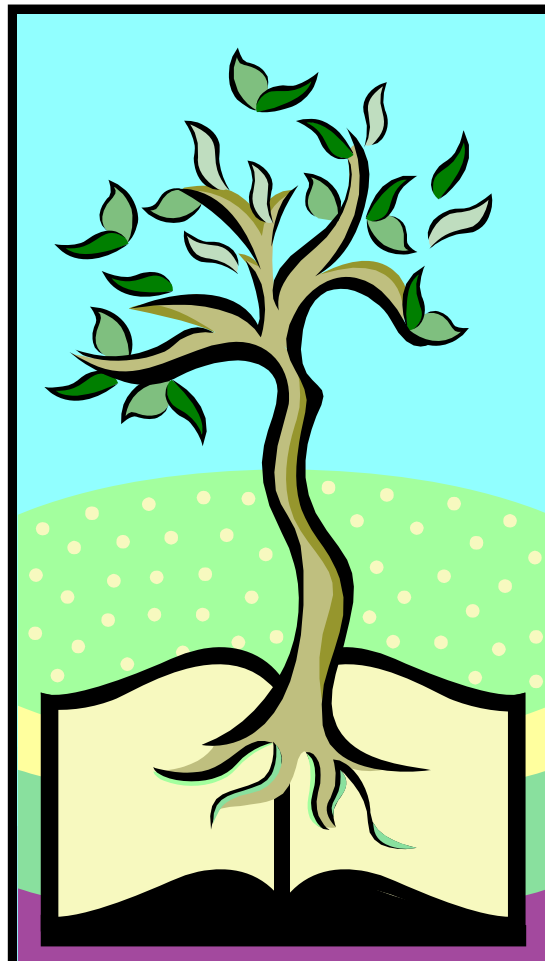


Elementary
Parent Curriculum Guide
South Lyon Community Schools
2016-2017



Curriculum
Instruction

CITA

South Lyon Community Schools

Technology
Assessments

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ART

Elementary art teachers have worked with secondary art teachers to develop a curriculum and instruction that is aligned with Michigan Standards and Benchmarks. The following are the State Standards and Benchmarks:

Content Standards

1. Apply skills and knowledge to perform in the arts K-5

Benchmarks

- ✍ Use materials, techniques, media, technology, and processes to communicate ideas and experiences
- ✍ Use art materials and tools safely and responsibly
- ✍ Use visual characteristics and organizational principles of art to communicate ideas
- ✍ Be involved in the process and presentation of a final product or exhibit

2. Apply skills and knowledge to create in the arts K-5

Benchmarks

- ✍ Apply knowledge of materials, techniques, and processes to create artwork.
- ✍ Apply knowledge of how visual characteristics and organizational principles communicate ideas
- ✍ Explore and understand prospective subject matter, ideas, and symbols for works of art
- ✍ Select and use subject matter, symbols, and ideas to communicate meaning
- ✍ Know different purposes of visual art to creatively convey ideas
- ✍ Use technology as a tool for creative expression

3. Analyze, describe, and evaluate works of art K-5

Benchmarks

- ✍ Generalize about the effects of visual structures and functions and reflect upon these effects in personal work
- ✍ Identify various methods for creating works of visual art
- ✍ Understand there are different responses to specific artworks
- ✍ Describe and compare the characteristics of personal artwork

4. Understand, analyze, and describe the arts in their historical, social, and cultural contexts K-5

Benchmarks

- ✍ Know that the visual arts have a history and specific relationships to various cultures
- ✍ Identify specific work of art as belonging to particular cultures, times, and places
- ✍ Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

5. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines, and between the arts and everyday life K-5

Benchmarks

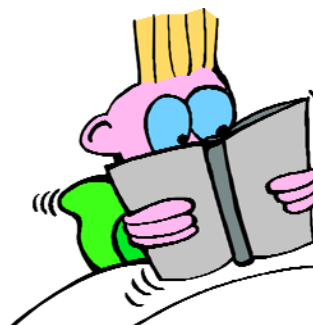
- ✍ Explain how visual arts have inherent relationships to everyday life
- ✍ Identify various careers in the visual arts
- ✍ Understand and use comparative characteristics of the visual arts and other arts disciplines
- ✍ Identify connections between the visual arts and other disciplines in the curriculum

English Language Arts

READING

Definition of Reading

Reading is the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation. (MRA, 1984)



From this perspective, a good reader is no longer defined as one who demonstrates mastery of a series of isolated skills, but rather as one who can apply these skills independently and flexibly in a variety of reading situations. This means that readers need to know how to employ certain skills, when and why to apply their skills, and that they must be willing and able to apply their skills spontaneously. Good readers must be able to apply their knowledge and skills as they construct meaning for different texts under a variety of reading conditions.

Good readers should be able to integrate information within a story to identify a central theme, or to use titles and subtitles within an informational passage (e.g. science, social studies, etc.) to identify the author's central purpose. Good readers also must have knowledge about the purposes for reading, the skills and strategies they can use, and about how different reader, text, and contextual factors can influence their reading. For example, it is important for readers to understand how the structure of stories may differ from the structures of different content area materials. Finally, good readers are those who have developed positive attitudes about reading and positive self-perceptions about themselves as readers. It is also important for readers to develop an interest in reading a variety of materials for a variety of purposes.

Developmental Stages of Literacy

Reading development is a process of growth and change. The process varies among individuals due to physical growth, outside interests, attitudes toward reading and learning, and previous experiences. The nature of the process alters as readers mature. Changes occur in what individuals can do, and these changes help determine what they are expected to do. The ability and motivation to become an independent, self-directed reader occurs in stages over a long period of time.

The stages described below suggest characteristics of a reader at various stages. Background knowledge and vocabulary are essential at all stages and are continuously developed and refined through a variety of experiences and wide reading. The stage descriptors and characteristics need to be thought of as general guidelines. The stages cannot be accurately defined by grade level since students in a single class could be at varying stages, depending upon the task, the text, and the students' experiences. During early stages students are more dependent. With guidance and instruction, students move from dependence to independence.

Emergent Reading

The Emergent Reading stage is characterized by natural, unstructured learning. The emergent reader engages in a variety of language tasks determined, to a great extent, by their immediate environment. The relationship between children and their environment is emulative rather than instructional. Modeling and reinforcement shape much of young children's learning in language as well as in behavior. An initial exploration of print through imitative writing, drawing, and questioning occurs at this stage.

Beginning Reading

The Beginning Reading stage is characterized by the young reader tackling the written language system. The environment which remains important is likely to include an instructor and text, although the former may be a parent and the latter a storybook. As youngsters are thoughtfully introduced to the written language and as they are encouraged to use their previously developed language learning strategies, they begin to learn word families. This stage is characterized by gaining word identification skills for determining the meaning of unfamiliar words. Children begin to monitor their word recognition by checking to see if what they read makes sense.

Reading for Consolidation

The Reading for Consolidation stage is characterized by the fluency readers now have in identifying unfamiliar words and predicting their meaning. Both of these skills should be done automatically at this stage. Also, readers are learning to recognize various text structures including the characteristics of stories and the organization of informational books. These readers enjoy reading in a variety of settings, and they use their prior knowledge and experiences to pursue individual interests in reading.

Reading to Learn the New

Reading to Learn the New is characterized by readers adapting to changes in the kinds of text read and the purposes for reading. Prior to this stage, familiar topics were used in the instructional materials to aid comprehension. As familiar subjects and different kinds of texts make different demands on them, readers at this stage are able to tackle a range of reading materials for different purposes, use background knowledge to aid in comprehension, apply some general strategies for aid in comprehension, and apply some general strategies for remembering information.

Reading for Independence

Reading for Independence is the stage in which readers refine their abilities to work with subject matter. Readers are now more aware of text style and organization and can use text features as an aid in comprehension or remembering. They can analyze the task and determine appropriate strategies. Readers at this stage can be expected to evaluate more than one viewpoint, consider opposing evidence, and integrate a variety of research material.

Mature Readers

Mature Readers can reconstruct meanings or shape ideas for their own uses. Readers at this stage are capable of dealing with a high level of abstraction. Reading strategies are independently applied to difficult and complex texts to meet the demands of their personal and career situations. They read in order to gain new information or insights from others and create new viewpoints and generalizations.



WRITING

Pre-Writing/Planning

Pre-writing is the stage in which writers generate and discover ideas and consider the purpose and audience for their writing.

Virtually all experiences within the school setting and outside of school may serve as pre-writing activities. Some examples are using journals, reading, researching, discussing, brainstorming, free-writing, listening to music, and so on. These activities may stimulate thinking, generate ideas, extend vocabulary, and deepen concepts.

Developmental Stages for Pre-Writing

Beginning Writers tend to be egocentric. They tend to enjoy their own ideas and to have the confidence to share what they are thinking.

Developing Writers tend to become aware of audience and, therefore, benefit from small group work. Pre-writing fills a particular need for developing writers to try out ideas before committing them to paper.

Drafting

Written composition is the development, organization and recording of the thoughts initiated in the pre-writing stage. Drafting is discovering thoughts, as well as communicating them. Students may write the first draft with little concern for form or mechanics, or they may dictate ideas to a scribe. This stage would include informal sharing with peers or adults.

Developmental Stages for Drafting

Beginning Writers tend to produce a single draft of most writing. Fatigue may interrupt the flow of their ideas; conclusions are often abrupt. They assume the understanding of their readers.

Beginning writers write freely and take risks to get their best thought down on paper.

Developing Writers have internalized some of the mechanics of writing so they can focus more on ideas. They select language more consciously and begin to organize more knowingly.

Revising

Revision is the "re-seeing" of the content of a piece of writing. At its best, revision entails reorganization and development of subject matter, as well as stylistic changes made to suit a writer's purpose and intended audience. Only selected pieces of writing should be subjected to close analysis of content and form, depending upon the particular purpose or audience. Students will revise if they care about the piece they have written. Because of its substantive nature, revision should be seen as distinct from proofreading.

Developmental Stages for Revising

Beginning Writers tend to view revision as unnecessary and are confused as to where to start. Consequently, they see revision simply as recopying or as "adding on." Frequently, they need help in "re-seeing" their ideas.

Developing Writers start to recognize the needs of their readers. They consider not only what is said but also how it is said. Developing writers revise when they are encouraged to do so by peers or the teacher.

Proofreading/Editing

Proofreading/editing is the stage of the writing process in which the writer attends to correctness in punctuation, spelling, word choice, usage, and so on. Correctness is not only a courtesy the writer owes the reader, but also the lack of correctness may affect communication.

Developmental Stages for Proofreading

Beginning Writers tend to overlook mechanical errors or they may be very discouraged by their inability to meet standards they do not understand. They need help in accepting their efforts and help in finding only a few prominent or repeated errors that they can correct.

Developing Writers become aware of correct standards but often are frustrated by the extent of their problems. They need help in searching their writing for selected types of errors and help in keeping records on their most common problems.

Publishing/Sharing Writing

Only selected pieces of writing will be taken to the final stage of publishing in the classroom. Some publishing is beneficial for young writers, although, only limited time, effort, and value should be given to it in contrast to time, effort, and value given to pre-writing, drafting, and sharing. Perfection should not be expected in published writing, particularly in the writing of beginning and developing writers.

Developmental Stages for Publishing

Beginning Writers are more motivated to write when their attempts are posted in the classroom, the school, or when they are shared in a special way with parents. Individual or class booklets of student writing should be shared with the class, the school, and the community.

Developing Writers will make special efforts in revision and proofreading in order to publish their work for the class, the school, and the community. Because they are frequently discouraged by the magnitude of the task, they need help, encouragement, and recognition.

A copy of the Michigan Standards for English Language Arts may be found at michigan.gov/documents/mde/K-12_MI_ELA_StandardsREV_470029_7.pdf or obtained through the office at your student's school.

ENGLISH LANGUAGE ARTS INSTRUCTION

Workshop Model

Our district utilizes the workshop model for reading and writing instruction. The workshop model includes the following components:

Mini-lesson – A mini-lesson is a short, focused lesson, where the teacher directly instructs on a skill, strategy, or habit that students will need to use in independent work.

Independent Reading/Writing and Conferencing – Following the mini-lesson, students will be sent off to read or write independently. During independent time, teachers will confer with individuals or small groups of students to provide additional instructional support on targeted skills.

Share – The share portion of the lesson provides an opportunity for students to share their work and thinking. This time allows additional opportunities for teachers to reinforce the concepts and skills addressed during the mini-lesson and independent work time.

HEALTHY SEXUALITY (REPRODUCTIVE HEALTH)

The South Lyon Community Schools Healthy Sexuality Advisory Committee has developed a Healthy Sexuality unit for fifth graders that promotes an awareness of:

- ❖ The process of physical and emotional maturation
- ❖ Body changes that occur during puberty
- ❖ The need for proper personal hygiene practices
- ❖ How to prevent the transmission of communicable diseases including HIV/AIDS and Hepatitis B
- ❖ What constitutes a form of bullying called sexual harassment, the consequences of such behavior and how to get help if you are being harassed

During the fifth grade year, each student is afforded the opportunity to participate in a Healthy Sexuality unit. Teachers in these classes have been provided additional training in the areas of Healthy Sexuality and HIV/AIDS education. Parents are notified by letter prior to classroom instruction. Parents are given the opportunity to exclude their child from participating if so desired. To do so, parents request in writing that their child be removed from the classroom prior to lessons being taught. A variety of videos and instructional materials are used in the classroom. Informational sessions for parents will be held at each building prior to classroom instruction. Parents may request (through the building office) to preview the materials. Parents with additional questions are encouraged to contact the building administrator or classroom teacher.

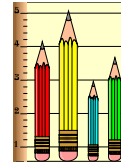
HEALTH

Health n' Me! curriculum is based upon the National Health Education Standards to address today's important health issues. The program is endorsed by the Michigan Department of Education, Oakland Community Health, and Oakland Schools. This is not a reproductive health program. Growing Up Healthy in Grade 5 addresses the issues of reproductive health and HIV/AIDS education (as required under state law).

After extensive public review by teachers and parents, the South Lyon Community Schools Health n' Me! curriculum was adopted by the school board. Parents who wish to review materials for this curriculum may contact their student's teacher or principal to do so.

Topics for the K-5 Health curriculum could include: Personal Hygiene; Preventing the Spread of Germs; Fire Safety, Keeping Us Healthy; Nutritious Food; Safe Walking and Biking; Choosing Healthy Habits; Safety at Home; Accepting Others; Avoiding Danger; Decision Making and Learning to Resist Peer Pressure.

MATHEMATICS



All students will:

- ◆ learn to think and reason mathematically
- ◆ develop operational knowledge and conceptual understanding in mathematics
- ◆ construct new meaning in mathematics by actively building from prior knowledge

Communicate Mathematically

Students will read, write, and discuss mathematics using signs, symbols, and vocabulary. Students will demonstrate their mathematical literacy in three areas: computational (includes vocabulary), mathematical reasoning (conceptual understanding), and problem solving. There is a powerful connection between developing a strong mathematical vocabulary and developing meaningful mathematical knowledge. Students use math vocabulary to explain their mathematical reasoning, ask and understand questions, evaluate and verbalize conjectures, and communicate solutions.

Parents can assist students in learning math vocabulary by asking them to verbally explain their algorithmic thinking using the language of math. Simple and complex vocabulary can become second nature to a student through frequent use. A functional knowledge and usage of mathematical vocabulary will empower your student to communicate and reason with more confidence. For many students, understanding and using math vocabulary is essential to their development of a deeper understanding of the math concepts.

“I am a word person. Numbers don't mean anything to me unless there are words behind them- reasons I can verbalize.”

Anne, eighth grader

Mathematical Reasoning

Students will learn to gather evidence, make conjectures, and come to logical conclusions using critical thinking skills. When students can connect mathematical ideas, their understanding is deeper and lasts longer. Students learn to:

- ❖ recognize and use connections among mathematical ideas
- ❖ understand how mathematical ideas interconnect and build on one another
- ❖ explain their reasoning and look for evidence or proof (justify) that their understandings will apply consistently over time

Students as Mathematical Problem Solvers

Students will have opportunities to solve a wide variety of problems in their mathematics class. Some of these problems could be long-term, solved by a group working together, or suggested by students to replicate problems needing solution in daily living. Students refine, over the K-5 experience, their ability to systematically and with confidence attack difficult mathematical problems. Students learn to apply Habits of Mind in the classroom. Persistence and Communicating with Accuracy and Precision are two Habits of Mind that students apply while using problem solving strategies to solve algorithmic problems and investigations.

Our mathematics curriculum involves content and the processes used to master the content at each grade level. In grades K-5 students are immersed in mathematics in real-world scenarios as they journey through Mathematical Investigations. These challenge students in all three areas of math literacy: computation, math reasoning, and problem solving.

A copy of the Michigan Standards for Mathematics may be found at:

michigan.gov/documents/mde/K-12_MI_Math_Standards_REV_470033_7.pdf

Kindergarten Mathematics Units of Study:

- Who is in School Today (Classroom Routines and Materials)
- Counting and Comparing (Measurement and the Number System)
- What Comes Next? (Patterns and Fractions)
- Measuring and Counting (Measurement and the Number System)
- Make a Shape, Build a Block (2-D and 3-D Geometry)
- How Many Do You Have? (Addition, Subtraction, and the Number System)
- Sorting and Surveys (Data Analysis)
- Money (Coin Identification)



First Grade Mathematics Units of Study:

- How Many of Each? (Addition, Subtraction, Number Sense)
- Making Shapes and Designing Quilts (2-D Geometry)
- Solving Story Problems (Addition, Subtraction, and Number Sense)
- What Would You Rather Be? (Data Analysis)
- Fish Lengths and Animal Jumps (Measurement)
- Number Games and Crayon Puzzles (Addition, Subtraction, Number Sense)
- Color, Shape and Number Patterns (Patterns and Functions)
- Twos, Fives and Tens (Addition, Subtraction, Number Sense)
- Blocks and Boxes (3-D Geometry)



Second Grade Mathematics Units of Study:

- Counting Coins and Combinations
- Shapes, Blocks, and Symmetry
- Number Strings, and Story Problems
- Pockets, Teeth, and Favorite Things
- How Many Tens? How Many Ones?
- Parts of a Whole, Parts of a Group
- Partners, Teams, and Paper Clips
- Measuring Length and Time



Third Grade Mathematics Units of Study:

- Trading Stickers, Combining Coins (Place Value)
- Survey and Line Plots (Data)
- Collections and Travel Stones (Addition, Subtraction)
- Perimeter, Angles, and Area (Geometry, Measurement)
- Equal Groups (Multiplication, Division)
- Stones, Tables, and Graphs (Data, Graphing)
- Finding Fair Shares (Fractions, Decimals)
- How Many Hundreds? How Many Miles? (Addition, Subtraction)

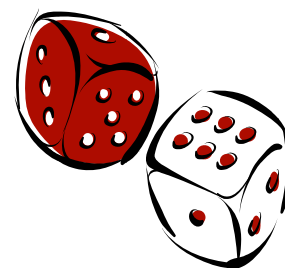


Fourth Grade Mathematics Units of Study:

- Landmarks and Large Numbers (Place Value)
- Factors, Multiples and Arrays (Factors and Multiples)
- Multiple Towers and Division Stories (Multiplication/Division)
- How Many Packages? How Many Groups? (Multiplication/Division)
- Size, Shape, and Symmetry (Geometry)
- Fraction Cards and Decimal Squares (Fractions and Decimals)
- Penny Jars and Plant Growth (Data)

Fifth Grade Mathematics Units of Study:

- Number Puzzles and Multiple Towers (Multiplication/Division)
- Prisms and Pyramids (Volume)
- What's That Portion? (Fraction Operations)
- Measuring Polygons (Two Dimensional Geometry)
- Decimals on Grids and Number Lines (Decimals)
- Growth Patterns (Coordinate Planes)
- How Long Can You Stand On One Foot? (Interpret Data)



Helping Your Student in Math:

You can do a great deal to help your student succeed in mathematics. Here are some strategies that can be used through the year with many of the mathematics units.

- Encourage your child to do their homework on a regular basis. Provide a regular place and time to do homework.
- Have your child show you their Student Math Handbook (SMH) and explain to you what they have been doing in class. *It is very important that students take responsibility to safeguard this book; it is an important instructional tool used in their development of mathematical literacy.*
- Help them to be more organized. Look for sections in the notebook that contain class notes, vocabulary, homework, and assessment pieces.
- Have your child explain the words in the vocabulary list or the solution to a problem.
- Encourage your child by explaining that you believe that they can succeed through trying and working hard at the assignments.



What Can All Families Do? Fostering your child's success in school mathematics

Be positive!

If you have a negative attitude about mathematics, chances are your son or daughter will, too. Help your child have a “can do” attitude by praising your child’s efforts as well as their accomplishments. Acknowledge the facts that mathematics can be challenging at times and that persistence and hard work are the keys to success. Relate mathematics learning to other endeavors that require hard work and persistence, such as playing a sport, learning to play an instrument, or learning a new language. Struggling at times in mathematics is normal and is actually necessary and valuable in understanding mathematics.

Link mathematics with daily life

Every day, people face situations that involve mathematics, such as deciding whether one has enough money to purchase a list of items at the store, building a budget, developing a seating plan for a party or function, or analyzing data and information to determine how many employees to schedule for the following week. Help your child realize that mathematics is a significant part of everyday life. Suggestions for discussing mathematics with your elementary, middle school, or high school child during everyday activities are listed at the end of this section.

Support homework, don’t do it!

Homework is an area that can cause trouble in most households. Relax, and remember whose homework it is. If you take over doing homework for your child, you encourage your son/daughter to easily give up or seek help when working on a challenging problem. If you start to panic when you do not know how to do the mathematics, you may signal negative thoughts about mathematics to your child. Your child is not likely to be resourceful, persistent, or confident if you react in either of these ways.

Think of yourself as more of a guide rather than your child’s teacher. Your role is not only to support him/her but also to help them take responsibility for themselves. You can facilitate your child’s homework by:

- ✓ Asking good questions that cannot be answered with a yes or no.
- ✓ Listen to your child. *The simple act of having your child explain something out loud can often help them figure out the problem.*
- ✓ Encourage your child. Let them know you understand that sometimes it will be difficult by that with persistence they will learn.
- ✓ Have them show all their calculations.
- ✓ Have them explain their thinking or reasoning process on paper to support the solution to a problem. *This recording gives the student something to look back on, either for review or to spot and fix a mistake. It can also furnish the teacher with useful information related to the student’s reasoning and understanding.*
- ✓ Assist them in vocabulary development by asking them to explain their reasoning to you using vocabulary words.

Questions and comments to support mathematics homework

- ✚ What is the problem you're working on?
- ✚ What do the directions say?
- ✚ What words (vocabulary) can you use to explain the problem or your thinking?
- ✚ Where do you think you should begin?
- ✚ Are there other possibilities?
- ✚ What would happen if.....?
- ✚ What do you already know that can help you work through the problem (schema)?
- ✚ What have you done so far?
- ✚ Have you solved similar problems that would help?
- ✚ Can you draw a diagram or picture of the problem?
- ✚ How can you organize the information? Table? Chart? Graph? Columns?
- ✚ Do you see any patterns or relationships that will help solve this?
- ✚ Can you explain what the teacher asked you to do?
- ✚ Can you tell me where you are stuck?
- ✚ How does this relate to.....?
- ✚ What assumptions are you making?
- ✚ Can you re-state the problem another way?
- ✚ What math strategies have you used in the past?
- ✚ Can you think of a math strategy that you can try here?
- ✚ Is there another possibility or strategy that would work?
- ✚ Could you use any materials e.g., buttons, navy beans, paper strips, spaghetti, blocks, etc to help you work the problem?
- ✚ Can this problem be "acted out"?
- ✚ Do you have any notes or papers in you notebook that can help you?
- ✚ What did you try that did not work?
- ✚ Can you go to another problem and come back to this one later?
- ✚ How do you know your solution is reasonable?
- ✚ Help me understand this part.....
- ✚ How can you convince me your answer makes sense?

Resource

A Family's Guide: Fostering your child's success in school mathematics. Pre-kindergarten to Grade 12, National Council of Teachers of Mathematics

MUSIC

At the elementary school level, students will learn to develop critical thinking skills through music. Students will learn to work independently and collaboratively to make music and solve musical problems. Below are specific music and literacy skills students will develop in their music classes.

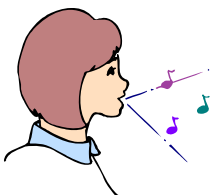


Music Skills

The student will identify and perform...

(Later grades revisit earlier skills from previous grades. These are not listed if they are repeated)

<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>	<u>Fourth Grade</u>	<u>Fifth Grade</u>
<ul style="list-style-type: none"> • A steady beat • High & low • Fast & slow tempos • Loud & soft dynamics • Steps & skips in melodies • Echo songs • Call & response songs • Different timbres in music 	<ul style="list-style-type: none"> • AB Form • Dynamics (piano/forte) • Echo songs • Call & response songs • Identify instrument families • Identify tuned & un-tuned instruments • Differentiate between rhythm & steady beat 	<ul style="list-style-type: none"> • Form in music (Intro, A, B, Coda, Verse, Chorus) • Tempo in music (andante, presto, allegro, largo) • Ostinato • Dynamics in music (<i>p</i>, <i>pp</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>) • Improvisation • The instruments of the orchestra 	<ul style="list-style-type: none"> • Ostinatos in music • Meter in music (2, 3, 4) • Micro & Macro Beat • Dynamics in music (crescendo & diminuendo) • Harmony (partner songs, rounds) • Major & Minor tonalities 	<ul style="list-style-type: none"> • A scale in the key of C • Texture in Music • Form in music (theme & variation) • Chords (I, IV, V) • Identify non-Western instruments • Create his or her own texture map 	<ul style="list-style-type: none"> • Experimental sounds in music • Harmony (incl. two-part singing) • Several skills from earlier grades are reinforced.



Music Literacy

K	Use a system to read quarter & eighth notes; Identify & perform quarter rests; Read two or more pitches
1	Use a system to read half, quarter, & eighth notes; Read and create listening maps; Identify & perform quarter rests; Read four or more pitches
2	Use a system to read half, quarter, & eighth notes; Read and create listening maps; Identify & perform quarter rests; Read four or more pitches
3	Use western notation to read half, quarter, dotted half, whole & eighth notes; Use western notation to read all pitches on the staff; Read six or more pitches
4	Use western notation to read: - half, quarter, dotted half, whole, & eighth notes - half & whole rests - all pitches on the staff Use the number system to count rhythms
5	Use the number system to count rhythms Use solfege as a tool to read and perform music. Several other literacy performance tasks from earlier grades are reinforced.

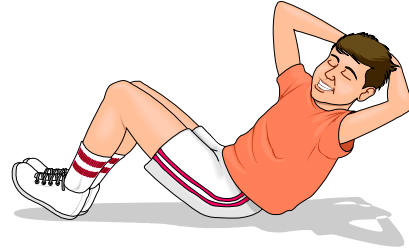
PHYSICAL EDUCATION

Your child may or may not work on all areas. Each grade level has specific objectives. Some of the examples given were for lower elementary and some for upper elementary. Each quarter your child will receive an update that will explain what he/she has been doing for the past nine weeks.

Your child will be working on (depending on grade level) the following skills:

Activity Related Knowledge

- ◆ Personal space
- ◆ Body parts
- ◆ Benefits of exercise
- ◆ Safety practices and procedures
- ◆ Benefits and detriments of physical activity
- ◆ Value of an active lifestyle
- ◆ Related Academics – Math, Science, Geography, Health, Music, and Careers



Fitness

- ◆ Cardiovascular endurance
- ◆ Strength
- ◆ Flexibility
- ◆ Fitness testing (excluding kindergarten)

Motor Skill Development

- ◆ Jumping
- ◆ Throwing
- ◆ Catching
- ◆ Balancing
- ◆ Forehand strike
- ◆ Running, etc.



Personal / Social Characteristic Traits

- | | |
|------------------------|----------------------------|
| ◆ Following directions | ◆ Responsibility |
| ◆ Best efforts | ◆ Respect |
| ◆ Cooperation | ◆ Self Control |
| ◆ Compassion | ◆ Constructive Competition |



SCIENCE

The concept of science as a way of explaining the world includes knowledge, explanation, and the idea that science has a particular way or unique methods that scientists use. Science is both content knowledge and the process by which scientists come to obtain that knowledge. The definition of scientific literacy is: The ability to construct scientific knowledge, reflect on scientific knowledge, and use science knowledge to describe, explain, and make predictions about real-world events, phenomena, and systems.

From this perspective, a scientifically literate student is no longer defined as one who demonstrates mastery of a series of isolated skills and benchmarks, but rather as one who can apply these skills and knowledge base independently and in a variety of situations. Good science students must be able to apply their content knowledge and process skills as they construct meaning for different events. Students need to integrate Life Science, Physical Science, and Earth Science knowledge, reflect on new and learned science knowledge to apply problem solving strategies in a scientific context.

Science as Inquiry

Students use scientific inquiry processes such as observations, experiments, analyzing data, and drawing conclusions based upon evidence to construct their own scientific knowledge. It is inquiry that is the thread that binds scientific literacy. The Science Subject Area Committee (SAC) has recommended to the school board science programs that are inquiry-based and grounded in the development of scientific thinking and literacy.

The established fundamental goals for science education are:

- Emphasize understanding over content coverage
- Emphasize learning that is useful and relevant
- Promote science literacy for *all* students
- Engage *all* learners in thinking scientifically

Because inquiry and constructing knowledge is so important, students are actively engaged in laboratory activities and investigations during science instruction. School attendance is critical for the achievement of these academic standards. When students are not in class due to an absence from school they may miss essential instruction where laboratory activities are scheduled. Due to the nature of laboratory work, not all of these experiences will be offered as make-up opportunities.

To facilitate this inquiry-based approach, the students will construct knowledge from investigations within science kits. These kits are purchased from companies that are recognized by the National Science Foundation and are developed with scientific research about best educational practices in science education.

Kindergarten Units of Study:

- Properties
- Ant Homes Underground
- Trees
- Animals Defenses



First Grade Units of Study:

- Pebbles, Sand and Silt
- Weather
- Solids and Liquids
- Tree Homes
- Life Cycle of Butterflies

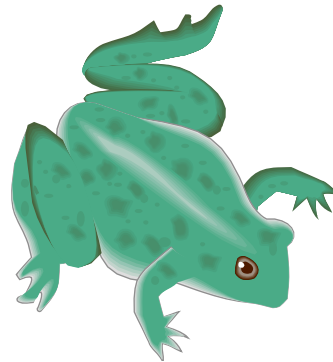
Second Grade Units of Study:

- Air and Weather
- Changes
- Buzzing a Hive
- Soil
- Magnets



Third Grade Units of Study

- Plant Growth and Development
- Animal Studies
- Sound
- Fossils
- Finding the Moon



Fourth Grade Units of Study:

- Land and Water
- Ecosystems
- Motion and Design
- Earth, Sun and Moon

Fifth Grade Units of Study:

- Convection Currents
- Rock Cycle and Fossils
- Electrical Circuits
- Energy and Motion
- Matter and Molecules



A copy of the K-5 Science GLCE's may be found at the State website <http://www.michigan.gov/glce> or obtained through the office at your student's school.

SOCIAL STUDIES

SEQUENCE OF STUDY

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Myself & Others	Families and Schools	Local Communities	Michigan Studies	United States Studies	Integrated Early American History

Kindergarten: Myself and Others

The kindergarten social studies curriculum is designed to help students gain an increased awareness of themselves and the world around them. Using the framework of “Myself and Others,” students learn about the social studies disciplines of history, geography, civics and government, and economics. Using events from their own lives they begin to explore and learn the basic historical concept of time and to distinguish past, present, and future. They develop the geographic concept of space by learning positional words and recognizing that maps and globes represent places in the world. To lay the foundation for the study of civics and government, students identify the flag as an important symbol of the United States. They also act as classroom citizens by following appropriate rules for individual and group activities and decision making. An awareness of economics is developed as students connect familiar economic wants to how those wants are met. Throughout the year students are introduced to simple core values of democracy as they learn to respond appropriately to classroom issues and individual responses.

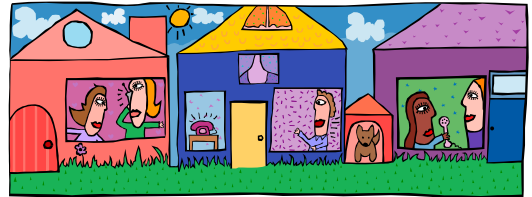
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| Unit 1 | Who Am I? |
| Unit 2 | Where Am I? |
| Unit 3 | How Do I Get What I Need and Want? |
| Unit 4 | How Do I Get Along With Others? |



First Grade: Families and Schools

The first grade social studies curriculum uses the context of “Families and Schools” to guide students in the study of history, geography, civics and government, and economics. Using family histories, students develop historical thinking skills as they explore how life today (present) is like or different from family life in the past. As they use ideas of time and chronology, students also learn about the people and events that are celebrated as part of the national holidays of the United States. Students address geographic concepts and develop spatial skills through map construction and visual representations. In addition, students begin to develop an understanding of how humans interact with their environments and some of the consequences of those interactions. In civics and government, school is used as a context for learning about why people create rules, what is authority in a school setting, and the characteristics of citizenship. Economic principles are explored using the context of family. Students investigate ways in which families consume goods and services, how people make a living, and how scarcity and choice affect economic decisions. Students continue to develop an understanding of public issues, the importance of citizen action, and begin to communicate their positions on public issues.

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| Unit 1 | What is a Family? |
| Unit 2 | How Do We Get What We Need or Want? |
| Unit 3 | How Do We Learn About Places? |
| Unit 4 | How Do We Learn About the Past? |
| Unit 5 | What is a Citizen? |



Second Grade: Local Communities

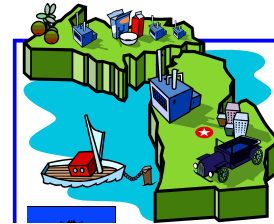
The second grade social studies curriculum addresses concepts in geography, history, government, and economy through the lens of the local community. Students examine what is a community, how citizens live and work together in community, how communities change over time, and the role of citizens in a community. Using historical thinking, students create timelines of key events from their community's past, explore changes over time, and investigate how descriptions of common events can differ. Students draw upon prior knowledge of spatial awareness, physical and human systems, and human-environment interaction from earlier grades to create more complex understandings and apply these concepts to the local community. They begin to understand how people, goods, and services move within the community. Students are also introduced to local government and its functions. By exploring the role local businesses in the community, students learn how people cannot produce everything they want and depend on trade to meet those wants. Through an examination of local public issues, students practice public discourse and decision making around community issues.

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| Unit 1 | What is a Community? |
| Unit 2 | Where is My Community and What is it Like There? |
| Unit 3 | How Do Citizens Live Together in a Community? |
| Unit 4 | How Do People Work Together in a Community? |
| Unit 5 | How Do Communities Change? |
| Unit 6 | How Can a Citizen Affect a Community? |

Third Grade: Michigan Studies

The third grade social studies curriculum introduces the history, geography, government, and economy of Michigan. Students learn about people and events from the past that have influenced the state in which they live. They study the geography of Michigan including the physical and cultural characteristics of different areas of the state. Using the context of their state, students explore human-environment interactions and their consequences. Using a geographic lens, students also examine the movement of people, products, and ideas across the state, and investigate how Michigan can be divided into distinct regions. Economic concepts are applied to the context of Michigan as students explore how Michiganders support themselves through the production, consumption, and distribution of goods and services. By studying economic ties between Michigan and other places, students discover how their state is an interdependent part of both the national and global economies. The purposes, structure, and functions of state government are introduced. Students explore the relationship between rights and responsibilities of citizens. They examine current issues facing Michigan residents and practice making and expressing informed decisions as citizens. Throughout the year, students locate, analyze, and present data pertaining to the state of Michigan.

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| Unit 1 | The Geography of Michigan |
| Unit 2 | The Economy of Michigan |
| Unit 3 | The Early History of Michigan |
| Unit 4 | The Growth of Michigan |
| Unit 5 | The Government of Michigan |
| Unit 6 | Public Issues Facing Michigan Citizens |



Fourth Grade: United States Studies

The fourth grade social studies curriculum introduces students to geographic, economic, governmental concepts through the lens of the United States. They study the physical geography of the United States as well as the cultural characteristics of regions of the country. Students analyze human systems in the United States by exploring the interaction between the people and their natural environments, the movement of people, products, and ideas, and the distinguishing features of various regions within the country. By focusing on the characteristics of the U.S. economy, students learn fundamental economic concepts and apply these to their own lives. They study economic ties between the United States and other places, and discover how their country is an interdependent part of the global economy. Students are introduced to the purposes, structure, and function of our federal government. They also examine the relationship between the rights and responsibilities of citizens in a democratic republic. Students examine current issues facing the United States and practice making and expressing informed decisions as citizens.

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| Unit 1 | Foundations in Social Studies |
| Unit 2 | The United States in Spatial Terms |
| Unit 3 | Human Geography in the United States |
| Unit 4 | Exploring Economics |
| Unit 5 | Our Federal Government |
| Unit 6 | Rights and Responsibilities of Citizenship |

Fifth Grade: Integrated Early American History

The fifth grade social studies curriculum is a chronological study of early American history through the adoption of the United States' Bill of Rights. By applying the tools of historians, including the use of primary and secondary sources, students explore how significant events shaped the nation. They begin with an introduction to the United States Constitution which, as the first unit of study, retrospectively frames their study of the early history of the nation. As they study the meeting of "Three Worlds" they explore interactions among American Indians, Africans, and Europeans in North America. Students also examine how these interactions affected colonization and settlement. They explore how geography of North America influenced daily life and economic activities as the three distinct English colonial regions developed. Throughout the course, students learn how ideas about government, colonial experiences with self-government, and interactions with Great Britain influenced the decision to declare independence. Within the historical study emphasis is placed on ideas about government as reflected in the Declaration of Independence, Articles of Confederation, the U.S. Constitution, and the Bill of Rights. Students examine how and why the Founders gave and limited the power of government through the principles of separation of powers, checks and balances, federalism, protection of individual rights, popular sovereignty, and the rule of law (core democratic values). Throughout the course students develop capacity for responsible citizenship as they apply the values and principles of constitutional democracy in the United States to contemporary issues facing the nation.

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| <p>Unit 1 Our Government</p> <p>Unit 2 Three Worlds Meet</p> <p>Unit 3 Colonization and Settlement</p> <p>Unit 4 Life in Colonial America</p> <p>Unit 5 Road to Revolution</p> <p>Unit 6 The American Revolution</p> <p>Unit 7 A New Nation</p> |
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Michigan Educational Technology Standards (METS) 2009 - PK-8 Checklist by Grade Levels

O = Teacher Observation

P = Portfolio Evidence

A = Formal Assessment

C = Technology Literacy Class

Grades PK through 2 –Technology Standards and Expectations – (prior to completing Grade 2)

PK_2.CI Creativity and Innovation - By the end of Grade 2 each student will:

1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts

PK_2.CC. Communication and Collaboration - By the end of Grade 2 each student will:

1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project
2. use a variety of developmentally appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others

PK_2.RI. Research and Information Fluency - By the end of Grade 2 each student will:

1. interact with internet based resources
2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library media specialists, parents, or student partners

PK_2.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 2 each student will:

1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units)
2. use digital resources (e.g., dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners

PK_2.DC. Digital Citizenship - By the end of Grade 2 each student will:

1. describe appropriate and inappropriate uses of technology (e.g., computers, internet, e-mail, cell phones) and describe consequences of inappropriate uses
2. know the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling)
3. identify personal information that should not be shared on the Internet (e.g. name, address, phone number)
4. know to inform a trusted adult if they receive or view an online communication which makes them feel uncomfortable, or if someone whom they don't know is trying to communicate with them or asking for personal information

PK_2.TC. Technology Operations and Concepts - By the end of Grade 2 each student will:

1. discuss advantages and disadvantages of using technology
2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print)
3. recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer)
4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs, videotapes)
5. use developmentally appropriate and accurate terminology when talking about technology
6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning, and entertainment
7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, web sites)

Michigan Educational Technology Standards (METS) 2009 - 3rd to 5th Checklist

O = Teacher Observation	P = Portfolio Evidence	A = Formal Assessment	C = Technology Literacy Class		
Grades Three through Five – Technology Standards and Expectations – (prior to completing Grade 5)					
3_5.CI. Creativity and Innovation - By the end of Grade 5 each student will:					
			3	4	5
					X
					X
			X		X
3_5.CC. Communication and Collaboration - By the end of Grade 5 each student will:					
			3	4	5
			X		X
					X
3_5.RI. Research and Information Fluency - By the end of Grade 5 each student will:					
			3	4	5
			X	X	X
			X	X	X
			X	X	X
3_5.CT. Critical Thinking, Problem Solving, and Decision Making - By the end of Grade 5 each student will:					
			3	4	5
					X
			X		X
3_5.DC. Digital Citizenship - By the end of Grade 5 each student will:					
			3	4	5
			X	X	X
			X	X	X
			X	X	X
3_5.TC. Technology Operations and Concepts - By the end of Grade 5 each student will:					
			3	4	5
			X	X	X
			X		X
			X	X	X
					X