



## ***PORPSMOUTH CITY SCHOOL BOARD MEMBERS***

Mr. James E. Bridgeford, Chairman  
Dr. Elizabeth Daniels, Vice-Chair  
Mr. Ted J. Lamb  
Mr. B. Keith Nance Sr.  
Dr. Mark M. Whitaker  
Mrs. Costella Williams  
Mr. Claude C. Parent Jr.  
Rev. Joseph A. Fleming

## ***CENTRAL ADMINISTRATION***

**Dr. David C. Stuckwisch**  
*Superintendent of Schools*

**Dr. Patricia H. Fisher**  
*Deputy Superintendent*

## ***DIRECTORS OF INSTRUCTION***

Mr. Richard Carter  
*Director of Social Studies*

Dr. Fiona Nichols  
*Director of Mathematics*

Mrs. Laura Nelson  
*Director of Science*

Mr. Derrick Nottingham  
*Director of Research and Evaluation*

Dr. Marie Shepherd  
*Director of Compliance and Professional Growth*

Dr. Helen Taylor  
*Director of English/Reading*

## ***INSTRUCTIONAL SUPPORT TEAM***

Art	<i>Ms. Diana Davenport</i>	393-8885
English/Reading	<i>Ms. Nicole Booker</i>	393-8884
	<i>Mrs. Susan Hutton</i>	393-8884
	<i>Mrs. Kennie Jeffcoate</i>	393-8884
	<i>Ms. Anna Rudolph</i>	393-8884
Family Life Education/ Physical Education	<i>Mrs. Sharon Moore</i>	393-8885
Gifted/Talented/ Foreign Language	<i>Mrs. Beverly Jackson</i>	393-8885
General Music	<i>Mrs. Gwendolyn Jenkins</i>	393-8885
Mathematics	<i>Mrs. Sandra Barkley</i>	393-8885
	<i>Ms. Angela Jenkins</i>	393-8885
	<i>Mrs. Terrica Newby</i>	393-8885
Research and Evaluation	<i>Mrs. Jessica Duren</i>	393-8840
	<i>Mrs. Rena Powell</i>	393-8840
Science	<i>Mrs. Brena Daniels</i>	393-8535
	<i>Mr. Daniel Borick</i>	393-8535
	<i>Mrs. Patrizia Grigsby</i>	393-8535
	<i>Mr. Daniel Lewandowski</i>	393-8535
	<i>Mr. Richard Neefe</i>	393-8535
School Improvement/Title I	<i>Mrs. Barbara Jones-Smith</i>	393-8611
Social Studies	<i>Dr. Marie Bittner</i>	393-8555
	<i>Mrs. Gail Silvasi</i>	393-8555
	<i>Mr. Darryl Eley</i>	393-8555
Special Education	<i>Mrs. Ellen Giordano</i>	393-8792
	<i>Mrs. Pamela Battle-Hardy</i>	393-8658
	<i>Mrs. Judy Fagan</i>	393-8658
	<i>Ms. Candice Lang</i>	393-8658
	<i>Mr. Michael O'Neil</i>	393-8658
	<i>Ms. Mary Tate</i>	393-8658
Technology/Media Services	<i>Ms. Karen Streeter</i>	393-5092
Youth Risk	<i>Ms. Sarah Sugars</i>	393-8411

## **Portsmouth Elementary Schools**

<b>SCHOOL</b>	<b>ADDRESS</b>	<b>ZIP</b>	<b>PHONE</b>	<b>FAX</b>
<b>Brighton</b>	<b>1100 Portsmouth Boulevard</b>	<b>23704</b>	<b>393-8870</b>	<b>393-5133</b>
<b>Churchland Academy</b>	<b>4061 River Shore Road</b>	<b>23703</b>	<b>686-2527</b>	<b>686-2529</b>
<b>Churchland Elementary</b>	<b>5601 Michael Lane</b>	<b>23703</b>	<b>686-2523</b>	<b>686-2526</b>
<b>Churchland Prim. &amp; Int.</b>	<b>5700 Hedgerow Lane</b>	<b>23703</b>	<b>686-2519</b>	<b>686-2521</b>
<b>Douglass Park</b>	<b>34 Grand Street</b>	<b>23701</b>	<b>393-8646</b>	<b>393-8286</b>
<b>Hodges Manor</b>	<b>1201 Cherokee Road</b>	<b>23701</b>	<b>465-2921</b>	<b>465-2922</b>
<b>James Hurst</b>	<b>18 Dahlgren Avenue</b>	<b>23702</b>	<b>558-2811</b>	<b>558-2812</b>
<b>Lakeview</b>	<b>1300 Horne Avenue</b>	<b>23701</b>	<b>465-2901</b>	<b>465-2901</b>
<b>Park View</b>	<b>260 Elm Avenue</b>	<b>23704</b>	<b>393-8647</b>	<b>393-5126</b>
<b>Simondale</b>	<b>4841 Clifford Street</b>	<b>23701</b>	<b>465-2917</b>	<b>465-2918</b>
<b>John Tyler</b>	<b>3649 Hartford Street</b>	<b>23707</b>	<b>393-8879</b>	<b>393-5120</b>
<b>Victory Elementary</b>	<b>2828 Greenwood Drive</b>	<b>23701</b>	<b>393-8806</b>	<b>393-5139</b>
<b>Westhaven</b>	<b>3701 Clifford Street</b>	<b>23707</b>	<b>393-8855</b>	<b>393-8410</b>

## **Portsmouth Preschool Centers**

<b>Mt. Hermon</b>	<b>3000 North Street</b>	<b>23707</b>	<b>393-8825</b>	<b>393-1349</b>
<b>Emily Spong</b>	<b>2200 Piedmont Avenue</b>	<b>23704</b>	<b>393-5247</b>	<b>397-4514</b>
<b>Olive Branch</b>	<b>415 Mimosa Road</b>	<b>23701</b>	<b>465-2926</b>	<b>465-2927</b>
<b>Churchland</b>	<b>4061 River Shore Road</b>	<b>23703</b>	<b>686-2527</b>	<b>686-2529</b>

# **PARENT HANDBOOK FOR ELEMENTARY EDUCATION**

The Parent Guide to Elementary Education is written for parents to give general information about elementary education in the Portsmouth Public Schools, and specific information about the curriculum expectations in each content area. The guide addresses information that is pertinent for parents of students in grades kindergarten through grade six (6).

## **PORSCOMOUTH PUBLIC SCHOOLS' PARENT INFORMATION GRADES K-6**

### **Introduction**

The faculty, staff, and administrators of Portsmouth Public Schools welcome students and their parents. Education in Portsmouth is designed to meet the needs of our students. It is imperative that all students put forth the effort necessary to maximize their potential. To increase educational success, teachers, parents, and administrators must communicate openly and often concerning the progress of students.

The school makes special efforts to create and promote a good relationship between the home and school. Newsletters, regular conferences, and direct contact with parents are part of these efforts. Parents are encouraged to initiate contacts with the school whenever they desire.

Working together we can achieve academic excellence, and with your help, Portsmouth Public Schools will remain one of the outstanding systems in the Commonwealth.

The following information is provided to help with planning for your child.

### **Admission Requirements**

#### A. Entrance Age

1. A child shall be enrolled in kindergarten if he/she has reached age five (5) on or before September 30th.
2. A child shall be admitted to the first grade if he/she has reached age six (6) on or before September 30th.

#### B. Registration

All children entering Portsmouth Public Schools for the first time must present a birth certificate, social security number, and a record of immunization for measles, German measles, mumps. DPT and polio. Students are required to take the following numbers of shots: DPT (diphtheria, pertussis, tetanus) - basic shots and one after the 4th birthday; Polio - basic shots and one after the 4th birthday; MMR (measles, mumps, rubella) - after the first birthday and a second one before registering for kindergarten. Children born after January 1, 1994, must have proof of hepatitis B series. The immunization record should include the day, month, and year each shot was given. Under Virginia state law, students who do not meet these requirements will not be admitted to school. In addition, evidence of a physical examination and proof of residence must be presented to the school. For kindergarten, the physical must be done within the calendar year of registration.

### **Bicycles**

**(THE SCHOOL IS NOT RESPONSIBLE FOR THEFT OR DAMAGE OF A BICYCLE)**

If a student rides a bicycle to school the following rules apply:

- a. The parent must send a letter of permission to the school to be filed.
- b. The bicycle must be parked in the designated area and locked securely.
- c. The student may not ride a bicycle on school grounds during school hours.

## **Change of Address**

Any change of address and/or telephone numbers for students during the school year should be reported to the school's main office immediately.

## **Child Study**

In accordance with state and federal law, each school has established a Child Study Committee composed of at least three staff members, one of whom is a representative from Pupil Personnel Services. The purpose of the Child Study Committee is to review and make recommendations regarding students who are experiencing academic and/or behavior difficulties.

## **Discipline Procedures**

Students will follow discipline guidelines as written in the Portsmouth Public Schools' *Student Code of Conduct*.

## **Dress Code**

Students will follow dress code guidelines as written in the Portsmouth Public Schools' *Student Code of Conduct*. Students are expected to dress in a manner that does not interfere with the elementary school program which includes participation in physical education activities and recess. Students are expected to wear clothing that covers from the neck to the knees and to wear shoes that allow safe running and jumping. Short-shorts, flip flops (slippers), bicycle tops, crop tops, bicycle shorts and pants, and T-shirts with inappropriate pictures or words are not permitted in school. Students who dress inappropriately will be required to contact a parent to receive proper clothing.

## **Early Dismissal of Individual Students**

Students are not allowed to leave school with anyone other than their parent or guardian unless a written request is made by the parent or guardian. Students must be signed out in the office by the parent or designee prior to leaving the school grounds. Persons who sign out students may be asked to show some form of picture identification.

## **Emergency Telephone Number**

The school must know how to contact parents at all times. If you do not have a telephone, you should give the number of someone who can be called in case of emergency.

## **Fire Drills**

Fire drills will be held periodically during the school term. All students will be oriented by their classroom teacher regarding fire drill procedures.

## **Homework Policy**

Please refer to the *Student Homework Guide* developed by Portsmouth Public Schools for homework procedures.

## **Lost and Found**

Unmarked articles are placed in a "Lost and Found" box in each school. Items which are clearly marked are returned to the owner. Parents should contact their child's school to check on missing articles.

## **Lost Books**

Each year students are issued textbooks. Textbooks should not be exchanged with other students. Students are required to pay for lost and/or damaged textbooks and library books. The price of a lost book is determined by two factors: the original cost and the age of the book when it was lost or damaged.

## **Medical Guidelines**

Medication will be administered only when a parent has provided the school nurse with a signed permission form available from the school clinic. This form must include the name of the medication, the specific time of administration, the duration of time the medication will be given, and the doctor's name.

Students are **NOT** to bring medication of any kind without parental permission and prior permission from the nurse. All medication is to be given to the nurse (or designee) as soon as possible after the arrival at school. The medication must be in a clearly labeled pharmaceutical bottle/container.

If the student receiving medication is to participate in a fieldtrip, the school should be notified of how the medication should be administered on the fieldtrip approval form.

A student's parent will be contacted immediately to pick up the student upon a diagnosis by the school nurse of any illness or ailment.

## **Money**

Students should bring to school only the amount of money needed for the day. The school cannot be responsible for lost or stolen money.

## **PTA**

The School Board encourages the establishment of a Parent Teacher Association (PTA) in each school; and cooperates with the Portsmouth Council of PTA's in its efforts to promote public education. All parents are encouraged to join and participate in the PTA at the schools their children attend.

## **Parent Teacher Conferences**

Parent/teacher conferences are desirable and may be requested by either the parent or the teacher. A schedule for conferences will be made available to parents before the end of the first nine weeks of school. Other conferences will be scheduled at a time convenient to both parents and teachers. Conferences should be by appointment before or after school hours. If you cannot keep a scheduled appointment for a conference, please notify the school office.

## **Physical Education Medical Guidelines**

Students will not be excused from physical education activities unless a note is received from a parent. A note from a doctor is necessary for long term exclusion from physical education. Please remember to wear appropriate clothing and shoes.

## **Progress Reports to Parents**

Communication between school and home is encouraged. Report cards are issued at regular intervals throughout the school year. Informal progress reports and graded papers are sent home on a regular basis.

## **Safety**

In order to assist with the safe arrival and dismissal of students, automobiles should not be parked in the bus ramp areas before and after school.

## **School Buses**

At the beginning of each school year, as prescribed by law, a copy of "Regulations Governing Students Riding PPS Buses" will be sent to each parent. In this brochure, the parents or designees are requested to accompany their child or children to and from the bus stop. Also the parent or designee is required to sign and return to the school the acknowledgment of the receipt of the brochure.

The importance of safety cannot be over-emphasized; therefore, students are expected to behave appropriately. Students are expected to board and leave buses in an orderly manner. Students who disregard the rules will be suspended from riding the bus.

## **School Closings**

The Superintendent is authorized to close schools immediately in the event of inclement weather or any other emergencies that may be hazardous to the health or safety of students, teachers, or the school plant/site. Parents should listen to local radio and TV stations for updated information on school closings. Parents are discouraged from calling the school or central office.

## **School Health Program**

The school clinic is operated by a school nurse. Parents are called if their child has a fever or appears to be suffering from an illness or injury. If a child is suspected of having a contagious disease, parents are contacted immediately. Once a contagious disease is diagnosed, the child must remain at home until the symptoms have disappeared. Please make certain that all emergency forms are current. Prescription medicine which is to be administered at school must be brought in its original container and given to the school nurse or office personnel. Dosage requirements as prescribed by the physician and written parental permission are needed before medication is administered. Permission forms may be obtained from the nurse or office personnel.

## **School Lunches**

Hot lunches, including milk, are available each school day. Additional milk and desserts may be purchased separately. All students are expected to buy or bring a lunch. A menu will be sent home at the beginning of each month. Lunch boxes/bags should be marked with the child's name and room number. In an emergency, students will be allowed to charge their lunch. Applications for free and reduced lunches are available in all school offices.

## **Student Insurance**

The Portsmouth School Board endorses an insurance policy which offers two types of accident coverage for a nominal fee. One policy covers accidents from the time the student leaves for school until he/she returns home. The other policy provides twenty-four hour coverage. Information regarding student insurance will be sent home during the first week of school. Dental insurance is available through direct contact with the company. This information will also be sent home during the first week of school.

## **Student Records**

Each student enrolled in the Portsmouth Public Schools has a cumulative record, which includes academic achievement, health information, standardized test results, and personal data sheets.

The record is updated continuously to reflect the student's growth and development. When a student transfers to another school district, parents should complete a Release of Records Form at the receiving school. Once the Portsmouth school receives the Release of Records Form, a copy of the cumulative record will be forwarded to that school. The original is retained by the Portsmouth school. Parents may arrange a conference to review their child's record at any time.

## **School Supplies**

All students are required to have paper, pencils, and proper textbooks daily.

## **Supervision of Students**

Children are not to be left at school for more than 15 minutes before the opening time or for more than 15 minutes after the closing time of school. There is no one available to supervise children for longer periods of time.

## **Transfer Procedures**

If it becomes necessary to transfer your child to another school during the year, please notify the school several days in advance so that the office may handle your transfer in a quick and efficient manner. All textbooks and library books must be returned before transfer procedures can be completed. A verification of your new address will be needed to process your transfer to another school within the city.

## **Visitors**

Visitors, patrons, and parents are welcome and encouraged to visit the school. All persons must check with the office staff when entering the school building. If a classroom observation is desired, please contact the school in advance to arrange a convenient time. This procedure is necessary to avoid interrupting classes and to protect our students and teachers.

## **Volunteers**

Volunteers, parents, and patrons are welcome and encouraged to participate and visit our schools; however, district policy does require that **ALL PERSONS must check in with the main office** upon entering the school building.

## **Wellness Policy Statement**

The Portsmouth Public Schools recognizes the link between student health and learning and desires to provide a comprehensive program promoting health eating and physical activity in division students.

### **NUTRITION GUIDELINES**

*The nutritional content of foods and beverages donated for class parties or other school events should meet the same nutrition guidelines as for food items sold at school. Snacks served during the school day will make a positive contribution to the student's diet and health.*

#### Beverages

- 100% fruit juices or fruit juice drinks with a minimum of 25% fruit juice, water, diet drinks, sports drinks, and low-fat or non-fat milk.

#### Snacks

- 300 calories or less per item.
- No more than 30% of the calories from fat (except nuts and seeds).
- No more than 10% of the calories from saturated fat per serving.
- No more than 35% weight by sugar.

#### Celebrations

- Meet the nutrition guidelines in the Wellness Policy.

#### Fundraisers

- Non food (stationery, balloons, etc. rather than food based fundraisers).
- That promotes physical activity.

## **ELEMENTARY INSTRUCTIONAL PROGRAMS**

Students enrolled in the elementary schools of Portsmouth are taught reading, language arts, mathematics, science, social studies, art, music, physical education, and library skills. The division

includes a program for students who are academically gifted, and offers students the opportunity to select from special programs that develop individual talents and interests. These special programs include:

**Gifted and Talented Program**  
**STARBASE Victory**

**Additional information about each of these programs may be obtained by calling the numbers noted below.**

<b>Gifted/Talented Program</b>	-	<b>393-8885</b>
<b>STARBASE Victory</b>	-	<b>393-8535</b>

**GRADING SCALES**

Kindergarten, first, and second grade students do not receive numerical or letter grades. The marking key is:

O	90-100
S	80-89
P	70-79
N	60-69
U	50-59

O - Outstanding: Consistently exceeds grade level standards and objectives  
S - Satisfactory: Consistently meets grade level standards and objectives  
P - Progressing: Inconsistently meets grade level standards and objectives  
N - Needs Improvement: Experiences difficulty meeting grade level standards and objectives  
U - Unsatisfactory: Does not meet grade level standards and objectives  
 - Not evaluated at this time

Third, fourth, fifth and sixth grade students do receive letter grade.

A	93 – 100	4.0
A-	90 – 92	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	73 – 76	2.0
C-	70 – 72	1.7
D+	67 – 69	1.3
D	67 – 66	1.0
E-F	< 64	0.0

A      Outstanding progress, superior work  
B      Good, better than average accomplishments  
C      Average progress and accomplishments  
D      Poor, but passing  
F      Unsatisfactory

Additional codes for grades 3-6 may include:

I	-	Incomplete
S	-	Satisfactory
N	-	Needs Improvement
U	-	Unsatisfactory

**RECOMMENDED FOR NEXT GRADE LEVEL GUIDELINES**

Students in grades K-6 are expected to pass reading, language arts, mathematics, science, and social studies at their present grade level. However in order for some students to be successful in the next grade, summer school is required.

**ATTENDANCE**

Good attendance is a key component to student achievement. All students must be encouraged to attend school regularly. When absences occur, the student must bring a note from home explaining the reason for the absence. If a student is absent 20 or more days, it may result in failure for that year.

## ENCORE TEAMS

Each elementary school has the services of an Encore Team composed of an art, music, and physical education teacher. Specialized instruction is provided to each elementary class for a minimum of 40 minutes as scheduled by the building administrator.

## WELLNESS RELATED FITNESS CRITERIA

The Virginia State Department of Education mandates the testing of elementary students in grades four (4), five (5), six (6) to determine student wellness. The Portsmouth Public Schools will use the following Fitnessgram components:

- 20 – meter **PACER** the measure of aerobic capacity,
- curl-up the measure of abdominal strength and endurance,
- 90° push-up the measure of upper body strength,
- back-saver sit and reach measure of flexibility,
- trunk lift measure of strength and flexibility.

### BOYS

AGE	PACER	CURL-UP	TRUNK LIFT	90° PUSH-UP	BACK-SAVER SIT & REACH
8		6	20	6	12
9		9	24	6	12
10	23	61	12	24	9
11	23	72	15	28	9
12	32	72	18	36	9
13	41	83	21	40	9
14	41	83	24	45	9
15	51	94	24	47	9
16	61	94	24	47	9
				12	12
				18	18
				35	35
					8

### GIRLS

AGE	PACER	CURL-UP	TRUNK LIFT	90° PUSH-UP	BACK-SAVER SIT & REACH
8		6	20	6	12
9		9	22	6	12
10	7	41	12	26	9
11	15	41	15	29	9
12	15	41	18	32	9
13	23	51	18	32	9
14	23	51	18	32	9
15	32	51	18	35	9
16	32	61	18	35	9
				12	12
				7	15
				7	15
				7	15
				7	15
				7	15
				7	15
				7	15
				7	12

## SUMMER SCHOOL

In order for some students to be successful in the next grade, summer school is required. A student may take a maximum of two academic courses. Enrichment classes may be offered as part of elementary summer school in addition to classes designed to strengthen skills in reading and mathematics. Summer school activities are coordinated by the office of **Adult and Alternative Programs, 393-8822**.

## **RESEARCH AND STUDENT SERVICES**

Group and individual services are provided to students in a broad range of areas:

### ***STUDENT ASSESSMENT AND PROGRAM EVALUATION***

The primary functions in the area of assessment and evaluation are to facilitate the local and state assessment program, complete state reports, conduct program evaluations, compile and analyze data, design and conduct surveys and report findings, and provide information for the school improvement process. Findings are used to monitor the overall progress of the division, schools, and students in order to improve instruction and learning for all the students we serve. A major focus of this area is to administer the testing program approved by the Virginia Department of Education.

### ***GUIDANCE COUNSELORS***

School guidance counselors are available in each school to provide services to parents and students. Individual and group counseling are used to assist students with skills to help them improve academically. Classroom guidance sessions are used to provide information on a variety of subjects to all students.

### ***SCHOOL PSYCHOLOGISTS***

The school psychologists' role includes the provision of individual and group counseling for improving classroom performance, consultation with teachers and parents regarding behavior interventions and individual learning styles, and provision of in-service training for teachers and parents. Psychologists also evaluate students for identifying special education needs.

### ***SCHOOL SOCIAL WORKERS***

School social workers unite the efforts of the home, school, and community in an effort to resolve problems, which impact on student learning. They provide services to students and families in order to attain the maximum from the school program. Referrals usually include problems involving behavior, emotional disturbances, adverse home conditions, attendance, lack of academic achievement, or physical disability. In addition the School Social Worker evaluates the functioning and adaptive behaviors of students within their social environment in order to determine the need for Special Education and/or Supportive Services.

### ***HOMEBOUND INSTRUCTION***

Homebound instruction is a temporary method of providing education for students in grades K-12 who are unable to attend school because of a chronic, temporary, or permanent disability. Circumstances, which warrant homebound instruction, may include physical disabilities, congenital disorders, emotional disorder, pregnancy, and disease. Eligibility for this service is determined by the Homebound Office based upon medical documentation submitted by a physician, licensed clinical psychologist, or psychiatrist.

### ***MEDICAL SERVICES***

The purpose of the Medical Department is to work closely with the student, family, and school personnel to meet the student's physical and emotional needs. The functions of the school nurse are to assess and care for students who become ill during the school day, provide first aid, control communicable diseases, evaluate and respond to trauma and medical emergencies, administer medications, and provide necessary nursing care for students with special needs. The nurses also provide health assessments (screenings) by grade level, including vision, blood pressure, scoliosis, height and weight. Hearing evaluations are done on students in grades K, 3, 7, and 10.

## **SPECIAL EDUCATION SERVICES**

The Portsmouth Public Schools provides special education programs and related services to ensure that all individuals with a disability between the ages of two (2) and twenty-one (21) inclusive, and residing in the city of Portsmouth, are identified, evaluated, and provided a free and appropriate education in accordance with the rules and regulations of the State Board of Education. In addition, federal regulations require each school division to annually follow established procedures that will ensure that all children from birth (0) to twenty-one (21) who are in need of special education and related services shall be identified, locally evaluated, and placed in the most appropriate educational program in accordance with said regulations.

## ***SPEECH/LANGUAGE, HEARING, AND VISION RELATED SERVICES***

Itinerant/Related Services extend support services to residents of Portsmouth between the ages of two (2) and twenty-one (21) inclusive who have impairments of speech/language, hearing, and/or vision which adversely affect their educational performance.

Related services might include varied instruction, remediation, therapy, materials and equipment, enhanced opportunities for practice, and modified classroom organization and structure. A number of students served in the itinerant model have a speech, hearing, or vision impairment as their primary disability. For many students, disabilities in speech, hearing and/or vision are secondary to some other disability. In these instances, speech, hearing, and/or vision services are delivered as "related services" and are developed in conjunction with and in support of the IEP (Individualized Education Plan), which addresses the student's primary disability.

## ***OCCUPATIONAL/PHYSICAL THERAPY***

Occupational therapy and physical therapy supports opportunities for physically challenged students to acquire basic developmental fine and/or gross motor skills on which academic skills can grow. The goal of physical therapy is the development of gross motor function as it leads to mobility within the school environment. The goal of occupational therapy is the development of fine motor function as it leads to accomplishing a task in the academic setting. In addition, the purpose of utilizing assistive technology is to assist the child's ability to access his/her environment when there are limited fine motor skills.

Occupational/physical therapy services are governed by physician access. The services provided by the therapist are related to a neuromuscular foundation. To maintain continuity between the child's medical and educational care, it is policy to have a prescription provided by the child's primary health care provider.

## **BRIGHT START PRESCHOOL PROGRAM**

A full day pre-kindergarten program is provided for children who are four years old by September 30th of the school year they will attend. The program provides cognitive and perceptual-motor skills needed for success in kindergarten to identified children who meet the selection criteria.

## **TITLE I SERVICES**

Title I is the largest federal aid program for schools and is funded by the federal government through the Improving American Schools Act (IASA) grant. Allocated funds are received annually in Portsmouth Public Schools for various programs that are implemented in twelve elementary schools.

# **INSTRUCTIONAL OBJECTIVES BY GRADE LEVEL**

## **KINDERGARTEN**

### ***ART - K***

- Explore the senses as avenues to create art.
- Express personal experiences, and represent personal solutions to art problems.
- Share personal artwork to build oral communication skills and visual appreciation.
- Develop motor skills through art experiences.
- Demonstrate proper care and use of art materials.
- Identify the primary and secondary colors, the neutrals and brown.
- Identify line and line characteristics.
- Identify basic two-dimensional shapes, the concept of form and special relationships.
- Identify textures hard/soft, smooth/rough.
- Experience combining the visual and performing arts through the use of puppets, masks, music, storytelling, and creative movement.
- Respond to famous works of art.
- Identify the purpose of creating art & recognize that all cultures create art.

### ***READING/WRITING - K***

- Demonstrate growth in the use of oral language.
- Expand understanding and use of word meanings.
- Build oral communication skills.
- Identify, say, segment, and blend various units of speech sounds.
- Understand how print is organized and read.
- Demonstrate an understanding that print conveys meaning.
- Develop an understanding of basic phonetic principles.
- Expand vocabulary.
- Demonstrate comprehension of fictional texts.
- Demonstrate comprehension of nonfiction texts.
- Will print in manuscript.
- Write to communicate ideas for a variety of purposes.
- Use available technology for reading and writing.

### ***LIBRARY/INFORMATION USE - K***

- Explain the function of the library media center and its personnel.
- Demonstrate appropriate library behavior and proper use and care of media center materials.
- Determine the main idea and sequence of events in a story.
- Obtain information through listening to nursery rhymes, fairy tales, poetry and, factual materials.

### ***MATHEMATICS -K***

- Given two sets containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.
- Given a set containing 15 or fewer concrete objects, will
  - a) Tell how many are in the set by counting the number of objects orally;
  - b) Write the numeral to tell how many are in the set; and,
  - c) Select the corresponding numeral from a given set of numerals.
- Given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.
- Student will:
  - a) Count forward to 100 and backward from 10;
  - b) Identify one more than a number and one less than a number; and

- c) count by fives and tens to 100.
- Identify the parts of a set and/or region that represent fractions for halves and fourths.
- Model adding and subtracting whole numbers, using up to 10 concrete objects.
- Recognize a penny, nickel, dime, and quarter and determine the value of a collection of pennies and/or nickels that total value is 10 cents or less.
- Identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).
- Tell time to the hour, using analog or digital clocks.
- Compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.
- Identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and
- Compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).
- Describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.
- Gather data by counting and tallying.
- Display gathered data graphs, picture graphs, and tables, and will answer questions related to the data.
- Sort and classify objects according to attributes.
- Identify, describe, and extend repeating patterns.

### ***GENERAL MUSIC - K***

- Use Kodaly methods in classroom and performance experiences.
- Sing songs and play instruments representative of variety of styles and cultures.
- Experience ***Music Speaks*** by speaking and singing social amenities in foreign languages (Spanish, Italian, German Mandarin Chinese, French Arabic, Russian, Portuguese, and Latin.)
- Performs rhythm patterns that include sounds and silences.
- Sing, play, or move at the appropriate time following a vocal/instrumental introduction.
- Respond to music with movement.
- Demonstrate the difference between a singing voice and a speaking voice.
- Demonstrate steady beat.
- Employ creativity in a variety of music experiences.
- Recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- Identify classroom instruments by sight and sound.
- Distinguish between tone colors.
- Exhibit respect for the contributions of self and others in a music setting.
- Demonstrate an understanding of the relationship between music and other disciplines.

### ***HEALTH EDUCATION - K***

- Know the purpose of medicine and the need for its proper use.
- Demonstrate desirable health practices.
- Identify appropriate dress for all types of weather.
- Describe the feeling of being well.
- Participate as a member of a group and practice ways to develop a positive self-image.
- Identify family members and their roles.
- Understand that living things need food and water.
- Practice appropriate eating habits.
- Follow recommended rules and procedures for bus safety.
- Demonstrate safe use of school equipment.
- Use proper pedestrian and traffic safety rules.

## **PHYSICAL EDUCATION - K**

- Recognize that physical activity increases heart rate.
- Explore simple stretching activities.
- Explore activities to develop muscular strength.
- Move safely and efficiently using personal and general space.
- Explore a variety of locomotor and non-locomotor skills.
- Explore the concepts of space, time, force, effort, and relationships.
- Participate in simple rhythmical activities.
- Identify body parts.
- Perform rocking and rolling movements in different directions.
- Hold a balanced position using different body parts.
- Transfer weight from feet to hands to feet.
- Explore ways to throw and catch a variety of objects.
- Explore a variety of ways to manipulate objects with feet.
- Explore a variety of ways to manipulate objects using the hands.
- Start, stop, and change directions on given signals.

## **SCIENCE - K**

- Identify basic characteristics of objects by their physical properties.
- Sequence objects according to size.
- Classify objects into two groups using one attribute.
- Construct picture graphs using 10 or less units.
- Measure objects using nonstandard units.
- Make predictions.
- Develop questions from observations.
- Describe objects pictorially and verbally.
- Use the senses to explore the environment.
- Develop a basic understanding of magnetism.
- Investigate basic physical properties to include color, shape or form, texture, size and weight, position and speed, etc.
- Observe and test properties of water.
- Name the basic needs and life processes of living things.
- Explain the relationship between shadows and light.
- Investigate simple patterns, cycles, and change in daily life.
- Identify materials that can be reused, recycled, and conserved.
- Observe that change occurs over time, and rules may be fast or slow.

## **SOCIAL STUDIES - K**

- Identify examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln.
- Identify people/events honored in the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- Describe everyday life in the present and past and recognize that things change over time.
- Describe relative location of people, places, and things by using positional words, with near/far; above/below; left/right; behind/in front.
- Use simple maps and globes to develop awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth.
- Use simple maps and globes to describe places referenced in stories and real-life situations, and to locate land and water features.
- Develop an awareness that maps and globes show: a view from above, things in smaller size; the position of objects.
- Match simple descriptions of work people do with the name of the jobs.
- Recognize that people make choices because they cannot have everything they want.
- Explain that people work to earn money to buy what they want.

- Demonstrate that being a good citizen involves taking turns and sharing, taking responsibility for classroom chores, taking care of personal belongings, respecting what belongs to others, following rules, and understanding the consequences of breaking rules, and practicing honesty, self-control, and kindness to others, participating in decision making in the classroom, participating successfully in group settings.
- Recognize the American flag, the Pledge of Allegiance, and the President as the leader of the United States.

### **FAMILY LIFE EDUCATION - K**

- Recognize that everyone is a member of a family and that families come in many forms.
- Identify members of his or her own family.
- Realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- Develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.
- Experience success and positive feelings about self.
- Identify “feeling good” and “feeling bad.”
- Experience respect from and for others.
- Become aware of the effects of his or her behavior on others and the effects of others’ behavior on himself or herself.
- Find help safely if lost.
- Recognize the elements of good and bad touches by others.
- Demonstrate how to say “no” to inappropriate approaches from family members, neighbors, strangers, and others.

### **TECHNOLOGY - K**

- Identify the following parts of a computer system: monitor, printer, keyboard, mouse, disk, disk drive, CD-ROM, and software.
- Turn computer on and off properly.
- Log on and off network with a password. (as appropriate)
- Use mouse to:
  - Select programs/objects.
  - Click, click-enter, and drag.
  - Open, close, and navigate within programs.
  - Access menus/buttons within programs.
  - Move and place the cursor.
- Use software appropriate to grade level (open, exit and use software on local and network drives).
- Select and use software for a variety of purposes.
- Insert and remove a disc from the appropriate drive.
- Prevent the spread of viruses.
- Select numbers, letters, symbols, special function, and punctuation keys.
- Use control keys: shift, enter, spacebar, backspace, delete, caps lock.
- Identify right and left hand zones.
- Use a paint/draw/graphics program to produce original works.
- Type words with upper and lower case letters.
- Create a screen to communicate information.
- Utilize templates, wizards, and pre-designed backgrounds.
- Create a screen layout or background.
- Collect, classify, and organize data by hand.
- Utilize a variety of search methods.
- Demonstrate appropriate care of computer.
- Demonstrate appropriate handling of CD’s.
- Maintain correct posture and position when using the computer.
- Take turns using the computer.
- Respect other classmates and their work when they are on the computer.
- The student will understand the ethical issues involved with computer use including safety and privacy laws.

- Comply with PPS Acceptable Use Policy -- Read, sign, and follow the district's computer use guidelines and consequences of misuse (e.g. access appropriate web sites, report improper use, protect personal information, honor privacy of others, utilize network resources for appropriate educational activities)
- Practice copyright responsibilities (e.g. cite sources, obtain permission to use others' works to refrain from plagiarism)

## **FIRST GRADE**

### ***ART - 1***

- Relate art to a sensory perception of the environment.
- Express self creatively and find personal solutions to art problems.
- Recognize that personal creative work and the work of others have value.
- Use correct art vocabulary for concepts, media, and processes.
- Use and care for materials properly.
- Develop eye-hand coordination for art activities.
- Identify primary colors and variations of these colors.
- Produce other colors through the manipulation of primary colors.
- Produce and distinguish line variations in artwork.
- Connect lines to form shapes.
- Distinguish between natural and man-made objects.
- Produce textures through the manipulation of art materials.
- Repeat original designs to create a pattern.
- Create original works of art which correlate with spoken and/or written language.
- Create art from real and from imaginary sources.
- Identify art that is an integral part of one's culture and recognize that all cultures create art.
- Create three-dimensional art forms.
- Recognize that art is a means of communicating feeling and ideas.
- Use the total space on a two-dimensional surface or picture plan.

### ***READING/WRITING - 1***

- Continue to demonstrate growth in the use of oral language.
- Expand understanding and use of word meanings.
- Adapt or change oral language to fit the situation.
- Orally identify, produce, and manipulate various units of speech sounds within words.
- Apply knowledge of how print is organized and read.
- Apply phonetic principles to read and spell.
- Will use semantic clues and syntax to expand vocabulary when reading.
- Expand vocabulary.
- Read and demonstrate comprehension of a variety of fictional texts.
- Read and demonstrate comprehension of a variety of nonfictional texts.
- Use simple reference materials.
- Print legibly.
- Write to communicate ideas for a variety of purposes.
- Use available technology for reading and writing.

### ***LIBRARY/INFORMATION USE - 1***

- Distinguish between fiction and non-fiction reading materials.
- Recognize the parts of a book.
- Identify the author, title, and illustrator.

### ***MATHEMATICS - 1***

- Count from 0 to 100 and write the corresponding; numeral; and.

- Group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.
- Count forward by ones, fives, and tens to 100, and backward by ones from 30.
- Identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.
- Given a familiar problem situation involving magnitude, will
  - a) select a reasonable order magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and
  - b) explain the reasonableness of his/her choice.
- Recall basic addition facts, with sums to 18 or less and the corresponding subtraction facts.
- Create and solve story one step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.
- Identify the number of pennies equivalent to a nickel, a dime, and a quarter; and
- Determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.
- Tell time to the half-hour, using analog or digital clocks.
- Use nonstandard units to measure length, weight/mass, and volume.
- Compare, using concepts of more, less, equivalent,
- Volumes of two given containers; and
- Weight/mass of two objects, using and balance scale.
- Use calendar language appropriately (e.g., names of the months, *today*, *yesterday*, *next week*, *last week*).
- Identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.
- Construct, model and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice.
- Investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.
- Interpret information displayed in a picture or object graph, using the vocabulary *more*, *less*, *fewer*, *greater than*, *less than*, and *equal to*.
- Sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.
- Recognize, describe, extend, and create a wide variety of growing and repeating patterns.
- Demonstrate an understanding of equality through the use of the equal sign.

### ***GENERAL MUSIC - 1***

- Use Kodaly methods in classroom and performance experiences.
- Sing songs and play instruments representative of variety of styles and cultures.
- Experience ***Music Speaks*** by speaking and singing social amenities in foreign languages (Spanish, Italian, German Mandarin Chinese, French Arabic, Russian, Portuguese, and Latin.)
- Perform aural and notated rhythm patterns using traditional notation.
- Respond to music with movement.
- Employ creativity in a variety of music experiences.
- Distinguish between melodic rhythm and steady beat by sight and sound.
- Recognize when music changes from one section to a contrasting section.
- Recognize and describe sudden changes in expressive qualities of music.
- Identify high pitches and low pitches.
- Identify pitched and non-pitched classroom instruments by sight and sound.
- Distinguish between accompanied and unaccompanied vocal music.
- Exhibit respect for the contributions of self and others in a music setting.
- Demonstrate an understanding of the relationship between music and other disciplines.
- Use technology as available to reinforce music concepts and skills.

### ***HEALTH EDUCATION - 1***

- Know basic rules for using medicine.
- Demonstrate proper health practices that help prevent illness and disease.

- Recognize and report symptoms of discomfort.
- Demonstrate socially acceptable and mentally healthy behavior.
- Demonstrate an awareness of and respect for the rights and feelings of others.
- Explain why people need food and water.
- Name healthy snack foods.
- Practice good dental health.
- Develop personal habits of cleanliness and neatness.
- Develop safe habits that prevent accidents at home.
- Practice fire safety.
- Know the difference between appropriate and inappropriate touches.

### ***PHYSICAL EDUCATION - 1***

- Explain how heart rate changes with activity.
- Identify safety practices associated with stretching.
- Perform activities to develop muscle strength.
- Demonstrate concepts of space, time, force, effort, and relationships while using locomotor and non-locomotor skills.
- Perform lateral and cross lateral movements.
- Perform simple rhythmical activities.
- Perform a variety of rolling movements in a tuck position.
- Hold a balanced position demonstrating muscle tension.
- Transfer weight from feet to hands with hips higher than head.
- Jump into air, absorbing force when landing.
- Perform basic jump rope activities.
- Throw and catch objects of different sizes and shapes.
- Kick a stationary ball.
- Perform ball handling skills while using objects of different shapes and sizes.
- Strike objects.
- Explore non-manipulative game skills such as fleeing, dodging, chasing, and tagging.

### ***SCIENCE - 1***

- Distinguish physical properties using the senses.
- Classify objects or events according to attributes or properties.
- Use simple tools to enhance observations.
- Communicate observations and data orally and with graphs, pictures, written statements, and numbers.
- Measure length, mass, and volume.
- Make predictions, inferences, and conclusions. Conduct simple experiments to find answers.
- Investigate different kinds of motion.
- Explore how different materials interact with water.
- Name the life needs, parts, and characteristics used to classify plants and animals.
- Investigate the relationship between the sun and the Earth.
- Investigate the relationships between seasonal change, weather, and life on Earth.
- Identify natural resources and how to conserve them.

### ***SOCIAL STUDIES - 1***

- Interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
- Describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln and George Washington Carver and Eleanor Roosevelt.
- Describe the people/events associated with President's Day, Columbus Day, and Independence Day (Fourth of July).
- Recognize basic map symbols, including references to land, water, cities, and roads.

- Use the cardinal directions on maps; identify the shapes of the United States and Virginia; locate Washington, D.C., the capital of the United States and Richmond, the capital of Virginia on a United States map.
- Construct a simple map of a familiar area using basic map symbols in the map legend.
- Describe how the location of his/her community, climate, and physical surroundings affect the way people live including their food, clothing, shelter, transportation, recreation.
- Explain the difference between goods and services.
- Describe how people are consumers and producers of goods and services.
- Explain that people make choices because they cannot have everything they want.
- Recognize that people save money to make future purchases of goods and services.
- Demonstrate that being a good citizen involves focusing on fair play, exhibiting good sportsmanship, helping others, treating others with respect, recognizing the purpose of rules and practicing self-control, working hard in school, taking responsibility for one's own actions, and valuing honesty and truthfulness in oneself and others, participating in classroom decision making through voting.
- Identify the American flag, bald eagle, Washington Monument, and Statue of Liberty.
- Demonstrate respect for the American flag by learning the Pledge of Allegiance.
- Recognize that communities in Virginia have local governments, benefit from people who volunteer in their communities, include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

### **FAMILY LIFE EDUCATION - 1**

- Experience continuing success and good feelings about self.
- Appropriately express his or her feelings of happiness, sadness, and anger to the teacher.
- Experience the logical consequences of his or her behavior.
- Experience continuing respect from others.
- Become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
- Become aware of appropriate behavior to use in dealing with his or her own feelings.
- Develop an understanding of the importance of a family and of different family patterns.
- Identify family members and their responsibilities in contributing to the successful functioning of the family.
- Realize that human beings and other mammals have babies and that the babies can be breast-fed.
- Use correct terminology when talking about body parts and functions. Included in this approach are appropriate terms to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly.
- Demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.
- Realize that physical affection can be an expression of friendship, of celebration, or of a loving family.

### **TECHNOLOGY - 1**

- Identify the following parts of a computer system: monitor, printer, keyboard, mouse, disk, disk drive, and software.
- Turn computer on and off properly.
- Log on and off network with a password. (as appropriate)
- Use mouse to:
  - Select programs/objects.
  - Click, click-enter, and drag.
  - Open, close, and navigate within programs.
  - Access menus and buttons within programs.
  - Move and place the cursor.
- Control scroll bars to navigate on a page/screen.
- Use software appropriate to grade level (open, exit and use software on local and network drives).
- Select and use software for a variety of purposes.
- Insert and remove a disc from the appropriate drive.
- Prevent or slow down the spread of viruses.
- Select numbers, letters, symbols, special function, and punctuation keys.
- Use control keys: shift, enter, spacebar, backspace, delete, caps lock, arrows.

- Identify right and left hand zones.
- Save a file to a local drive.
- Open and close a file saved on local drive.
- Use print options to demonstrate how to print a document.
- Use a paint/draw/graphics program to produce original works.
- Insert Clip Art.
- Type words with upper and lower case letters.
- Type a correctly formatted simple sentence.
- Use correct spacing after punctuation and between words.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Utilize templates, wizards, and pre-designed backgrounds.
- Share information through a multimedia presentation.
- Evaluate information for accuracy, relevance, and appropriateness.
- Identify different information sources.
- Collect, classify, and organize data by hand.
- Participate in groups to analyze data.
- Use software as an information tool.
- Use graphic organizers to illustrate ideas.
- Utilize a variety of search methods.
- Demonstrate appropriate care of computer.
- Demonstrate appropriate handling of CD's.
- Maintain correct posture and position when using the computer.
- Take turns using the computer.
- Respect other classmates and their work when they are on the computer.
- The student will understand the ethical issues involved with computer use including safety, and privacy laws.
- Comply with PPS Acceptable Use Policy -- Read, sign, and follow the district's computer use guidelines and consequences of misuse (e.g. access appropriate web sites, report improper use, protect personal information, honor privacy of others, utilize network resources for appropriate educational activities)
- Practice copyright responsibilities (e.g. cite sources, obtain permission to use others' works to refrain from plagiarism)

## **SECOND GRADE**

### ***ART - 2***

- Produce artwork that is inventive.
- Use appropriate vocabulary related to art experiences.
- Express feelings about specific works of art and recognize that different people may have different responses to works of art.
- Work cooperatively in art group activities.
- Demonstrate art motor skills.
- Develop three-dimensional spatial concept skills.
- Create textures in various ways.
- Use many media and tools to create a variety of lines.
- Repeat a design in sequence to form a pattern.
- Compare the art expression of other cultures with the student's own culture.
- Produce various two-dimensional shapes from curved and straight lines.
- Name, mix, and use the secondary colors.
- Perceive that objects within the environment occupy space.
- Show awareness of proportional relationships regarding size within a two-dimensional picture plane.

### ***READING/WRITING - 2***

- Demonstrate an understanding of oral language structure.
- Expand understanding and use of word meanings.

- Use oral communication skills.
- Orally identify, produce, and manipulate various units of speech sounds within words
- Use phonetic strategies when reading and spelling.
- Use semantic clues and syntax to expand vocabulary when reading
- Expand vocabulary when reading.
- Read and demonstrate comprehension of fictional texts.
- Read and demonstrate comprehension of nonfiction texts.
- Demonstrate comprehension of information in reference materials
- Maintain legible printing and begin to make the transition to cursive.
- Write stories, letters, and simple explanations.
- Edit writing for correct grammar, capitalization, punctuation, and spelling.
- Use available technology for reading and writing.

### ***LIBRARY/INFORMATION USE - 2***

- Identify and use the parts of a book.
- Identify and use beginning reference sources.
- Locate both fiction and nonfiction books in the library.
- Identify periodicals as a source of information.

### ***MATHEMATICS - 2***

- Read, write, and identify the place value of each digit in a three-digit numeral, using numeration models.
- Round two-digit numbers to the nearest ten; and.
- Compare two whole numbers between 0 and 999, using symbols ( $>$ ,  $<$ , or  $=$ ) and words (*greater than, less than, or equal to*).
- Identify the ordinal positions first through twentieth, using an ordered set of objects; and.
- Write the ordinal numbers.
- Identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths;
- Write the fraction; and
- Compare the unit fractions for halves, thirds, fourths, sixths, eighths, and tenths.
- Count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10,
- Count backward by tens from 100; and
- Recognize even and odd numbers.
- Recall addition facts, with sums to 20 or less, and the corresponding subtraction facts.
- Given two whole numbers whose sum is 99 or less, will
  - a) Estimate the sum; and
  - b) Find the sum, using various methods of calculation.
- Given two whole numbers, each of which is 99 or less,
  - a) Estimate the difference; and
  - b) Find the difference, using various methods of calculation.
- Create and solve one- and two- step addition and subtraction problems, using data from simple tables, picture graphs, bar graphs.
- Recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction.
- Count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and
- Correctly use the cent symbol (¢), dollar symbol (\$), and decimal point (.)
- Will estimate and measure
  - a) Length to the nearest centimeter and inch;
  - b) Weight/mass of objects in pounds/ounces and kilograms/gram, using a scale; and
  - c) Liquid volume in cups, pints, quarts, gallons, and liters.
- Tell and write time to the nearest five minutes, using analog and digital clocks.
- Determine past and future days of the week; and
- Identify specific days and dates on a given calendar.
- Read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.

- Draw a line of symmetry in a figure; and
- Identify, and create figures with at least one line of symmetry.
- Identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).
- Data from experiments to construct picture graphs, pictographs, and bar graph.
- Data from experiments to predict outcomes when the experiment is repeated.
- Analyze data displayed in picture graphs, pictograph, and bar graphs.
- Identify, create and extend a wide variety of patterns.
- Solve problems by completing numerical sentences involving the basic facts for addition and subtraction. Create story problems, using the numerical sentences.
- Demonstrate and understanding of equality by recognizing that the symbol = in an equation indicates equivalent quantities and the symbol ≠ indicates the quantities are not equivalent.

## ***GENERAL MUSIC - 2***

- Use Kodaly methods in classroom and performance experiences.
- Sing songs and play instruments representative of variety of styles and cultures.
- Experience ***Music Speaks*** by speaking and singing social amenities in foreign languages (Spanish, Italian, German Mandarin Chinese, French Arabic, Russian, Portuguese, and Latin.)
- Sing songs and play instruments
- Perform aural and notate rhythm patterns using traditional notation.
- Respond to music with movement.
- Read lyrics containing more than one verse and including words divided into syllables.
- Employ creativity in a variety of music experiences.
- Recognize form in music.
- Recognize sudden and gradual changes in expressive qualities of music.
- Identify selected orchestral and folk instruments by sight and sound.
- Identify melody patterns that move upward, downward, and remain the same.
- Exhibit respect for the contribution of self and others in a music setting.
- Demonstrate an understanding of the relationship between music and other disciplines.
- Use technology as available to reinforce music concepts and skills.

## ***HEALTH EDUCATION - 2***

- Identify and demonstrate refusal skills to drugs.
- Practice good personal health habits.
- Make decisions concerning daily activities.
- Identify food groups.
- Discuss ways that eating affects activity.
- Select nutritious snacks.
- Practice proper care of the sense organs.
- Demonstrate bicycle safety.
- Practice safe habits in the school environment.
- Identify possible fire hazards.

## ***PHYSICAL EDUCATION - 2***

- Perform a variety of activities that increase heart rate.
- Recognize that different exercises are used to stretch and relax different muscles.
- Demonstrate that specific exercises strength specific muscle groups.
- Combine locomotor and non-locomotor skills in a rhythmical pattern using space, time, force, effort, and relationships.
- Perform simple structured dances.
- Perform various rolls in a tuck position in different directions.
- Perform in ways to balance the body in relationship to objects.
- Transfer weight from feet to hands to feet landing in a different place.
- Absorb force in landing when jumping from equipment.
- Perform jump rope activities with a long or short rope.

- Demonstrate an overhand throw.
- Kick a moving ball.
- Dribble a ball with the hands.
- Strike a ball in a variety of ways.
- Demonstrate non-manipulative game skills.

## ***SCIENCE - 2***

- Make repeated observations to improve accuracy.
- Classify items using 2 or more attributes.
- Construct picture and bar graphs with numbered axes.
- Measure length, volume, mass, and temperature in English and metric units.
- Differentiate between observations, interpretations, and conclusions.
- Construct simple physical models.
- Define conditions that influence a change.
- Investigate magnetic attraction using natural and artificial magnets.
- Explore the basic properties of solids, liquids, and gases.
- Investigate the life cycles of plants and animals.
- Explore the interdependence between living and nonliving things.
- Investigate basic types and patterns of weather.
- Explain how weather and seasonal change affect plants and animals.
- Relate how plants benefit life on Earth.

## ***SOCIAL STUDIES - 2***

- Explain the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.
- Compare the lives and contributions of American Indians cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the plains, and the Pueblo peoples of the Southwest.
- Compare changes in community life over time in terms of buildings, jobs, transportation, and population.
- Develop map skills by locating the United States, China and Egypt on world maps.
- Understand the relationship between the environment and the culture of ancient China Egypt.
- Develop map skills by locating the regions of the Powhatan, Lakota, and Pueblo Indians.
- Develop map skills by comparing climate, land, and plant life of these regions.
- Develop map skills by describing how these people adapted to their environments.
- Locate the Equator, seven continents, and five oceans on maps and globes.
- Locate the James River, Mississippi River, Rio Grande, Huang He, Nile River, Appalachian Mountains, Rocky Mountains, and Great Lakes in the United States and other countries.
- Demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.
- Describe the differences between natural resources (water, soil, wood, coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- Distinguish between the use of barter and the use of money in the exchange for goods and services.
- Explain that limited resources, scarcity, require people to make choices about producing and consuming goods and services.
- Explain the responsibilities of a good citizen, with emphasis on respecting and protecting the rights and property of others; taking part in the voting process when making classroom decisions; describing actions that can improve the school and community; demonstrating self-discipline and self-reliance; practicing honesty and trustworthiness.
- Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of others.
- Understand that the people of Virginia have state and local government officials who are elected by voters, have diverse ethnic origins, customs, and traditions, who make contributions to their communities and who are united as Americans by common principles.

## **FAMILY LIFE EDUCATION - 2**

- Recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.
- Demonstrate appropriate ways of dealing with feelings.
- Become aware of the need to take responsibility for the effects of his or her behavior on others.
- Realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- Realize that adults other than parents also provide care and support for children.
- Become aware that babies grow inside the mother's body in a special place called the uterus.
- Use correct terminology when talking about body parts and functions. Included in this approach are appropriate terms to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly.
- Advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.
- Be conscious of how commercials use our emotions to make us want products.

## **TECHNOLOGY - 2**

- Identify the following parts of a computer system: monitor, printer, keyboard, mouse, disk, disk drive, and software.
- Turn computer on and off properly.
- Log on and off network with a password. (as appropriate)
- Use mouse to:
  - Select programs/objects.
  - Click, click-enter, and drag.
  - Double-click.
  - Open, close, and navigate within programs.
  - Access menus and buttons within programs.
  - Move and place the cursor.
- Control scroll bars to navigate on a page/screen.
- Highlight text.
- Minimize, maximize, and restore windows.
- Resize windows.
- Use software appropriate to grade level (open, exit and use software on local and network drives).
- Select and use software for a variety of purposes.
- Insert and remove discs from the appropriate drive.
- Prevent the spread of viruses.
- Select numbers, letters, symbols, special function, and punctuation keys.
- Use control keys: shift, enter, spacebar, backspace, delete, caps lock, arrows, and escape.
- Identify right and left hand zones.
- Type home row words with correct fingering position.
- Use correct finger reaches from home row to top/bottom row keys.
- Use correct fingering for letters and numbers.
- Type without looking at keys.
- Save a file on local drive.
- Open and close a file saved on local drive
- Change font, font size, and font style (bold, italics, underline).
- Align text (left, right, center, and justified).
- Erase text.
- Use Undo.
- Use print options to demonstrate how to print a document.
- Use Print Preview as a printing tool.
- Use a paint/draw/graphics program to produce original works.
- Add text to an image.
- Resize an image.
- Select and move an image.
- Insert Clip Art.

- Type words with upper and lower case letters.
- Type a correctly formatted simple sentence.
- Type a correctly formatted simple paragraph.
- Use correct spacing after punctuation and between words.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Create a multi-screen linear product that communicates information regarding a main idea.
- Utilize templates, wizards, and pre-designed backgrounds.
  - Create a screen layout or background.
  - Change the order of screens.
  - Delete a screen.
- Share information through a multimedia presentation.
- Evaluate information for accuracy, relevance, and appropriateness.
- Identify different information sources.
- Collect, classify, and organize data by hand.
- Participate in groups to analyze data.
- Use software as an information tool.
- Collect data and report results using a variety of technologies.
- Use graphic organizers to illustrate ideas.
- Conduct searches and retrieve information from a variety of sources and media.
- Utilize a variety of search methods.
- Use Internet through teacher-led projects.
- Explore the Internet as a system that connects computers all over the world to make available all kinds of information.
- Use an Internet toolbar to navigate.
- Demonstrate appropriate care of computer.
- Demonstrate appropriate handling of CD's.
- Demonstrate appropriate care for multimedia equipment.
- Maintain correct posture and position when using the computer.
- Take turns using the computer.
- Respect other classmates and their work when they are on the computer.
- The student will understand the ethical issues involved with computer use including safety, and privacy laws.
- Comply with PPS Acceptable Use Policy -- Read, sign, and follow the district's computer use guidelines and consequences of misuse (e.g. access appropriate web sites, report improper use, protect personal information, honor privacy of others, utilize network resources for appropriate educational activities).
- Practice copyright responsibilities (e.g. cite sources; obtain permission to use others' works to refrain from plagiarism).

## **THIRD GRADE**

### ***ART - 3***

- Produce art work which communicates personal experiences and feelings in a variety of ways.
- Describe differences among works of art.
- Recognize that nature, people, imagination, experimentation, and events are all appropriate source material for art.
- Identify and safely use tools in art.
- Produce artwork which demonstrates knowledge of foreground and background.
- Depict positive and negative space in compositions.
- Create visual texture on a two-dimensional surface.
- Recognize that the illusion of motion can be created by lines.
- Identify warm and cool colors and use them in compositions.
- Understand that colors can be used to communicate feelings.
- Create an alternating pattern.
- Identify and depict subtle differences and similarities of detail.
- Recognize the possible value of integrating unintentional effects into a work of art.

- Demonstrate understanding of organic and geometric shapes.
- Understand and use symmetrical (formal) balance in works of art.
- Understand and create forms and sculptures that are three-dimensional.

### ***READING/WRITING - 3***

- Use effective communication skills in group activities.
- Present brief oral reports using visual media.
- Apply word-analysis skills when reading.
- Expand vocabulary when reading.
- Read and demonstrate comprehension of fictional text and poetry.
- Read and demonstrate comprehension of nonfiction texts.
- Demonstrate comprehension of information from a variety of print and electronic resources.
- Write legibly in cursive.
- Write for a variety of purposes.
- Edit writing for correct grammar, capitalization, punctuation, and spelling.
- Write a short report.
- Use available technology for reading and writing.

### ***LIBRARY/INFORMATION USE - 3***

- Conduct an author, title, and subject search for books using the electronic catalog.
- Use the electronic catalog to identify the components of a bibliographic record: call number, author, title, publisher, copyright date, and number of pages.
- Recognize that materials in a library are arranged according to a specific system using alphabetical and numeric sequences.
- Locate an item in the media center by using the call number.
- Use alphabetical arrangement to locate a subject in a set of general encyclopedias.
- Identify and select resource materials and information on a given subject.
- Recognize that information sources are available in a variety of formats.

### ***MATHEMATICS - 3***

- Read and write six-digit numerals and identify the place value and value for each digit;
- Round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand; and
- Compare two whole numbers between 0 and 9,999, using symbols ( $>$ ,  $<$ , or  $=$ ) and words (*greater than, less than, or equal to*).
- Recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. Use these relationships to solve problems
- Name and write the fractions (including mixed numbers) represented by a model;
- Model fractions (including mixed numbers) and write the fractions' names; and
- Compare fractions having like and unlike denominators, using words and symbols ( $>$ ,  $<$ , or  $=$ ).
- Estimate solutions to solutions to and solve single-step and multistep problems involving the sum or difference of two who numbers, each 9,999 or less, with or without regrouping.
- Recall multiplication facts through the twelves table, and the corresponding division facts.
- Represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.
- Add and subtract with proper fractions having like denominators of 12 or less.
- Determine, by counting, the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of the bills and coins, and make change.
- Estimate and use U.S. Customary and metric units to measure
  - a) Length to the nearest  $\frac{1}{2}$ -inch, inch, foot, yard, centimeters, and meters;
  - b) Liquid volume in cups, pints, quarts, gallons, and liters;
  - c) Weight/mass in ounces, pounds, grams, and kilograms; and
  - d) area and perimeter.
- Measure the distance around a polygon in order to determine perimeter; and
- Count the number of square units needed to cover a given surface in order to determine area.

- Tell time to the nearest minute, using analog and digital clocks; and
- Determine elapsed time in one-hour increments over a 12-hour period.
- Identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.
- Read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.
- Identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone and cylinder), by identify relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.
- Identify and draw representations of points, line segments, rays, angles, and lines.
- Identify and describe congruent and noncongruent plane figures.
- Collect and organize data, using observations, measurements, surveys, or experiments;
- Construct a line plot, a picture graph, or a bar graph to represent the data; and
- Read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.
- Investigate and describe the concept of probability as chance and list possible results of a given situation.
- Recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the pattern, using the same or different forms.
- Investigate the identity and commutative properties for addition and multiplication; and
- Identify examples of the identify and commutative properties for addition and multiplication.

### **GENERAL MUSIC - 3**

- Use Kodaly methods in classroom and performance experiences.
- Sing songs and play instruments representative of a variety of styles and cultures.
- Experience *Music Speaks* by speaking and singing social amenities in foreign languages (Spanish, Italian, German, Mandarin Chinese, French, Arabic, Russian, Portuguese, and Latin).
- Perform aural and notated rhythm patterns using traditional notation.
- Respond to music with movement.
- Read lyrics containing more than one verse and including words divided into syllables.
- Employ creativity in a variety of music experiences.
- Recognize form in music.
- Recognize sudden and gradual changes in expressive qualities of music.
- Identify selected orchestral and folk instruments by sight and sound.
- Identify melody patterns that move upward, downward, and remain the same.
- Exhibit respect for the contribution of self and others in a music setting.
- Demonstrate an understanding of the relationship between music and other disciplines.
- Use technology as available to reinforce music concepts and skills.
- Demonstrate an understanding of the relationship between music and the other disciplines.

### **HEALTH EDUCATION - 3**

- Recognize how drugs affect health.
- Identify common drugs.
- “Just Say No” to drugs.
- Identify sources of pollution.
- Identify ways to prevent spread of diseases.
- Demonstrate appropriate problem-solving skills.
- Describe the types of behavior that lead to making friends.
- Identify foods that are needed for energy and growth.
- Recognize individual growth pattern.
- Describe the correct procedure in an emergency.
- Know rules and precautions for leisure-time activities.
- Explain rules of water safety.

- Explain traffic safety practices.
- Explain how to handle strangers.

### ***PHYSICAL EDUCATION - 3***

- Explain cardiorespiratory fitness.
- Identify and demonstrate methods of measuring cardiorespiratory fitness and muscular strength and endurance.
- Perform a variety of exercises and activities that improve cardiorespiratory fitness.
- Demonstrate appropriate warm-up and cool-down activities.
- Perform a variety of sequences of locomotor and non-locomotor skills in various rhythmical beats.
- Perform simple folk, square, or social dance patterns.
- Perform rolls demonstrating correct technique.
- Perform various rolls from different levels.
- Perform various balance activities with a partner.
- Perform a sequence using transfer of weight, traveling, and a roll.
- Demonstrate correct technique of absorbing force when landing.
- Perform single jump rope skills.
- Use the correct techniques for overhand and underhand throw.
- Demonstrate various ways to control, pass, and dribble a ball using the foot.
- Dribble a ball with the hands using correct dribbling techniques.
- Strike a ball in a variety of ways using a variety of implements.
- Demonstrate non-manipulative game skills to avoid objects and persons.

### ***SCIENCE - 3***

- Develop hypotheses.
- Gather, chart, and graph data.
- Classify objects into at least two sets and subsets.
- Sequence events chronologically.
- Measure to the nearest centimeter, gram, milliliter, liter, degree Celsius, and minute.
- Investigate simple and compound machines and their uses.
- Describe materials in terms of make up and physical properties.
- Investigate behavioral and physical adaptations in animals.
- Explore aquatic and terrestrial food chains.
- Investigate environments that support a diversity of plants and animals that share limited resources.
- Explore the components of soil, its origins, and importance to life.
- Investigate patterns and cycles in nature.
- Investigate the water cycle.
- Discuss natural events that influence survival such as fire, floods, and earthquakes.
- Investigate different sources of energy.

### ***SOCIAL STUDIES - 3***

- Explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government, and sports.
- Study the West African empire of Mali by describing oral traditions (storytelling), government (kings), and economic development (trade).
- Study the exploration of the Americas by Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport;
- Identify reasons for exploring, the information gained, and the results of the travels, and the impact of the travels on American Indians.
- Develop map skills by locating Greece, Rome, and West Africa; describing the physical and human characteristics of Greece, Rome, and West Africa; and explaining how the people of Greece, Rome, and West Africa adapted to their environment to meet their needs.
- Develop map skills by positioning and labeling the seven continents and five oceans, use the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;
- Locate Spain, England, and France on a world map.

- Locate the regions in the Americas explored by Christopher Columbus, Juan de Leon, Jacques Cartier, and Christopher Newport.
- Locate specific places on a simple letter – number grid system.
- Read and construct maps, tables, graphs, and/or charts.
- Explain how producers in ancient Greece, Rome, and West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.
- Recognize that because of people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.
- Identify examples of making an economic choice and explain the idea of opportunity cost (what is given up when making a choice).
- Recognize the importance of government in the community, Virginia, and the United States by explaining the purpose of rules and laws; explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and explain that government protects the rights and property of others.
- Describe the individual rights to life, liberty, and the pursuit of happiness; equality under the law.
- Identify the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr. and Cesar Chavez.
- Recognize the purpose of Veterans' Day and Memorial Day.
- Describe how people can serve the community, state, and nation
- Recognize Americans as a people of diverse ethnic origins, customs, and traditions who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

### **FAMILY LIFE EDUCATION - 3**

- Demonstrate a sense of belonging in group work and play.
- Describe the types of behavior that enable him or her to gain friends or to lose friends.
- Express what he or she likes about himself or herself to continue developing a positive self-image.
- Become aware of the changes occurring in the family that affect daily living and produce strong feelings.
- Give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.
- Recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.
- Comprehend that the baby grows inside the mother's body for nine months and then is born.
- Use correct terminology when talking about body parts and functions. Included in this approach are appropriate terms to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly.
- Practice safety rules in the home.
- Demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.
- Be conscious of how commercials use our emotions to make us want products.

### **TECHNOLOGY - 3**

- Identify the following parts of a computer system: monitor, printer, keyboard, mouse, disk, disk drive, and software.
- Turn computer on and off properly.
- Log on and off network with a password (as appropriate).
- Use mouse to:
  - Select programs/objects.
  - Click, click-enter, and drag.
  - Double-click.
  - Open, close, and navigate within programs
  - Access menus and buttons within programs.
  - Move and place the cursor.
  - Control scroll bars to navigate on a page/screen.
  - Highlight text.
  - Minimize, maximize, and restore windows.
  - Resize windows.

- Use software appropriate to grade level (open, exit and use software on local and network drive).
- Select and use software for a variety of purposes.
  - Insert and remove a CD from the appropriate drive.
  - Understand where different drives store data.
  - Understand importance of labeling digital files.
  - Prevent the spread of viruses.
  - Select numbers, letters, symbols, special function, and punctuation keys.
  - Use control keys: shift, enter, spacebar, backspace, delete, caps lock, arrows, and escape.
  - Identify right and left hand zones.
  - Type home row words with correct fingering position.
  - Use correct finger reaches from home row to top/bottom row keys.
  - Use correct fingering for letters and numbers.
  - Type without looking at keys.
  - Save a file on local drive.
  - Open and close a file saved on local drive.
  - Change font, font size, and font style (bold, italics, underline).
  - Align text (left, right, center, and justified).
  - Erase text.
  - Use Undo.
  - Cut, copy, and paste within a file
  - Use the thesaurus feature within a program produce original works.
  - Check spelling and grammar within a word processing file.
  - Use print options to demonstrate how to print a document.
  - Use Print Preview as a printing tool.
  - Use a paint/draw/graphics program to create an original image.
  - Add text to an image.
  - Resize an image.
  - Select and move an image.
  - Insert Clip Art.
  - Type words with upper and lower case letters.
  - Type a correctly formatted simple sentence.
  - Type a correctly formatted simple paragraph.
  - Use correct spacing after punctuation and between words.
  - Use tabs.
  - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
  - Create a multi-screen linear product that communicates information regarding a main idea.
    - Utilize templates, wizards, and pre-designed backgrounds.
    - Create a screen layout or background.
    - Change the order of screens.
    - Delete a screen.
    - Utilize screen transitions and timing.
    - Utilize animation settings.
  - Share information through a multimedia presentation.
  - Use a pre-made spreadsheet graph to answer questions.
  - Explain the purpose of a spreadsheet.
  - Know the relationship between a spreadsheet and a chart/graph.
  - Use a pre-made database.
  - Explain the purpose of a database.
  - Evaluate information for accuracy, relevance, and appropriateness.
  - Identify different information sources.
  - Collect, classify, and organize data by hand.
  - Participate in groups to analyze data.
  - Use software as an information tool.
  - Collect data and report results using a variety of technologies.
  - Use graphic organizers to illustrate ideas.
  - Conduct searches and retrieve information from CD-ROMs/DVDs.
  - Utilize a variety of search methods.

- Use school's on-line public access catalog to search by title, author, and subject and determine availability of resource.
- Use Internet through teacher-led projects.
- Explore the Internet as a system that connects computers all over the world to make available all kinds of information.
- Access Internet sites by using pre-set Internet bookmarks.
- Use an Internet toolbar to navigate.
- Use appropriate search engine syntax.
- Use a search engine to conduct a curriculum-related Internet search.
- Demonstrate appropriate care of computer.
- Demonstrate appropriate handling of floppy discs/CD-ROMs.
- Demonstrate appropriate care for multimedia equipment.
- Take turns using the computer.
- Respect other classmates and their work when they are on the computer.
- Collaborate with others to produce and share information.
- The student will understand the ethical issues involved with computer use including safety, and privacy laws.
- Comply with PPS Acceptable Use Policy -- Read, sign, and follow the district's computer use guidelines and consequences of misuse (e.g. access appropriate web sites, report improper use, protect personal information, honor privacy of others, utilize network resources for appropriate educational activities).
- Practice copyright responsibilities (e.g. cite sources, obtain permission to use others' works to refrain from plagiarism).

## **FOURTH GRADE**

### ***ART - 4***

- Generate creative ideas through experimentation.
- Use past experiences and simulated situations as subjects.
- Distinguish between works of art which have the same subject matter.
- Classify works of art.
- Identify three-dimensional works of art.
- Practice safety precautions when using tools.
- Give examples of how artists create an illusion of depth on a two-dimensional surface.
- Create tactile texture in three-dimensional artwork.
- Use line to depict the outline and details of shapes, forms, and objects.
- Evaluate the aesthetic qualities of Virginia arts and crafts in correlation with the study of Virginia history.
- Use tints and shades of colors in artwork.
- Give examples of the variety of careers in art.
- Identify art resources in the local community and the state.
- Produce artwork that shows an awareness of proportion.
- Apply radial balance to compositions or constructions.
- Vary a pattern to create a point of emphasis.

### ***READING/WRITING - 4***

- Use effective oral communication skills in a variety of settings.
- Make and listen to oral presentations and reports.
- Learn how media messages are constructed and for what purposes.
- Expand vocabulary when reading.
- Read and demonstrate comprehension of fictional texts, narrative nonfiction texts and poetry.
- Read and demonstrate comprehension of nonfiction.
- Write cohesively for a variety of purposes.
- Edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- Demonstrate comprehension of information resources to research a topic.

## **LIBRARY/INFORMATION USE - 4**

- Compare and contrast biography, autobiography, and collective biography.
- Compare and contrast fiction, nonfiction, and historical fiction.
- Locate information on a give topic from a variety of sources.
- Recognize the importance of expressing information in one's own words and abiding by copyright.
- Use both print and electronic encyclopedia indices.
- Use a dictionary, glossary, and thesaurus to obtain information about spelling and meaning of words.

## **MATHEMATICS - 4**

- Identify orally and in writing the place value for each digit in a whole number expressed through millions.
- Compare two whole numbers expressed through millions, using symbols ( $>$ ,  $<$ , or  $=$ ); and
- Round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand.
- Compare and order fractions and mixed numbers;
- Represent equivalent fractions; and
- Identify, the division statement that represent a fraction.
- Read, write, represent, and identify decimals expressed through thousandths;
- Round decimals to the nearest whole number, tenth, and hundredth;
- Compare and order decimals; and
- Given a model write the decimal and fraction equivalents.
- Estimate sums, differences, products, and quotients of whole numbers;
- Add, subtract, and multiply whole numbers;
- Divide whole numbers, finding quotients with and without remainders; and
- Solve single-step and multistep addition, subtraction, and problems with whole numbers.
- Determine common multiples and factors, including least common multiple and greatest common factor;
- Add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors;
- Add and subtract with decimals; and
- Solve single-step and multistep practical problems involving addition and subtraction with fraction and with decimals.
- Estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and
- Identify equivalent measurements between units within the U. S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms).
- Estimate and measure length, and describe the result in both metric and U. S. Customary units; and
- Identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters).
- Estimate and measure liquid volume and describe the results in U.S. Customary units; and
- Identify equivalent measurement between units within the U.S. Customary system (cups, pints, quarts, and gallons).
- Elapsed time in hours and minutes within a 12-hour period.
- Identify and describe representations of points, lines, line segments, rays, and angles, including endpoints and vertices; and
- Identify representations of lines that illustrate intersection, parallelism, and perpendicularity.
- Investigate congruence plane after geometric transformations, such as reflection, translation, and rotation, using mirrors, paper folding, and tracing; and
- Recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation.
- Define *polygon*; and
- Identify polygons with 10 or fewer sides.
- Predict the likelihood of an outcome of a simple event; and
- Represent probability as a number between 0 and 1, inclusive.

- Collect, organize, and display and interpret data from a variety of graphs.
- Recognize, create, and extend numerical and geometric patterns.
- Recognize and demonstrate the meaning of equality, in equation; and
- Investigate and describe the associative property for addition and multiplication.

### ***GENERAL MUSIC - 4***

- Use Kodaly methods in classroom and performance experiences.
- Sing in tune with a clear tone quality.
- Sing songs and play instruments representative of a variety of styles and cultures.
- Experience *Music Speaks* by speaking and singing social amenities in foreign languages (Spanish, Italian, German, Mandarin Chinese, French, Arabic, Russian, Portuguese, and Latin).
- Participate in a traditional enrichment ensemble (band, chorus, or orchestra) as available.
- Play I, IV, and V (V7) chords to accompany a three-chord melody.
- Perform aural and notated rhythm patterns using traditional and non-traditional notation.
- Respond to music with movement.
- Employ creativity in a variety of music experiences.
- Identify and explain extended examples of AB and ABA forms.
- Recognize dynamic markings and interpret them in performance.
- Identify instruments from various music ensembles representative of diverse cultures by sight and sound.
- Identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- Distinguish between major and minor tonality.
- Use music terminology to describe various styles of music.
- Exhibit respect for the contribution of self and others in a music setting.
- Demonstrate an understanding of the relationship between music and other disciplines.
- Use technology as available to reinforce music concepts and skills.
- Participate in All-City sponsored enrichment opportunities.

### ***HEALTH EDUCATION - 4***

- Recognize the dangers of using alcohol and tobacco.
- Recognize affects of allergic reactions.
- Identify the body's defenses against communicable diseases.
- Identify diseases that can be prevented.
- Identify the extended family.
- Recognize the positive and negative influences of peer groups.
- Evaluate personal diet.
- Demonstrate knowledge of food safety practices.
- Explain the structure of the respiratory, digestive, and nervous systems.
- Describe safety rules for bicycling and motorbiking.

### ***PHYSICAL EDUCATION - 4***

- Apply the heart rate monitoring techniques to cardiorespiratory activity.
- Safely perform a variety of exercises and activities that improve flexibility.
- Apply the principle of progression to improve muscular strength and endurance.
- Participate in physical fitness tests.
- Create a simple rhythmical activity.
- Perform traditional folk, square, or social dances.
- Perform a sequence of rolls that show change in shape, speed, and direction.
- Perform an inverted balance.
- Transfer weight from feet to hands with feet higher than hips.

- Throw and catch objects in a variety of ways.
- Punt a ball.
- Dribble using the hands while changing direction and speed.
- Strike a moving ball.

#### ***SCIENCE - 4***

- Distinguish among observations, conclusions, and predictions.
- Create hypotheses based on cause and effect.
- Use appropriate metric measures to collect, record, and report data.
- Measure linear distance, volume, mass, and temperature metrically using the appropriate equipment.
- Define variables in an experiment.
- Display data using bar and line graphs.
- Classify data to create frequency distributions.
- Use data to make predictions.
- Investigate machines and the energy needed to do work.
- Identify the characteristics and interactions of moving objects.
- Explore the characteristics of electricity.
- Identify basic plant anatomy and life processes.
- Explain how plants and animals interact in an ecosystem.
- Explain how weather conditions and phenomena occur and can be predicted.
- Explore relationships between the Earth, moon, and sun.
- Investigate the natural resources found in Virginia.

#### ***SOCIAL STUDIES - 4***

- Identify and interpret artifacts and primary and secondary source documents to understand events in history.
- Determine cause and effect relationships.
- Compare and contrast historical events.
- Draw conclusions, make generalizations, make connections between past and present, and interpret ideas and events from different historical perspectives.
- Sequence events in Virginia history.
- Interpret ideas and events from different historical perspectives;
- Evaluate and discuss orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.
- Locate Virginia and its bordering states on a map of the United States.
- Locate and describe Virginia's Coastal Plain, Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.
- Locate the Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp.
- Locate American Indians on a map of Virginia and describe how they adapted to their climate and environment.
- Describe how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown.
- Identify and locate current state-recognized tribes.
- Explain the reasons for English colonization.
- Describe how geography influenced the decision to settle at Jamestown.
- Discuss the importance of Virginia Charters.
- Identify the type of government established at Jamestown in 1619.
- Draw conclusions about how the arrival of Africans and women impacted Jamestown and how the Powhatan people and English settlers interacted.
- Discuss the hardships faced by settlers at Jamestown and changes that took place to ensure survival.
- Describe the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.
- Discuss the impact of agriculture (tobacco) and its influence on slavery in the Virginia colony.
- Explain the importance of agriculture and its influence on the institution of slavery.

- Describe how the culture of colonial Virginia reflected the origins of European immigrants, Africans, and American Indians.
- Explain the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond.
- Describe how money, barter, and credit were used
- Describe everyday life in colonial Virginia..
- Identify the reasons for the colonies went to war with Great Britain, as expressed in the Declaration of Independence.
- Identify the roles of whites, enslaved African Americans, free African Americans, and the American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.
- Describe the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.
- Explain why George Washington is called the “Father of Our Country” and James Madison is called the “Father of the Constitution.”
- Identify the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom.
- Describe the influence of geography on the migration of Virginians into western territories.
- Identify the differences between northern and southern states that led to secession, war, and the creation of West Virginia.
- Describe Virginia's role in the Civil War and the major battles that occurred in Virginia.
- Describe the roles played by whites, enslaved African Americans, free African Americans, and American Indians.
- Identify the effects of Reconstruction, segregation, and “Jim Crow” laws on life in Virginia.
- Describe the importance of railroads, new industries, and growth of cities that took place in Virginia after the Civil War and Reconstruction.
- Describe the economic and social changes in 20<sup>th</sup> century Virginia
- Identify the impact of Virginians such as Woodrow Wilson, and George C. Marshall in international events.
- Identify the social and political events in Virginia linked to desegregation and Massive Resistance.
- Identify the contributions of Maggie L. Walker, Harry T. Byrd, Sr., Arthur R. Ashe, Jr., Oliver W. Hill, L. Douglas Wilder, and Linwood Holton, Jr.
- Identify the three branches of Virginia government and the function of each.
- Describe the major products and industries of the five region in Virginia.
- Explain how advances in transportation, communications, and technology have contributed to Virginia prosperity in the global economy.

#### **FAMILY LIFE EDUCATION - 4**

- Become aware of the need to assume responsibility within the family and to function effectively as a family member.
- Identify basic human emotions and effective ways of dealing with them.
- Develop positive reactions to his or her strengths and weaknesses.
- Be able to identify internal and external body parts associated with reproduction and elimination.
- Identify physical changes that begin to occur during puberty.
- Describe the factors surrounding child abuse and child neglect.
- Identify factors contributing to the use of drugs.
- Recognize the dangers of substance abuse.

#### **TECHNOLOGY - 4**

- Identify the following parts of a computer system: monitor, printer, keyboard, mouse, disk, disk drive, and software.
- Turn computer on and off properly.
- Log on and off network with a password (as appropriate).
- Use mouse to:
  - Select programs/objects.
  - Click, click-enter, and drag.
  - Double-click.

- Right-click.
- Open, close, and navigate within programs.
- Access menus and buttons within programs.
- Move and place the cursor.
- Control scroll bars to navigate on a page/screen.
- Highlight text.
- Minimize, maximize, and restore windows.
- Resize windows.
- Use software appropriate to grade level (open, exit and use software on local and network drives).
- Select and use software for a variety of purposes.
- Insert and remove a CD from the appropriate drive.
- Understand where different drives store data.
- Recognize and describe difference between network and local drive.
- Explore networks and their functions.
- Understand importance of labeling digital files.
- Prevent the spread of viruses.
- Use Help within a program.
- Use control keys: shift, enter, spacebar, backspace, delete, caps lock, arrows, and escape.
- Identify right and left hand zones.
- Type home row words with correct fingering position.
- Use correct finger reaches from home row to top/bottom row keys.
- Use correct fingering for letters and numbers at all times.
- Type without looking at keys.
- Save a file on local drive.
- Use Save As to:
  - Save files with different names.
  - Save files in different locations.
- Open and close a file saved on local drive.
- Open a file saved on network drive.
- Delete a file.
- Change font, font size, and font style (bold, italics, underline).
- Align text (left, right, center, and justified).
- Erase text.
- Use Undo.
- Cut, copy, and paste within a file.
- Use the thesaurus feature within a program.
- Check spelling and grammar within a word processing file.
- Use print options to demonstrate how to print a document.
- Use Print Preview as a printing tool.
- Change page orientation.
- Use a paint/draw/graphics program to create an original image.
- Add text to an image.
- Resize an image.
- Select and move an image.
- Insert Clip Art.
- Insert graphics from files.
- Type words with upper and lower case letters.
- Type a correctly formatted simple sentence.
- Type a correctly formatted simple paragraph.
- Type a correctly formatted multi-paragraph document.
- Use correct spacing after punctuation and between words.
- Use double space between paragraphs
- Use lists (bulleted, numbered).
- Use Tabs.
- Change line spacing.
- Use columns.
- Choose appropriate software for task (e.g., Word, PowerPoint, etc.).
- Create a screen to communicate information.

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Create a multi-screen linear product that communicates information regarding a main idea.
- Utilize templates, wizards, and pre-designed backgrounds.
- Create a screen layout or background.
- Change the order of screens.
- Delete a screen.
- Utilize screen transitions and timing.
- Utilize animation settings.
- Share information through a multimedia presentation.
- Create a presentation outline.
- Use a pre-made spreadsheet graph to answer questions.
- Explain the purpose of a spreadsheet.
- Know the relationship between a spreadsheet and a chart/graph.
- Change data in a teacher-created spreadsheet.
- Manipulate data in a spreadsheet.
- Move from cell to cell.
- Use a pre-made database.
- Explain the purpose of a database.
- Change data in a pre-made database
- Sort data in a database.
- Evaluate information for accuracy, relevance, and appropriateness.
- Identify different information sources.
- Collect, classify, and organize data by hand.
- Participate in groups to analyze data.
- Participate in groups to create information.
- Use software as an information tool.
- Collect data and report results using a variety of technologies.
- Use graphic organizers to illustrate ideas.
- Conduct searches and retrieve information from a variety of sources and media.
- Utilize a variety of search methods.
- Use school's on-line public access catalog to search by title, author, and subject, and determine availability of resource.
- Use magazine search banks to locate information on a subject.
- Use Internet through teacher-led projects.
- Explore the Internet as a system that connects computers all over the world to make available all kinds of information.
- Access Internet sites by using pre-set Internet bookmarks.
- Use an Internet toolbar to navigate.
- Enter an Internet address to locate a specific site.
- Use appropriate search engine syntax.
- Use a search engine to conduct a curriculum-related Internet search.
- Demonstrate appropriate care of computer.
- Demonstrate appropriate care for multimedia equipment.
- Take turns using the computer.
- Respect other classmates and their work when they are on the computer.
- Collaborate with others to produce and share information.
- The student will understand the ethical issues involved with computer use including safety, and privacy laws.
- Comply with PPS Acceptable Use Policy -- Read, sign, and follow the district's computer use guidelines and consequences of misuse (e.g. access appropriate web sites, report improper use, protect personal information, honor privacy of others, utilize network resources for appropriate educational activities).
- Practice copyright responsibilities (e.g. cite sources; obtain permission to use others' works to refrain from plagiarism).

## **FIFTH GRADE**

### **ART - 5**

- Produce and respond to works of art which express personal emotions and ideas.
- Identify symbols and themes which artists have used in their work.
- Demonstrate concern for self and others in the safe use of tools and materials.
- Differentiate between two-dimensional (2-D) and three-dimensional (3-D) art objects.
- Apply informal (asymmetrical) balance to compositions or constructions.
- Add decorative textures to art work.
- Describe the contribution of artists and designers to the American Heritage.
- Identify and use complementary colors.
- Develop skills for describing and responding to art products.
- Compare art forms that reflect the uniqueness of the culture from which they arise.
- Name, mix, and use the intermediate colors.
- Use lines to create gesture drawings.
- Create a three-dimensional object utilizing two-dimensional materials.
- Understand the concept of the picture plane.

### **READING/WRITING - 5**

- Listen, draw conclusions, and share responses in subject-related group learning activities.
- Use effective verbal and nonverbal communication skills to deliver planned oral presentations.
- Learn how media messages are constructed and for what purposes.
- Expand vocabulary when reading.
- Read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
- Read and demonstrate comprehension of nonfiction.
- Write for a variety of purposes: to describe, to inform, to entertain, to explain and to persuade.
- Edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- Find, evaluate, and select appropriate resources for a research product.

### **LIBRARY/INFORMATION USE - 5**

- Gather, paraphrase, and organize information on a given topic from more than one source.
- Identify the difference between abridged and unabridged dictionaries.
- Identify special dictionaries, such as biographical, geographical, and science.
- Use an almanac, thesaurus, and atlas.
- Select the most appropriate reference source for a specific purpose.
- Use available technology to access information.

### **MATHEMATICS - 5**

- Give a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
- Recognize and name fractions in their equivalent decimal form and vice versa; and
- Compare and fractions and decimals in a given set from least to greatest and greatest to least.
- Identify and describe the characteristics of prime and composite numbers; and
- Identify and describe the characteristics of even and odd numbers.
- Create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.
- Find the sum, difference, product and quotient of two numbers expressed as decimals through thousandths, (divisors with only one nonzero digit); and.
- Create and solve single-step and multistep practical problems involving decimals.
- Solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.
- Evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.

- Find perimeter, area, and volume in standard units of measure;
- Differentiate among perimeter, area, volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;
- Identify equivalent measurements within the metric system;
- Estimate and then measure to solve problems, using U. S. Customary and metric units; and
- Choose an appropriate unit of measure for a given situation involving measurement using U. S. Customary and metric units.
- Identify and describe the diameter, radius, chord, and circumference of a circle.
- Determine an amount of elapsed time in hours and minutes within a 24-hour period.
- Measure right, acute, obtuse, and straight angles.
- Classify angles as right, acute, obtuse, or straight; and
- Classify triangles as right, acute, obtuse, equilateral, scalene, or isosceles.
- Using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid) will
  - b) Develop definitions of these planer figures; and
  - c) Investigate and describe the results of combining and subdividing plane figures.
- Predict and determine the probability of an outcome by constructing a simple space.
- Given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.
- Describe mean, median, mode, as measures of center;
- Describe mean, median, and mode as measures of center;
- Describe mean as fair share;
- Find the mean, median, mode and range of a set of data and
- Describe the range of a set of data as a measure of variation.
- Describe the relationship found in number pattern and express the relationship.
- Investigate and describe the concept of variable;
- Write an open sentence to represent a given mathematical relationship, using a variable;
- Model one-step linear equations in one variable, using addition and subtraction; and
- Create a problem situation based on a given open sentence, using a single variable.
- Investigate and recognize the distributive property of multiplication over addition.

### ***GENERAL MUSIC - 5***

- Use Kodaly methods in classroom and performance experiences.
- Sing in tune with a clear tone quality.
- Experience ***Music Speaks*** by speaking and singing social amenities in foreign languages (Spanish, Italian, German, Mandarin Chinese, French, Arabic, Russian, Portuguese, and Latin).
- Sing songs and play instruments representative of a variety of styles and cultures.
- Participate in a traditional enrichment ensemble (band, chorus, or orchestra), as available.
- Perform aural and written rhythm patterns using traditional and non-traditional notation.
- Notate and perform melody and rhythm patterns from the treble staff using traditional notation.
- Respond to music with movement.
- Identify and explain music forms of rondo and theme and variations.
- Employ creativity in a variety of music experiences to include ***River Reborn***.
- Use music terminology to describe, discuss, and evaluate music performances and compositions.
- Identify instruments from various music ensembles representative of diverse cultures by sight and sound.
- Identify the functions of the top and bottom numbers of meter signatures in double and triple meters.
- Place music examples into broad categories of style.
- Exhibit respect for the contributions of self and others in a music setting.
- Demonstrate an understanding of the relationship between music and other disciplines.
- Use technology as available to reinforce music concepts and skills.
- Participate in All-City sponsored enrichment opportunities.

## **HEALTH EDUCATION - 5**

- Explain effects of tobacco and alcohol
- Critique the way the media depicts drug use.
- Locate sources of help for people who have problems with alcohol and tobacco.
- Recognize one's responsibility for the prevention and control of disease.
- Use the decision-making process.
- Participate appropriately in group activities.
- Describe causes of stress.
- Plan and eat a well-balanced diet.
- Explain functions of the digestive, nervous, and respiratory systems.
- Identify hazards found at home.
- Practice first aid.

## **PHYSICAL EDUCATION - 5**

- Demonstrate a willingness to participate in cardiorespiratory exercise.
- Perform activities which improve levels of cardiorespiratory fitness.
- Demonstrate activities that improve levels of flexibility.
- Participate in activities that improve muscular strength and endurance.
- Apply the value of fitness assessment as a measuring tool for carry-over to lifetime wellness skills.
- Design and perform a rhythmical activity.
- Design and perform a sequence of skills including balance, rolls, and transfer of weight.
- Throw, catch, and shoot objects while traveling in a game-like situation.
- Apply kicking skills in a variety of game-like situations.
- Perform a dribble using their hands while in a game-like situation.
- Execute an underhand serve.
- Volley a tossed ball.
- Demonstrate the forehand and backhand swing.

## **SCIENCE - 5**

- Make quantitative observations with appropriate equipment for length, mass, volume, and elapsed time.
- Make accurate measurements using basic tools (thermometer, meter stick, balance, graduated cylinder).
- Make predictions using patterns.
- Identify manipulated and responding variables.
- Use classification keys.
- Represent data in appropriate graphs, charts, and diagrams.
- Extrapolate simple graphical data.
- Investigate how sound is transmitted and used for communication.
- Explore the characteristics of visible light and how it behaves.
- Investigate matter as a solid, liquids, or gas; atoms, elements, molecules, and compounds, mixtures, including solutions.
- Investigate cell structure and function.
- Investigate classification schemes of living things.
- Explore the ocean biome.
- Explain how the Earth's surface constantly changes, including the rock cycle; Earth history and fossil evidence; the basic structure of the Earth's interior; weathering and erosion; and human impact.
- Develop and reinforce an understanding of the nature of science.

## **SOCIAL STUDIES - 5**

- Identify and interpret primary and secondary source U.S. history documents to 1865.
- Make connections between the past and present.
- Sequence events in United States history from pre-Columbian times to 1865.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.

- Analyze and interpret maps to explain relationships among landforms, water, features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended of the decisions and how people responded to positive and negative incentives.
- Locate the seven continents and five oceans.
- Locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.
- Locate and identify the Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande River, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and the Gulf of Mexico.
- Organize key geographic features on maps, diagrams, and/or photographs.
- Describe how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- Locate where the American Indians lived - Inuit, Kwakiutl, Lakota, Pueblo and Iroquois..
- Describe how American Indians used the resources in their environment.
- Describe the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.
- Describe the cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict.
- Identify the location and describe the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- Describe the religious and economic events and conditions that led to the colonization of America.
- Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies and how they interacted with their environment.

### **FAMILY LIFE EDUCATION - 5**

- Develop an increased understanding of the roles, duties, and responsibilities of family members.
- Recognize the importance of contributing to a constructive group activity.
- Develop skill in saying “no” to any inappropriate social behavior or activity.
- Examine the messages from mass media related to sexuality.
- Recognize threatening or uncomfortable situations and how to react to them.
- Explain the effects of substance abuse on the body.
- Define the structure and function of the endocrine system.
- Recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.
- Describe the effects of personal hygiene on one’s self-concept.
- Identify the human reproductive organs in relation to the total anatomy.
- Discuss the human reproductive process.
- Identify reasons for avoiding sexual activity prior to marriage.
- Become aware of the existence of sexually transmitted diseases.
- Realize the importance of nutrition for him or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.

### **TECHNOLOGY - 5**

- Identify the following parts of a computer system: monitor, printer, keyboard, mouse, disk, disk drive, and software.
- Turn computer on and off properly.
- Log on and off network with a password (as appropriate).
- Use mouse to:
  - Select programs/objects.
  - Click, click-enter, and drag.
  - Double-click.
  - Right-click.
  - Open, close, and navigate within programs.

Control scroll bars to navigate on a page/screen.

Highlight text.

Minimize, maximize, and restore windows.

Resize windows.

- Toggle between programs.
- Select and use software for a variety of purposes.
- Insert and remove a CD from the appropriate drive.
- Understand where different drives store data.
- Recognize and describe difference between network and local drive.
- Explore networks and their functions.
- Understand importance of labeling digital files.
- Prevent the spread of viruses.
- Use Help within a program.
- Use control keys: shift, enter, spacebar, backspace, delete, caps lock, arrows, and escape.
- Use shortcut keys to perform simple functions.
- Identify right and left hand zones.
- Type home row words with correct fingering position.
- Use correct finger reaches from home row to top/bottom row keys.
- Use correct fingering for letters and numbers at all times.
- Type without looking at keys.
- Use numeric pad.
- Save a file on local drive (floppy).
- Use Save As to:
  - Save files with different names.
  - Save files in different locations.
  - Make backup copies of files.
- Move/copy files to various storage locations.
- Open and close a file saved on local drive.
- Open a file saved on network drive.
- Delete a file.
- Change font, font size, and font style (bold, italics, underline).
- Align text (left, right, center, and justified).
- Erase text.
- Use Undo.
- Cut, copy, and paste within a file.
- Cut, copy, and paste an object from one program to another.
- Use the thesaurus feature within a program.
- Check spelling and grammar within a word processing file.
- Use print options to demonstrate how to print a document.
- Use Print Preview as a printing tool.
- Use Page Setup to: change page orientation.
- Add text to an image.
- Resize an image.
- Select and move an image.
- Insert Clip Art.
- Insert graphics from files.
- Type words with upper and lower case letters.
- Type a correctly formatted simple paragraph.
- Type a correctly formatted multi-paragraph document.
- Use correct spacing after punctuation and between words.
- Use double space between paragraphs
- Use lists (bulleted, numbered).
- Use Tabs.
- Change line spacing.
- Use columns.
- Choose appropriate software for task (e.g., Word, PowerPoint, etc.).
- Communicate information and ideas effectively to multiple audiences using a variety of media of formats.

- Create a multi-screen linear product that communicates information regarding a main idea.
- Utilize templates, wizards, and pre-designed backgrounds.
- Create a screen layout or background.
- Change the order of screens.
- Delete a screen.
- Utilize screen transitions and timing.
- Utilize animation settings.
- Share information through a multimedia presentation.
- Recognize ways layout, pictures, graphics, color, font, size, transitions, and animation can affect the quality of a presentation.
- Use a pre-made spreadsheet graph to answer questions.
- Explain the purpose of a spreadsheet.
- Know the relationship between a spreadsheet and a chart/graph.
- Change data in a teacher-created spreadsheet.
- Manipulate data in a spreadsheet.
- Move from cell to cell.
- Change size of a row or column.
- Perform simple calculations.
- Choose a best chart type for presenting data.
- Create a chart to depict data.
- Customize chart color.
- Create and edit a chart legend.
- Use a pre-made database.
- Explain the purpose of a database.
- Change data in a pre-made database
- Sort data in a database.
- Create a database.
- Evaluate information for accuracy, relevance, and appropriateness.
- Identify different information sources.
- Collect, classify, and organize data by hand.
- Participate in groups to analyze data.
- Participate in groups to create information.
- Use software as an information tool.
- Collect data and report results using a variety of technologies.
- Use graphic organizers to illustrate ideas.
- Conduct searches and retrieve information from a variety of sources and media.
- Utilize a variety of search methods.
- Use school's on-line public access catalog to search by title, author, and subject, and determine availability of resource.
- Use magazine search banks to locate information on a subject.
- Use Internet through teacher-led projects.
- Explore the Internet as a system that connects computers all over the world to make available all kinds of information.
- Access Internet sites by using pre-set Internet bookmarks.
- Use an Internet toolbar to navigate.
- Enter an Internet address to locate a specific site.
- Use appropriate search engine syntax.
- Use a search engine to conduct a curriculum-related Internet search.
- Demonstrate appropriate care of computer.
- Demonstrate appropriate care for multimedia equipment.
- Take turns using the computer.
- Respect other classmates and their work when they are on the computer.
- Collaborate with others to produce and share information.
- The student will understand the ethical issues involved with computer use including safety, and privacy laws.
- Comply with PPS Acceptable Use Policy -- Read, sign, and follow the district's computer use guidelines and consequences of misuse (e.g. access appropriate web sites, report improper use, protect

personal information, honor privacy of others, utilize network resources for appropriate educational activities).

- Practice copyright responsibilities (e.g. cite sources; obtain permission to use others' works to refrain from plagiarism).

## **SIXTH GRADE**

### ***ART - 6***

- Express ideas and create images using principles of design.
- Discuss the meaning in the works of art and how design, technique and media impact it.
- Demonstrate inquiry skills and appropriate vocabulary.
- Identify the relationship between art processes and final solutions.
- Employ the use of chiaroscuro to create the illusion of form a 2-D surface.
- Create visual and tactile textures in works of art using appropriate art media.
- Solve art problems using color relationships.
- Discuss emotions expressed in works of art using appropriate art vocabulary.
- Identify contributions made by artists to society.
- Create the illusion of depth in 2-D drawing using one-point perspective.
- Produce a work of art based on visual memory.
- Utilize fantasy as means of expression in art work.
- Produce a kinetic art.
- Create original work of art using computer graphics.
- Identify components of an artist's style including materials, design, methods, and subject matter.
- Identify major art movements between 1877 to the present.
- Discuss the ways in which art can be persuasive
- Discuss the meaning in works of art and how design, technique, and media impact it.
- Recognize the ethical consideration involved in the use of print material and technology.
- Recognize that culture is reflected in visual expressions.
- Develop philosophical questions regarding the meaning of art and recognize that a belief system may influence contemplation of works of art.
- Explain in writing and orally how art evokes sensory and emotional responses.

### ***READING/WRITING – 6***

- Participate in and contribute to small-group activities.
- Present, listen critically, and express opinions in oral presentations.
- Understand the elements of media literacy.
- Read and learn the meanings of unfamiliar words and phrases within authentic texts.
- Read and demonstrate comprehension of variety of fictional texts, narrative nonfiction, and poetry.
- Read and demonstrate comprehension of a variety of nonfiction texts.
- Write narration, description, exposition, and persuasion.
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Find, evaluate, and select appropriate resources for a research product.

### ***FAMILY LIFE EDUCATION - 6***

- Explain the effects of growth on development, attitudes, and interests.
- Identify physical and emotional changes that occur during puberty.
- Relate personal hygiene to physical changes that occur during puberty.
- Identify facts about sexually transmitted disease.
- Explain the effects of substance abuse on the individual and family.
- Demonstrate understanding of child abuse and neglect.
- Become aware of community health care and safety agencies.
- Apply decision-making skills in solving problems.
- Evaluate messages from mass media related to sexuality and gender stereotyping.

## **HEALTH EDUCATION - 6**

- Explain importance of friends and adult mentors
- Explain the effects of environmental influences of personal health.
- Apply critical thinking skills on prevention of communicable and non-communicable diseases.
- Discuss relationships of dietary guidelines to eating habits.
- Explain the interconnection of the body systems.
- Explain the relationship of drugs and alcohol to body functioning.
- Describe the connection between mental and physical development as they affect adolescence.
- Explain the effects to peer pressure.
- Analyze the connection between self-image and personal success.
- Explain the importance of community health
- Recognize persuasive tactics used by the media.
- Explain benefits of peer mediation.

## **LIBRARY/INFORMATION USE - 6**

- Identify online research resources, such as search engines, special databases, and web logs.
- Select the most appropriate reference sources for a specific purpose.
- Gather, paraphrase, and organize information on a given topic from multiple sources.
- Practice online safety habits and demonstrate ethical use of copyright materials.
- Use an almanac, thesaurus, and atlas.
- Use available technology to access information.

## **MATHEMATICS - 6**

- Describe and compare data, using ratios, and will use appropriate notations, such as  $\frac{a}{b}$ , a to b, and a:b.
- Investigate and describe fractions, decimals, and percents as ratios;
- Identify a given fraction, decimal, or percent from a representation;
- Demonstrate equivalent relationships among fractions, decimals, and percents; and
- Compare and order fractions, decimals, and percents.
- Identify and represent integers;
- Order and compare integers; and
- Identify and describe absolute value of integers.
- Student will demonstrate representations of multiplication and division of fractions.
- Investigate and describe concepts of positive exponents and perfect squares.
- Multiply and divide fractions and mixed numbers; and
- Estimate solutions and then solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of fractions.
- Solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.
- Evaluate whole number numerical expressions, using the order of operations.
- Make ballpark comparisons between measurements in the U. S. Customary System of measurement and measurements in the metric system.
- Define  $\pi$  (pi) as the ratio of the circle to its diameter;
- Solve practical problems involving circumference and area of a circle, given the diameter or radius;
- Solve practical problems involving area and perimeter; and
- Describe and determine the volume and surface area of a rectangular prism.
- Identify the coordinates of a point in a coordinate plane; and
- Graph ordered pairs in a coordinate plane.
- Student will determine congruence of segments, angles, and polygons.
- Student will describe and identify properties of quadrilaterals.

- Given a problem situation, will
  - Construct circle graphs;
  - Draw conclusions and make predictions, using circle graphs; and
  - Compare and contrast graphs that present information from the same data set.
- Describe mean as balance point; and
- Describe which measure of center is appropriate for a given purpose.
- Compare and contrast dependent and independent events; and
- Determine probabilities for dependent and independent events.
- Identify and extend geometric and arithmetic sequences.
- Solve a one-step linear equation in one variable involving whole number coefficients and positive rational solutions.
- Investigate and recognize
  - the identity properties for addition and multiplication;
  - the multiplicative property of zero; and
  - the inverse property for multiplication
- Graph inequalities on a number line.

## ***MUSIC - 6***

- Use Kodaly methods in classroom and performance experiences.
- Sight read and take rhythmic and melodic dictation.
- Sing using correct vocal technique.
- Experience ***Music Speaks*** by speaking and singing social amenities in foreign languages (Spanish, Italian, German, Mandarin Chinese, French, Arabic, Russian, Portuguese, and Latin).
- Sing songs and play instruments representative of a variety of styles and cultures in unison, in parts, and as an accompaniment.
- Participate in a traditional enrichment ensemble (band, chorus, or orchestra), as available.
- Perform aural and written rhythm patterns using traditional and non-traditional notation.
- Notate and perform melody and rhythm patterns from the treble staff using traditional notation.
- Respond to music with movement.
- Improvise a simple rhythmic and melodic variation.
- Identify and explain music form to include binary (AB), ternary (ABA), rounded binary (ABb), rondo (ABACA) and theme and variations.
- Employ creativity in a variety of music experiences to include music composition, music arranging, and movement.
- Use music terminology to describe, discuss, analyze, and evaluate music performances and compositions representative of a variety of styles and cultures.
- Use correct music terminology to analyze instrument timbre attributes from diverse music genres and cultures.
- Identify the functions of the top and bottom numbers of meter signatures in simple and compound meters.
- Demonstrate through movement and body percussion knowledge of uneven meters.
- Describe sequences of whole and half steps in major and minor scales and Dorian mode.
- Identify chords in a written score (I, IV, V, and V7).
- Classify music by genre and style.
- Research and discuss music careers.
- Exhibit respect for the contributions of self and others in a music setting.
- Demonstrate an understanding of the relationship between music and other disciplines.
- Use technology as available to reinforce music concepts and skills.
- Participate in All-City sponsored enrichment opportunities.

## ***PHYSICAL EDUCATION - 6***

- Demonstrate putting complex movement sequences to a rhythm.
- Combine locomotive skills into specialized movement with a partner.
- Refine and adapt group activity skills by applying concepts of space, speed, and pathways.
- Use feedback in improving skills in throwing and catching.
- Use whole-part-whole learning in improving game skills.
- Understand and apply basic offensive and defensive skills in simple games (basketball, soccer, and volleyball).
- Use measurement and assessment to improve personal fitness.
- Apply basic principles of training in personal wellness.
- Solve game situations with reason and skill.
- Follow rules and safety procedures.
- Use practice to improve skills
- Identify opportunities in school, at home, and in the community to participate in physical activity.

## **SCIENCE - 6**

- Plan and conduct investigations that require statement of hypotheses, observation, measurement, manipulation of variables, collection and analysis of data
- Use scale models to estimate distance, volume, and quantity
- Test the validity of predictions and inferences
- Organize and communicate data through graphs, charts, and diagrams
- Collect, analyze, record, and report data using appropriate metric measurements
- Develop a classification system based upon multiple attributes
- Understand the basic sources of energy, their origins, transformations, and use
- Explain the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on the Earth's surface
- Investigate the matter as atoms, elements, and compounds
- Investigate the properties and characteristics of water and its role in the natural and man-made environment
- Investigate the properties of air and the structure and dynamics of the Earth's atmosphere
- Discuss the natural processes and human interactions that affect watershed systems
- Explain the organization of the solar system and the relationships among the various bodies that comprise it
- Explain public policy decisions that relate to the environment.

## **SOCIAL STUDIES - 6**

- Identify and interpret primary and secondary source U.S. history documents to 1865.
- Make connections between the past and present.
- Sequence events in United States history from pre-Columbian times to 1865.
- Interpret ideas and events from different historical perspectives.
- Evaluate and discuss issues orally and in writing.
- Analyze and interpret maps to explain relationships among landforms, water, features, climatic characteristics, and historical events.
- Distinguish between parallels of latitude and meridians of longitude.
- Interpret patriotic slogans and excerpts from notable speeches and documents.
- Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended of the decisions and how people responded to positive and negative incentives.
- Locate the seven continents and five oceans.
- Locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.
- Locate and identify the Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande River, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and the Gulf of Mexico.

- Organize key geographic features on maps, diagrams, and/or photographs.
- Describe how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia.
- Locate where the American Indians lived - Inuit, Kwakiutl, Lakota, Pueblo and Iroquois..
- Describe how American Indians used the resources in their environment.
- Describe the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.
- Describe the cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict.
- Identify the location and describe the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.
- Describe the religious and economic events and conditions that led to the colonization of America.
- Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies and how they interacted with their environment.
- Describe colonial life in America from the perspective of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved Americans.
- Identify the political and economic relationships between the colonies and Great Britain.
- Identify the issues of dissatisfaction that led to the American Revolution.
- Identify how political ideas shaped the revolutionary movement in America led to the Declaration of Independence.
- Describe key events and roles of individuals in the American Revolution with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.
- Explain reasons why the colonies were able to defeat Great Britain
- Identify the weaknesses of the government established by the Articles of Confederation.
- Describe the historical development of the Constitution of the United States.
- Describe the major accomplishments of the first five presidents of the United States.
- Describe territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- Identify the geographic and economic factors that influenced the westward movement of settlers.
- Describe the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America.
- Identify the main idea of the abolitionist and women's suffrage movements.
- Describe the cultural, economic, and constitutional issues that divided the nation.
- Explain how the issues of states' rights and slavery increased sectional tensions.
- Identify on a map the states that seceded from the Union and those that remained in the Union.
- Describe the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war.
- Use maps to explain critical developments in the war, including major battles.
- Describe the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

## **TECHNOLOGY - 6**

- Identify the following parts of a computer system: monitor, printer, keyboard, mouse, disk, disk drive, and software.
- Turn computer on and off properly.
- Log on and off network with a password (as appropriate).
- Use mouse to:
  - Select programs/objects.
  - Click, click-enter, and drag.
  - Double-click.
  - Right-click.
  - Open, close, and navigate within programs.
  - Control scroll bars to navigate on a page/screen.
  - Highlight text.
  - Minimize, maximize, and restore windows.
  - Resize windows.
- Toggle between programs.

- Select and use software for a variety of purposes.
- Insert and remove a CD from the appropriate drive.
- Understand where different drives store data.
- Understand disk formatting.
- Practice basic troubleshooting skills.
- Recognize and describe difference between network and local drive.
- Explore networks and their functions.
- Understand importance of labeling digital files.
- Write-protect a disc and understand why it is done.
- Prevent or slow down the spread of viruses.
- Save files in different formats.
- Use Find a located a file.
- Use Help within a program.
- Use control keys: shift, enter, spacebar, backspace, delete, caps lock, arrows, and escape.
- Use shortcut keys to perform simple functions.
- Identify right and left hand zones.
- Type home row words with correct fingering position.
- Use correct finger reaches from home row to top/bottom row keys.
- Use correct fingering for letters and numbers at all times.
- Type without looking at keys.
- Use numeric pad.
- Save a file on local drive (floppy).
- Use Save As to:
  - Save files with different names.
  - Save files in different locations.
  - Make backup copies of files.
- Move/copy files to various storage locations.
- Open and close a file saved on local drive.
- Open a file saved on network drive.
- Delete a file.
- Change font, font size, and font style (bold, italics, underline).
- Align text (left, right, center, and justified).
- Erase text.
- Use Undo.
- Cut, copy, and paste within a file.
- Cut, copy, and paste an object from one program to another.
- Use the thesaurus feature within a program.
- Check spelling and grammar within a word processing file.
- Use print options to demonstrate how to print a document.
- Use Print Preview as a printing tool.
- Use Page Setup to: change page orientation.
- Use Page Setup to: change margins
- Add text to an image.
- Resize an image.
- Select and move an image.
- Insert Clip Art.
- Insert graphics from files.
- Type words with upper and lower case letters.
- Type a correctly formatted simple paragraph.
- Type a correctly formatted multi-paragraph document.
- Use correct spacing after punctuation and between words.
- Use double space between paragraphs
- Lists (bulleted, numbered)
- Tabs
- Change line spacing.
- Use columns.
- Choose appropriate software for task (e.g., Word, PowerPoint, etc.).

- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Create a multi-screen nonlinear product that communicates information regarding a main idea.  
Utilize templates, wizards, and pre-designed backgrounds.  
Create a screen layout or background.  
Change the order of screens.  
Delete a screen.  
Utilize screen transitions and timing.  
Utilize animation settings.  
Insert forward and backward navigational buttons  
Link text or graphics to applications.
- Share information through a multimedia presentation.
- Recognize ways layout, pictures, graphics, color, font, size, transitions, and animation can affect the quality of a presentation.
- Use a pre-made spreadsheet graph to answer questions.
- Explain the purpose of a spreadsheet.
- Know the relationship between a spreadsheet and a chart/graph.
- Change data in a teacher-created spreadsheet.
- Manipulate data in a spreadsheet.  
Move from cell to cell.  
Change size of a row or column.  
Insert rows or columns.  
Wrap text within a cell.
- Perform simple calculations.
- Choose a best chart type for presenting data.
- Create a chart to depict data.
- Customize chart color.
- Create and edit a chart legend.
- Use a pre-made database.
- Explain the purpose of a database.
- Change data in a pre-made database
- Sort data in a database.
- Create a database.
- Explore existing web pages for ideas
- Create a storyboard to plan web page(s).
- Use appropriate web authoring software.
- Apply prior computer application knowledge.
- Apply current best practice design principles.
- Save all files in one folder or directory so that links match when loaded on the server.
- Title and identify the purpose of each page.
- Avoid publishing personal information or last name
- Use bullets, tables, and lists to express main ideas.
- Use color to emphasize key concepts.
- Choose background that does not obscure text.
- Choose a basic theme and color design to use consistently on each page.
- Select color combinations that enhance each other.
- Create hypertext links using specific site names rather than site addresses.
- Understand parts of a URL address and importance when evaluating a site.
- Access accounts, retrieve, compose, send, and reply to e-mail messages.
- Evaluate information for accuracy, relevance, and appropriateness.
- Identify different information sources.
- Collect, classify, and organize data by hand.
- Participate in groups to analyze data.
- Participate in groups to create information.
- Use software as an information tool.
- Collect data and report results using a variety of technologies.
- Use graphic organizers to illustrate ideas.
- Conduct searches and retrieve information from a variety of sources and media.

- Utilize a variety of search methods.
- Use school's on-line public access catalog to search by title, author, and subject, and determine availability of resource.
- Use magazine search banks to locate information on a subject.
- Use Internet through teacher-led projects.
- Explore the Internet as a system that connects computers all over the world to make available all kinds of information.
- Access Internet sites by using pre-set Internet bookmarks.
- Use an Internet toolbar to navigate.
- Enter an Internet address to locate a specific site.
- Use appropriate search engine syntax.
- Use a search engine to conduct a curriculum-related Internet search.
- Utilize multiple search engines to locate information.
- Demonstrate appropriate care of computer.
- Demonstrate appropriate care for multimedia equipment.
- Take turns using the computer.
- Respect other classmates and their work when they are on the computer.
- Collaborate with others to produce and share information.
- The student will understand the ethical issues involved with computer use including safety, and privacy laws.
- Comply with PPS Acceptable Use Policy -- Read, sign, and follow the district's computer use guidelines and consequences of misuse (e.g. access appropriate web sites, report improper use, protect personal information, honor privacy of others, utilize network resources for appropriate educational activities).
- Practice copyright responsibilities (e.g. cite sources, obtain permission to use others' works to refrain from plagiarism).

## Index

Admission Requirements.....	5
Bicycles .....	5
Change of Address .....	6
Child Study.....	6
Discipline Procedures.....	6
Dress Code .....	6
Early Dismissal.....	6
Emergency Telephone Information.....	6
Fire Drill .....	6
Homework .....	6
Lost and Found.....	6
Lost Books.....	7
Medical Guidelines.....	7
Money.....	7
PTA .....	7
Parent Teacher Conferences .....	7
Physical Education Medical Guidelines.....	7
Progress Reports to Parents .....	7
Safety.....	7
School Buses .....	8
School Closings .....	8
School Health Program .....	8
School Lunches .....	8
Student Insurances.....	8
Student Records.....	8
School Supplies .....	9
Supervisor of Students.....	9
Transfer Procedures.....	9
Visitors .....	9
Volunteers .....	9
Wellness Policy Statement .....	9
Kindergarten - Six Instructional Program .....	10
Grading Scale .....	10
Next Grade Level .....	10
Attendance.....	11
Encore Teams .....	11
Wellness Related Fitness Criteria.....	11
Summer School .....	12
Research Student Services.....	12-13
Bright Start .....	13
Title I Services.....	13
Instructional Objectives	
Kindergarten.....	14-18
First Grade.....	18-22
Second Grade .....	22-27
Third Grade .....	27-33
Fourth Grade.....	33-40
Fifth Grade .....	40-46
Sixth Grade.....	46-54



*Department of Curriculum and Instruction*  
**Committed to Excellence**

Revised – August, 2013