



Elementary School Program of Studies

2007-2008

Spring Branch Independent School District

955 Campbell Road

Houston, Texas 77024

Spring Branch Independent School District

Elementary Schools

Schools for Early Learning

Early Childhood Center
Bear Blvd. School
Lion Lane School
Tiger Trail School
Wildcat Way School
Panda Path School

Elementary Campuses

Bendwood Campus
Buffalo Creek Elementary
Bunker Hill Elementary
Cedar Brook Elementary
Edgewood Elementary
Frostwood Elementary
Hollibrook Elementary
Housman Elementary
Hunters Creek Elementary
Meadow Wood Elementary
Memorial Drive Elementary
Nottingham Elementary
Pine Shadows Elementary
Ridgecrest Elementary
Rummel Creek Elementary
Shadow Oaks Elementary
Sherwood Elementary
Spring Branch Elementary
Spring Shadows Elementary
Terrace Elementary
Thornwood Elementary
Treasure Forest Elementary
Valley Oaks Elementary
Westwood Elementary
Wilchester Elementary
Woodview Elementary

Elementary School Program of Studies 2007-2008



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<i>The following competencies are based on the Texas Essential Knowledge and Skills (TEKS). They serve as a foundation for the enriched and relevant curriculum required by the SBISD Goals and Objectives. These goals state that the PK-12 curriculum will promote creativity, critical thinking, and achievement.</i>	
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We Believe...

We believe there is a set of skills, knowledge, and attitudes essential for a productive and purposeful life so that all learners can achieve.

Portrait of a Graduate

The Portrait of a Graduate presents a set of high expectations that reflects Spring Branch Independent School District's commitment to excellence, prekindergarten through graduation. It serves as a guide for creating a set of competencies in each curricular area and maintaining a coherent and dynamic curriculum.

Personal Qualities, Work Habits, and Attitudes

The Spring Branch graduate...

- recognizes that the learning process is a lifelong journey.
- exhibits honesty, integrity, and trustworthiness.
- accepts responsibility for his/her own actions.
- utilizes organizational skills.
- perseveres and is resilient in the face of disappointment and adversity.
- possesses self-confidence and a sense of humor.

Basics for the 21st Century

The Spring Branch graduate...

- acquires a sound foundation in the core academic areas.
- exhibits high levels of performance and achievement on a variety of assessments.
- participates in and appreciates the fine arts.
- furthers his/her development by participating in extracurricular activities.
- explores knowledge of career options and pathways to their attainment.
- exhibits a healthy lifestyle.
- nurtures personal aspirations.

Complex and Creative Thinker and Communicator

The Spring Branch graduate...

- thinks critically and analytically using effective learning techniques to acquire and apply new knowledge.
- uses logical reasoning to draw conclusions.
- uses imagination freely to generate new ideas and to anticipate and plan for the future.
- uses strategies to find and solve problems and make appropriate decisions.
- communicates effectively to reach a variety of audiences.

Interpersonal and Collaborative Skills

The Spring Branch graduate...

- contributes to group efforts with ideas, suggestions, and hard work.
- demonstrates effective leadership skills by communicating ideas and motivating others.
- collaborates effectively with others from diverse backgrounds.
- recognizes, appreciates, and respects others' points of view.
- works toward consensus and negotiates appropriate solutions.
- utilizes conflict resolution strategies.

Community Contributor

The Spring Branch graduate...

- embraces a sense of belonging and nurtures it in others.
- recognizes and responds to societal needs.
- values and participates in the democratic process.
- participates in efforts to preserve the environments for future generations.
- understands and appreciates diversity.

Technology

The Spring Branch graduate...

- uses technology in a knowledgeable and ethical manner.
- utilizes information systems in personal, scholastic, vocational, and professional contexts.
- adapts to the evolution of software and hardware.
- selects appropriate tools and procedures to accomplish tasks.
- integrates technology in order to acquire knowledge and advance learning.



Strategic Goals

Five-Year Educational Plan Goals

*To Meet Our Community's High Expectations
for Excellence in Our Schools*

Student Performance

- SBISD will be an exemplary school district with an enriched and relevant PK-12 curriculum that promotes creativity, critical thinking, and achievement.
- SBISD will be the premier college-focused district in the State of Texas and will prepare all students for success after high school graduation.
- SBISD will ensure that all students have a strong foundation in ethics and character development.
- SBISD will offer all students a wide range of school-sponsored activities outside the classroom.

Safety

- SBISD will have a pervasive culture of safety and respect.

Operations

- SBISD will use strategic plans to be fiscally responsible and efficiently use all resources—human, time, and monetary—to support student achievement.

Community

- Students, parents, and the community will be active partners with educators in students' education.

People

- SBISD, as the employer of choice, will recruit and retain the best people by rewarding excellence and providing opportunities for continual growth.

Language Arts

We believe...

...a successful language arts student has ample opportunities to be actively involved in authentic listening, speaking, reading, writing, and thinking tasks for a variety of purposes. The text-rich, supportive environment will facilitate both independence and collaborative efforts within and beyond the language arts classroom.

Mathematics

We believe...

...mathematics prepares students to use patterns and relationships to discover the connections between mathematical concepts and their application to real-world models. Using effective and efficient strategies, students make decisions, select tools, solve problems, and communicate their understanding of mathematical concepts.

Science

We believe...

...science involves students in inquiry-based, hands-on activities, using a variety of resources, in order to build a meaningful relationship between science and everyday life. Students understand science through a balance of content, process skills, problem-solving, and practical application and are encouraged to maintain their natural curiosity and love of learning.

Social Studies

We believe...

...social studies involve students in a systematic study of history, geography, economics, society, and government. Social studies empowers students to become critical thinkers, effective communicators, and participating members of local, state, national, and global communities.

Additional Elementary Programs and Services

English Language Learners

The SBISD education model for English Language Learners is currently comprised of three models: Dual Language, Late-exit Transitional Bilingual, and English as a Second Language.

One Way Dual Language Model*

Currently implemented in grades PK-1 at all elementary campuses with bilingual programs

This model incorporates Spanish-speaking students with higher levels of English proficiency with Spanish-speaking students with less English proficiency.

Two Way Dual Language Model*

Currently implemented at Cedar Brook Elementary and Sherwood Elementary

This model of bilingual education incorporates native English-proficient students with Spanish-proficient students.

*Dual Language is a Bilingual Education model that employs two languages, English and Spanish, for the purpose of instruction. It adheres to the State's high expectations and standards for all students. In the Dual Language model, all students work toward the common goal of becoming bilingual and biliterate.

Late-exit Transitional Bilingual

Currently implemented in grades 2-5 at all elementary campuses with bilingual programs

In this model of bilingual education, English Language Learners exit native language instruction by the end of 5th grade. The native language is used for primary content instruction while accelerating English language acquisition. This model will phase out in 2012, as One-Way Dual Language becomes the model for bilingual education, grades PK-5.

English as a Second Language (ESL)

Currently offered at all elementary campuses

ESL programs develop competence in English and provide instruction in listening, speaking, reading, writing, and comprehending English so that students are successful in content area instruction in English.

Gifted and Talented (GT) Program

In order to receive the special educational services offered in the Gifted and Talented (GT) Program, students must be identified through the District's identification process. Students are identified for services in grades K-12. Students may be referred for the program by a teacher, parent, community member, or themselves, but parents must give permission for students to be tested in the identification process. To refer a student, please contact the student's campus counselor.

Identified GT students are offered services in a variety of ways depending upon their grade level. GT students are grouped by clusters and are offered services on a daily basis in their classrooms. Classroom teachers are trained in gifted education and differentiate the District curriculum in content, process, and product to meet the unique needs of the GT students. In addition, pull-out services are offered to students in kindergarten through 5th grade.

Primary Gifted Program (PGP)—Kindergarten–2nd Grade

Identified GT students in K-2 are offered additional GT services through a pull-out program that takes place at their home campuses. Students are pulled out of their classrooms for services 90 to 120 minutes a week. PGP instruction focuses on the development of independent research skills and meeting the social-emotional needs of GT students.

Spring Branch Program for Improving Reasoning and Accelerating Learning (SPIRAL)—3rd–5th Grade

Identified GT students in 3-5 are offered additional GT services through a pull-out program at the Bendwood campus. Students are bussed from their home campuses one day a week for a full day of services with identified GT students from other campuses. Instruction in the SPIRAL program at Bendwood is interdisciplinary. Units of study provide depth and complexity to challenge GT students, while also addressing their social-emotional needs.

Guidance and Counseling

Guidance and counseling-related services are available on elementary school campuses for all students. Guidance services are designed to be preventative, proactive, and developmental with the focus on academic and social-emotional needs of students. Responsive services from a school counselor, social worker, and/or case worker related to immediate concerns of students that interfere with academic progress may be initiated through student self-referral or by requests from school personnel, parents, or guardians. Such services are usually short-term in nature. School counselors do not provide therapy. When necessary, referrals are made to appropriate community resources. Parents are requested to make an appointment to visit counselors when questions or concerns arise.

Prekindergarten and Early Childhood Centers

A child's first introduction to formal schooling begins in prekindergarten. In addition to the prekindergarten classrooms located at various elementary campuses, Spring Branch is fortunate to have four state-of-the-art centers and one alternative facility designed specifically for the four-year-old child. The Schools for Early Learning feature 18 classrooms and a central courtyard with playscapes, a tricycle track, and a climbing hill. On some of our campuses, a Childcare Program, designed for infants and toddlers, is offered for employees. The beauty of these campuses is they were built especially for young children. Everything has been planned to fit their needs.

To create self-motivated, lifelong learners, early childhood programs in Spring Branch provide a developmentally-appropriate, integrated curriculum which enhances the social-emotional, intellectual, aesthetic, and physical development of each child while nurturing autonomy, self-esteem, and success. Our curriculum initiatives include a balanced literacy program, hands-on mathematics, explorations in science and social studies, fitness/motor development, and a Project Approach to learning.

Special Education

Specialized classes exist for students with identified special needs. Placement in these classes is determined by the Admission, Review, and Dismissal (ARD) committee prior to the beginning of school.

PREKINDERGARTEN

Language Arts

A prekindergarten student has many opportunities to interact with responsive adults and other students in language and print-rich experiences. Through these experiences he develops language, listening comprehension, phonological awareness, and knowledge about letters. The student begins to understand how print works and to appreciate stories, rhymes, chants, and other forms of writing. All of these experiences in language and literacy are designed so that the child wants to become a reader.

During prekindergarten, students will...

- Comprehend what they hear in conversations and stories with increasing accuracy.
- Pronounce speech sounds with increasing ease and accuracy.
- Experience rapid growth in the use and understanding of words.
- Become aware of the sounds of words and begin to identify those that rhyme.
- Begin to notice words that begin with the same sound.
- Learn that print carries meaning; that English is written from left to right; and that illustrations carry meaning, but cannot be read.
- Begin to follow print as it is read aloud.
- Identify 10 or more printed alphabet letters.
- Begin to make some letter/sound matches.
- Begin to identify some high-frequency words.
- Listen and respond to a variety of books and engage in “pretend” reading.
- Become familiar with story elements (characters, plot, and resolution) and begin to predict what will happen next or to retell the story.
- Imitate the special language in storybooks and use it in retellings and dramatic play, such as “*Once upon a time... .*”
- Attempt to write messages, lists, stories, etc.
- Use known letters to write their own names.

Mathematics

A prekindergarten student begins to develop number concepts through exploration with many different types of manipulative materials. From exploration the child begins to sort and classify objects by noticing how they are alike and different. The student has many opportunities to count and develop his understanding of whole numbers. The foundation for algebraic thinking is laid in prekindergarten as the child learns to extend and create patterns and to identify them in their environment. The student uses direct comparison to measure objects and learns the vocabulary to describe size relationships. He learns to name and recognize the properties of geometric shapes. The student also learns to organize information into graphs and to communicate about the findings.

During prekindergarten, students will...

- Count by ones to 10 or higher.
- Use objects to show quantities through 5 or higher.
- Begin to use language to compare numbers (*same, more than, less than, etc.*).

- Begin to identify first and last in a series.
- Recognize and describe the concept of zero.
- Imitate, recognize, and reproduce simple patterns (sounds, physical movements, objects).
- Begin to recognize, describe, and name shapes.
- Begin to use words that indicate where things are located (*above, below, beside, etc.*).
- Begin to make size comparisons between objects (*taller than, smaller than, etc.*).
- Order objects by size.
- Begin to use language associated with time intervals (*in the morning, after snack, etc.*).
- Describe similarities and differences between objects and match objects that are alike.
- Sort objects into groups and explain how the grouping was done.
- Participate in creating and using graphs constructed with real objects and pictures.

Science

A prekindergarten student uses the processes of science to develop an understanding about his world. He uses his senses to gather information, make tentative statements about events and relationships, and begins to test observations, draws conclusions, and forms generalizations. A prekindergarten student learns by participating in, thinking about, and discussing simple investigations. He develops concepts about the natural and constructed environment, observes cycles and structures, and describes simple patterns that help predict what will happen next. A prekindergarten child develops an awareness that investigations helps him learn about the natural world, that certain questions can be answered by investigations, and that those answers can change as new observations are made.

During prekindergarten, students will...

- Demonstrate safe practices and appropriate use of materials.
- Ask questions and use one or more senses to observe and learn about objects, organisms, and events.
- Begin to perform simple investigations.
- Gather information using simple tools and measuring devices.
- Compare and sort objects and organisms into groups and describe how they were organized.
- Describe observations and offer explanations, using their own words.
- Use patterns to predict what will happen next.
- Solve simple design problems.
- Observe and describe properties of rocks, soil, and water.
- Describe properties of objects and characteristics of living things.
- Begin to observe changes in size, color, position, weather, and sound.
- Group organisms and objects as living or nonliving and recognize that living things have similar needs for water, food, and air.
- Begin to identify what things are made of.
- Begin to use scientific words and phrases to describe objects, events, and living things.

Social Studies

A prekindergarten student learns the skills of communicating, sharing, cooperating, and participating with others, which helps him to feel a sense of community and connection with other people. The student learns to depend on events and routines that occur in a regular and predictable order, and he begins to understand past events relate to present and future events. A prekindergarten child learns to recognize common features in his immediate environment and begins to represent them symbolically. In addition, the student learns about the world of work and explores the roles and relationships of consumers and producers. A prekindergarten child learns that their community benefits from many different people working in many different ways.

During prekindergarten, students will...

- Learn to share, take turns, and cooperate with others in a group activity.
- Identify and follow classroom rules.
- Participate in classroom jobs and contribute to the classroom community.
- Identify similarities among people, including other cultures.
- Begin to categorize time intervals using words (*today, tomorrow, next time*).
- Recognize changes in the environment.
- Begin to understand cause and effect relationships.
- Identify common features in the home and school environment and represent them through drawings or constructions.
- Begin to use words to indicate relative location (*front, back, near, far*).
- Understand basic human needs for food, clothing, and shelter.
- Understand the roles, responsibilities, and services provided by community workers.
- Become aware of what it means to be a consumer.

KINDERGARTEN

Language Arts

A kindergarten student engages in meaningful and organized activities to increase oral language, foster listening comprehension, develop phonological awareness, and most importantly, nurture a love of reading. When visiting your child's classroom, look for many manipulative activities. These not only help build concepts but also develop and refine gross and fine motor skills. Each child participates in a variety of instructional settings such as whole group investigations, small group collaboration, and independent play to meet individual needs at the appropriate level. Through these meaningful experiences, your child builds a solid foundation for early literacy.

During kindergarten, students will...

- Demonstrate an understanding of how print works. For example, print represents speech, conveys meaning, and moves from left to right and top to bottom.
- Make rhyming words, clap out syllables, and identify beginning and ending sounds to develop phonological awareness.
- Apply phonics knowledge by matching letters to sounds to begin to read.
- Develop vocabulary through read-aloud and shared reading experiences.
- Demonstrate comprehension through retelling, acting out, and/or illustrating events in a story.
- Use prior knowledge to gather important information and ask relevant questions related to a variety of texts.
- Interact with a variety of texts to recognize features of informational books, poems, and stories from a variety of cultures.
- Compare own experiences with language, customs, and cultures of literary characters.
- Write names, the alphabet, and captions for illustrations.
- Dictate messages using knowledge of letters and sounds in a collaborative setting.
- Use phonological knowledge to explore letter-sound relationships in writing messages.
- Generate ideas for assigned and self-selected writing topics.
- Participate in discussion to build graphic organizers for shared and independent writing.
- Use available technology to compose text.
- Write from left to right and top to bottom.
- Use correct pencil grip, paper position, and beginning strokes to develop printing skills.
- Interpret various media such as illustrations and charts.
- Identify messages found in print and film.
- Produce simple multimedia products.
- Listen critically and follow one-step and two-step instructions.
- Make announcements, give directions, and make introductions.
- Ask and answer relevant questions in small and large group discussions.
- Dramatize experiences, poems, plays, and stories.
- Gain control of oral grammar by speaking in complete sentences.

Mathematics

A kindergarten student develops whole number concepts using concrete models. Basic foundations of math concepts are built through exploration of patterns, sorting, counting, making math connections, and problem solving. Problem solving skills are demonstrated through the use of informal language to communicate early understanding of connections within and outside of mathematics. Technology and math tools are an essential part of the math program.

During kindergarten, students will...

- Use one to one correspondence to count objects through 20 (including *more, less, same as*).
- Use objects to show quantities through 20.
- Describe sizes of sets of objects through 20.
- Use patterns to count to 100 by ones.
- Use objects to demonstrate addition and subtraction problems.
- Describe the position of objects, using words such as *first, second, before, after, and between*.
- Display an object and describe its relation to another by using informal language such as *over, under, above, and below, etc.*
- Identify, extend, and create patterns with objects and real-life situations.
- Separate a whole into two equal parts and be able to explain half of a whole.
- Compare and order two or more objects according to length, area, capacity, and weight/mass using nonstandard measurement tools (longer/shorter than, covers less/more, holds more/less, heavier than/less than).
- Use time vocabulary to compare and sequence events (up to three).
- Use temperature vocabulary to compare *hotter than* and *colder than*.
- Read a calendar using days, weeks, and months.
- Identify, describe, compare, and sort a variety including two- and three-dimensional geometric figures.
- Construct graphs using real objects and pictures in order to answer questions.
- Use the SBISD problem-solving model with guidance and apply the strategies of ACTING OUT, DRAWING A PICTURE, LOOKING FOR A PATTERN, and GUESS AND CHECK.

Science

A kindergarten student uses simple investigations to develop the skills of asking questions, gathering information, communicating findings, and making informed decisions about the natural world. Using the five senses and common tools, the student makes observations and collects information. The student learns about the natural world by identifying and investigating rocks, water, soil, living organisms, and objects. The student is introduced to the concept of a system as a collection of cycles, structures, and processes that interact. Computers and information technology tools are used for support.

During kindergarten, students will...

- Use safe practices during classroom and field investigations.
- Use and conserve resources and materials.
- Ask questions about organisms, objects, and events.
- Plan and conduct simple investigations.

- Use senses to gather information and make observations.
- Gather information using simple tools such as hand lenses, balances, cups, bowls, and computers.
- Construct reasonable explanations and make decisions using information gathered.
- Communicate findings about simple investigations.
- Discuss and justify decisions.
- Explain a problem and propose solutions.
- Identify organisms and their parts.
- Explore basic needs of living organisms and discuss their interdependence.
- Record observations about parts of plants (leaves, roots, stems, and flowers) and animals (wings, feet, heads, and tails).
- Identify and group organisms as living and non-living.
- Observe and record stages of life cycles of living things.
- Identify ways that the Earth provides resources for life.
- Observe and describe properties of rocks, soil, and water and give examples of ways they are useful.
- Learn how to use and conserve resources and materials.
- Observe and record weather changes from day to day and over seasons.
- Observe, identify, and predict patterns including seasons, growth, and day and night.
- Identify that heat causes change.
- Learn how systems have basic properties that can be described in terms of parts such as those in toys, vehicles, and construction sets.
- Identify and manipulate parts found in systems that, when put together, can do things they cannot do by themselves (cars without wheels, plants without roots).
- Observe, describe, and record changes in size, mass, color, position, quantity, time, temperature, sound, and movement.

Social Studies

A kindergarten student focuses on the foundations of social studies. Concepts are built through examination, discussion, and exploration. The study of our state and national heritage begins with exploring celebrations of patriotic holidays and the contributions of historic people. A student compares family customs and traditions to develop cultural appreciation. The student learns about the geographic concept of location, as well as the physical and human characteristics of places. Basic human needs of clothing, food, and shelter, and the ways people meet these needs are introduced. Technology and social studies skills are an essential part of the social studies curriculum.

During kindergarten, students will...

- Learn about patriotic holidays such as Presidents' Day, Independence Day, and Memorial Day.
- Identify contributions of people such as George Washington and Stephen F. Austin.
- Place events in chronological order using words such as *before*, *after*, *next*, *first*, and *last*.
- Locate and describe the relative location of places at school using words such as *over*, *under*, *near*, *far*, *left*, and *right*.
- Identify physical characteristics of places (landforms, bodies of water, natural resources, and weather) and human characteristics (types of houses and ways of earning a living).

- Identify basic human needs (food, clothing, and shelter) and explain how they can be met.
- Identify jobs and why people have them.
- Identify purposes for having rules and ways they provide order, security, and safety.
- Identify authority figures in the home, school, and community and how they make and enforce rules.
- Identify the U.S. and Texas flags.
- Recite the Pledge of Allegiance.
- Explain voting as a method of group decision making.
- Identify similarities and differences among people (physical attributes).
- Identify family and community customs. Explain the importance of these customs.
- Identify examples of technology from home and school.
- Describe how people use technology to meet their needs.
- Obtain information from a variety of oral and visual sources.
- Sequence and categorize information.
- Identify main ideas.
- Express ideas orally and visually.
- Use problem-solving and decision-making processes.

FIRST GRADE

Language Arts

A first grade student continues to develop oral language and communication skills and grows in becoming a more independent reader and writer. Each child participates in a variety of instructional settings such as guided reading and writing, as well as readers' and writers' workshop, to meet individual needs at the appropriate level. Daily reading of a variety of texts and writing for a variety of audiences increase your child's fluency and comprehension in the literacy process.

During first grade, students will...

- Increase understanding of how print works: understand words are a sequence of letters, written words are separated by spaces, and punctuation/capitalization enhance meaning.
- Identify, separate, and blend sounds to read new words.
- Use multiple word identification strategies to read and comprehend simple texts. These include illustrations, phonics, re-reading, and checking for understanding of meaning.
- Develop vocabulary through purposeful and varied reading experiences such as read-aloud, guided reading, shared reading, and discussion.
- Demonstrate comprehension using a variety of texts. Students will use comprehension strategies to retell stories, predict outcomes, and recall details.
- Gather important information and ask relevant questions in independent and instructional reading experiences.
- Read with fluency (40-60 words per minute) and comprehend at a first grade level.
- Interact with a variety of texts to recognize features of informational books, poems, and stories from varied cultures.
- Connect ideas in texts to self, to other texts, and to the world.
- Use alphabetical order to locate information for research.
- Recognize and use parts of a book to gather information and gain meaning.
- Dictate and/or write news, stories, and questions in collaborative settings.
- Write in a variety of forms for different purposes such as lists, letters, poems, and journal reflections.
- Write narrative compositions.
- Generate ideas for assigned and self-selected writing topics.
- Participate in collaborative and/or independent planning to build graphic organizers for shared and independent writing.
- Use criteria generated by teacher and class to develop and evaluate selected drafts.
- Conference with peers or teacher to revise selected drafts.
- Use available technology to compose and/or publish selected works.
- Write messages from left to right and top to bottom, and use appropriate spacing between letters and words.
- Increase control of penmanship.
- Use basic capitalization for names and first letter of a sentence.

- Use basic punctuation including periods, question marks, and exclamation marks.
- Spell and write familiar grade-level words accurately and explore resources to find correct spelling.
- Use nouns and verbs to create complete and coherent sentences.
- Interpret various media such as illustrations and charts.
- Identify information found in print and film.
- Produce simple multimedia products.
- Listen critically and follow two- and three-step instructions.
- Announce, give directions, and make introductions appropriately and courteously.
- Ask and answer relevant questions in small and large group discussions.
- Dramatize experiences, poems, plays, and stories.
- Gain control of oral grammar by speaking in complete sentences.
- Speak with an increasingly complex vocabulary to tell about ideas, feelings, and experiences.

Mathematics

A first grade student develops an understanding of addition and subtraction number concepts using concrete objects. Basic foundations of math concepts are built by using patterns, sorting, counting, making math connections, and problem solving. A student creates and uses representations to organize, record, and communicate emerging math ideas. Technology and math tools are integrated into the math program.

During first grade, students will...

- Read and write numbers to 99.
- Create sets of tens and ones using concrete objects.
- Compare and order numbers to 99 (less, greater than, equal to).
- Identify odd and even numbers to 99.
- Use patterns to skip count by twos, fives, and tens to 99.
- Identify the relationships between addition and subtraction facts (fact families for sums up to 18; example: $7 + 8 = 15$, $8 + 7 = 15$, $15 - 7 = 8$, $15 - 8 = 7$).
- Use objects and numbers to model and write addition and subtraction sentences up to $9 + 9 = 18$ and $18 - 9 = 9$.
- Memorize all addition and subtraction facts including +1, +2, +0. (SBISD expectation)
- Recognize and know the value of a penny, nickel, dime, and quarter.
- Separate a whole into two, three, or four equal parts.
- Describe parts of a set (such as *three out of eight crayons are red*).
- Use nonstandard units to estimate and measure length.
- Compare and order objects according to length (longest to shortest), area (covers most to covers least), capacity (holds most to holds least), weight/mass (heaviest to lightest), and temperature (hottest to coldest).
- Tell time to the hour and half hour using analog and digital clocks.
- Order three or more events by length of time.
- Identify, describe, compare, and sort two- and three-dimensional geometric figures according to attributes.

- Combine shapes to create a new shape (example: use two triangles to make a square).
- Identify events as certain or impossible.
- Collect and sort data to construct and draw conclusions about real, picture, and bar graphs (horizontal and vertical).
- Use the SBISD problem-solving model with guidance and apply the strategies of ACTING OUT, DRAWING A PICTURE, LOOKING FOR A PATTERN, and GUESS AND CHECK.

Science

A first grade student continues using simple investigations to develop the skills of asking questions and gathering information. The student also makes measurements, constructs explanations, and draws conclusions using non-standard units and tools to extend the five senses. The student identifies and investigates components of the natural world including rocks, soil, natural resources, heat, needs of living things, interdependence, and living versus non-living things. A first grade student continues to explore the concept of systems. Computers and information technology tools are used for support.

During first grade, students will...

- Use safe practices during classroom and field investigations.
- Use and conserve resources and materials.
- Ask questions about organisms, objects, and events.
- Plan and conduct simple descriptive investigations.
- Use senses to gather information and make observations.
- Gather information using simple tools such as hand lenses, clocks, computers, thermometers, and balances.
- Construct reasonable explanations and draw conclusions.
- Communicate explanations about simple investigations.
- Make decisions using information gathered.
- Discuss and justify decisions.
- Explain a problem, identify a task, and propose solutions related to the problem.
- Record and compare collected information.
- Measure organisms, objects, and parts of objects using non-standard units such as paper clips, hands, and pencils.
- Identify organisms and their parts.
- Explore basic needs of living organisms and discuss their interdependence.
- Record observations about parts of plants and animals.
- Identify and group organisms as living and non-living.
- Observe and record stages of life cycles of living things.
- Observe and record weather changes from day to day and over seasons.
- Identify how rocks, soil, and water are used and how they can be recycled.
- Describe natural sources of water including streams, lakes, and oceans.
- Observe and describe differences in rocks and soil samples.
- Identify and test ways that heat causes change such as when ice melts.

- Manipulate objects such as toys, vehicles, or construction sets so that the parts are separated from the whole, which may result in the part or the whole not working.
- Identify parts found in systems that, when put together, can do things they cannot do by themselves.
- Observe, measure, and record changes in size, mass, color, position, quantity, temperature, sound, and movement.

Social Studies

A first grade student continues to build upon early social studies concepts through literature, discussions, hands-on exploration, and simulations. The student develops patriotic identity through the study of historic figures, national anthems, state anthems, and mottoes. Development of cultural appreciation increases by describing the importance of family customs and traditions. A first grader creates and uses simple maps to draw conclusions about physical characteristics of places and their impact on daily life. Concepts of time and chronology are developed by distinguishing between past, present, and future events. Technology and social studies skills enhance and build rich concepts.

During first grade, students will...

- Identify contributions of people (Abraham Lincoln, Sam Houston, Thomas Edison, Alexander Graham Bell).
- Describe the origins of holidays (Veterans Day; Independence Day; Martin Luther King, Jr. Day).
- Identify anthems and mottoes of the state and nation.
- Distinguish among past, present, and future.
- Use vocabulary related to chronology (*yesterday*, *today*, and *tomorrow*).
- Create calendars and timelines.
- Locate places using cardinal directions (north, south, east, and west).
- Create and use simple maps.
- Locate the community, state, and nation on maps and globes.
- Identify and describe physical characteristics of places (landforms, bodies of water, natural resources, and weather).
- Identify the impact of human interaction with places (types of houses and ways of earning a living).
- Identify uses of natural resources in the community, state, and nation.
- Identify examples and exchanges of goods and services and the role of markets in the exchange.
- Identify examples of people wanting more than they can have and explain how this requires them to make many choices.
- Describe requirements of various jobs, characteristics of well-performed jobs, and contributions of jobs to production.
- Explain the need for laws in the home, school, and community and give examples of security, order, and conflict management.
- Identify and describe the roles of leaders in the community (mayor), state (governor), and nation (president).
- Identify characteristics of good citizenship including ordinary people and historical figures (Clara Barton, Nathan Hale, and Eleanor Roosevelt) who exemplify these characteristics.
- Identify contributions of people such as Washington, Lincoln, Roosevelt, and Jefferson.
- Explain patriotic symbols such as the U.S. and Texas flags, Liberty Bell, and the Alamo.

- Recite and explain the Pledge of Allegiance and Pledge to the Texas Flag.
- Use voting as a way of making choices and decisions.
- Explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
- Describe the similarities and differences in the ways that families meet basic human needs (food, clothing, and shelter).
- Retell stories from folktales and legends.
- Identify 10 states of the United States of America.
- Describe how technology (household tools and appliances) has changed the way families live and how people work.
- Describe how technology has changed communication, transportation, and recreation.
- Sequence and categorize information.
- Identify main ideas.
- Express ideas orally and visually.
- Use problem-solving and decision-making processes.
- Obtain information from a variety of sources.

SECOND GRADE

Language Arts

A second grader reads and writes independently and has many opportunities to use spoken language. The student automatically recognizes a large number of words and uses a variety of word identification strategies. Reading familiar classic and contemporary works, a second grader increases fluency and demonstrates understanding by producing a variety of products. The student transitions to reading longer texts with less picture support. A second grader composes and begins to revise and edit his own writing to make ideas clear, precise, and legible.

During second grade, students will...

- Increase automaticity and enhance comprehension by building upon a core of known high frequency words.
- Demonstrate independence in choosing appropriate word identification strategies to gain knowledge from text including picture clues, letter-sound knowledge, re-reading, and checking for understanding.
- Demonstrate comprehension and respond to a variety of texts by summarizing stories, predicting outcomes, and recalling details.
- Interact with text in a variety of settings including read-aloud, guided reading, shared reading, and independent reading.
- Read with fluency (50-70 words per minute) and comprehend at a second grade level for increasing amounts of time.
- Recognize and analyze the characteristics of various types of texts such as informational books, poems, and stories from varied cultures.
- Develop vocabulary through purposeful and varied reading experiences such as read-aloud, guided reading, shared reading, and discussion.
- Connect ideas to self, to other texts, and to the world.
- Gather important information, ask relevant questions, and conduct simple research using multiple resources.
- Write in a variety of forms for different purposes such as note-taking, letters, poems, and journal reflections.
- Write narrative and informational compositions.
- Generate ideas by using prewriting techniques for assigned and self-selected topics.
- Participate in collaborative and/or independent planning to build graphic organizers for shared, guided, and independent writing.
- Use simple criteria generated by teacher and class to develop and evaluate selected drafts that contain increased elaboration.
- Conference with peers or teacher to revise, edit, and publish selected drafts.
- Use available technology to compose and/or publish selected works.
- Review a collection of personal works to monitor growth as a writer.
- Write messages using appropriate letter size, spacing, and margins.
- Gain increased control of penmanship.
- Use basic capitalization for proper nouns and the first letter of sentences.

- Write texts that include abbreviations and complex punctuation such as commas, apostrophes, and quotation marks.
- Use subject-verb agreement and appropriate verb tenses in complete and coherent sentences.
- Spell and write familiar grade-level words accurately and explore and use resources to find correct spelling.
- Recognize word parts within multisyllabic words.
- Interpret more complex media such as illustrations, graphs, and charts.
- Compare and contrast information found in print and film.
- Produce multimedia products.
- Listen critically and follow multi-step instructions.
- Announce, give directions, and make introductions appropriately and courteously.
- Ask and answer relevant questions in small and large group discussions.
- Speak in complex sentences using correct grammar and precise word choices.
- Speak with an increasingly complex vocabulary to tell about ideas, feelings, and experiences.

Mathematics

A second grade student continues to build a basic foundation of math concepts, especially an understanding of the base ten place value system. A student uses numbers to compare and order when solving problems. Whole number addition and subtraction problems are solved first with concrete models and then with symbolic representation to achieve fluency. Using informal and formal language, a student communicates math reasoning in verbal and written forms. Technology and math tools continue to be integrated into the math program.

During second grade, students will...

- Use concrete models to read, write, order, compare ($>$, $<$, $=$), and find patterns in numbers through 999.
- Locate and name whole numbers on a number line.
- Memorize and apply basic addition and subtraction facts to 18.
- Model and solve addition and subtraction problems, with and without regrouping, using numbers to 99.
- Use patterns to understand that addition and subtraction are related fact families ($4 + 2 = 6$, $2 + 4 = 6$, $6 - 2 = 4$, $6 - 4 = 2$).
- Model, create, and describe multiplication and division situations (equivalent groups).
- Find patterns in numbers using a 100s chart.
- Identify, describe, and extend repeating and additive patterns to solve problems.
- Identify, extend, and create a list of paired numbers (example: 1 bicycle = 2 wheels, 2 bicycles = 4 wheels, 3 bicycles = 6 wheels, etc.).
- Identify usage of cent, dollar symbols, and decimal point.
- Determine the value of a collection of coins up to \$1.00.
- Use concrete models to represent and name fractional parts (up to twelfths) of a whole or set of objects.
- Use concrete models to determine if a fractional part of a whole is closer to zero, $\frac{1}{2}$, or 1.
- Tell time to hour, half hour, and 5-minute increments.

- Describe activities that take approximately one second, one minute, and one hour.
- Identify concrete models that approximate standard units of length and use them to measure length.
- Select a non-standard unit of measure to determine capacity and weight/mass of a given container or object.
- Read a thermometer.
- Select non-standard unit of measure to determine area of a 2-dimensional figure.
- Identify, describe, compare, and sort attributes of 2-dimensional and 3-dimensional figures.
- Cut geometric shapes apart and identify the new shapes made.
- Collect and sort data to construct and draw conclusions about picture and bar graphs (horizontal and vertical).
- Explain why an event is more likely or less likely to happen.
- Use the SBISD problem-solving model with guidance and apply the strategies of ACTING IT OUT, DRAWING A PICTURE, LOOKING FOR A PATTERN, MAKING A SIMPLE TABLE, and SYSTEMATIC GUESSING AND CHECKING.
- Use logical reasoning to justify thinking using objects, pictures, words, numbers, and technology.

Science

A second grade student plans and conducts investigations to develop the skills for making measurements using non-standard and standard units. Components and processes of the natural world, including the water cycle and use of resources, are identified. The second grader observes melting, evaporating, weathering, and pushing and pulling of objects. The student also observes living and nonliving things, needs of plants and animals, functions of plants, and how living organisms depend on their environment. The student continues to explore change and constancy in systems. Computers and information technology tools are used for support.

During second grade, students will...

- Demonstrate safe practices during classroom and field investigations.
- Use and conserve resources and dispose of materials.
- Ask questions about organisms, objects, and events.
- Plan and conduct simple descriptive investigations.
- Use senses to gather information and make observations.
- Gather information using simple tools such as rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances.
- Construct reasonable explanations and draw conclusions using information and prior knowledge.
- Communicate explanations about investigations.
- Record and compare collected information.
- Make, discuss, and justify decisions using information.
- Explain a problem, identify a task, and propose solutions related to the problem.
- Compare results of investigations with what students and scientists know about the world.
- Measure organisms, objects, and parts of objects using standard and non-standard units.
- Identify, classify, and sequence characteristics of living organisms.
- Observe and record the functions of plant and animal parts.

- Compare and give examples of plant and animal characteristics.
- Compare ways that organisms depend on each other and their environment.
- Identify external characteristics of different kinds of plants and animals that allow their needs to be met.
- Observe, measure, and analyze changes including weather, the night sky, and seasons.
- Describe and illustrate the water cycle.
- Identify uses of natural resources.
- Identify, predict, and test the ways that heat causes change such as melting and evaporation.
- Manipulate, predict, and identify parts found in systems that, when put together, can do things they cannot do by themselves such as flashlights without batteries and construction sets.
- Observe, measure, record, analyze, predict, and illustrate changes in size, mass, color, position, quantity, temperature, sound, and movement.
- Demonstrate a change in the motion of an object by giving the object a push or a pull.

Social Studies

A second grade student focuses on a study of community. The student will learn about important individuals and events in the history of the community, state, and nation. Students continue to develop concepts of time, government functions, and basic economic principles. The student acquires knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. In geography a student locates places and compares information found in different sources.

During second grade, students will...

- Explain the significance of celebrations (Independence Day, Memorial Day, and Thanksgiving Day) and of landmarks (county courthouses and state and national capitol buildings).
- Describe and measure calendar time (day, week, month, and year).
- Use vocabulary related to chronology including *past*, *present*, and *future*.
- Describe the order of historical events using concepts of time and chronology.
- Create and interpret timelines.
- Name several sources of information about a given event.
- Compare various interpretations of the same time period using evidence such as photographs and interviews.
- Identify contributions of people such as Henrietta King, Robert Fulton, Thurgood Marshall, and Amelia Earhart.
- Use symbols, find locations, and determine directions on maps and globes.
- Draw maps showing places and routes.
- Identify 20 states of the United States of America.
- Identify major landforms and bodies of water on maps and globes (continents and oceans).
- Compare information from different sources about places and regions.
- Describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns.
- Locate Houston, Texas, United States, and selected countries on maps and globes.
- Understand how humans use and modify the physical environment.

- Explain how work provides income.
- Explain choices people make in a free enterprise system about money (earning, saving, spending, and deciding where to live and work).
- Distinguish between the roles of producers and consumers and identify ways that people both produce and consume.
- Trace the development of a product.
- Identify functions of government.
- Identify governmental services in the community (libraries, schools, and parks) and their value to the community.
- Compare roles of public officials (mayor, governor, and president) and identify ways they are selected (election and appointment to office).
- Describe how governments establish order, maintain security, and manage conflict.
- Identify characteristics of good citizenship (justice, truth, equality, and responsibility).
- Identify historic figures (Florence Nightingale, Paul Revere, and Sojourner Truth) and ordinary people who exemplify good citizenship.
- Identify patriotic songs (*America the Beautiful*).
- Identify state and national symbols (Uncle Sam, birds, flowers, and flags).
- Explain how customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
- Identify and explain the significance of local cultural heritage (stories, poems, paintings, and statues).
- Explain how science and technology have changed ways people meet basic needs.
- Describe how science and technology have changed communication, transportation, and recreation.
- Obtain information from a variety of sources.
- Use tables of contents and glossaries to locate information.
- Sequence and categorize information.
- Identify main ideas, make predictions, and compare and contrast.
- Express ideas orally and create written and visual material.
- Use problem-solving and decision-making processes.

THIRD GRADE

Language Arts

A third grader spends significant blocks of time reading and writing independently. Using increasingly complex word identification strategies, the student builds vocabulary and enhances comprehension. A third grader reads from a variety of classic, contemporary, and informational literature and supports ideas and inferences by citing portions of text. Writing is more focused and developed. The student revises and edits to produce final products. A third grader listens critically to spoken messages to make contributions during discussions.

During third grade, students will...

- Independently choose appropriate word identification strategies to gain knowledge from text. These include root words, prefixes, suffixes, and word endings.
- Demonstrate comprehension by using a variety of strategies such as re-reading, searching for clues, and citing portions of the text being discussed to support ideas and inferences.
- Read with fluency (60-80 words per minute) and comprehension at a third grade level for increasing amounts of time with attention to accuracy, expression, appropriate phrasing, and punctuation.
- Generate questions and conduct research from multiple resources to compile information for a variety of purposes.
- Analyze and compare the characteristics of fictional and informational literature such as biographies, poetry, and fables from a variety of cultures.
- Develop vocabulary through a variety of experiences such as literature, word studies, and reference materials.
- Connect ideas and themes across texts.
- Write in a variety of forms for different purposes such as note-taking, letters, poems, and journal reflections.
- Write narrative and informational compositions.
- Generate ideas by using prewriting techniques for assigned and self-selected writing.
- Participate in collaborative and/or independent planning to select and build graphic organizers for guided and independent writing.
- Use criteria generated by teacher and class to develop and evaluate selected drafts.
- Enhance writing by making precise word choices and creating vivid images.
- Confer with peers and teacher to revise, edit, and publish selected drafts.
- Use available technology to compose and/or publish selected works.
- Review a collection of personal works to monitor growth as a writer.
- Increase control of penmanship such as appropriate letter size, spacing, and margins.
- Use basic capitalization for proper nouns and the first letter of sentences.
- Add complex punctuation, with increasing accuracy, including commas in a series and apostrophes in contractions and possessives.
- Spell and write grade-level words accurately and use resources to find correct spelling.
- Increase understanding of parts of speech to create complete and coherent sentences.
- Interpret more complex media such as maps, graphs, and charts.

- Compare and contrast information found in print and film.
- Produce multimedia products.
- Listen critically and respond courteously to multi-step instructions, questions, stories, poems, and presentations.
- Ask and answer relevant questions in small and large group discussions.
- Speak in complex sentences using correct grammar and an increasing vocabulary.

Mathematics

A third grade student is expected to have mastered the addition and subtraction of whole numbers and further advances that understanding by using concrete and pictorial models to develop the concepts of multiplication and division. An additional emphasis is the connection of fractional models to symbols. The student begins to use estimation and mathematical reasoning to solve real-world problems and is able to rationalize and communicate decisions effectively. Throughout third grade mathematics, the student evaluates, adapts, and selects appropriate strategies, vocabulary, and tools to solve problems.

During third grade, students will...

- Read, write, compare, order, and identify place value for numbers through 999,999.
- Locate and name whole numbers, halves, and fourths on a number line.
- Model and solve addition and subtraction problems, with and without regrouping, using numbers to 999.
- Estimate reasonable sums and differences by rounding to the nearest ten or hundred.
- Understand that multiplication and division are related fact families ($4 \times 2 = 8$, $2 \times 4 = 8$, $8 \div 2 = 4$, $8 \div 4 = 2$).
- Use concrete and pictorial models to represent multiplication and division.
- Learn and apply multiplication facts to 12 by 12 and use these facts in problem-solving situations.
- Memorize multiplication facts for zeros, ones, twos, fives, tens, and squares. (SBISD Expectation)
- Develop strategies to solve problems involving one digit multipliers (2 digits times 1 digit).
- Choose addition, subtraction, multiplication, or division of whole numbers to solve problems, justify choice, and determine reasonableness of solutions.
- Use concrete and pictorial models to name and compare fractional parts of a whole or set of objects.
- Determine the value of a collection of coins and bills.
- Identify, extend, and create patterns using tables, numbers, paired numbers, and geometric shapes to solve problems and make predictions.
- Tell and write time to the minute on digital and analog (traditional) clocks.
- Estimate and measure length using metric and customary units. Students will learn to use a ruler, yardstick, and meterstick.
- Find perimeter of a shape using standard units.
- Find area of 2-dimensional surfaces using concrete and pictorial models.
- Determine volume of 3-dimensional figures using concrete models.
- Identify standard units and use them to measure weight/mass.
- Identify standard units (cups, liters) and use them to measure capacity.

- Measure, interpret, and record temperature in degrees Fahrenheit.
- Name, describe, and compare 2-dimensional and 3-dimensional figures.
- Identify and create congruent 2-dimensional figures and lines of symmetry.
- Collect, organize, record, display, and analyze relevant data in picture and bar graphs to draw reasonable conclusions and make predictions.
- Predict and describe events as more likely than, less likely than, or equally likely as.
- Use the SBISD problem-solving model and apply the strategies of ACTING IT OUT, DRAWING A PICTURE, LOOKING FOR A PATTERN, MAKING A SIMPLE TABLE, WORKING A SIMPLER PROBLEM, SYSTEMATIC GUESSING AND CHECKING, or WORKING BACKWARDS.
- Make generalizations from patterns or sets of examples and non-examples.

Science

A third grade student plans and implements investigations to collect information using tools such as microscopes. The student also makes inferences, communicates conclusions, and makes informed decisions. The student identifies the importance of components of the natural world including rocks, soil, water, atmospheric gases, and forces that change the Earth. The student explores magnetism, gravity, needs of organisms, habitats, and competition within an ecosystem. A third grade student continues to explore constancy and change in systems. Computers and information technology tools are used for support.

During third grade, students will...

- Demonstrate safe practices during classroom, laboratory, and field investigations.
- Make wise choices in the use and conservation of resources and the disposal or recycling of materials.
- Plan and implement descriptive investigations including well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.
- Collect information by observing, measuring, and using tools such as calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.
- Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.
- Communicate valid conclusions.
- Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.
- Analyze, review, and critique scientific explanations as to their strengths and weaknesses using scientific evidence and information.
- Draw inferences based on information related to promotional materials for products and services.
- Represent the natural world using models and know that these models have limitations.
- Evaluate the impact of research on scientific thought, society, and the environment.
- Connect third grade science concepts with the history of science and contributions of scientists.
- Demonstrate that repeated investigations may increase the reliability of results.
- Recognize that living organisms need food, water, light, air, a way to dispose of waste, and a safe environment in which to live.
- Describe how species adapt and compete to meet their needs within their environment.

- Observe, identify, and analyze characteristics among species that allow them to survive, adapt, and reproduce in their environment.
- Identify inherited traits of plants and animals.
- Recognize that the Earth's surface can be changed by forces such as earthquakes or glaciers.
- Identify and describe the Earth's materials including rocks, soil, water, and gas.
- Classify the Earth's materials as renewable, non-renewable, or inexhaustible resources.
- Identify and record properties of soils.
- Identify the planets in the solar system in relative position to the Sun.
- Describe the characteristics of the Sun.
- Identify matter as liquid, solid, or gas.
- Observe and identify simple systems and describe the role of various parts.
- Measure changes in an object's position when a force is applied.
- Gather data about temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter.

Social Studies

A third grade student learns how individuals changed their communities and consequently their world. The lives of heroes and how their contributions resulted in new ideas, new innovations, and new communities are explored. The student investigates the responsibility of local government and how it meets the needs of our communities. The student uses geography skills and concepts to find places on maps and globes and to create his/her own maps. Economic and governmental vocabulary is acquired.

During third grade, students will...

- Identify reasons people formed communities and describe how individuals, events, and ideas have changed communities over time.
- Compare ways people in communities meet their needs for government, education, communication, transportation, and recreation in the past and present.
- Create and interpret timelines and describe historical times in terms of years, decades, and centuries.
- Identify individuals such as Pierre-Charles L'Enfant, Christopher Columbus, Meriwether Lewis, and William Clark who have shaped and contributed to the expansion of existing communities or the creation of new communities.
- Use vocabulary related to chronology including *ancient and modern times* and *past, present, and future*.
- Compare how people in different communities adapt to or modify variations in the physical environment such as climate, landforms, natural resources, and natural hazards.
- Use cardinal and intermediate directions, compass rose, grid, and symbols to locate places (Amazon River, Himalayan Mountains, and Washington, D.C.) and to interpret maps and globes.
- Use scale to determine the distance between places on maps and globes.
- Identify 30 states of the United States of America.
- Draw maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.
- Identify ways of earning, spending, and saving money.
- Analyze a simple budget for saving and spending.

- Define scarcity and give examples of its impact on goods and services and on interdependence within and among communities.
- Explain how supply and demand affects price and how cost of production and selling price affect profits (free market).
- Give examples of how a simple business operates.
- Identify historic figures such as Henry Ford and also ordinary people in the community who have started new businesses.
- Describe the basic structure of local government, identify local government officials, and explain how they are chosen.
- Identify services commonly provided by local governments and explain how they are financed.
- Explain the importance of the consent of the governed to the function of local government.
- Identify characteristics of good citizenship (justice, truth, equality, and responsibility for the common good).
- Explain the importance of civic participation and identify examples of actions people can take to improve the community.
- Identify examples of organizations that serve the common good such as nonprofit and civic organizations like the Red Cross.
- Identify historical and ordinary people who exemplify good citizenship such as Jane Addams, Helen Keller, and Harriet Tubman.
- Explain the significance of ethnic and/or cultural celebrations in the state, nation, and world such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.
- Identify and retell the heroic deeds of state/national heroes and American folktales and legends such as Daniel Boone, Davy Crockett, Pecos Bill, and Paul Bunyan.
- Retell the heroic deeds of characters of Greek and Roman myths.
- Identify how selected fictional characters such as Robinson Crusoe created new communities.
- Identify selected writers and artists and explain how their works exemplify the cultural heritage of communities around the world.
- Compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.
- Identify scientists and inventors who have created new technology such as Louis Daguerre (photography), Cyrus McCormick (farm equipment), Louis Pasteur (pasteurization), and Jonas Salk (vaccines).
- Explain the impact of new technology on communities around the world.
- Obtain information from a variety of sources.
- Use parts of a source to locate information.
- Sequence and categorize information.
- Interpret information using main idea, cause and effect, and comparing and contrasting.
- Interpret visuals.
- Use appropriate math skills to interpret social studies information.
- Express ideas orally and create written and visual materials using standard grammar, spelling, sentence structure, and punctuation.
- Identify problems and situation requiring decisions, gather information, consider options, predict consequences, take action, and evaluate solutions/decisions.

FOURTH GRADE

Language Arts

A fourth grade student spends significant blocks of time engaged in reading and writing independently. The student reads in a wide variety of subjects and adjusts reading rate and strategies to meet the demands of the text and purpose for reading. A fourth grader reads many types of texts for a variety of purposes: to gain meaning, to paraphrase text, and to analyze textual elements. The student selects different forms of writing and uses style, voice, and complete sentences to enhance meaning. A fourth grade student is a proficient speller and edits based on current knowledge of grammar and usage. The student produces polished written compositions and multimedia presentations.

During fourth grade, students will...

- Independently choose appropriate word identification strategies to gain knowledge from text.
- Select and appropriately use reference materials including a dictionary, thesaurus, and electronic media.
- Monitor comprehension by using a variety of strategies such as re-reading and checking for understanding when meaning breaks down.
- Develop vocabulary through a variety of experiences such as reading, word study, research, and real-world encounters.
- Establish purposes for reading and adjust reading rate accordingly in a variety of texts.
- Consult and analyze multiple resources, including electronic media, to conduct research and organize information for a variety of purposes.
- Analyze, compare, and evaluate the characteristics of informational and fictional literature. These include historical fiction, poetry, drama, and literature from a variety of cultures.
- Find connections, similarities, and differences of ideas and themes across texts.
- Write in a variety of forms for different purposes including narrative and informational compositions.
- Enhance writing by developing voice in compositions.
- Generate ideas and plans for writing using tools such as diagrams and outlines.
- Develop and evaluate selected drafts using increasingly advanced writing strategies.
- Consult resources to refine drafts and research relevant information.
- Confer with peers or teacher to revise, edit, and publish selected drafts for general and specific audiences.
- Use available technology to compose, revise, edit, and publish selected works.
- Use available technology to interact and collaborate with other writers.
- Review a collection of personal works to self-monitor growth as a writer and set goals.
- Write legibly by selecting print or cursive form, as appropriate.
- Use capitalization and punctuation correctly to clarify and enhance meaning.
- Spell and write grade-level words accurately, and use resources to find correct spelling for final drafts.
- Increase understanding of how to create compound and complex sentences.
- Use appropriate subject-verb agreement and verb tenses to write complete and coherent sentences.

- Interpret more complex messages in media such as graphics, charts, and video.
- Analyze and critique messages found in film, print, and electronic media.
- Create multimedia presentations and reports to extend meaning.
- Listen to gain information.
- Monitor understanding of a spoken message, and seek clarification when needed.
- Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.
- Clarify and support spoken ideas with evidence, elaboration, and examples.
- Identify how language reflects regions and cultures.

Mathematics

A fourth grade student learns to create and apply mathematical concepts in a more abstract manner than in earlier grades. The student learns to reason independently, justify answers, and communicate about thinking processes using appropriate math language and tools. The major skills for the student include: applying place value concepts, comparing and ordering fractions and decimals, using multiplication and division algorithms, and developing ideas related to measurement and statistics.

During fourth grade, students will...

- Use place value to read, write, compare, and order whole numbers through 999,999,999.
- Use objects and pictorial models to read, write, compare, and order decimals through 0.99.
- Locate and identify points on number lines using whole numbers, fractions (such as halves and fourths), and decimals.
- Use addition and subtraction of whole numbers and decimals through the hundredths place in problem-solving situations.
- Estimate reasonable sums, differences, products, and quotients by rounding to the nearest ten, hundred, or thousand.
- Multiply by 10 and 100 to estimate products.
- Multiply using two-digit numbers (37×87) and divide using one-digit divisors ($724 \div 6$) to solve real-world problems.
- Choose addition, subtraction, multiplication, or division of whole numbers to solve problems, justify choices, and determine reasonableness of a solution.
- Demonstrate an understanding of factors and products using array and area models.
- Use patterns and relationships to develop strategies to recall multiplication and division facts (fact families).
- Describe relationships between two sets of data (if 1 book equals \$12, then 3 books = n because...).
- Use objects and pictures to compare and order fractions and create equivalent fractions.
- Use objects to model fraction quantities greater than one ($2 \frac{3}{4}$).
- Use models to relate decimals to fractions that name tenths and hundredths.
- Use measurement tools to estimate and measure weight/mass and capacity/volume using metric and customary units.
- Measure length (including perimeter), time, temperature, and area to solve problems.
- Use appropriate language to identify and describe right, acute, and obtuse angles and parallel and perpendicular lines in 2-dimensional and 3-dimensional figures.

- Use appropriate language such as edges, vertices, and faces to identify and describe 2-dimensional and 3-dimensional figures.
- Use objects and pictures to create translations, reflections, and rotations (slides, flips, and turns).
- Identify congruency and lines of symmetry in geometric figures and real-life objects.
- Collect, organize, record, display, and interpret data using bar graphs to draw reasonable conclusions and make inferences.
- Use objects or pictures to determine all possible combinations in a problem situation (*Example: Find all possible combinations for 3 shirts, 4 pants, 5 hats.*)
- Use the SBISD problem-solving model with guidance and apply the strategies of ACTING IT OUT, DRAWING A PICTURE, LOOKING FOR A PATTERN, MAKING A SIMPLE TABLE, WORKING A SIMPLER PROBLEM, WORKING BACKWARDS, or SYSTEMATIC GUESSING AND CHECKING.

Science

The fourth grade student plans and implements investigations using the scientific method. The student analyzes and makes decisions while using tools such as compasses to collect information. The student identifies components and processes of the natural world such as properties of soil, effects of oceans, the role of the Sun as our energy source, the physical properties of matter, and causes of change in states of matter. The student observes the roles of living and non-living components and recognizes that adaptations of organisms have increased survival. The student investigates the differences between learned characteristics and inherited traits. A fourth grade student continues to explore change and constancy in systems. Computers and information technology tools are used for support.

During fourth grade, students will...

- Demonstrate safe practices during classroom, laboratory, and field investigations.
- Make wise choices in the use and conservation of resources and the disposal or recycling of materials.
- Plan and implement descriptive investigations including well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.
- Collect information by observing and measuring using tools such as calculators, microscopes, cameras, safety goggles, sound recorders, rulers, meter sticks, hand lenses, clocks, timing devices, thermometers, balances, compasses, and computers.
- Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.
- Communicate valid conclusions.
- Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.
- Analyze, review, and critique scientific explanations as to their strengths and weaknesses using scientific evidence and information.
- Draw inferences based on information related to promotional materials for products and services.
- Represent the natural world using models and know that these models have limitations.
- Evaluate the impact of research on scientific thought, society, and the environment.
- Connect fourth grade science concepts with the history of science and contributions of scientists.
- Demonstrate that repeated investigations may increase the reliability of results.
- Identify and describe the roles of some organisms in living systems such as plants in a school yard.
- Predict and draw conclusions about the role of organisms in a system and what happens when any part of that system is removed.

- Identify characteristics that allow survival and reproduction of species.
- Identify species that lived in the past and compare them to existing species.
- Compare adaptive characteristics of species.
- Identify patterns of change such as metamorphosis.
- Distinguish between and provide examples of inherited traits and learned characteristics.
- Identify and observe effects of events that require time for change to become noticeable such as growth, erosion, flow, and dissolving.
- Identify patterns of change such as in weather and objects in the sky.
- Draw conclusions about “what happened before” using fossils, charts, tables, and timelines.
- Test properties of soil.
- Summarize the effects of oceans on land.
- Identify the Sun as a major energy source and its role in the growth of plants, the creation of wind, and the water cycle.
- Observe and record changes in the states of matter caused by the addition or reduction of heat.
- Conduct tests, compare data, and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy.
- Illustrate that certain characteristics of an object can remain constant when rotated, translated, and reflected.
- Use reflections to verify symmetry.

Social Studies

A fourth grade student studies important events, issues, and people of the 19th and 20th centuries. The student examines Texas history from ancient times to the present in regard to human and natural characteristics of the regions of Texas. Emphasis is placed on the understanding of the impact of Native Americans, European explorers, and Mexican influences, as well as other cultural groups on Texas.

During fourth grade, students will...

- Compare similarities and differences of Native American groups in Texas and the Western Hemisphere before European exploration.
- Explain causes and effects of European exploration (Cabeza de Vaca, Christopher Columbus, Francisco Coronado) and of the colonization of Texas and the Western Hemisphere (Moses Austin, Stephen F. Austin, and Martin de Leon).
- Analyze the causes and effects of the Texas Revolution, the successes and problems of the Republic of Texas, the annexation of Texas to the United States, and the associated events and leaders (Sam Houston, Mirabeau Lamar, and Anson Jones).
- Describe political, economic, and social changes in Texas during the last half of the 19th century.
- Describe important issues, events, and individuals of the 20th century in Texas.
- Use geographic tools to collect, analyze, and interpret data found on maps.
- Identify and locate 40 states of the United States of America.
- Analyze, interpret, and communicate data into a variety of formats such as raw data to graphs and maps.
- Describe political, economic, and physical regions in Texas and the Western Hemisphere.

- Explain the location and patterns of settlement and the geographic factors that influence where people live in Texas.
- Describe the ways people adapt to and modify the Texas environment, past and present. Identify the reasons for adaptation and analyze the consequences.
- Explain economic patterns of Native American and European immigrants to Texas and the Western Hemisphere.
- Identify economic motivation for European exploration, settlement, and colonization in Texas.
- Understand patterns of work and how people in the past and present earn their living in Texas.
- Explain how the geographic factors influenced the location of economic activities in Texas.
- Analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas.
- Compare how Native American groups and early Texans governed themselves.
- Identify characteristics and influences of Spanish and Mexican colonial governments.
- Identify important ideas in significant Texas historical documents (Texas Declaration of Independence, the Constitution, and Treaty of Velasco).
- Identify and explain basic functions of the branches of state government.
- Explain the meaning of Texas symbols, customs, and celebrations.
- Describe the origins and significance of Texas celebrations and landmarks (the six flags that flew over Texas; San Jose Mission; the San Jacinto Monument; *Texas, Our Texas*; Pledge to the Texas Flag; Texas Independence Day; and Juneteenth).
- Explain the importance of individual voluntary participation in local and state democratic processes.
- Identify the importance of historical figures.
- Identify leaders in state and local government and tell how to contact them.
- Identify similarities and differences of racial, ethnic, and religious groups and their customs, celebrations, and traditions.
- Summarize contributions of racial, ethnic, and religious groups.
- Identify famous inventors and scientists and their contributions.
- Describe and predict how present and future scientific discoveries and technological innovations impact Texas development.
- Differentiate between and use primary and secondary sources.
- Identify different points of view and frames of reference.
- Use mathematical skills to interpret maps and graphs.
- Use social studies terminology correctly.
- Incorporate main and supporting ideas in verbal and written communication.
- Express ideas orally.
- Create written and visual materials.
- Use standard grammar, spelling, sentence structure, and punctuation.
- Identify problems and situations requiring decisions, gathering and listing information, considering options, predicting consequences, taking action, and evaluating solutions and decisions.

FIFTH GRADE

Language Arts

A fifth grade student continues to spend significant blocks of time engaged in independent reading and writing while refining and applying knowledge and skills in increasingly complex tasks. The student analyzes and evaluates classic, contemporary, and informational literature to enhance comprehension and create new understanding. Additionally, a fifth grade student selects and uses various forms of writing for specific purposes. Utilizing multiple resources, a fifth grader gains proficiency in creating polished final products including multimedia presentations as well as a variety of written texts.

During fifth grade, students will...

- Independently choose appropriate word identification strategies to gain knowledge from text.
- Select and use appropriate reference materials such as a dictionary, thesaurus, and electronic media.
- Demonstrate and monitor comprehension by using a variety of strategies and make modifications when understanding breaks down.
- Develop vocabulary through a variety of experiences such as reading, word study, and research.
- Establish purposes for reading and adjust the reading rate in a variety of texts.
- Consult and analyze multiple resources, including electronic media, to conduct research and organize information for a variety of purposes.
- Analyze, compare, and evaluate the characteristics of classic and contemporary literature from a variety of cultures.
- Connect, compare, and contrast ideas and themes across texts, with personal experiences and world events.
- Write in a variety of forms for different purposes such as research and reflection.
- Write narrative and informational compositions.
- Enhance writing using literary devices such as suspense, dialogue, and figurative language.
- Generate ideas and plan for writing using prewriting techniques including graphic organizers for assigned and self-selected topics.
- Use increasingly more complex criteria generated by teacher and class to develop and evaluate selected drafts with emphasis on ideas, organization, voice, word choice, sentence fluency, and conventions.
- Consult references and resources to refine drafts and research relevant information.
- Confer with peers or teacher to revise, edit, and publish selected drafts for general and specific audiences.
- Use available technology to compose, revise, edit, and publish selected works.
- Use available technology to interact and collaborate with other writers.
- Analyze and evaluate a collection of personal works to monitor growth as a writer and set goals.
- Write legibly by selecting print or cursive form as appropriate.
- Use capitalization and punctuation correctly to clarify and enhance meaning.
- Spell and write grade-level words accurately and use resources to find correct spelling for final drafts.

- Increase understanding of how to use parts of speech and elaboration to create compound and complex sentences with increasing accuracy.
- Interpret more complex messages in media such as graphics, charts, and video.
- Analyze and critique messages found in film, print, and electronic media.
- Extend meaning by producing multimedia presentations and reports.
- Analyze a speaker's message for content, persuasive technique, and tone.
- Distinguish between a speaker's opinion and verifiable fact.
- Listen to proficient oral reading of classic and contemporary works.
- Clarify and support spoken ideas with evidence, elaboration, and examples.
- Identify how language use reflects regions and cultures.

Mathematics

A fifth grade student applies a strong foundation of whole numbers to develop a deeper understanding of decimal and fraction concepts. A student independently integrates and applies knowledge of different mathematical strands to make meaningful connections and solve problems. The primary focal points of fifth grade are representing and interpreting data in graphs, applying whole number operations in problem-solving situations, and extending concepts related to measurement and geometry. Skills are sharpened by justifying thinking and communicating understanding using appropriate language and tools.

During fifth grade, students will...

- Use place value to read, write, compare, and order whole numbers through the billions place and decimals through the thousandths place.
- Generate a fraction equivalent to a given fraction such as $1/2$ and $3/6$ or $4/12$ and $1/3$.
- Use models to relate decimals to fractions that name tenths, hundredths, and thousandths.
- Use addition and subtraction to solve problems with whole numbers and decimals.
- Use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology; example: $324 \times 56 =$).
- Use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology; example: $324 \div 56 =$).
- Identify common factors of a set of whole numbers.
- Add and subtract fractions with like denominators using concrete objects, pictures, words and numbers.
- Use strategies including rounding to estimate answers to addition, subtraction, multiplication, and division problems.
- Describe relationships between sets of data in lists, tables, charts, and diagrams.
- Use tables of related number pairs to make line graphs.
- Identify prime and composite numbers using concrete objects and pictorial models.
- Identify critical attributes including parallel, perpendicular, and congruent parts of two- and three-dimensional geometric figures.
- Sketch the results of translations, rotations, and reflections on a coordinate grid.
- Perform simple conversions within the same measurement system (customary and metric).
- Select and use appropriate units and formulas to measure length, perimeter, area, and volume.

- Solve problems involving changes in temperature.
- Solve problems involving elapsed time.
- Use fractions to describe and predict the results of a probability experiment (4 out of 6 = $\frac{4}{6}$ = $\frac{2}{3}$).
- Describe characteristics of data presented in tables and graphs including median, mode, and range.
- Find all possible outcomes of a probability experiment (Example: tossing 2 coins can result in 2 heads; 1 head, 1 tail; or 2 tails).
- Use the SBISD problem-solving model with guidance and apply the strategies of ACTING IT OUT, DRAWING A PICTURE, LOOKING FOR A PATTERN, MAKING A SIMPLE TABLE, WORKING A SIMPLER PROBLEM, WORKING BACKWARDS, or SYSTEMATIC GUESSING AND CHECKING.

Science

A fifth grade student understands that science is a way of learning about the natural world. The student investigates science as a vast body of changing and increasing knowledge described by physical, mathematical, and conceptual models. The student develops skills in the areas of investigation and use of scientific equipment. The emphasis of study covers the structures and functions of life science, earth science, chemistry, and physics. The student investigates that change and constancy in systems can be observed and measured as patterns. Computers and information technology tools are used for support.

During fifth grade, students will...

- Demonstrate safe practices during classroom, laboratory, and field investigations.
- Make wise choices in the use and conservation of resources and the disposal or recycling of materials.
- Plan and implement descriptive and simple investigations to include well-defined questions, testable hypotheses, selection and use of equipment, and technology.
- Collect information by observing, measuring, and recording findings.
- Collect information using tools (calculators, microscopes, cameras, safety goggles, sound recorders, rulers, meter sticks, hand lenses, clocks, timing devices, thermometers, balances, hot plates, magnets, collecting nets, compasses, and computers).
- Analyze and interpret to construct reasonable explanations from direct and indirect evidence.
- Communicate valid conclusions.
- Construct simple graphs, tables, maps, and charts using tools to organize, examine, and evaluate information.
- Analyze, review, and critique scientific explanations as to their strengths and weaknesses using scientific evidence and information.
- Draw inferences based on information related to promotional materials for products and services.
- Represent the natural world using models and know that these models have limitations.
- Evaluate the impact of research on scientific thought, society, and the environment.
- Connect fifth grade science concepts with the history of science and contributions of scientists.
- Demonstrate that repeated investigations may increase the reliability of results.
- Describe cycles, structures, interactions, and processes found in systems and life cycles.
- Compare adaptive characteristics of species that improve their ability to survive and reproduce.
- Analyze and describe adaptive characteristics that result in an organism's special role (niche) in an ecosystem.

- Compare and predict adaptive characteristics required for survival and reproduction of an organism in an ecosystem.
- Identify traits inherited from parents to offspring in plants and animals. Describe examples of learned characteristics that result from the influence of the environment.
- Identify events and describe changes that occur in daily, weekly, and seasonal cycles.
- Identify the significance of the water, carbon, and nitrogen cycles.
- Observe that growth, erosion, and weathering are examples of past events that led to the formation of the Earth's renewable, non-renewable, and inexhaustible resources.
- Interpret how land forms are a result of constructive and destructive forces such as deposition of sediment and weathering.
- Describe formation processes responsible for coal, gas, oil, and minerals (the Earth's renewable, non-renewable, and inexhaustible resources).
- Compare the physical characteristics of the Earth and moon.
- Identify gravity as a force that keeps the planets and the moon in orbit.
- Demonstrate how some mixtures and solutions maintain the physical properties of their original ingredients.
- Identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving sugar in water.
- Observe and measure properties of substances that remain constant such as boiling points and melting points.
- Investigate physical states of matter.
- Describe light, sound, heat, and electricity as forms of energy.
- Identify and demonstrate with everyday examples ways in which light is reflected and refracted.
- Demonstrate that electricity can flow in a circuit and can produce heat, light, sound, and magnetic effects.
- Verify that a vibrating object can produce sound.
- Differentiate forms of energy including heat, light, electrical, and solar.

Social Studies

A fifth grade student learns about the history of the United States from its early beginnings to the present. The roots of the national democratic government as well as important ideas in the Declaration of Independence and the U.S. Constitution are identified. Through social studies, the fifth grade student uses critical thinking skills (sequencing, categorizing, summarizing information, and making inferences while drawing conclusions) to study the history of the United States.

During fifth grade, students will...

- Explain the causes and effects of European colonization, including search for the Northwest Passage, and the accomplishments of colonial leaders.
- Identify contributions of individuals during the revolutionary period through the 20th century.
- Analyze the events prior to, during, and after the American Revolution leading to the establishment of the American government.
- Identify and explain political, economic, and social changes in the United States during the 19th century such as Western Expansion, causes and effects of the Civil War, mechanization of agriculture, and contributions of immigrant groups.

- Understand important issues and events of the 20th century such as the use of oil and gas, world wars, and the Great Depression.
- Describe political, population, and economic regions resulting from patterns of human activity.
- Locate the fifty states on a map and identify regions.
- Describe areas and patterns of settlement in the United States.
- Analyze the location of cities and their past and present distribution.
- Explain geographic influences on settlement patterns.
- Describe the reasons and ways people adapt to and modify the environment.
- Analyze the consequences of environmental modifications.
- Apply geographic tools (grid systems, legends, symbols, scales, and compass roses) to construct and interpret maps and translate geographic data into a variety of formats such as raw data to graphs and maps.
- Explain Native American and European colonial economic patterns.
- Identify economic reasons for exploration and colonization.
- Identify colonial industries.
- Describe the developments, benefits, and workings of the U.S. free enterprise system.
- Explain how supply and demand affects U.S. consumers and producers.
- Evaluate the effects of supply and demand on business, industry, and agriculture.
- Explain past and present patterns of work and economic activities and the influence of geographic factors, mobility, resources, mass production, specialization, division of labor, transportation, and communication.
- Explain the impact of American ideas about progress and equality of opportunity on the U.S. economy.
- Identify examples of representative government in the American colonies including the Mayflower Compact and the Virginia House of Burgesses.
- Identify and explain important ideas and the purpose of the Declaration of Independence and the Preamble to the U.S. Constitution.
- Identify and explain basic functions of the three branches of U.S. government and the system of checks and balances.
- Distinguish between and compare responsibilities of state and national governments in the federal system.
- Explain important American customs, symbols, landmarks, and celebrations.
- Summarize reasons for creating the Bill of Rights.
- Describe the fundamental rights of American citizens including freedom of religion, speech, and press; the right to assemble and petition the government; trial by jury; and the right to an attorney.
- Summarize selected amendments to the U.S. Constitution.
- Explain ways individuals participate in the democratic process and identify role models.
- Analyze the role of the individual in national elections.
- Explain how to contact leaders in the national government.
- Identify national leaders, political parties, and qualities of leadership in a democratic society.
- Identify significant examples of the arts from various periods of U.S. history.
- Explain how the arts reflect the times in which they were created.

- Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.
- Describe selected racial, ethnic, and religious customs and celebrations.
- Describe contributions of famous U.S. inventors and scientists.
- Explain how scientific discoveries and technological innovations influenced U.S. economic development.
- Analyze environmental changes brought about through science and technology.
- Predict how future discoveries and innovations could affect U.S. life.
- Continue to use both primary and secondary sources to do in-depth research.
- Analyze, organize, and interpret information.
- Identify different points of view and frames of reference.
- Use appropriate math skills to interpret maps and graphs.
- Use social studies terminology correctly.
- Incorporate main and supporting ideas in verbal and written communication.
- Express ideas orally.
- Identify 50 states of the United States of America.
- Create written and visual materials.
- Use standard grammar, spelling, sentence structure, and punctuation.
- Identify problems and situations requiring decisions, gather information, consider options, predict consequences, take actions, and evaluate solutions/decisions.

ART

Kindergarten

A kindergarten student explores visual concepts while developing the visual language of art. The student uses a variety of processes and media to create original works of art. The culture and customs of their world are explored in relationship to various works of art from different cultures and artists. The student discusses how a work of art evokes feelings and thoughts. The student expresses himself as he creates his own divergent outcomes in original visual works.

During kindergarten, students will...

- Glean information from the environment using the five senses.
- Identify colors, textures, forms, and subjects in the environment.
- Identify where there are lines in the natural and man-made environment and analyze how they are used to form shapes.
- Demonstrate an understanding of how lines evoke and express emotions.
- Develop art vocabulary related to the elements of design; processes; and historical, cultural aspects of art.
- Generate ideas on how lines can be used to create new shapes.
- Identify geometric shapes.
- Use shapes to produce a composition of a drawing from life.
- Identify and name all primary colors.
- Use knowledge to demonstrate use of line and color in a composition.
- Create artworks, using a variety of colors, forms, and lines.
- Arrange forms intuitively to create artworks.
- Participate in discussion of how color can demonstrate emotion.
- Produce a work of art using color to demonstrate an emotion.
- Create a variety of original visual works in paint, clay, print form, and other appropriate media demonstrating understanding of the processes while producing compositions that reflect the use of the elements of design.
- Identify and replicate textures in the environment.
- Demonstrate comprehension of space by dramatizing top, bottom, beside, behind, etc.
- Compare color intensity in works of art.
- Identify how patterns are created through the use of the elements of design.
- Demonstrate comprehension of the definition of pinch in clay through the development of a pinch pot.
- Identify simple subjects expressed in artworks.
- Share ideas about personal artworks and the work of others, demonstrating respect for differing opinions.
- Relate art to everyday life.
- Express ideas about personal artworks.
- Express ideas about original artworks, portfolios, and exhibitions by peers and artists.

First Grade

A first grade student continues to build upon visual concepts while developing skills with processes that incorporate the elements and principles of design. Local customs and traditions are integrated in the fostering of visual arts history and culture. The student analyzes his own works of art through the use of visual criteria. Problem-solving skills are strengthened as the student creates original visual products with divergent outcomes.

During first grade, students will...

- Identify similarities, differences, and variations among subjects in art using the senses.
- Identify lines in the natural and man-made environment and analyze how they are used to form shapes.
- Demonstrate an understanding of how lines evoke and express emotions.
- Demonstrate how lines create textures and patterns.
- Develop vocabulary related to the elements of design; processes; and historical, cultural aspects of art.
- Identify color, texture, form, line, and emphasis in nature and in the human-made environment.
- Generate ideas on how lines can be used to create new shapes.
- Apply prior knowledge of geometric shapes and compare to organic shapes.
- Use shapes to produce a composition of a drawing from life.
- Develop patterns through the use of shapes.
- Compare 2-D shapes to 3-D forms.
- Apply prior knowledge of primary colors to develop secondary colors.
- Use prior knowledge to demonstrate use of line, shape, and color in a composition.
- Produce a work of art using color to demonstrate the understanding of the concept of color creating mood.
- Invent images that combine a variety of colors, forms, and lines.
- Create a variety of original visual works in paint, clay, sculpture, print form, collage weaving, and other appropriate media demonstrating understanding of the processes while producing compositions that reflect the use of the elements of design.
- Place forms in orderly arrangements to create designs.
- Compare and contrast tactile and visual textures.
- Demonstrate comprehension of space through works of art demonstrating placement, horizon line, and overlapping.
- Compare color intensity in works of art.
- Compare tint and shade of color.
- Identify how patterns are created through the use of the elements of design.
- Recognize and apply how the use of repetition and organization create unity in a work of art.
- Demonstrate through original composition how unity is used to bring a sense of cohesiveness to the work.
- Identify and apply size relationships in portraits and figures.

- Produce a painting that incorporates the use of proportion through distance: foreground, middle ground, background.
- Understand and use contour drawing.
- Demonstrate comprehension of the definition of pinch in clay through the development of a pinch pot.
- Identify and use the elements of design to write “visual” stories.
- Identify simple ideas expressed in artworks through different media.
- Select artworks that show families and groups.
- Identify the use of art in everyday life.
- Express ideas about personal artworks.
- Identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

Second Grade

A second grade student uses visual concepts to develop skills using art processes that incorporate the elements and principles of design and to foster critical and creative thinking. The student connects art works with the customs, traditions, and history of others in order to better understand people from differing environments. He compares and contrasts artists’ works as he gains an understanding of various styles and media. The student analyzes his own works of art through the use of specific visual criteria. The student uses a wide range of media to create divergent outcomes while expanding his visual arts vocabulary.

During second grade, students will...

- Identify variations in objects and subjects from the environment using the senses.
- Identify the art elements of color, texture, form, line, and space and the art principles of emphasis, pattern, and rhythm in the environment.
- Identify lines in the natural and man-made environment and analyze how they are used to form shapes.
- Demonstrate an understanding of how lines evoke and express emotions.
- Demonstrate how lines create textures and patterns as well as shapes.
- Demonstrate the use of lines in contour and gesture drawings.
- Develop vocabulary related to the elements and principles of design; processes; and historical, cultural aspects of art.
- Apply prior knowledge of geometric shapes and compare to organic shapes; then use to produce a composition of a drawing from life.
- Demonstrate the use of shapes to create forms, textures, and patterns.
- Compare 2-D shapes to 3-D forms.
- Compare and contrast geometric and organic forms.
- Use knowledge of primary and secondary colors to create complementary color themes in original works of art.
- Compare warm and cool colors and brainstorm what moods each color theme suggests in works of art.
- Compare color intensity in works of art.
- Compare tint and shade of color.

- Use prior knowledge to demonstrate combining the use of line, shape, and color in a composition.
- Use value in an artwork to express emotion.
- Create a variety of original visual works through drawing, painting, clay, sculpture, printmaking, construction, fiber, collage, weaving, and other appropriate media demonstrating an understanding of the processes while producing compositions that reflect the use of the elements of design.
- Create artworks based on personal observations and experiences.
- Compare and contrast tactile and visual textures.
- Demonstrate comprehension of space through works of art demonstrating placement, horizon line, and overlapping.
- Identify how patterns are created through the use of the elements of design.
- Recognize and apply balance in works of art demonstrating symmetrical and asymmetrical examples.
- Recognize and apply how the use of repetition and organization are used to create unity and rhythm in a work of art.
- Demonstrate through original compositions how unity is used to bring a sense of cohesiveness to the work while variety creates visual excitement and interest.
- Identify and apply size relationships in portraits and figures.
- Understand and apply that proportion is based on parts to a whole.
- Develop a variety of effective compositions, using design skills.
- Compare selected artworks from different cultures for media, techniques, and processes as well as mood, symbolism, and expressive qualities.
- Compare artworks using the elements and principles of design.
- Identify general intent and expressive qualities in personal artworks.
- Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Third Grade

A third grade student uses visual concepts to develop skills that are applied to a variety of art processes based on the elements and principles of design. These concepts foster critical and creative thinking while applying prior knowledge to develop divergent outcomes. The student connects art works with the customs, traditions, and history of himself and others in order to better understand peoples from differing environments. He compares and contrasts artists' works to gain an understanding of various styles and media. The student analyzes his own works of art as well as others with the lens of rubrics and prior knowledge. The student employs the skills of interpretation and synthesis as a daily part of class activities that include the use of a wide range of media. The student adds to the vocabulary of visual art as he connects to other academic areas.

During third grade, students will...

- Identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events.
- Identify the art elements such as color, texture, form, line, space, and value as well as the art principles of emphasis, pattern, balance, proportion, unity, and rhythm in artworks.
- Identify lines in the natural and man-made environment and analyze how they are used to form shapes.
- Demonstrate an understanding of how lines evoke and express emotions.

- Demonstrate how lines create textures and patterns as well as shapes.
- Demonstrate the use of lines in contour and gesture drawings, adding the use of shading.
- Develop vocabulary related to the elements and principles of design, art processes, and historical or cultural aspects of art.
- Apply prior knowledge of geometric shapes and compare to organic shapes; then use to produce a composition of a drawing from life.
- Demonstrate the use of shapes to create forms, textures, and patterns.
- Compare 2-D shapes to 3-D forms and demonstrate use in compositions.
- Compare and contrast geometric, organic, symmetrical, and asymmetrical forms.
- Apply knowledge of primary, secondary, complementary, and tertiary color themes to create original works of art.
- Demonstrate the use of warm and cool colors in the establishing of moods in works of art.
- Compare color intensity as well as tint and shade in works of art.
- Use prior knowledge to demonstrate combining the use of line, shape, texture, and color in a composition.
- Use value in an art work to express emotion while creating artworks based on personal observations and experiences.
- Create a variety of original visual works through drawing, painting, ceramics, sculpture, printmaking, construction, fiber, collage, weaving, and other appropriate media, demonstrating understanding of the processes while producing compositions.
- Compare and contrast tactile and visual textures.
- Demonstrate the comprehension of space through works of art by demonstrating placement, horizon line, and overlapping.
- Identify how patterns are created through the use of the elements of design.
- Recognize and apply balance in works of art, demonstrating symmetrical and asymmetrical examples.
- Recognize and apply how the use of repetition and organization create unity and rhythm in a work of art.
- Demonstrate through original compositions how unity is used to bring a sense of cohesiveness to the work while variety creates visual excitement and interest.
- Identify and apply size relationships in portrait and figure drawing.
- Understand and apply the concept of proportion based on parts to a whole.
- Understand and create the concepts of manipulated or distorted proportion to create emphasis.
- Develop a variety of effective compositions, using design skills.
- Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and tradition.
- Compare artworks from different cultures.
- Relate art to different kinds of jobs in everyday life.
- Identify general intent and expressive qualities in personal artworks.
- Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Fourth Grade

A fourth grade student uses visual concepts to develop skills that are applied to a variety of art processes and thinking strategies based on the elements and principles of design. These concepts incorporate critical and creative thinking while applying prior knowledge to develop products with divergent outcomes. The student connects artworks with the customs, traditions, and history of themselves and others. He compares and contrasts artists' works to gain an understanding of various styles and media while analyzing and predicting mood and message. The student evaluates his own works of art using rubrics based on specific skills. The student uses the skills of interpretation and synthesis as a daily part of class activities that include the use of a wide range of media. The student enlarges vocabulary, makes connections to other academic areas, and expands understanding of his world.

During fourth grade, students will...

- Communicate ideas about self, family, school, and community using sensory knowledge and life experiences.
- Choose appropriate vocabulary to discuss the use of art elements, such as color texture, form, line, space and value, and art principles, such as emphasis, pattern, rhythm, balance, proportion and unity.
- Identify lines in the natural and man-made environment and analyze how they are used to form shapes.
- Demonstrate how lines evoke and express emotions, create textures, form patterns, and make shapes, while also used for contour and gesture drawings.
- Demonstrate the use of lines to create shading and value with stippling, cross hatching, and hatching.
- Demonstrate the use of both organic and geometric shapes to create textures and patterns.
- Apply prior knowledge to change from 2-D shapes into 3-D forms.
- Use geometric, organic, symmetrical, and asymmetrical forms in original works of art.
- Recognize and apply color concepts including primary, secondary, complementary, tertiary, and analogous in original works of art.
- Demonstrate the use of color themes (warm, cool, monochromatic) to create mood in works of art.
- Demonstrate understanding of color intensity, tint, and shade in works of art.
- Use prior knowledge to demonstrate combining the use of the elements and principles of design in original compositions that integrate a variety of ideas about self, life events, family, and community.
- Understand and apply concepts of space, including foreground, middle ground, background, positive, negative, and points of view.
- Use value in an artwork to demonstrate shadow, highlight, and emotion based on observation and experience.
- Create a variety of original artworks through drawing, painting, ceramics, sculpture, printmaking, construction, fiber, collage, weaving, photography, and other appropriate media, demonstrating understanding of the processes while producing compositions that reflect an understanding of the use of the materials.
- Invent ways to produce artworks and to explore photographic imagery, using a variety of art media and materials.
- Compare and contrast tactile and visual textures.

- Recognize and apply balance in works of art, demonstrating symmetrical, asymmetrical, and radial examples.
- Recognize and apply how repetition and organization are employed to create unity and harmony in a work of art.
- Demonstrate through original compositions how unity is used to bring a sense of cohesiveness to the work while variety creates visual excitement and interest.
- Identify and apply knowledge of proportion through the use of size, parts to whole, distortion, and manipulation.
- Identify simple main ideas expressed in art.
- Compare and contrast selected artworks from a variety of cultural settings for various purposes such as telling stories and documenting history and tradition.
- Identify the roles of art in American society.
- Describe intent and form conclusions about personal artworks.
- Interpret ideas and moods in original artworks, portfolios, and exhibitions by peers and others.

Fifth Grade

A fifth grade student uses visual concepts to develop skills that are applied to a variety of art processes and thinking strategies based on the elements and principles of design. These concepts incorporate critical and creative thinking while applying prior knowledge to develop products with divergent outcomes. The student connects artworks with the customs, traditions, and history of himself and others in order to better understand him and others. He compares and contrasts artists' works to gain an understanding of various styles and media while analyzing and predicting mood and message. The student evaluates his own works of art using rubrics based on specific skills. The student uses the skills of interpretation and synthesis as a daily part of class activities which include the use of a wide range of media. The student adds to the vocabulary of visual art as he connects to other academic areas.

During fifth grade, students will...

- Communicate ideas about feelings, self, family, school, and community using sensory knowledge and life experiences.
- Identify in artworks that color, texture, form, line, space, and value are basic art elements and that the principles, such as emphasis, pattern, rhythm, balance, proportion, and unity serve as organizers.
- Use lines and shapes in original works to replicate things in the natural and man-made environment creating texture, and pattern.
- Demonstrate how lines evoke and express emotions creating contour and gesture drawings from life.
- Demonstrate the use of lines to create shading, and value through stippling, cross hatching and hatching.
- Identify and apply knowledge of both organic and geometric shapes incorporating textures, patterns, and form.
- Use geometric, organic, symmetrical, and asymmetrical forms in original works of art.
- Understand and apply knowledge of color theory, including complementary, tertiary, analogous and monochromatic.
- Demonstrate the use of color themes (warm, color, monochromatic) to create mood and themes in works of art.

- Demonstrate understanding of color intensity, tint, shade, and gradation by implementing in works of art.
- Use prior knowledge to demonstrate combining the use of the elements and principles of design in original compositions that combine direct observation, experience, and imagination to express ideas about self, family, community, and beyond.
- Understand and apply concepts of space including foreground, middle ground, background, positive, negative, point of view, and one-point perspective.
- Use value in original artworks incorporating shadows, highlights, and emotion.
- Create a variety of original artworks through drawing, painting, ceramics, sculpture, printmaking, construction, fiber, collage, weaving, photography, and other appropriate media, demonstrating understanding of the processes while producing compositions that reflect an understanding of the use of the materials.
- Create original artworks and explore photographic imagery, using a variety of art materials and media appropriately.
- Apply knowledge of tactile and visual textures in a variety of compositions.
- Recognize and apply balance in works of art, demonstrating symmetrical, asymmetrical, and radial.
- Recognize and apply the use of repetition and organization to create unity and harmony.
- Demonstrate through original compositions the use of unity, harmony, variety, and balance.
- Identify and apply knowledge of proportion in original works through the use of size, parts to whole, distortion, and manipulation.
- Compare relationships between design and everyday life.
- Compare artworks from several national periods, identifying similarities and differences.
- Compare cultural themes honoring history and traditions in American and other artworks.
- Identify the use of art skills in a variety of jobs.
- Analyze personal artworks to interpret meaning.
- Analyze original artworks, portfolios, and exhibitions by peers and others to form conclusions about properties.

HEALTH

Kindergarten

A kindergarten health student is taught basic factors that contribute to health literacy. The student will learn about his body and the behaviors necessary to protect him and keep him healthy. He will also understand how to seek help from parents and other trusted adults.

During kindergarten, the students will...

- Identify and practice personal health habits that help individuals stay healthy.
- Identify types of foods that help the body grow.
- Identify types of exercise and active play that are good for the body.
- Identify the purpose of protective equipment.
- Identify safe and unsafe places to play.
- Name the harmful effects of tobacco, alcohol, and other drugs.
- Identify ways to avoid harming oneself or another person.
- Practice safety rules during physical activity.
- Identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.
- Demonstrate procedures for responding to emergencies.
- Name objects that may be dangerous and tell how they can be harmful.
- Demonstrate how to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.
- Plan a healthy meal and/or snack.
- Name the five senses.
- Name major body parts and their functions.
- Name people who can provide helpful health information.
- Explain the importance of health information.
- Tell how germs cause illness and disease in people of all ages.
- Name symptoms of common illnesses and diseases.
- Explain practices used to control the spread of germs.
- Discuss basic parts of the body's defense system against germs.
- Tell how weather affects individual health.
- Identify ways to prevent the transmission of head lice.
- Recognize and describe individual differences and communicate appropriately with all individuals.
- Explain the importance of showing consideration and respect for parents, grandparents, other family members, friends, and other individuals.
- Recognize and explain the importance of manners and rules for healthy communication.
- Identify and use refusal skills to avoid unsafe behavior situations.
- Demonstrate skills for making new acquaintances.

First Grade

A first grade health student learns more about his body and how to care for himself. The student also begins to learn that relationships exist between behaviors and health, and that there are community helpers such as nurses and doctors who help him stay healthy. In first grade, the student also learns skills to help him make friends, resolve conflicts, and solve problems.

During first grade, the students will...

- Describe and practice activities that enhance individual health.
- Describe activities that are provided by health care professionals.
- Identify and use protective equipment to prevent injury.
- Name safe play environments.
- Explain the harmful effects of, and how to avoid, alcohol, tobacco, and other drugs.
- Identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult.
- Identify safety rules that help to prevent poisoning.
- Identify and describe safe bicycle skills.
- Identify and practice safety rules during play.
- Identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.
- Explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems.
- Describe how decisions can be reached and problems can be solved.
- Explain the importance of goal-setting and task completion.
- Identify and demonstrate use of the five senses.
- Identify major body structures and organs and describe their basic functions.
- Identify and apply principles of good posture for healthy growth and development.
- Identify people who can provide helpful health information such as parents, teachers, nurses, and physicians.
- List ways health information can be used.
- Identify examples of health information provided by various media.
- Cite examples of how media and technology can affect behaviors.
- Name types of germs that cause illness and disease.
- Identify common illnesses and diseases and their symptoms.
- Explain common practices that control the way germs are spread.
- Name various members of his/her family who help them to promote and practice health habits.
- Describe ways in which a person's health may be affected by weather and pollution.
- Demonstrate respectful communication.
- List unique ways that individuals use to communicate.
- Express needs, wants, and emotions in appropriate ways.
- Describe and practice techniques of self-control.

- Describe ways to build and maintain friendships.
- Practice refusal skills to avoid and resolve conflicts.

Second Grade

A second grade health student learns age-appropriate skills to help him stay healthy and safe. The student is taught, in a basic way, that there are external factors that influence our health, and that the student can take responsibility for protecting his health. The student is taught ways to communicate in a healthy way with friends, families, and classmates.

During second grade, the students will...

- Explain actions an individual can take when not feeling well.
- Describe and demonstrate personal health habits.
- Identify food groups and describe the effects of eating too much sugar and fat.
- Identify healthy and unhealthy food choices.
- Define stress and describe healthy behaviors that reduce stress.
- Describe the importance of individual health maintenance activities.
- Describe how a healthy diet can help protect the body against some diseases.
- Identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body.
- Identify ways to avoid deliberate and accidental injuries.
- Explain the need to use protective equipment when engaging in certain recreational activities.
- Explain the importance of avoiding dangerous substances.
- Explain ways to avoid weapons and report the presence of weapons to an adult.
- Identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe by another person/adult.
- Describe behaviors that protect the body structure and organs.
- Identify the major organs of the body.
- Identify the major systems of the body.
- Explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization.
- Identify causes of disease other than germs.
- Explain how the body provides protection from disease.
- Apply practices to control spread of germs in daily life.
- Identify hazards in the environment that affect health and safety.
- Describe strategies for protecting the environment and the relationship between the environment and individual health.
- Identify people who can provide health information.
- Identify various media that provide health information.
- Describe how the media can influence an individual's health choices.
- Discuss how personal health care products have been improved by technology.
- Describe how friends can influence a person's health.
- Recognize unsafe requests made by friends.

- Identify characteristics needed to be a responsible family member or friend.
- List and demonstrate good listening skills.
- Demonstrate refusal skills.
- Describe how to effectively communicate.
- Express needs, wants, and emotions in healthy ways.
- Explain the benefits of practicing self-control.
- Explain steps in the decision-making process and the importance of following the steps.
- Describe how personal-health decisions affect self and others.
- List the steps and describe the importance of task completion and goal setting.
- Explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.

Third Grade

A third grade health student builds on the knowledge and skills learned in the second grade. In addition to the student learning health knowledge that can help him improve or maintain health habits, he begins to learn about body systems, growth and development, and the relationship between health and the environment. A student is also introduced to interpersonal skills that he will use to communicate and interact with friends and family.

During third grade, the students will...

- Explain how personal-health habits affect self and others.
- Describe ways to improve personal fitness.
- Identify types of nutrients.
- Describe food combinations in a balanced diet.
- Explain the effects of too much stress and practice ways to reduce stress.
- Explain strategies for maintaining a personal-health plan.
- Explain the need for obeying safety rules at home, school, work, and play.
- Describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them.
- Identify reasons for avoiding violence, gangs, weapons, and drugs.
- Identify examples of abuse and describe appropriate responses.
- Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.
- Identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease.
- Explain the body's defense systems and how they fight disease.
- Explain actions to take when illness occurs.
- List and explain the stages of growth and development.
- Name and locate major components of the body systems.
- Explain the interrelationships of the body systems.
- Demonstrate the ability to locate resources from parents and family members, school and the community.

- Demonstrate the ability to locate school and community health helpers.
- Relate how protecting the environment promotes individual and community health.
- Identify common health problems that result from unhealthy environments.
- Identify ways to protect personal health from environmental hazards.
- Describe roles and responsibilities of family members in promoting and practicing health behaviors.
- Describe how the media can influence knowledge and health behaviors.
- Identify ways in which health care has improved as a result of technology.
- Distinguish between positive and negative peer pressures and their effects on personal health behaviors.
- Describe ways in which peers and families can work together to build a healthy community.
- Demonstrate effective verbal and nonverbal communication.
- Demonstrate strategies for resolving conflicts.
- Explain how to be a good friend.
- Demonstrate effective listening skills.
- Identify ways to communicate with parents/trusted adults about health concerns.
- Demonstrate refusal skills.
- Demonstrate respectful communication with family members, peers, teachers, and others.
- Describe the mental-health value of respectful communication.
- Express needs, wants, and emotions in healthy ways.
- Practice critical-thinking skills when making health decisions.
- Gather data to help make informed health choices.
- Explain the positive and negative consequences of making a health-related choice.
- Explain the importance of seeking assistance in making decisions about health.
- Practice assertive communication and refusal skills.
- Describe goal-setting skills.
- Explain the importance of time passage with respect to a goal.

Fourth Grade

In addition to learning age-specific health information on a variety of health topics, a fourth grade health student learns how their behaviors affect his body systems. The student is taught the consequences of unsafe behaviors and how to protect himself from harm. A student will also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.

During fourth grade, students will...

- Identify the benefits of six major nutrients contained in foods.
- Identify information on menus and food labels.
- Differentiate between aerobic and anaerobic exercise.
- Explain the physical, mental, and social benefits of fitness.
- Explain how sleep affects academic performance.

- Identify the importance of taking personal responsibility for developing and maintaining a personal health plan.
- Describe how health behaviors affect body systems.
- Describe the basic function of major body systems.
- Identify characteristics of health information.
- Describe the importance of accessing health information through a variety of health resources.
- Identify the use and abuse of prescription and non-prescription medication.
- Explain the similarities of and the differences between medications and street drugs/substances.
- Describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances.
- Identify ways to avoid drugs and list alternatives for the use of drugs and other substances.
- Explain how to develop a home-safety and emergency response plan.
- Identify strategies for avoiding deliberate and accidental injuries.
- Identify types of abuse and know ways to seek help from a parent and/or trusted adult.
- Set personal-health goals for preventing illness.
- Identify different pathogens and explain how the body protects itself from pathogens.
- Discuss ways to which prevention and transmission of disease are affected by individual behaviors.
- Distinguish between communicable and noncommunicable diseases.
- Identify similarities in which healthy environments can be promoted in homes, school, and communities.
- Explain the importance of a community environmental health plan.
- Explain how the media can influence health behaviors.
- Describe ways technology can influence health.
- Explain the influence of peer pressure on an individual's social and emotional health.
- Describe the importance of being a positive role model for health.
- Describe the qualities of a good friend.
- Explain steps in conflict resolution.
- Explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted.
- Demonstrate healthy ways of gaining attention.
- Identify critical issues that should be discussed with parents/trusted adults.
- Analyze strengths and weaknesses in personal communication skills.
- Identify positive and negative characteristics of social groups.
- Demonstrate refusal skills.
- Demonstrate consideration when communicating with individuals who communicate in unique ways.
- Describe healthy ways of responding to disrespectful behavior.
- Describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.
- Explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems.
- Explain the advantages of setting short- and long-term goals.

- Describe the importance of parental guidance and other trusted adults in goal-setting.
- Explain the dangers of yielding to peer pressures by assessing risks/consequences.
- Describe steps in decision-making and problem-solving.

Fifth Grade

In addition to age-appropriate information about personal health habits, a fifth grade health student is taught about the human body and the changes that come with puberty. The student is taught how to maintain healthy body systems and prevent disease. The student will also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect his health.

During fifth grade, students will...

- Examine and analyze food labels and menus for nutritional content.
- Apply information from the food guide pyramid to make healthy food choices.
- Identify foods that are sources of one or more of the six major nutrients.
- Calculate the relationship between caloric intake and energy expenditure.
- Differentiate between health-related and skill-related physical activities.
- Analyze the components of a personal health maintenance plan for individuals and families.
- Describe the structure, functions, and interdependence of major body systems.
- Identify and describe changes in male and female anatomy that occur during puberty.
- Describe methods of accessing health information.
- Demonstrate ways to communicate health information.
- Explain how to maintain the healthy status of body systems.
- Relate the importance of immunizations in disease prevention.
- Distinguish between myth and fact related to disease and disease prevention.
- List the effects of harmful viruses on the body.
- Explain how to manage common minor illnesses.
- Describe the use and abuse of prescription and non-prescription medications.
- Compare and contrast the effects of medications and street drugs.
- Analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems.
- Identify and describe alternatives to drug and substance use.
- Demonstrate strategies for preventing and responding to deliberate and accidental injuries.
- Explain strategies for avoiding violence, gangs, weapons, and drugs.
- Describe response procedures for emergency situations.
- Describe the value of seeking advice from parents and educational personnel about unsafe behaviors.
- Explain the impact of neglect and abuse.
- Distinguish between healthy and harmful influences of friends and others.
- Describe the characteristics of healthy and unhealthy friendships.
- Identify ways to enhance personal communication skills.

- Analyze respectful ways to communicate with family, adults, and peers.
- Demonstrate ways of communicating with individuals who communicate in unique ways.
- Apply and practice strategies for self-control.
- Describe strategies for stress management.
- Research the effect of media on health-promoting behaviors.
- Identify the use of health-related technology in the school.
- Explain the importance of communications skills as a major influence on the social and emotional health of the individual and family.
- Describe daily and weekly activities that promote the health of a family.
- Describe how a safe school environment relates to a healthy community.
- Identify environmental protection programs that promote community health.
- Describe health-related situations that require parent/adult assistance.
- Assess the role of assertiveness, refusal skills, and peer pressure on decision-making and problem-solving.
- Utilize critical thinking in decision-making and problem-solving.
- Describe benefits in setting and implementing short- and long-term goals.
- Explain the necessity of perseverance to achieve goals.
- Explain the importance of parent/trusted adult guidance in goal-setting.

HEALTH FITNESS

Kindergarten

A kindergarten student in Health Fitness will focus on fundamental movement skills and the understanding of how the muscles, bones, heart, and lungs function in relation to physical activity. The student will begin to develop a vocabulary for movement and apply concepts dealing with space and body awareness. The kindergarten student will be engaged in activities that develop basic levels of strength, endurance, and flexibility. In addition, he will learn to work safely in group and individual movement settings.

During kindergarten, students will...

- Travel in different ways in a large group without bumping into others or falling.
- Demonstrate clear contrasts between slow and fast movement when traveling.
- Demonstrate non-locomotor (axial) movements such as bend and stretch.
- Maintain balance while bearing weight on a variety of body parts.
- Walk forward and sideways the length of a beam without falling.
- Demonstrate a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of.
- Roll sideways (right or left) without hesitating.
- Toss a ball and catch it before it bounces twice.
- Identify selected body parts such as head, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- Demonstrate movement forms of various body parts such as head flexion, extension, and rotation.
- Describe and select physical activities that provide opportunities for enjoyment and challenge.
- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.
- Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.
- Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.
- Describe the benefits from involvement in daily physical activity such as feel better and sleep better.
- Observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration.
- Locate the lungs and explain their purpose.
- State that rest and sleep are important in caring for the body.
- Use equipment and space properly.
- Know and apply safety practices associated with physical activity, such as not pushing in line and drinking water during activity.
- Explain how proper shoes and clothing promotes safe play and prevent injury.
- Explain appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard.

- Explain appropriate reactions during emergencies in physical activities.
- Respond appropriately to starting and stopping signals.
- Demonstrate the ability to play within boundaries during games and activities.
- Follow rules, procedures, and safe practices.
- Work in a group setting in cooperation with others.
- Share space and equipment with others.

First Grade

A first grade student in Health Fitness will continue to develop basic body control, fundamental movement skills, and health-related fitness components such as strength, endurance, and flexibility. The student will learn to state key performance cues for basic movement patterns such as throwing and catching. A student continues to learn rules and procedures for simple games and apply safety practices associated with physical activities. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.

During first grade, students will...

- Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low.
- Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.
- Demonstrate control in balancing and traveling activities.
- Demonstrate the ability to work with a partner such as leading and following.
- Clap in time to a simple rhythmic beat.
- Create and imitate movement in response to selected rhythms.
- Jump a long rope.
- Demonstrate on cue key elements in overhand throw, underhand throw, and catch.
- Recognize that motor skill development requires correct practice.
- Demonstrate a base of support and explain how it affects balance.
- Describe and select physical activities that provide opportunities for enjoyment and challenge.
- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.
- Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.
- Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.
- Distinguish between active and inactive lifestyles.
- Describe the location and function of the heart.
- Describe how muscles and bones work together to produce movement.
- Describe food as a source of energy.
- Explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.
- Use equipment and space safely and properly.

- Describe the importance of protective equipment such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing in preventing injury.
- Describe how to protect themselves from harmful effects of the sun.
- List water safety rules and demonstrate simple extension rescue.
- Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and calling 911.
- Demonstrate starting and stopping signals.
- Explain boundaries and rules for simple games.
- Follow directions and apply safe movement practices.
- Interact, cooperate, and respect others.
- Resolve conflicts in socially-acceptable ways such as talking and asking the teacher for help.

Second Grade

A second grade student in Health Fitness will learn to demonstrate key elements of fundamental movement skills and mature form in locomotor skills. The student will learn to describe the function of the heart, lungs, and bones as they relate to movement. The student is introduced to basic concepts of health promotion such as the relationship between a physically-active lifestyle and the health of the heart. The student will learn to work in a group and demonstrate the basic elements of socially-responsible conflict resolution.

During second grade, students will...

- Travel independently in a large group while safely and quickly changing speed and direction.
- Demonstrate skills of chasing, fleeing, and dodging to avoid or catch others.
- Combine shapes, levels, and pathways into simple sequences.
- Demonstrate mature form in walking, hopping, and skipping.
- Demonstrate balance in symmetrical and non-symmetrical shapes from different basis of support.
- Demonstrate a variety of relationships in dynamic movement situations such as under, over, behind, next to, through, right, left, up, or down.
- Demonstrate simple stunts that exhibit personal agility such as jumping—one and two foot takeoffs—and landing with good control.
- Demonstrate smooth transition from one body part to the next in rolling activities such as side roll, log roll, balance/curl, and roll/balance in a new position.
- Demonstrate control weight transfers such as feet to hands with controlled landing and feet to back.
- Demonstrate the ability to mirror a partner.
- Walk in time to a 4/4 underlying beat.
- Perform rhythmical sequences such as simple folk, creative, and ribbon routines.
- Jump a self-turned rope repeatedly.
- Demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.
- Recognize that attention to the feeling of movement is important in motor skill development.
- Identify similar movement concepts and terms in a variety of skills such as straddle position, ready position, and bending knees to absorb force.
- Describe and select physical activities that provide opportunities for enjoyment and challenge.

- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.
- Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.
- Lift and support his/her weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.
- Identify how regular physical activity strengthens the heart, lungs, and muscular system.
- Describe how the blood carries oxygen and nutrients through the body.
- Identify foods that enhance a healthy heart.
- Explain the need for foods as a source of nutrients that provide energy for physical activity.
- Describe the negative effects of smoking on the lungs and the ability to exercise.
- Describe the need for rest and sleep in caring for the body.
- Use equipment and space safely and properly.
- Select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.
- List the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves.
- List water safety rules and describe their importance.
- Identify safe cycling and road practices.
- Describe appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.
- Identify goals to be accomplished during simple games such as not getting tagged.
- Identify strategies in simple games and activities such as dodging to avoid being tagged.
- Display good sportsmanship.
- Treat others with respect during play.

Third Grade

A third grade student in Health Fitness will continue to develop strength, endurance, and flexibility. The student will learn to demonstrate mature form in fundamental locomotor and manipulative skills (handling of objects) and can often maintain that form while participating in dynamic game situations. The student will learn to identify personal fitness goals for himself and begin to understand that how exercise affects different parts of the body is an important part of the instructional process. The student will begin to learn game strategies, rules, and etiquette.

During third grade, students will...

- Travel in forward, sideways, and backwards pathways and change direction quickly and safely in dynamic situations.
- Demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations.
- Demonstrate mature form in jogging, running, and leaping.
- Demonstrate moving in and out of a balanced position with control.
- Demonstrate proper body alignment in lifting, carrying, pushing, and pulling.
- Demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls.

- Transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam.
- Clap echoes in a variety of one measure rhythmical patterns.
- Demonstrate various step patterns and combinations of movement in repeatable sequences.
- Demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.
- Identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force.
- Know that practice, attention, and effort are required to improve skills.
- Describe and select physical activities that provide for enjoyment and challenge.
- Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.
- Participate in appropriate exercises for developing flexibility.
- Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.
- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
- Describe the long-term effects of physical activity on the heart.
- Distinguish between aerobic and anaerobic activities.
- Identify foods that increase or reduce bodily functions.
- Identify principles of good posture and its impact on physical activity.
- Use equipment safely and properly.
- Select and use proper attire that promotes participation and prevents injury.
- Identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians.
- Identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.
- Identify components of games that can be modified to make the games and participants more successful.
- Explain the importance of basic rules in games and activities.
- Follow rules, procedures, and etiquette.
- Persevere when not successful on the first try in learning movement skills.
- Accept and respect differences and similarities in physical abilities of self and others.

Fourth Grade

A fourth grade student in Health Fitness will learn to identify the components of health-related fitness. The student will combine locomotor and manipulative skills (handling of objects) in dynamic situations with body control. The student will begin to identify sources of health fitness information and continue to learn about appropriate clothing and safety precautions in exercise settings. The student will begin understanding basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics.

During fourth grade, students will...

- Demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations.
- Catch an object while traveling such as catch a football pass on the run.
- Combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences.
- Jump and land for height and distance using key elements for creating and absorbing force such as bending knees, swinging arms, and extending.
- Perform sequences that include traveling, showing good body control combined with stationary balances on various body parts.
- Demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force.
- Transfer weight along and over equipment with good body control.
- Create a movement sequence with a beginning, middle, and end.
- Perform basic folk dance steps such as grapevine, schottische, and step-together-step.
- Travel into and out of a rope turned by others without hesitating.
- Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or bat.
- Identify similar movement elements in sports skills such as underhand throwing and underhand volleyball serving.
- Identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills.
- Make appropriate changes in performance based on feedback.
- Describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.
- Describe and select physical activities that provide for enjoyment and challenge.
- Name the components of health-related fitness such as strength, endurance, and flexibility.
- Identify and demonstrate a variety of exercises that promote flexibility.
- Improve flexibility in shoulders, trunk, and legs.
- Participate in activities that develop and maintain muscular strength and endurance.
- Identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
- Describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors.
- Participate in moderate to vigorous physical activities on a daily basis.
- Identify methods for measuring cardiovascular endurance, muscular strength and endurance, and flexibility.
- Identify major muscle groups and the movements they cause.
- Describe the relationship between food intake and physical activity such as calories consumed and calories expended.
- Explain the link between physical activity/inactivity and health such as reduce stress and burn calories.
- Explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.

- Describe the need for rest and sleep in recovering from exercise.
- Identify sources of information on skill improvement, fitness, and health such as books and technology.
- Use equipment safely and properly.
- Select and use proper attire that promotes participation and prevents injury.
- Describe and apply safety precautions when cycling and skating.
- Identify potential risks associated with physical activities.
- Distinguish between compliance and noncompliance with rules and regulations.
- Analyze potential risks associated with unsafe movement and improper use of equipment.
- Follow rules, procedures, and etiquette.
- Respond to winning and losing with dignity and understanding.
- Work independently and stay on task.
- Demonstrate effective communication, consideration and respect for the feelings of others during physical activities such as encourage others, allow others equal turns, and invite others to participate.

Fifth Grade

Fifth grade students in Health Fitness will learn to demonstrate competence such as improved accuracy in manipulative skills (handling of objects) in dynamic situations. Basic skills such as jumping rope, moving to a beat, and catching and throwing should have been mastered in previous years and can now be used in game-like situations. The student will continue to assume responsibility for his own safety and the safety of others. The student will learn to match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, and time. The student will continue to learn the etiquette of participation and can resolve conflicts during games and sports in acceptable ways.

During fifth grade, students will...

- Demonstrate appropriate use of levels in dynamic movement situations such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent.
- Demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump.
- Demonstrate attention to form, power, accuracy, and follow-through in performing movement skills.
- Demonstrate controlled balance on a variety of objects such as balance board, stilts, scooters, and skates.
- Demonstrate simple stunts that exhibit agility such as jumping challenges with proper landings.
- Combine traveling and rolling with smooth transitions.
- Combine weight transfer and balance on mats and equipment.
- Demonstrate the ability to contrast a partner's movement.
- Perform selected folk dances.
- Jump a rope using various rhythms and foot patterns repeatedly.
- Demonstrate competence in manipulative skills in dynamic situations such as overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.
- Demonstrate combinations of locomotor and manipulative skills in complex and/or game-like situations such as pivoting and throwing, twisting and striking, and running and catching.

- Identify common phases such as preparation, movement, follow through, or recovery in a variety of movement skills such as tennis serve, handstand, and free throw.
- Identify the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency.
- Choose appropriate drills/activities to enhance the learning of a specific skill.
- Participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.
- Identify appropriate personal fitness goals in each of the components of health-related fitness.
- Explain the value of participation in community physical activities such as little league and parks and recreation.
- Relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs.
- Self-monitor the heart rate during exercise.
- Match different types of physical activity with health-related fitness components.
- Define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.
- Describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.
- Identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods in moderation according to U.S. dietary guidelines.
- Describe common skeletal problems and their effect on the body such as spinal curvatures.
- Describe the changes that occur in the cardiorespiratory system as a result of smoking and how those changes affect the ability to perform physical activity.
- Describe how movement and coordination are affected by alcohol and other drugs.
- Use equipment safely and properly.
- Select and use proper attire that promotes participation and prevents injury.
- Describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.
- Identify potentially dangerous exercises and their adverse effects on the body.
- Describe fundamental components and strategies used in net/wall, invasion, target, and fielding games such as basic positions—goalie, offense, or defense.
- Explain the concept and importance of team work.
- Follow rules, procedures, and etiquette.
- Use sportsmanship skills for settling disagreements in socially-acceptable ways such as remaining calm, identifying the problem, listening to others, generating solutions, or choosing a solution that is acceptable to all.
- Describe how physical activity with a partner or partners can increase motivation and enhance safety.

MUSIC

Kindergarten

A kindergarten student learns many aspects of music pertaining to perception, creative expression/performance, historical/cultural heritage, and response/evaluation. The student describes and analyzes musical sounds and demonstrates musical artistry. Performing a variety of musical repertoire, the student relates music to history, society, and culture. Response to, and evaluation of, music and musical performance is key to development.

During kindergarten, students will...

- Be able to identify the difference between singing and speaking voice.
- Differentiate between high and low sounds, loud and soft sounds, and fast and slow sounds.
- Identify melodic direction.
- Be able to identify the timbre of adult voices and instruments.
- Recognize and identify the sounds of male, female, and child voices.
- Recognize and identify various classroom instruments.
- Use and recognize different types of voices—singing, speaking, whispering, and calling.
- Be able to sing or play classroom instruments independently or in groups.
- Develop in tune sing using proper vocal technique.
- Demonstrate speaking and singing high and low sounds, loud and soft sounds, and fast and slow sounds.
- Apply musical knowledge and skills in performance settings.
- Keep the steady beat on classroom instruments.
- Demonstrate high and low on instruments.
- Demonstrate loud and soft using classroom instruments.
- Demonstrate developmentally-appropriate playing techniques on classroom instruments.
- Experiment with classroom instruments.
- Be able to sing songs from diverse cultures and styles or play such songs on a musical instrument.
- Sing a variety of simple songs with the class and echo alone.
- Sing developmentally appropriate songs from memory.
- Accompany simple songs with steady beat on instruments.
- Be able to sing songs and play musical games from different cultures.
- Move to the steady beat.
- Experience music through motor activity and dramatic play.
- Listen and respond to music and music-related stories from diverse cultures and historical periods.
- Participate in games, dances, and songs from diverse cultures.
- Interpret music through creative movement.
- Use body movement to demonstrate varied tempos, high and low, dynamics, rhythm of the words, and melodic direction.

- Be able to identify simple relationships between music and other subjects.
- Sing songs, play games, and perform dances from a variety of historical periods.
- Listen and respond musically, verbally, with movement, or with visual art to music and music-related stories from historical periods.
- Participate in musical activities that are connected to other disciplines (e.g. thematic units, projects, productions, displays, and presentations).
- Explore the lives and times of one or two famous composers whose music they have enjoyed.
- Respond to and reflect upon live and recorded musical performances, focusing upon how they relate to other subjects.
- Be able to identify steady beat in musical performances.
- Recognize and track steady beat using pictures and manipulatives.
- Recognize and track rhythms of words with icons and pictures.
- Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.
- Hear and respond appropriately to musical stories, poems, and rhymes.
- Learn and practice appropriate etiquette as an actively-involved listener.
- Identify high and low using pictures and manipulatives.

First Grade

A first grade student continues to learn many aspects of music pertaining to perception, creative expression/performance, historical/cultural heritage and response/evaluation. The student describes and analyzes musical sound and demonstrates musical artistry. The student performs a varied repertoire of music and reads and writes music notation. The student creates and arranges music within specified guidelines. The student also relates music to history, to society, and to culture and responds to and evaluates music and musical performance.

During first grade, students will...

- Be able to identify voices and selected instruments from various musical families.
- Recognize and identify the sounds of male, female, and child voices.
- Recognize and identify various classroom instruments.
- Recognize sounds of one instrument from each family of the orchestra.
- Be able to use basic music terminology in describing musical sounds.
- Use the terms beat, rhythm, pitch, tempo, and phrase correctly.
- Use the terms high/low and up/down correctly.
- Be able to identify repetition and contrast in musical examples.
- Distinguish like and unlike phrases in familiar songs.
- Identify AB and ABA in short songs.
- Be able to sing or play a classroom instrument independently or in groups.
- Sing alone and with others.
- Sing at least 20 to 30 songs and singing games from a varied repertoire, doing so musically with appropriate singing tone.
- Sing expressively with appropriate dynamics, phrasing, and posture.
- Perform simple part work exercises.

- Play steady beat or rhythm on instruments.
- Accompany familiar songs with simple ostinati using body sounds and/or classroom instruments.
- Accompany familiar songs by playing simple sol-mi or sol-mi-la patterns on melodic instruments.
- Perform simple sol-mi songs from familiar repertoire on instruments with group or alone demonstrating rhythmic and/or melodic accuracy.
- Apply musical knowledge and skills in a performance setting.
- Be able to sing songs from diverse cultures and styles or play such songs on a musical instrument.
- Sing a variety of action songs, folk songs, patriotic songs and/or songs about Texas, with some by memory.
- Accompany songs from diverse cultures on classroom instruments.
- The student is expected to read simple examples of music notation.
- Recognize, track, and perform the steady beat.
- Recognize and perform rhythmic notation of familiar songs.
- Echo-clap and identify with rhythm syllables 4-beat and 8-beat patterns.
- Read sol, mi, la in staff notation.
- Read and perform solfege (sol, mi, la) from staff notation of familiar songs as well as identify known songs from notation.
- Read music in 2-beat meter using bar lines, double bar lines, repeat sign, and top number of meter signatures.
- Read and clap simple part work exercises.
- Be able to write simple examples of music notation.
- Chart the steady beat.
- Write quarter note, barred eighth note, and quarter rest rhythms from familiar songs.
- Write s, m, l in staff notation using manipulatives.
- Write music in 2 beat meter using bar lines, double bar lines, repeat sign and top number of meter signatures.
- Be able to create short rhythmic patterns.
- Create 2-beat and 4-beat ostinati to accompany known songs using quarter notes, quarter rests, and eighth notes.
- Create a 4-beat answer given a 4-beat question using rhythm instruments or body sounds.
- Be able to create short melodic patterns.
- Create a 4-beat melodic pattern using sol, mi, and la.
- Respond to a 4-beat sol-mi-la question with a sol-mi-la answer.
- Be able to sing songs and play musical games from diverse cultures.
- Sing songs, experience folk dances, and play moving games from different cultures.
- Listen and respond to music and music-related stories from diverse cultures.
- Be able to identify simple relationships between music and other subjects.
- Sing songs, play games, and perform dances from a variety of historical periods.
- Listen and respond musically, verbally, with movement, or with visual art to music and music-related stories from historical periods.

- Participate in musical activities that are connected to other disciplines (e.g. thematic units, projects, productions, displays, and presentations).
- Explore the lives and times of one or two famous composers whose music they have enjoyed.
- Be able to distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances.
- Demonstrate steady beat and rhythm through movement (e.g. clapping, stomping, clicking, whole body).
- Use movement to show repetition and contrast in musical selections.
- Interpret music through creative movement.
- Show strong and weak beats through movement.
- Be able to begin to practice appropriate audience behavior during live performances.
- Learn and practice appropriate concert etiquette as an active listener to live and recorded music.
- Listen to appropriate musical selections and describe moods and feelings that they evoke.
- Evaluate a musical performance, song, or composition expressing feelings and opinions about the work and its live or recorded presentation.

Second Grade

A second grade student continues to learn many aspects of music pertaining to perception, creative expression/performance, historical/cultural heritage and response/evaluation. The student describes and analyzes musical sound and demonstrates musical artistry. The student performs a varied repertoire of music and reads and writes music notation. The student creates and arranges music within specified guidelines. The student also relates music to history, to society, and to culture and responds to and evaluates music and musical performance.

During second grade, students will...

- Be able to identify instruments visually and aurally.
- Recognize and identify orchestral families of instruments visually and aurally.
- Recognize and aurally identify classroom instruments and some easily distinguished solo orchestral instruments: flute, violin, double bass, piano, harp, trumpet, tuba, and bass drum.
- Be able to use music terminology to explain sounds and performances.
- Correctly use the terms piano, forte, dynamics, solo, orchestra, band, choir, and concert.
- Identify vocal timbre: solo, ensemble, male, female, child.
- Aurally recognize intervals containing sol, mi, la, re, and do.
- Aurally identify rhythmic patterns made of learned rhythmic duration syllables.
- Aurally identify short melodic passages from familiar songs.
- Be able to identify music forms such as AB and ABA.
- Distinguish like and unlike phrases in familiar songs.
- Identify AB, ABA, and round forms.
- Hear and understand music that tells a story.
- Be able to sing or play a classroom instrument independently or in groups.
- Find enjoyment and confidence in singing alone and with others.

- Sing at least 20 to 30 songs and singing games from a varied repertoire, doing so with appropriate singing tone.
- Sing expressively with appropriate dynamics, phrasing, and posture.
- Sing rounds and ostinato harmonies.
- Echo sing short melodic patterns alone.
- Mix steady beat and rhythm on instruments.
- Echo short, simple melodic and rhythmic patterns alone or in group settings.
- Accurately perform sol, mi, la, re, and do songs from familiar repertoire on instruments alone or in group settings.
- Accompany group singing by playing steady beat or ostinati using body sounds and classroom instruments.
- Accompany familiar songs playing simple melodic and rhythmic patterns alone or in a group setting.
- Demonstrate proper playing techniques and care for classroom instruments.
- Apply musical knowledge and skills in a performance setting.
- Be able to sing songs from diverse cultures and styles or play such songs on a musical instrument.
- Sing a variety of action songs, folk songs, patriotic songs, and/or songs about Texas, with some by memory.
- Accompany songs from diverse cultures on classroom instruments.
- Experience folk dances and singing games.
- Be able to read and write simple music notation using a system (letters, numbers, syllables).
- Read do, re, mi, sol, and la on the staff.
- Write do, re, mi, sol, and la on the staff.
- Read and sing solfege from hand signs for do, re, mi, sol, and la.
- Use inner hearing to read and reproduce sol, mi, la, do, and re from hand sign dictation.
- Read/sing songs which contain learned musical elements.
- Identify familiar songs from written notation.
- Be able to read and write music that incorporates basic rhythmic patterns in simple meters.
- Recognize, perform, and chart steady beat and rhythm of familiar songs.
- Mix beat and rhythm in classroom performances.
- Clap simple 2-part rhythmic exercises.
- Read and write quarter note, barred eighth note, quarter rest, and grouped sixteenth note rhythms from familiar songs.
- Echo clap and identify with rhythm syllables a 2-measure or 4-measure pattern.
- Read and write in 2-beat and 4-beat meter with bar lines, double bar lines, repeat signs, and top number of the time signature.
- Be able to create rhythmic phrases.
- Create 4-beat and 8-beat ostinati to accompany known songs using quarter notes, quarter rests, and eighth notes.
- Create an 8-beat answer given an 8-beat question using rhythm instruments or body sounds.
- Be able to create melodic phrases.

- Create a 4-beat melodic pattern using do, re, mi, sol, and la.
- Respond to a 4-beat do-re-mi-sol-la question with a do-re-mi-sol-la answer.
- Make up short songs and new words to familiar songs.
- Be able to identify music from various periods of history and culture.
- Explore the work of a famous composer from a particular period of history and identify characteristics of that composer's music that reflect the era in which he or she lived.
- Identify characteristics of a non-western song that reflect that particular culture.
- Be able to sing songs and play musical games from diverse cultures.
- Listen and respond to music and music-related stories from diverse cultures.
- Respond to music and musical stories verbally, analytically, kinesthetically, spatially and inter/intra-personally.
- Be able to identify relationships between music and other subjects.
- Participate in musical activities that are connected to other disciplines (e.g. thematic units, projects, productions, displays, and presentations).
- Be able to distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances.
- Demonstrate steady beat and rhythm through movement: clapping, stomping, clicking, and using the entire body.
- Interpret music through creative movement.
- Move appropriately to simple duple and triple, and compound duple meter.
- Use body movement to show repetition and contrast in musical selections.
- Be able show appropriate audience behavior during live performances.
- Learn and practice appropriate concert etiquette as an active listener to live and recorded music.
- Listen to appropriate musical selections and describe moods and feelings that they evoke.

Third Grade

A third grade student continues to learn many aspects of music pertaining to perception, creative expression/performance, historical/cultural heritage, and response/evaluation. The student describes and analyzes musical sound and demonstrates musical artistry. The student performs a varied repertoire of music and reads and writes music notation. The student creates and arranges music within specified guidelines. The student also relates music to history, to society, and to culture and responds to and evaluates music and musical performance.

During third grade, students will...

- Be able to categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures.
- Aurally recognize intervals from song materials containing extended pentatone.
- Aurally identify rhythmic patterns made of learned rhythmic duration syllables.
- Aurally identify short melodic passages from familiar songs.
- Aurally identify vocal timbre: solo, ensemble, male, female, child, light register, heavy register.
- Aurally identify families of the orchestra and one or two instruments from each family.

- Aurally identify folk instruments from African, Asian, European, Hispanic, and Native American cultures.
- Be able to use music terminology in explaining sound music, music notation, musical instruments and voices, and musical performances.
- Correctly use the terms piano, forte, mezzo piano and forte, dynamics, andante, allegro, and tempo.
- Correctly use the names of principal instruments of the orchestra.
- Identify vocal timbre: solo, ensemble, male, female, and child.
- Aurally recognize intervals containing do, re, mi, sol, and la.
- Be able to identify music forms presented aurally such as AB and ABA and rondo.
- Distinguish like and unlike sections in music of various styles.
- Aurally identify ABA, round, theme and variations, and rondo form.
- Follow a story depicted in program music.
- Be able to sing or play a classroom instrument independently or in groups.
- Find enjoyment and confidence in singing alone and with others.
- Sing at least 20 to 30 songs and singing games from a varied repertoire, doing so with appropriate singing tone.
- Sing expressively with appropriate dynamics, phrasing, posture, and breathing technique.
- Sing in parts (e.g. rounds, canons, ostinati, and bicinia).
- Echo sing short melodic patterns alone.
- Sing familiar songs using the extended pentatone (do, re, mi, sol, la, high do, low la, and low sol) correctly with words, rhythm syllables, and solfege syllables.
- Sing patterns from hand sign dictation using do, re, mi, sol, la, high do, low la, and low sol.
- Mix steady beat and rhythm on instruments.
- Accurately perform simple songs from familiar repertoire on instruments alone or in group settings.
- Accompany group singing by playing steady beat or ostinati using appropriate dynamics and tempos alone or in a group setting.
- Demonstrate proper playing techniques and care for classroom instruments.
- Apply musical knowledge and skills in a performance setting.
- Be able to sing songs from diverse cultures and styles or play such songs on a musical instrument.
- Sing partner songs, verse/chorus, cumulative songs, and call and response songs.
- Sing a variety of action songs, folk songs, patriotic songs and/or songs about Texas, with some by memory.
- Accompany songs from diverse cultures on classroom instruments.
- Be able to read music notation using a system (letters, numbers, syllables).
- Read do, re, mi, sol, la on staff in the key of F (key of G optional.)
- Read and sing solfege from staff for do, la, sol in the key of F and identify familiar songs from written notation (key of G optional).
- Sight sing songs which contain learned syllables in the key of F (key of G optional).
- Use inner hearing to read and reproduce sol, mi, la, do, and re from hand sign dictation.
- Be able to write music notation using a system (letters, numbers, syllables).

- Write patterns using learned syllables in solfa stick notation.
- Write do, re, mi, sol, la on staff in the key of F.
- Be able to read and write music that incorporates basic rhythmic patterns in simple meters.
- Recognize, perform, and chart rhythm of familiar songs.
- Read and write rhythm patterns using quarter notes, barred eighth notes, quarter rests, half notes, whole notes, half rests, whole rests, barred sixteenth notes, barred eighth/sixteenth note combinations, and dotted half notes.
- Read and write in 2- and 4-beat meter with bar lines, double bars, repeat signs, and top number of time signature.
- Echo clap and identify with rhythm syllables a 2- or 4-measure pattern.
- Be able to identify music symbols and terms referring to dynamics and tempo.
- Read music symbols: p, f, mp, and mf.
- Read music symbols: crescendo and decrescendo.
- Read music symbols: accelerando and ritardando.
- Be able to create rhythmic phrases.
- Create patterns using known rhythms.
- Create 4-beat and 8-beat ostinati to accompany known songs using quarter notes, quarter rests, and eighth notes.
- Create an 8-beat answer given an 8-beat question using rhythm instruments or body sounds.
- Be able to create melodic phrases.
- Create a 4-beat melodic pattern using known pitch syllables.
- Respond to a 4-beat question using known pitch syllables with an appropriate answer.
- Make up short songs and new words to familiar songs.
- Be able to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.
- Identify one representative work from each of the following historical periods: Baroque, Classical, Romantic, and Twentieth Century.
- Aurally discriminate between opera and musical comedy; symphony and concert band.
- Aurally identify jazz music, Latin music, and folk ballads.
- Be able to perform songs and musical games from diverse cultures.
- Listen and respond to music and music-related stories from diverse cultures.
- Respond to music and musical stories verbally, analytically, kinesthetically, spatially, and inter/intra-personally.
- Move to steady beat and rhythm in duple or triple meter.
- Participate in folk dances and moving games from a variety of cultures.
- Interpret music through creative movement.
- Be able to describe relationships between music and other subjects.
- Participate in musical activities that are connected to other disciplines (e.g. thematic units, projects, productions, displays, and presentations).
- Be able to define basic criteria for evaluating musical performances.
- Listen to appropriate musical selections and describe their moods and feelings.

- Respond to music verbally, analytically, kinesthetically, spatially and inter/intra-personally.
- Be able to exhibit audience etiquette during live performances.
- Learn and practice appropriate concert etiquette as an active listener to live and recorded music.
- Learn and practice appropriate concert etiquette as an active musical performer.

Fourth Grade

A fourth grade student continues to learn many aspects of music pertaining to perception, creative expression/performance, historical/cultural heritage, and response/evaluation. The student describes and analyzes musical sound and demonstrates musical artistry. The student performs a varied repertoire of music and reads and writes music notation. The student creates and arranges music within specified guidelines. The student also relates music to history, to society, and to culture and responds to and evaluates music and musical performance.

During fourth grade, students will...

- Be able to categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures.
- Aurally identify intervals from song materials containing extended pentatone and fa.
- Aurally identify rhythmic patterns made of learned rhythmic duration syllables.
- Aurally identify short melodic passages from familiar songs.
- Aurally identify vocal timbre: solo, ensemble, male, female, child, light register, heavy register.
- Aurally and visually identify families of the orchestra and principal instruments in each family.
- Develop an ear for quality choral singing by children's chorus.
- Be able to use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.
- Correctly use terms: staff, bar line, measure, treble/bass clef, note head/stem, repeat, coda, D.C. al fine, 1st and 2nd ending, fermata, dynamics, tempo, meter signature, time signature.
- Correctly name all instruments of the orchestra and those commonly used in American and Texas folk music as well as voices used in 4-part choral music.
- Correctly use common terms associated with large and small choral and instrumental ensembles (duet, trio, quartet, band, choir, and orchestra)
- Be able to identify music forms presented aurally such as AB, ABA, and rondo.
- Aurally identify similar/contrasting phrases or themes, verse/refrain, call/response.
- Aurally identify AB, ABA, cumulative-song, round, theme and variations, rondo, and canon forms.
- Be able to sing or play a classroom instrument independently or in groups.
- Enjoy confidently singing alone and with others.
- Sing at least 20-30 songs from a varied repertoire and perform these musically with appropriate singing tone.
- Sing expressively with appropriate dynamics, phrasing, posture, breathing technique, and tempo.
- Create songs and new words to familiar songs.
- Echo sing melodic patterns alone.
- Sing part songs: canons, ostinati, bicinia, and partner songs.
- Sing verse/chorus, cumulative songs, call, and response songs.

- Sing familiar songs using the extended pentatone (do, re, mi, fa, sol, la, high do, low la, and low sol), correctly using solfege syllables.
- Sing aloud from notation pentatonic and extended pentatonic patterns and begin developing inner singing.
- Mix steady beat and rhythm on instruments.
- Echo melodic and rhythmic patterns alone or in a group setting.
- Accurately perform songs from familiar repertoire on instruments alone or in a group setting.
- Accompany group singing by playing steady beat or ostinati using appropriate dynamics and tempo.
- Demonstrate proper playing technique and care of classroom instruments.
- Demonstrate musical knowledge and skills in formal performance settings.
- Be able to sing songs from diverse cultures and styles or play such songs on a musical instrument.
- Sing a variety of action, folk songs, patriotic songs and/or songs about Texas, with some by memory.
- Sing a variety of songs from diverse cultures which have influenced life in Texas.
- Be able to read and write music notation, using a system (letters, numbers, syllables).
- Read and write pentatonic and extended pentatonic on staff.
- Read and sing solfege from staff for extended pentatonic.
- Read and clap part work notation.
- Sight sing songs and exercises which contain learned rhythmic and melodic elements.
- Read and write lines and spaces from the treble clef using absolute pitch names.
- Be able to incorporate basic rhythmic patterns in simple meters in musical compositions.
- Recognize, perform, and chart rhythm and beat of familiar songs.
- Read and write rhythm patterns using quarter notes, barred eighth notes, quarter rests, half notes, whole notes, half rests, whole rests, barred sixteenth notes, barred eighth/sixteenth note combinations, dotted half, and dotted quarter notes.
- Echo clap and identify with rhythm syllables a 2-, 3- or 4-measure phrase.
- Be able to identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.
- Read, write and interpret music symbols: p, f, mp, mf, pp, ff, crescendo, decrescendo, accelerando, and ritardando.
- Be able to create rhythmic and melodic phrases.
- Create rhythmic and melodic patterns using known rhythmic and melodic elements.
- Create 4- to 8-measure question/answer phrases using pentatonic scales and known rhythms.
- Be able to create simple accompaniments.
- Compose or improvise 4-beat rhythmic or melodic ostinati to accompany pentatonic songs.
- Compose or improvise a bordun to accompany a pentatonic song.
- Be able to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.
- Aurally identify a major work and at least one famous western composer from each of the following historical periods: Baroque, Classical, Romantic, and Twentieth Century.
- Aurally identify important examples of music from African, Hispanic, and Asian cultures.

- Compare and contrast musical styles of African, Asian, European, and Hispanic cultures.
- Perform music and movement from diverse cultures.
- Participate in folk dances and moving games from a variety of cultures.
- Move to steady beat and rhythm in duple, triple, and compound meter.
- Use movement to demonstrate varied tempos, dynamics, rhythm of words, melodic direction, and phrase lengths.
- Be able to perform music representative of American and Texas heritage.
- Sing a variety of action, folk songs, patriotic songs, and/or songs about America, with some by memory.
- Sing a variety of action, folk songs and/or patriotic songs about Texas, with some by memory.
- Be able to identify connections between music and the other arts.
- Participate in musical activities that are connected to other arts disciplines through projects, productions, displays, and/or multi-media presentations.
- Compare/contrast the music of America and Texas with appropriate examples of visual art of the same.
- Be able to apply basic criteria in evaluating musical performances and compositions.
- Describe the style, genre, form, dynamics, and tempo of musical performances and compositions.
- Respond to music verbally, analytically, kinesthetically, spatially, and inter/intra-personally.
- Be able to justify, using music terminology, personal preferences for specific music works and styles.
- Listen to appropriate musical selections and describe moods and feelings that they evoke.
- Evaluate a musical performance, song, or composition expressing feelings and opinions about the work and its live or recorded presentation.
- Explore the lives and times of prominent historical and current composers whose music they enjoy.
- Be able to practice concert etiquette as an actively involved listener during live performances.
- Learn and practice appropriate concert etiquette as an actively involved listener of live and recorded music.
- Learn and practice appropriate concert etiquette as an active musical performer.

Fifth Grade

A fifth grade student continues to learn many aspects of music pertaining to perception, creative expression/performance, historical/cultural heritage, and response/evaluation. The student describes and analyzes musical sound and demonstrates musical artistry. The student sings or plays an instrument, individually and in groups, and performs a varied repertoire of music as well as reads and writes music notation. The student creates and arranges music within specified guidelines. The student also relates music to history, to society, and to culture and responds to and evaluates music and musical performance.

During fifth grade, students will...

- Be able to distinguish among a variety of musical timbres.
- Distinguish between vocal timbres used for choral, musical theater, opera, jazz, and pop singing.
- Aurally distinguish each instrument commonly included in the full symphony orchestra.
- Develop an ear for quality choral singing by children's chorus.

- Distinguish among principal folk instruments from each of the following cultures: African, Chinese, Caribbean, Hispanic, Indian, Japanese, Latin American, Middle Eastern, and Native American.
- Be able to use standard terminology in explaining music, music notation, musical instruments, and voices, and musical performances.
- Correctly use standard terms to name all symbols and structures in a typical octavo for children's choir, including note names for the treble and bass clefs.
- Correctly name all instruments of the orchestra and those commonly used around the world, as well as voices used in 4-part choral music and operatic roles.
- Correctly use common terms associated with large and small choral and instrumental ensembles (duet, trio, quartet, band, choir, and orchestra).
- Aurally recognize major and minor tonality.
- Aurally recognize intervals from song materials containing extended pentatonic scale and fa.
- Aurally identify rhythmic patterns made of learned rhythmic duration syllables.
- Be able to identify music forms presented aurally such as AB, ABA, and rondo and theme and variations.
- Aurally identify similar/contrasting phrases or themes, verse/refrain, call/response.
- Aurally identify AB, ABA, cumulative-song, round, theme and variations, rondo and canon forms.
- Be able to perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.
- Enjoy confidently singing alone and with others.
- Sing at least 20-30 songs from a varied repertoire and perform these musically with appropriate singing tone.
- Sing expressively with appropriate dynamics, phrasing, posture, breathing technique, and tempo.
- Create songs and new words to familiar songs.
- Echo sing melodic patterns alone.
- Sing part songs: canons, ostinati, bicinia, and partner songs.
- Sing verse/chorus, cumulative songs, call, and response songs.
- Sing familiar songs using the extended pentatone (do, re, mi, fa, sol, la, high do, low la, and low sol), correctly using solfege syllables.
- Sing aloud from notation pentatonic and extended pentatonic patterns and begin developing inner singing.
- Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- Mix steady beat and rhythm on instruments.
- Echo melodic and rhythmic patterns alone or in a group setting.
- Accurately perform songs from familiar repertoire on instruments alone or in a group setting.
- Accompany group singing by playing steady beat or ostinati using appropriate dynamics and tempo.
- Demonstrate proper playing technique and care of classroom instruments.
- Apply knowledge of letter names on treble staff to accompany a variety of songs.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.
- Be able to sing songs from diverse cultures and styles or play such songs on a musical instrument.

- Sing a variety of action, folk songs, patriotic songs, and/or songs about Texas, with some by memory.
- Sing and play a variety of songs from around the world.
- Be able to read standard notation.
- Read and write pentatonic and extended pentatonic on staff with movable do.
- Read and sing solfege from staff notation for the entire diatonic scale in familiar songs.
- Read and sing part-work notation.
- Sight-sing songs and exercises which contain learned melodic elements.
- Be able to use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript and computer-generated).
- Write pentatonic and extended pentatonic on staff with movable do.
- Sight-sing songs and exercises which contain learned rhythmic elements.
- Be able to read and write music that incorporates rhythmic patterns in various meters.
- Read and write rhythm patterns using quarter notes, barred eighth notes, quarter rests, half notes, whole notes, half rests, whole rests, barred sixteenth notes, barred eighth/sixteenth note combinations, dotted half, and dotted quarter notes in simple and compound meters.
- Read and write in duple and triple simple and compound meter with bar lines, double bars, repeat signs, and complete time signatures.
- Be able to identify music symbols and terms referring to dynamics, tempo, and articulation.
- Read musical symbols: p, f, mp, mf, pp, ff, crescendo, decrescendo, lento, andante, allegro, presto, accelerando, ritardando, staccato, accent, and fermata.
- Be able to create rhythmic and melodic phrases.
- Create rhythmic and melodic patterns using known rhythmic and melodic elements.
- Create 4-measure question/answer phrases using pentatonic scales and known rhythms.
- Be able to create/arrange simple accompaniments.
- Compose or improvise 4-beat rhythmic or melodic ostinati to accompany pentatonic songs.
- Compose or improvise a bordon to accompany pentatonic songs.
- Be able to identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.
- Aurally identify major works and famous Western composers from each of the following historical periods: Renaissance, Baroque, Classical, Romantic, and Twentieth Century.
- Aurally identify important examples of music from African, Hispanic, and Asian cultures.
- Compare and contrast musical styles of world cultures.
- Be able to describe various music vocations and avocations.
- Investigate opportunities for participation in band, choir, and orchestra programs available to them in school at present and in future years.
- Personally or technologically interview teachers, performers, conductors, composers, and other professional musicians to learn how a person pursues a career in music.
- Be able to perform music and movement from diverse cultures.
- Participate in folk dances and moving games from a variety of cultures: line dance, square dance, and folk dance.
- Move to steady beat and rhythm in duple, triple, and compound duple meter.

- Be able to perform music representative of American and Texas heritage.
- Sing a variety of action, folk songs, patriotic songs, and/or songs about America, with some by memory.
- Sing a variety of action, folk songs and/or patriotic songs about Texas, with some by memory.
- Be able to identify concepts taught in the other fine arts and their relationships to music concepts.
- Identify concepts of other arts disciplines through participation in projects, productions, displays, and/or multi-media presentations that combine music with other fine arts.
- Compare/contrast the music of the world with appropriate examples of visual art.
- Be able to apply criteria in evaluating musical performances and compositions.
- Describe the style, genre, form, dynamics, and tempo of musical performances and compositions.
- Respond to music verbally, analytically, kinesthetically, spatially, and inter/intra-personally.
- Be able to evaluate, using music terminology, personal preferences for specific music works and styles.
- Listen to appropriate musical selections and describe their moods and feelings.
- Evaluate a musical performance, song, or composition expressing feelings and opinions about the work and its live or recorded presentation.
- Explore the lives and times of prominent historical and current composers whose music they enjoy.
- Be able to exhibit concert etiquette as an actively involved listener during live performances.
- Exhibit appropriate concert etiquette as an actively involved listener of live and recorded music.
- Exhibit appropriate concert etiquette as an active musical performer.

THEATER ARTS

Theater arts TEKS are covered within elementary language arts instruction. Though there are separate TEKS for theater arts, they integrate well within the language arts program of studies. There is a separate theater arts curriculum, which is located on the language arts portal. Though it is a separate curriculum to ensure that the TEKS are tied to the state-adopted resources, they naturally combine with the TEKS for reading, writing, listening/speaking, and viewing/representing.

Kindergarten

During kindergarten, students will...

- Develop self-awareness through dramatic play.
- Explore space, using expressive movement.
- Imitate sounds.
- Imitate and recreate objects in dramatic play.
- Demonstrate safe use of movement and voice.
- Assume roles through imitation and recreation.
- Identify the characteristics of dramatic play.
- Participate in dramatic play.
- Create playing space, using simple materials.
- Create costumes, using simple materials.
- Plan dramatic play.
- Cooperate with others in dramatic play.
- Play and replay real and imaginative situations of various cultures.
- Play and replay stories from American history.
- Begin to identify appropriate audience behavior.
- Respond to dramatic activities.
- Demonstrate awareness of the use of music, creative movement, and visual components in dramatic play.
- Observe the performance of artists and identify theatrical vocations.

First Grade

During first grade, students will...

- Develop confidence and self-awareness through dramatic play.
- Develop spatial awareness in dramatic play, using expressive and rhythmic movement.
- Imitate actions and sounds.
- Imitate and create animate and inanimate objects in dramatic play.
- Demonstrate safe use of movement and voice.
- Assume roles through imitation.
- Dramatize limited-action stories.

- Dramatize poems and songs.
- Select aspects of the environment for use in dramatic play.
- Adapt the environment for dramatic play, using simple materials.
- Plan dramatic play.
- Cooperate with others in dramatic play.
- Imitate life experiences from various historical periods in dramatic play.
- Identify diverse cultural dimensions in dramatic play.
- Identify appropriate audience behavior.
- Respond to and begin to evaluate dramatic activities.
- Identify the use of music, creative movement, and visual components in dramatic play.
- Observe the performance of artists and identify theatrical vocations.

Second Grade

During second grade, students will...

- React to sensory experiences.
- Expand spatial awareness in dramatic play, using expressive and rhythmic movement.
- Participate in dramatic play, using actions, sounds, and dialogue.
- Demonstrate safe use of movement and voice.
- Role play in real-life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.
- Create dramatizations of limited-action stories, using simple pantomime and puppetry.
- Dramatize poems and songs, using simple pantomime and puppetry.
- Select aspects of the environment for use in dramatic play.
- Adapt the environment for dramatic play, using simple materials.
- Plan dramatic play.
- Imitate life experiences from various historical periods in dramatic play.
- Identify diverse cultural dimensions in dramatic play.
- Identify and apply appropriate audience behavior.
- React to and begin to evaluate dramatic activities.
- Employ music, creative movement, and visual components in dramatic play.
- Observe the performance of artists and identify theatrical vocations.

Third Grade

During third grade, students will...

- React to sensory and emotional experiences.
- Create playing space, using expressive and rhythmic movement.
- Respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue.

- Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.
- Demonstrate safe use of movement and voice.
- Participate in a variety of roles in real-life and imaginative situations through narrative pantomime, dramatic play, and story dramatization.
- Dramatize literary selections, using shadow play and puppetry.
- Dramatize literary selections, using pantomime and imitative dialogue.
- Identify technical theater elements.
- Begin to use simple technical theater elements.
- Plan dramatic play.
- Cooperate and interact with others in dramatic play.
- Illustrate similarities and differences in life and theater through dramatic play.
- Reflect historical and diverse cultural influences in dramatic activities.
- Evaluate and apply appropriate audience behavior consistently.
- Evaluate simple dramatic activities and performances.
- Incorporate music, movement, and visual components in dramatic play.
- Observe the performance of amateur and professional artists and begin to compare vocations in theater.

Fourth Grade

During fourth grade, students will...

- Relate sensory and emotional responses to theater.
- Develop body awareness and spatial perceptions, using rhythmic and expressive movement.
- Respond to sounds, music, images, and the written word, using movement.
- Express emotions and ideas, using interpretive movements, sounds, and dialogue.
- Imitate and synthesize life experiences in dramatic play.
- Represent environment, characterization, and actions.
- Demonstrate safe use of the voice and body.
- Describe clearly characters, their relationships, and their surroundings.
- Develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history.
- Dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.
- Demonstrate the safe use of props, costumes, and visual elements, defining character, environment, action, and theme.
- Alter space to create suitable environments for play-making.
- Plan brief dramatizations collaboratively.
- Interact cooperatively with others in brief dramatizations.
- Explain theater as a reflection of life in particular times, places, and cultures.
- Identify the role of live theater, film, television, and electronic media in American society.

- Identify and apply appropriate audience behavior at performances.
- Define visual, aural, oral, and kinetic aspects of informal play-making and formal theater and discuss these aspects as found in art, dance, and music.
- Compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theater and select movement, music, or visual elements to enhance classroom dramatizations.
- Compare theater artists and their contributions.

Fifth Grade

During fifth grade, students will...

- Develop characterization, using sensory and emotional recall.
- Develop body awareness and spatial perceptions, using pantomime.
- Respond to sounds, music, images, and the written word, using movement.
- Express emotions and relate ideas, using interpretive movement and dialogue.
- Integrate life experiences in dramatic play.
- Portray environment, characterization, and actions.
- Demonstrate safe use of the voice and body.
- Describe characters, their relationships, and their surroundings in detail.
- Select movements and portray a character, using dialogue appropriately.
- Dramatize literary selections in pairs and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.
- Define character, environment, action, and theme, using props, costumes, and visual elements.
- Alter space appropriately to create a suitable environment for play-making.
- Plan brief dramatizations collaboratively.
- Interact cooperatively with others in brief dramatizations.
- Relate theater to life in particular times, places, and cultures.
- Analyze the role of live theater, film, television, and electronic media in American society.
- Analyze and apply appropriate audience behavior at a variety of performances.
- Define visual, aural, oral, and kinetic aspects of informal play-making and formal theater and describe these components in art, dance, and music.
- Compare and contrast ideas and emotions depicted in theater, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations.
- Analyze and compare theater artists and their contributions.

TECHNOLOGY APPLICATIONS

The Technology Foundation Standards for Students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology-Literate Students to the Standards. Teachers can use these Standards and Profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

Basic operations and concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

Social, ethical, and human issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Technology productivity tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Technology communications tools

- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

Technology research tools

- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Technology problem-solving and decision-making tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Student Profile for Technology-Literate Students

Grades PK-2

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.
- Use a variety of media and technology resources for directed and independent learning activities.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
- Demonstrate positive social and ethical behaviors when using technology.
- Practice responsible use of technology systems and software.
- Create developmentally-appropriate multimedia products with support from teachers, family members, or student partners.
- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Grades 3-5

- Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
- Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
- Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.
- Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.
- Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.