music
- Health Related – muscular strength, endurance, body composition, flexibility, and cardio-vascular fitness
- Skill Related – shows coordination, agility, balance, power, speed, and reaction time
- External body parts – identifies and recites the name for neck, head, arm, shoulder, elbow, legs, knee, hip, feet, back, fingers, and toes
- Demonstrates sharing, cooperating, and safety with others
- Demonstrates rolling, throwing, catching, and kicking



Information Literacy

- Edits and revises written pieces of writing using a scoring guide
- Develops and applies effective skills and strategies to analyze, evaluate, and organize information to create a research paper
- Develops and applies effective skills and strategies to analyze and evaluate different techniques in oral and visual media

Math—Algebra Concepts and Skills

- Uses the rules to add, subtract, multiply and divide rational numbers (order of operations)
- Finds the slope of a line using tables, graphs, and equations
- Uses symbolic algebra including variables to solve problems that involve linear equations
- Draws and uses visual models to solve problems
- Describes and compares two- and three- dimensional objects
- Solves problems involving surface area and/or volume of prisms
- Compares different representations (graphs, tables, and equations) of the same data and explains what and how well data is represented in each

Science– Matter and Energy, Living Organisms, Ecology and Earth Systems

- Develops abilities necessary to understand and design scientific investigations
- Uses a variety of tools and equipment to gather data (microscopes, thermometers, computers, spring scales, balances, stopwatches, metric rulers, and graduated cylinders)
- Calculates the range and average mean of a data set and identify the mathematics used
- Develops an understanding of the relationship between organisms in their environments, populations, and resources
- Communicates results of investigations and experiments through journaling, lab reports, oral presentations, drawings, graphs, and data tables
- Develops awareness of global issues that challenge misconceptions in science, such as anything natural is not a pollutant

Social Studies

- Explains important principles in the Declaration of Independence, U.S. Constitution, and the Bill of Rights
- Understands the rights and responsibilities of individuals regarding events in history and everyday life
- Explains how laws are made, enforced, and interpreted
- Describes the set up of government at the federal, state, and local levels
- Explains how citizens participate in government

8th Grade Curriculum Highlights

By the end of the school year an 8th grade student....

Reading

- Develops and applies skills and strategies to the reading process in fiction and non-fiction
- Applies decoding strategies to problem solve unknown words
- Develops vocabulary through fiction and non-fiction texts
- Applies pre-reading, during reading, and post reading strategies to comprehend
- Applies word knowledge to read with fluency, accuracy, and expression
- Develops and applies skills and strategies to comprehend, analyze, and evaluate fiction and non-fiction texts
- Develops main idea and supporting details
- Predicts, makes inferences, and summarizes text
- Compares, contrasts, and analyzes text
- Makes connections with text; text-to-text, text-to-self; text-to-world
- Identifies plot, sub-plot, mood, flashback, theme, and types of conflict
- Reads and follows multi-step directions



Writing

- Applies the writing process to write effectively in various forms and types of writing including: summarizing, note-taking, multi-paragraph essays, and personal narratives
- Develops and applies writing skills based on The Six Traits of Writing: content, organization, sentence fluency, word choice, voice, and conventions
- Selects and uses an appropriate method of note-taking
- Writes a multi-paragraph expository essay including a strong controlling idea, statement, and supporting details
- Plans, organizes, edits, and revises cohesive paragraphs and essay

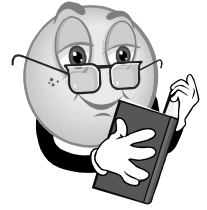
Listening and Speaking

- Listens for various purposes: information, enjoyment, and directions
- Uses active listening strategies: questioning, use of body language, and facial expressions
- Uses clarifying strategies for understanding
- Recognizes how jargon reflects context, regions, and cultures

1st Grade Curriculum

Highlights

By the end of the school year a 1st Grade student...



Reading

- Reads fluently
- Demonstrates ability to hear and say separate sounds in words, blends sounds in words, replaces beginning and ending sounds to make new words
- Understands and know print concepts (front cover, back cover, title page of a book, left to right, return sweep, top, and bottom)
- Follows words from left to right and from top to bottom on the printed page
- Recognizes sound letter relationships; recognizes rhyming words
- Knows the alphabet - upper and lower case letters of the alphabet
- Understands that print materials provides information or tells a story
- Knows story parts (characters, setting, problems)
- Knows text features (title, author, pictures, captions, bold print, quotes)
- Applies decoding skills: says words slowly and says each sound; matches consonant and short-vowel sounds to appropriate letters
- Knows sound letter relationships
- Reads simple one-syllable and high frequency words (i.e., sight words)
- Uses pre, during, and post reading strategies: picture walks, making predictions, connecting to life experiences, draws conclusions
- Describes common objects and events in both general and specific language
- Uses comprehension strategies (i.e., retell familiar stories; ask and answer questions about essential elements of a text)

Writing

- Applies writing process to write by moving from left to right and from top to bottom.
- Writes uppercase and lowercase letters independently, attending to proper spacing and form (i.e. writing first and last name correctly)
- Uses ending punctuation in text
- Writes consonant-vowel-consonant words
- Recognizes different audiences/purposes for writing



Listening and Speaking

- Listens for various purposes: information, enjoyment, and simple directions



Information Literacy

- Develops an awareness of resources on topics of interest
- Develops awareness to share ideas, images and information

Math

- Extends patterns of sound, shape, motion, or a simple number pattern
- Represents a situation involving numbers as an expression ($6+4$; $10-5$) or number sentence ($6+4=10$; $10-5=5$ $5<10$)
- Recognizes “how many” in a set (collection of objects) and develop automatic recall (fluency) of basic addition and subtraction facts up to 20
- Names and recognizes 2- and 3-dimensional shapes using physical models (e.g., circle/trapezoid and pyramid/prism respectively)
- Uses objects to demonstrate slides and turns and uses position words such as left and right
- Selects the appropriate measurement tool for the quality measured (e.g., ruler for length)
- Tells time to the nearest hour and counts money to fifty cents using coins up to a half dollar
- Gather s data about a topic and represents data using pictures and bar graphs
- Names and recognizes 2- and 3-dimensional shapes using physical models (e.g., circle/trapezoid and pyramid/prism respectively)
- Uses objects to demonstrate slides and turns and uses position words such as left and right



Science

- Poses questions and conducts simple investigations
- Uses thermometers, magnifying glasses, balances, rain gauges, and wind-socks
- Compares the temperature of hot and cold objects and identifies the heat source
- Identifies the force (push or pull) required to move an object and describes its motion
- Describes and explains basic needs and structures of plants, animals, and humans
- Observes and describes weather and seasons
- Uses observations to support reasonable explanations and to describe patterns
- Communicates observations using words, pictures and numbers

Social Studies

- Identifies American Symbols (eagle, flag, Pledge of Allegiance) and understands the idea of American heroes – George Washington, Abraham Lincoln
- Discusses qualities of a good citizen (honesty, courage, respect, patriotism)
- Locates and describes familiar places in the home, classroom, and school
- Identifies the purpose of a map and a globe



Art

- Identifies works of art from: Europe (realistic, abstract, non-objective) and United States (realistic, abstract, non-objective)
- Explains how art is used in designing sets in film, television or live theater
- Explains the difference between illustration and written text
- Describes artwork and subject matter
- Interprets the subject matter and theme, supporting them with the artist’s use of elements and principles
- Discusses and develops answers to the following questions about art: “What is art?,” “Should art look real?,” “Should art be beautiful?”
- Creates facial features in realistic proportions
- Identifies and uses regular rhythm
- Identifies and uses center of interest (focal point)
- Identifies and uses radial balance
- Identifies and uses positive and negative forms in three-dimensional work

Physical Education/Health

Principles of Movement

- Movement Concepts—identifies critical elements of movement (weight, transfer, swing, throwing, strike, biomechanics)
- Individual, Dual & Team sports — terminology, scoring, etiquette, rules and safety principles
- Outdoor Pursuits/Recreational Activities—terminology, rules and safety principles
- Dance—designs exercise routine

Principles of Fitness

- Health Related—analyzes activities to determine health-related or skill-related
- Skill Related—FITT principle (frequency, intensity, time, type)
- Wellness—calorie values, energy in/energy out, stress and body changes

Body Systems

- Skeletal, Muscular, Circulatory and Respiratory—describes improvements to the body from exercise

Personal/Social Responsibilities

- Conflict resolution—self-control, respect, peer influence

Health Education

Physical Health

- Body Systems-muscular, skeletal, respiratory, nervous, digestive, endocrine, reproductive, and lymphatic-immune
- Personal Hygiene
- Nutrition
- Adolescent Health Issues—sexually transmitted diseases, HIV/AIDS prevention, abstinence, prevention behaviors and teen pregnancy
- Substance use versus non-use

Social/Emotional/Intellectual Health

- Relationships
- Decision making and problem solving
- Conflict resolution
- Stress management

Social Studies (continued)

- Explains how laws and events impact groups and relationships among groups

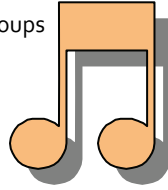
Music

General Music and Choir

- Performs a varied repertoire representing diverse cultures, genre, and styles, using voices and accompanying themselves with classroom instruments following the cues of the conductor
- Sight-singing continues and will perform simple harmonic songs with two- and three-part harmony
- Reads/notates music using standard musical notation: treble clef staff, note/rest values, meters, and expression symbols on an appropriate level
- Identifies and analyzes basic musical forms and composition techniques on an appropriate level
- Creates/improvises simple melodic and rhythmic patterns and accompaniments
- Distinguishes between vocal and orchestral ensemble groupings
- Compares and contrasts patterns in music with patterns in mathematics
- Describes the function of music in various settings and cultural events, determine the possible origin of an aural example (e.g., location and time)
- Uses prerequisite music terms to describe personal response to a musical example (focus: offers suggestions for improvement)
- Compares and contrasts a variety of music and music-related vocations and avocations
- Demonstrates appropriate listening behavior for various types of performances

Instrumental Music

- Demonstrates the instrumental technique (e.g., fingerings, stickings, bowings, playing position, tone quality, and articulation); demonstrate instrument maintenance and care
- Develops and applies skills to read music
- Reads and performs a short song/piece using effective expression and characteristic timbre
- Identifies forms used in selected ensemble repertoire
- Performs a varied repertoire of music representing diverse cultures, genre, and styles
- Performs music using standard musical notation: treble clef staff, note/rest values, meters, and expression symbols on an appropriate level
- Demonstrates the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement.



Music

- Uses the singing voice to echo short melodic patterns; sing age-appropriate songs from memory
- Reads, writes, and performs simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat)
- Explores musical opposites (high/low, fast/slow, etc.,) and responds through appropriate movements
- Explores ideas and emotions portrayed in music, using a personal vocabulary, with appropriate skills
- Uses a personal vocabulary to describe voices, instruments, and music from diverse cultures
- Begins to make informed judgments about personal music compositions / performances and the musical works of others

Art

- Respects and cultivates individual expressions in personal works of art
- Develops, judges, and communicates personal decisions about artworks
- Identifies and discusses particular artistic qualities that reflect a certain artistic style
- Expresses ideas through original artworks, using a variety of media and skills
- Observes details and edges or outlines of objects (total picture)
- Practices points of view: bird's eye perspective, worm's eye perspective, etc.

Physical Education/Health

- Locomotor Skills – demonstrates walking, running, skipping, hopping, jumping, leaping, sliding, and galloping while varying speed, directions, and level
- Non-locomotor Skills – demonstrates bending, twisting, turning, rocking/ swaying, balancing, stretching, pushing, and pulling during activities
- Manipulative Skills – exhibits rolling, throwing, catching and kicking
- Fine Motor Skills – demonstrates juggling scarves, and small bean bags
- Movement Relationships – shows over, under, through, around, etc.
- Body Management – exhibits dynamic balance, tumbling skills (log roll, forward roll, and egg roll)
- Developmental Games – demonstrates chasing, fleeing and dodging
- Rhythm and Movement – demonstrates simple dance steps with a tempo and basic cues to music (Hokey Pokey, lummi sticks, jump rope, and parachute)
- Health Related – shows muscular strength, endurance, body composition, flexibility, and cardio-vascular fitness
- Skill Related – demonstrates coordination, agility, balance, power, speed, and reaction time
- Personal Fitness – understands how fast heart rate, heavy breathing, and perspiration as it relates to fitness
- Muscle and Bones – understands their importance to movement



2nd Grade Curriculum Highlights

By the end of the school year a 2nd grade student.....

Reading

- Reads fluently and accurately Uses a variety of decoding strategies
- Develops vocabulary through leveled text, root words, context clues, and classroom discussion
- Uses pre, during, post reading strategies: picture walks, making predications, discussing characters, setting, problem, solution, main events, questioning , visualizing, etc.
- Identifies rhythm, rhyme, and alliteration
- Explains examples of sensory details within the context of non fiction text
- Identifies main idea(s) and supporting details
- Knows when he/she is having difficulty while reading and uses a strategy including decoding to solve it
- Makes predictions, infers meaning, and draws conclusions before, during, and after reading a text
- Retells elements of the text
- Summarizes, paraphrases, and infers: setting, characters and problems
- Uses text features to increase comprehension: table of contents , glossary, title, pictures, captions, graphs, and charts
- Understands directions as written
- Recognizes literary elements: characters, setting, problem, solution, main ideas, and details
- Makes connections: self-to-text, text-to-text, and text-to-world

Writing

- Writes using the writing process – pre-write, write, revise, edit, final copy, and publication
- Identifies sentence type and knows when to use a period, an exclamation point, or a question mark
- Begins to use the six writing traits to write expository and narrative text, letters, and simple directions
- Spells using simple spelling patterns, transitional spelling, high frequency words, and classroom resources
- Records a series of events
- Capitalizes names of people and beginning word of a sentence
- Uses a comma in dates
- Uses adjectives and pronouns correctly when writing
- Writes an appropriate story to their chosen reader (audience) and stays on topic
- Creates narrative and descriptive writings: writing a story with beginning, middle, and end using details to create a mind picture
- Creates expository and persuasive writings: writings which presents facts, opinions, definition of terms
- Creates summary writing: re-tells a story with most important details

Math—Pre-Algebra

- Multiplies and divides fractions, decimals, and percentages
- Solves problems and shows the similarities between fractions, decimals, and percentages
- Uses variables, graphs, tables expressions, equations, and inequalities to solve problems
- Classifies two-and three-dimensional shapes based on their properties of sides, angles and symmetry
- Describes the similarities between scale factor (ratios) and perimeter of a shape
- Measures angles, perimeter, circumference area, volume, and elapsed time
- Creates, interprets, and uses circle graphs, histograms, box, and whisker plots
- Finds mean, median, mode, and range

Science

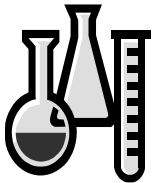
Matter and Energy, Force and Motion, Earth Systems and the Universe

- Engages in activities in identifying and proposing a question under inquiry (testable question) and the process students will need to go through to answer the question
- Develops abilities to: make systematic observations, accurate measurements, identify and control variables
- Identifies connection between technological developments and scientific discoveries
- Understands the concept of motion and force in that the motion of an object can be described by: its position, direction, and speed
- Understands components of the Earth's system and how it relates to the Earth in the Solar System as compared to other objects in the Solar System
- Understands energy is a property of many substances associated with heat, light, electricity, mechanical motion, and sound
- Describes the many ways energy is transferred



Social Studies

- Identifies and explains the types of government systems practiced in the nations of the world (monarch, democracy, dictatorship, oligarch, and theocracy)
- Explains and applies the major economic concepts (productivity, GDP, inflation, profit, and profit motive)
- Explains how regions of the world relate to one another
- Identifies and explains the environmental consequences of how people use natural resources



7th Grade Curriculum Highlights

By the end of the school year a 7th grade student....

Reading

- Develops and applies skills and strategies to the reading process, in both fiction and non-fiction
- Apply decoding strategies to problem solve unknown words
- Develops vocabulary through fiction and non-fiction texts
- Applies pre-reading, during reading, and post reading strategies to comprehend
- Applies word knowledge to read with fluency, accuracy, and expression
- Develops and applies skills and strategies to comprehend, analyze, and evaluate fiction and non-fiction texts
- Recognizes the format of fiction, poetry, and drama
- Identifies stated and unstated main idea and supporting details
- Predicts, makes inferences, and summarizes text
- Compares, contrasts and analyzes text
- Makes connections with text: text-to-text, text-to-self, text-to-world
- Identifies and explains figurative language in poetry and prose, including hyperbole and imagery
- Uses details from text to identify literary elements, including plot, sub-plot, theme, types of conflict, and foreshadowing
- Reads and follows multi-step directions

Writing

- Applies the writing process to write effectively in various forms and types of writing including: note-taking, multi-paragraph essays, and personal narratives
- Develops and applies writing skills based on The Six Traits of Writing: content, organization, sentence fluency, word choice, voice, conventions
- Writes summaries of text from magazines, newspapers, and/or informational articles
- Summarizes information

Listening/Speaking

- Listens for various purposes
- Uses active listening strategies; questioning, use of body language, and facial expressions
- Speaks clearly, stays on topic, uses appropriate tone, and gives explicit directions
- Uses media, designates time constraints, and organizes notes
- Gives clear and specific multi-step directions to complete complex tasks

Information Literacy

- Develops a research plan to guide investigation and research of focus questions
- Locates and uses multiple resources
- Uses a variety of note-taking and organizational strategies
- Documents research resources using a given format
- Develops and applies effective skills and strategies to analyze and evaluate different techniques in oral and visual media

Listening/Speaking

- Listens for enjoyment, information, solve problems, and directions to complete a simple task (purpose)
- Speaks at appropriate volume and maintains clear focus when sharing ideas
- Gives clear oral directions to complete a task



Information Literacy

- Gives credit through discussion for others' ideas, images, and information

Math

- Reads, writes, and compares whole numbers less than 100 and recognizes $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of a shape
- Describes the strategy used to solve problems, estimates the results, and appropriately represents a situation as addition or subtraction
- Describes and continues simple number patterns (e.g. 2, 4, 6)
- Represents a situation involving numbers as an expression ($6+4$; $10-5$) or number sentence ($6+4=10$; $10-5=5$; $5<10$)
- Describes characteristics and parts of 2- and 3- dimensional shapes (e.g., square/triangle and prism/cylinder respectively)
- Uses objects to show flips (reorient by flipping) and to recognize shapes that have symmetry (balance)
- Selects the appropriate measurement tool and unit for the quality measured (e.g., yard stick for length using feet/meters)
- Tells time to the nearest half hour and counts money to a dollar
- Gathers data about a topic, organizes data, and represents data using pictures and bar graphs

Science

- Poses questions, plans and conducts simple investigations
- Uses thermometers, magnifying glasses, balances, and centimeter rulers
- Describes different ways to change the pitch of a sound.
- Designs and constructs a simple musical instrument with common materials
- Identifies gravity and magnetism as forces that move objects
- Uses observations to support reasonable explanations and to describe patterns
- Communicates the procedures and results of investigations and observations using writings, drawings, tables and graphs
- Sequences and describes the lifecycles of animals (butterfly, frog, dog, chicken, snake)



Social Studies

- Recites the Pledge of Allegiance
- Lists the rights and responsibilities of citizenship
- Identifies on a map: the equator, North and South Poles, cities (St. Louis, Jefferson City, Kansas City, Springfield, and Washington D.C.), rivers (Mississippi River and Missouri River), nations (United States, Canada, North America, South America, and Central America)
- Discusses the relationship between a city, county, and state
- Constructs and follow simple maps and directions pertaining to familiar places (classroom, school, and neighborhood)

Music

- Performs a varied repertoire representing diverse cultures, genres, and styles, using voices (speak, chant, sing) and accompanying themselves with rhythm instruments or with items from the world around them
- Creates/improvises short melodic and rhythmic phrases
- Transfers interpretation of melodic/rhythmic icons to standard notation representing musical sounds and beats
- Explores musical opposites (high/low, fast/slow, etc.,) and responds through appropriate movements
- Explores ideas and emotions portrayed in music, uses appropriate musical terms for this level
- Compares and contrasts the use of music in selected cultures and periods in history using level appropriate musical vocabulary
- Makes informed judgments about personal music compositions / performances and the musical works of others

Art

- Uses language of art to discuss reasons for preferences about artworks
- Applies vocabulary: color, primary colors, secondary colors, color wheel, color mixing, blending, dark and light
- Views works of art and discusses parallel life experiences
- Identifies and exhibits improvements and artistic growth and expresses a sense of pride in personal artworks
- Identifies sensory knowledge and life experiences as sources for artistic subject matter about visual symbols, self, and life events
- Creates artworks to express ideas and feelings based on personal observations and experiences



Physical Education/Health

Principles of Movement

- Body Management — applies mechanical principles — force, stability, motion, and direction (lower center of gravity)
- Movement Concepts—identifies elements to improve performance
- Developmental Games—develops fundamental skills and sequential skills in game situations
- Skill Techniques— teaches proper techniques and increase in complexity
- Individual, Dual & Team Sports—uses terminology, rules, and safety principles
- Outdoor Pursuits/Recreational Activities—uses terminology, rules, and safety principles
- Dance — uses benefits of dance (flexibility and muscle coordination)

Principles of Fitness

- Health Related — interprets personal fitness
- Skill Related — identifies activities related to fitness, personal fitness, and identifies target heart rate

Body Systems

- Skeletal and Muscular — movement of the body
- Circulatory and Respiratory — describe how to work together during physical activity

Personal/Social Responsibilities

- Importance of rules, safety, and etiquette during physical activity setting

Health Education

Physical Health

- Body Systems — muscular, skeletal, respiratory, nervous, digestive, endocrine, reproductive, and lymphatic-immune
- Personal Hygiene
- Nutrition
- Adolescent Health Issues — sexually transmitted diseases and HIV/AIDS prevention
- Substance use vs. non-use

Social/Emotional/Intellectual Health

- Relationships
- Decision making and problem solving
- Conflict resolution
- Stress management



Music

General Music and Choir

- Performs a varied repertoire representing diverse cultures, genre, and styles, using voices and accompanying themselves with classroom instruments following the cues of the conductor
- Sight-singing continues and performs simple harmonic songs with two-and three-part harmony
- Reads/notates music using standard musical notation: treble clef staff, note/rest values, meters, and expression symbols on an appropriate level
- Identifies and analyzes basic musical forms and composition techniques on an appropriate level
- Creates/improvises simple melodic and rhythmic patterns and accompaniments
- Distinguishes between vocal and orchestral ensemble groupings
- Compares and contrasts patterns in music with patterns in mathematics
- Uses prerequisite music terms to describe personal/response to a musical example (focus: offers suggestions for improvement)
- Identifies music-related careers in a given setting (e.g. recording industry, instrumental repair, performance needs, etc.)
- Demonstrates appropriate listening behaviors for various types of performances.

Instrumental Music

- Demonstrates instrumental technique (e.g., fingerings, stickings, bowings, playing position, tone quality, and articulation)
- Demonstrates instrument maintenance and care
- Develops and applies skills to read music
- Reads and performs a short song/piece using effective expression and characteristic timbre
- Identifies forms used in selected ensemble repertoire

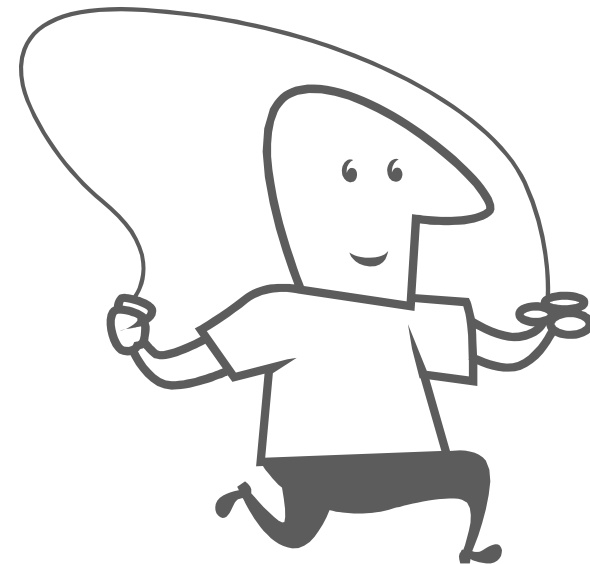
Art

- Identifies works of art from: Ancient Greece, Rome, Egypt, Pre-Columbian, Americas (e.g. Aztec, Inca, Mayan), Africa, and Asia
- Compares and contrasts two artworks on: time, place, subject matter, media, use of elements, theme, purpose of art in culture, and use of materials and technology
- Compares and contrasts music and art from the same culture
- Identifies and explains symbolism or message communicated in an artwork
- Discusses how different cultures have different concepts of beauty
- Identifies shape, line, and size contrasts
- Identifies and uses symmetrical (formal) balance
- Identifies and uses positive and negative space in two-dimensional work
- Identifies and uses: monochromatic colors, color value (tints and shades), and color value scale
- Identifies and uses: converging lines, contour lines to define a complex object and complex shapes such as people, animals, and vehicles
- Creates an artwork that communicates the following themes: functions of art in culture (e.g. celebration of rites of passage to teach history, etc)



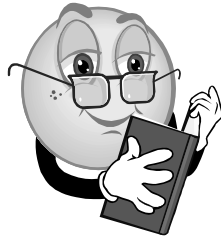
Physical Education/Health

- Locomotor Skills – demonstrates a combination of skills (walking, running, skipping, hopping, jumping, leaping, sliding, and galloping) while varying speed, direction, tempo, pathways, patterns and level
- Non-locomotor Skills – demonstrates bending twisting, turning, rocking/swaying, balancing, stretching, pushing, and pulling during activities with a partner
- Manipulative Skills – exhibits rolling, throwing, catching, kicking, striking, volleying, and dribbling while stationary and/or moving
- Movement Relationships – knows and demonstrates over, under, through, around, etc.
- Body Management – exhibits static and dynamic balance (e.g.- one leg balance, forward roll)
- Developmental Games – demonstrates knowledge of rules
- Skill Techniques – uses basic techniques
- Rhythm and Movement – makes movements to different rhythms
- Health Related – shows muscular strength, endurance, body composition, flexibility, and cardio-vascular fitness
- Skill Related – demonstrates coordination, agility, balance, power, speed, and reaction time
- Personal Fitness – knows and recites importance of physical activity and benefits of warm-up and cool-down
- Circulatory and Respiratory systems – has knowledge of the heart, blood, veins, arteries, lungs, mouth, nose bronchial tubes, and trachea
- Demonstrates independent use of time and appropriate sportsmanship



3rd Grade Curriculum Highlights

By the end of the year a 3rd grade student....



Reading

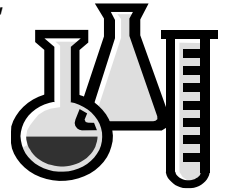
- Reads fluently and accurately Develops vocabulary through grade level text using synonyms, antonyms, context clues, glossary, and classroom discussion
- Explains examples of sensory details and figurative language
- Uses background knowledge and examples from the text to improve comprehension and/or interpretation
- Asks and answers different types of questions using text to support answers
- Makes multi-sensory images that go beyond the text
- Identifies key idea(s) and supporting details
- Knows when he/she is having difficulty while reading and uses meaning, syntax, or visual strategies to solve it
- Identifies author's purpose, makes predictions, infers meaning, and draws conclusions before, during, and after reading a text
- Retells elements of the text (e.g. events, cause and effect)

Writing

- Writes using the writing process – pre-write, write, revise, edit, final copy, and publication
- Identifies sentence type and knows when to use a period, exclamation point, or a question mark
- Begins to use the six writing traits to write expository and narrative text, letters, and simple directions
- Spells using simple spelling patterns, transitional spelling, high frequency words, and classroom resources
- Records a series of events
- Capitalizes names of people and beginning word of a sentence
- Uses a comma in dates
- Uses adjectives and pronouns correctly when writing
- Creates a narrative and descriptive writing: writing a story with beginning, middle, and end using details to create a mind picture
- Creates expository and persuasive writing: writing which presents facts, opinions, definition of terms
- Creates summary writing: re-tell a story with most important details
- Writes with an intended audience and purpose
- Uses a form of a note-taking system

Math

- Uses integers, fractions, decimals, and percents
- Solves problems using multiple representations such as graphs, tables, expressions and equations
- Creates and describes patterns with tables, graphs, pictures, symbolic rules (using variables) or words
- Constructs geometric shapes and describes the transformation (flip turn and slide) of a given shape
- Measures and estimates angles
- Solves problems involving area and perimeter of shapes
- Interprets circle graphs, creates and uses stem and leaf plots, which includes finding range, mean, median, and mode



Science

Matter and Energy, Living Organisms, Ecology and Earth Systems

- Develops abilities to understand and do Scientific Inquiry
- Communicates the procedures and results on investigations and experiments through oral presentations, drawings, maps, graphs, and data tables.
- Develops ability to listen and respect explanations of science proposed by other students
- Understands the difference between quantitative (numbers) and qualitative (senses) data when making observations during an experiment or investigation.
- Identifies independent and dependent variables and controls in an experiment
- Develops the ability to use scientific tools (balances, graduated cylinders, beakers, and thermometers) to measure and record data
- Understands the properties and changes in matter and the transfer of energy.
- Understands structure of the earth system, Earth's history, and human impact on natural resources.
- Understands the basic characteristics of living organisms and processes necessary for survival
- Understands the relationship between ecosystems and populations

Social Studies

- Identifies the early river civilizations of Egypt, India, Mesopotamia, and China
- Compares and contrasts the empires that developed in Greece and Rome
- Explains the major developments in Europe and Japan during the Middle Ages (kingdoms, Feudalism, the Crusades, war lords, art)
- Understands the early cultures that evolve in North, Central, and South America (Mayan, Aztec, Inca)
- Examines the early West African Empires (Ghana, Songhay, Mali)
- Identifies the consequences of personal and public economic decisions
- Locates major cities, nations, continents and oceans of the world

6th Grade Curriculum Highlights

By the end of the school year a 6th grade student....

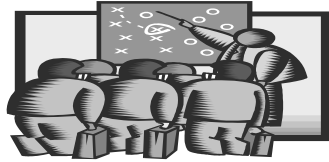
Reading

- Develops and applies skills and strategies to the reading process in fiction and non-fiction
- Applies decoding strategies to problem solve unknown words
- Develops vocabulary through fiction and non-fiction texts
- Applies pre-reading, during reading, and post-reading strategies to comprehend
- Applies word knowledge to be fluent readers of text
- Develops and applies skills and strategies to comprehend, analyze, and evaluate fiction and non-fiction texts
- Determines main idea and supporting details
- Predicts, makes inferences, and summarizes text
- Compares, contrasts and analyzes text
- Reads and follows multi-step directions



Writing

- Applies the writing process to write effectively in various forms and types of writing including: summarizing, note-taking, multi-paragraph essays, and personal narratives
- Develops and applies writing skills based on The Six Traits of Writing: content, organization, sentence fluency, word choice, voice, and conventions



Listening and Speaking

- Listens for various purposes: information, enjoyment, and directions
- Uses active listening strategies; questioning, use of body language, and facial expressions
- Speaks clearly, stays on topic, uses appropriate tone, and gives explicit directions

Information Literacy

- Develops questions and statements of purpose
- Locates and uses multiple resources to acquire information
- Uses a variety of note-taking and organizational strategies
- Documents research resources
- Identifies and explains viewpoints using various media: Newspapers, magazines, television, advertising, and websites
- mean, median, and mode



Listening and Speaking

- Listens to distinguish fact from opinion
- Listens to directions to complete three step tasks
- Speaks clearly and stays on topic using appropriate volume and space
- Gives clear three step oral directions



Information Literacy

- Has a research plan, acquires information, records the information, and records sources consulted
- Formulates key words and questions to investigate topics
- Identifies and uses text features in fiction, non-fiction, and poetry
- Informally gives credit to others' ideas, images, and information

Math

- Reads, writes and compares whole numbers up to 999 and represents common fractions, e.g., $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$
- Develops fluency (automatic recall) with basic facts for multiplication and division (12×12)
- Applies and describes the strategy used to solve problems, estimates and justifies the results, and appropriately represents a situation as addition or subtraction
- Continues geometric shapes and number patterns
- Represents a mathematical situation involving numbers as an expression ($6+4$; $10-5$) or number sentence ($6+4=10$; $10-5=5$; $5<10$)
- Compares 2- and 3- dimensional shapes by their characteristics (e.g., square/triangle and prism/cylinder respectively)
- Determines if two objects are congruent (exact same size and shape) through a slide, flip or turn and identify symmetry (balance)
- Identifies, justifies and uses the appropriate unit of measure for length, time and weight
- Tells time to nearest five minutes; and adds and subtracts money-values to \$5.00
- Finds the perimeter of shapes (measure distance around)
- Interprets information from charts, tables and graphs (bar, line, pie, picture)



Social Studies

- Explains the purpose of rules and laws and why they are important in our schools, communities, state, and nation
- Discusses and applies responsibilities of citizens including respect for the rights of others and treating others fairly (justice)
- Identifies the main purpose of important government documents – e.g. Declaration of Independence, Constitution, Bill of Rights
- Describes the contributions of Dr. Martin Luther King Jr.
- Analyzes peaceful resolutions of disputes by courts, parents, teachers, and principals
- Explains the functions and duties of the three branches of government

Science

- Poses questions, plans, and conducts “fair test” experiments
- Uses thermometers, magnifying glasses, balances, centimeter rulers, and graduated cylinders
- Identifies the energy that causes water to change from solid to liquid and liquid to gas
- Explains the basic needs, life cycle and parts of plants
- Describes food chains and classify organisms as producers or consumers
- Predicts the phases of the moon
- Observes the time of day based on shadow length and position
- Uses observations to support reasonable explanations and to describe patterns
- Researches biographies and contributions of scientists and inventors from diverse backgrounds
- Analyzes and communicates the results of research, investigations, and observations using drawings, descriptions, tables, and graphs



Music

- Performs a varied repertoire representing diverse cultures, genre, and styles, using voices (speak, chant, sing) and accompanying themselves with classroom instruments
- Transfers from the use of icons to reading/ notating music using standard musical notation (treble clef staff and note/ rest values) and expression symbols on an appropriate level
- Identifies and distinguishes between basic musical forms and composition techniques
- Creates/improvises short melodic and rhythmic accompaniments
- Identifies ways in which the principles and subject matter of other disciplines are interrelated with those of music
- Compares and contrasts the use of music in selected cultures and periods in history using level appropriate musical vocabulary
- Uses prerequisite music terms to describe their personal response to a musical example (focus: tone, timbre)



Art

- Makes informed judgments about personal artworks and the artwork of others
- Applies principles of art to communicate through artwork
- Applies vocabulary: texture, visual texture, actual texture, smooth, rough, bumpy, soft, hard, furry, prickly, engrave, weaving, loom, weft, warp, repetition, and pattern
- Recognizes and states organizational features of works of art as they relate to specific periods of art history
- Names the media used to create selected works of art
- Recognizes the contributions of local or regional artists who use traditional or contemporary themes, materials, or techniques



Physical Education/Health

- Manipulative Skills – demonstrates sport specific skills with increased speed, force, accuracy and control
- Body Management – completes tumbling routine
- Movement Relationships – displays body management
- Movement Concepts – identifies good posture and body position in sport specific skills (e.g., swinging a bat, jumping rope, walking on a balance beam, and throwing a ball)
- Developmental Games – exhibits fundamental skills, specialized skills, and sportsmanship during game situations
- Skill Techniques – critiques techniques and provides feedback (body position) to partner
- Individual, Dual & Team Sports – follows rules, cooperates with teammates and applies strategies during sports or lead-up activities
- Rhythm and Movement – moves to a tempo or beat with intensity, mood, accent and patterns
- Health Related – names components (muscular strength, endurance, body composition, flexibility, and cardio-vascular fitness), explains aerobic and anaerobic differences, analyze food choices for nutrition, and understands stress and relationships to physical wellness.
- Skill Related – demonstrates coordination, agility, balance, power, speed, and reaction time
- Personal Fitness – sets personal fitness goals
- Skeletal, Muscular, Circulatory, Respiratory – identifies functions
- Displays self-control and identifies inappropriate and appropriate behaviors (sportsmanship and cooperation)



Social Studies

- Identifies and explains the major principles of the Declaration of Independence, U.S. Constitution, and the Bill of Rights
- Distinguishes between powers and functions of local, state, and national governments
- Identifies the Native American cultures in North America before the Europeans came
- Explains and identifies the political, economical, and social causes and consequences of the Revolutionary War, the Civil War and the Mexican American War
- Interprets the past, explains the present, and predicts future consequences of economic decisions
- Compares and contrasts types of geographical features

Music

- Performs a varied repertoire representing diverse cultures, genre, and styles, using voices and accompanies themselves with classroom instruments following the cues of the conductor
- Begins sight-singing and performs simple harmonic songs and/or two part harmony
- Reads/notates/performs music using standard musical notation: treble clef staff, note/rest values, meters, and expression symbols on an appropriate level
- Identifies and analyzes basic musical forms and composition techniques on an appropriate level
- Creates/improvises simple melodic and rhythmic accompaniments
- Distinguishes between vocal and orchestral ensemble groupings
- Compares and contrasts patterns in music with patterns in mathematics
- Describes the function of music in various settings and cultural events
- Uses prerequisite music terms to describe their personal response to a musical example (focus: offers suggestions for improvement)
- Identifies music-related careers in a given setting (e.g., recording industry, instrumental repair, performance needs, etc.)
- Demonstrates appropriate listening behaviors for various types of performances



Art

- Demonstrates minimal knowledge of the cultures of origin, genre, styles, history, vocabulary, processes, techniques, and principles of visual arts and how to apply such knowledge when analyzing artworks
- Creates artworks to express ideas and feelings that are based on personal observations and experiences
- Develops a variety of compositions using design elements and principles of art
- Draws faces and figures with appropriate proportions
- Draws a complex, proportioned image in the background, middle ground, and foreground
- Analyzes combinations of different types of elements in visual artworks
- Identifies stories and constructions while noting purposes, such as documenting history and traditions.



Physical Education/Health

- Manipulative Skills – demonstrates critical elements for manipulative skills (e.g. step forward opposite foot, arm position, step, and follow through)
- Body Management – demonstrates tumbling skills and inverted balance (tripod and headstand)
- Movement Concepts – demonstrates combinations (skipping and dribbling)
- Developmental Games – exhibits fundamental skills, specialized skills, and sportsmanship during game situations
- Skill Techniques – demonstrates proper techniques
- Individual, Dual & Team Sports – plays specific lead-up games
- Rhythm and Movement – shows movements to different rhythms and tempos
- Health Related – demonstrates muscular strength, endurance, body composition, flexibility, and cardio-vascular fitness
- Skill Related – exhibits coordination, agility, balance, power, speed, and reaction time
- Personal Fitness – describes how body responds to vigorous exercise
- Skeletal – has knowledge of major bones (patella, ribs, phalanges, and femur)
- Demonstrates respect for differences and appropriate sportsmanship



4th Grade Curriculum Highlights



By the end of the school year a 4th grade student....

Reading

- Reads fluently, accurately and with expression
- Develops vocabulary using classroom text, root words, affixes, synonyms, antonyms, and glossaries
- Makes connections from text-to-text, text-to-self, and text-to-world
- Uses questions in considering the text, author's purpose, theme, or point of view
- Identifies key concepts, cause and effect, and supporting details
- Uses appropriate strategies of meaning, syntax, visual, and decoding when comprehension breaks down
- Develops predictions, interpretations, or conclusions about the plot, setting, traits, events, problem, and solution
- Reflects on text meaning and relates to the story in a personal way
- Compares and contrasts elements and distinguishes fact from fiction
- Retells events of a non-fiction story in sequence with all of the important information included
- Interprets and uses text features and structures in fiction, non-fiction, poetry, and drama
- Uses text features to increase comprehension (e.g. table of contents, glossary, title, pictures, captions, graphs, and charts)
- Uses pre, during, post reading strategies: makes predictions, discusses story elements, uses comprehension, accesses prior knowledge, questioning, visualizing, etc.

Writing

- Uses the writing process: pre-write, write, revise, edit, final copy and publication
- Writes narrative text that has logical sequence, plot, characters and setting
- Writes expository and persuasive paragraphs with a main idea, supporting details and a concluding sentence
- Uses the six writing traits: content, organization, sentence fluency, word choice, voice, and conventions
- Uses correct spelling of grade level high frequency words, spelling strategies, and patterns.
- Uses classroom resources and a dictionary to verify correct spelling
- Capitalizes holidays, countries, and counties
- Uses commas in series and between cities and states
- Uses apostrophes in contractions
- Uses verb agreement with compound subject and conjunctions

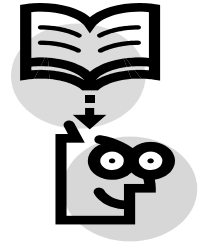


Listening and Speaking

- Listens to identify tone, mood, and emotion
- Gives clear four step oral directions to complete a task
- Uses appropriate speaking techniques in discussing a presentation
- Demonstrates listening behaviors

Information Literacy

- Develops questions to guide research
- Locates and uses various sources to answer questions
- Uses a note-taking format to record information
- Lists sources used in research
- Analyzes messages conveyed in various media



Math

- Reads, writes, compares, and orders unit fractions and decimals to thousandths (0.999); generates equivalent forms of commonly used fractions, decimals and percents
- Uses a variety of strategies (including mental) to complete division problems up to 3-digit by 2-digit; estimate division of whole numbers
- Makes and describes generalizations about geometric shapes and number patterns
- Represents a mathematical situation involving numbers as an expression ($6+4$; $10-5$) or number sentence ($6+4=10$; $10-5=5$; $5<10$) using a letter or symbol
- Analyzes 2- and 3- dimensional shapes by describing the characteristics (e.g., square/triangle and prism/cylinder respectively)
- Predicts and justifies the results of dividing, combining and transforming (changing) shapes; predicts, draws and describes the results of sliding, flipping, or turning a shape around its center point
- Identifies and justifies the unit of measure for area (standard and metric); solve problems involving elapsed time
- Describes how to solve problems involving the area of polygons (shapes) and non-polygons (irregular shapes including curves) on a grid
- Evaluates data collecting methods; describe ways to collect, organize and represent data; given a set of data, make and justify predictions; and describe the likelihood of events using words such as certain, likely, or impossible

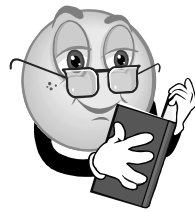
Science

- Describes food chains
- Classifies organisms as producers or consumers
- Uses thermometers, magnifying glasses, balances, centimeter rulers, graduated cylinders, spring scales, anemometers, wind vanes, and rain gauges
- Studies the water cycle and weather
- Explains that light travels in straight lines
- Investigates simple machines that makes work easier
- Builds simple electric circuits
- Classifies plants and animals
- Observes and explains moon phases
- Uses shadows to tell the time of day
- Proposes ways to solve simple environmental problems related to water quality and availability
- Analyzes and communicates the results of research, investigations, and observations using drawings, writings, tables, and bar and line graphs



blems related to wa-

5th Grade Curriculum Highlights



By the end of the school year a 5th grade student....

Reading

- Reads fluently, accurately, and with expression
- Develops vocabulary using previously learned strategies, dictionaries and grade level text
- Compares, contrasts, and analyzes various texts—makes connections (self-to-text, text-to-text, text-to-world)
- Identifies key concepts and supporting details
- Uses strategies of meaning, syntax, visual and decoding when comprehension stops
- Develops predictions, interpretations, and conclusions about the text
- Reflects on text meaning and relates to the story in a personal way
- Retells, summarizes and paraphrases
- Uses format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to main idea
- Reads and follows multi step directions to complete a task
- Locates and recognizes text features and structures of fiction and non-fiction texts
- Uses pre, during, post reading strategies: makes predictions, reflects, comprehension, access prior knowledge, question-etc.



Writing

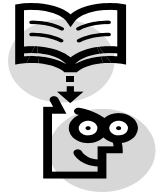
- Applies the writing process to their own writing: pre-write, write, revise, edit, final copy, and publication
- Writes personal narrative text focusing on the development of a single event or chronicles a sequence of events
- Writes expository and persuasive paragraphs and summaries emphasizing compare and contrast
- Writes a summary
- Uses the six writing traits: content, organization, sentence fluency, word choice, voice, and conventions
- Writes five paragraph essays (expository, narrative, analytical, persuasive) with transitional phrases
- Identifies and eliminates fragments
- Correctly spells grade level high frequency words and uses spelling strategies and patterns, dictionary, thesaurus, and electronic spell check devices to verify correct spelling
- Uses correct verb tense and adjective forms

Listening/Speaking

- Listens to identify and interpret tone, mood, and emotion and nonverbal communications
- Gives organized presentations that demonstrates a clear viewpoint using appropriate public speaking techniques.
- Gives clear and concise multi-step directions to complete a task

Information Literacy

- Locates and uses resources to find relevant information and record details in their own words (note-taking)
- Informally documents research sources with assistance
- Formulates and researches keywords and questions for a topic
- Identifies and explains intended messages in oral and visual media



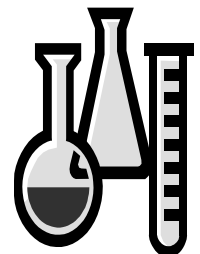
Math

- Reads, writes and compares decimals and whole numbers up to 999,999, uses familiar numbers (e.g., 0, $\frac{1}{2}$, 1) to judge the size of fractions
- Uses a variety of strategies (including mental) to complete multiplication problems up to 2-digit by 2-digit and division problems up to 3-digit by 1-digit
- Describes geometric shapes and number patterns
- Represents a mathematical situation involving numbers as an expression ($6+4$; $10-5$) or number sentence ($6+4=10$; $10-5=5$; $5<10$)
- Identifies and describes the characteristics of 2- and 3- dimensional shapes (e.g., cones, prisms, parallel and perpendicular lines,)
- Describes the results of dividing, combining and transforming (changing) shapes; predicts the results of sliding, flipping or turning a shape around its center point
- Identifies and justifies the unit of measure for length, including perimeter (distance around)
- Tells time to nearest minute
- Adds and subtracts money-values to \$10.00
- Determines the area of a polygon (shape) on a grid
- Collects data; creates tables or graphs to represent data; describes important features of the data; and justifies the purposes and conclusions based on the data



Science

- Uses the "Scientific Method" to plan and conduct "fair test" experiments
- Uses thermometers, magnifying glasses, balances, centimeter rulers, graduated cylinders, and spring scales
- Identifies, creates, and separates simple mixtures
- Investigates force and motion
- Describes food chains
- Classifies organisms as producers or consumers in a variety of habitats
- Describes how forces in nature changes the Earth's surface
- Proposes ways to solve simple environmental problems



Social Studies

- Explains why Missouri has a Constitution
- Identifies and describes the contributions of famous Missourians
- Explains the events that led to Missouri statehood
- Explains supply and demand
- Constructs and interprets maps; locate cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia, and St. Joseph
- Identifies the human characteristics of a place

Music

- Performs a varied repertoire representing diverse cultures, genre, and styles, using voices (speak, chant, sing) and accompanies themselves with classroom instruments following the cues of the conductor
- Reads/notates/performs music using standard musical notation: treble clef staff, note/rest values, meters, and expression symbols on an appropriate level
- Identifies and analyzes basic musical forms and composition techniques on an appropriate level
- Creates/improvises simple melodic and rhythmic *ostinati* accompaniments
- Distinguish between vocal ensemble groupings and orchestral instruments
- Compares the science of sound as it relates to stringed and percussion instruments
- Compares and contrasts the use of music in selected cultures and periods in history using level appropriate musical vocabulary
- Uses prerequisite music terms to describe their personal response to a musical example (focus: function/style)
- Identifies music-related careers in a given setting
- Demonstrates appropriate listening behaviors for various types of performances

Art

- Demonstrates an understanding of art history and culture as records of human history
- Develops, judges, and communicates personal decisions about artworks
- Creates art with a variety of two-dimensional and three-dimensional media
- Identifies, mixes, and uses tertiary colors in artwork
- Mixes tints and tones
- Creates sculpture using additive and subtractive processes
- Applies vocabulary: gesture drawing, movement/rhythm, observation, profile, parallel, perpendicular, contour line, implied line, expressive line, perspective, and vanishing point

Physical Education/Health

- Manipulative Skills – demonstrates a combination of movements during activities (e.g., throws to a partner while he/she runs to catch, dribbles and passes a ball to moving receiver, catches thrown objects, continuously strikes a ball against a backboard with an implement)
- Movement Concepts – identifies body parts and relationship to movement (e.g., arm swing forward, leg extends)
- Developmental Games – exhibits fundamental skills, specialized skills, and sportsmanship during game situations
- Skill Techniques – uses proper techniques
- Individual, Dual & Team Sports – plays specific lead-up games
- Health Related – names components (muscular strength, endurance, body composition, flexibility and cardio-vascular fitness) and distinguishes between anaerobic and aerobic activities (sprint vs. 15 minute jog)
- Skill Related – demonstrates coordination, agility, balance, power, speed, and reaction time
- Personal Fitness – sets personal fitness goals
- Skeletal and Muscular – identifies movement of the body
- Knows and recites rules and procedures of activities

