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Elementary Parent Curriculum Guide

South Lyon Community Schools

Welcome to South Lyon Community Schools!

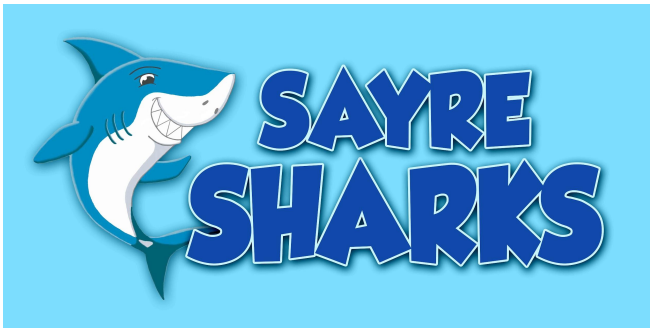
In support of our community, the mission of South Lyon Community Schools is to provide the highest quality educational process, so that all students can excel as individuals and become productive and contributing members of society

South Lyon Community Schools covers an area of approximately 83 square miles with an estimated population base of approximately 45,500. The District contains areas of three counties (Oakland, Washtenaw & Livingston) and areas of 8 municipalities (City of South Lyon, Lyon Township, City of Novi, City of Wixom, Milford Township, Northfield Township, Salem Township, and Green Oak Township).

The District currently consists of 12 schools: two high schools (grades 9-12), two middle schools (grades 6-8), and eight elementary schools (grades K-5). In addition, the District has an Early Childhood Center, a TECHNOLOGY/maintenance/ transportation facility and an administration building. The administration facility, called the City and School Administration Building, which opened in 1998, is shared with the City of South Lyon. We believe it is the first shared school/municipal building in the State of Michigan.

Our school district history goes back to 1834 when a one-room log schoolhouse was built just east of town. Click here to read more

South Lyon Elementary Schools



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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. (Michigan Reading Association).

From this perspective, strong readers are not defined as those who demonstrate mastery of a series of isolated skills, but rather those 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.

Readers must be able to apply their knowledge and skills as they construct meaning for different texts under a variety of reading conditions.

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. Readers also must have knowledge about the purposes for reading, the skills and strategies they can use, and about how different reader, text, and context 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, we want readers to develop 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.

English Language Arts

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. A child's ability and motivation to become an independent, self-directed reader occurs in stages over a long period of time.

The following descriptions provide 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.

English Language Arts

Stages of Reading Development(From readinga-z.com)

Early Emergent Readers

Aspiring readers are just beginning to grasp the basic concepts of book and print. They are acquiring a command of the alphabet with the ability to recognize and name upper- and lowercase letters. They are also developing many phonological awareness skills, such as recognizing phonemes, syllables, and rhyme.

Early Emergent readers are beginning to learn sound/symbol relationships--starting with consonants and short vowels--and are able to read CVC (consonant-vowel-consonant) words, as well as a number of high-frequency words.

Books at this level have:

- Strong picture support
- Carefully controlled text
- Repetitive patterns
- Controlled, repeated vocabulary
- Natural language
- Large print
- Wide letter spacing
- Familiar concepts
- Limited text on a page

English Language Arts

Stages Reading Development (From readinga-z.com)

Emergent Readers

Readers at this stage have developed an understanding of the alphabet, phonological awareness, and early phonics. They have command of a significant number of high-frequency words.

Emergent readers are developing a much better grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes.

Books at this stage have:

- Increasingly more lines of print per page
- More complex sentence structure
- Less dependency on repetitive pattern and pictures
- Familiar topics but greater depth

English Language Arts

Stages Reading Development (From readinga-z.com)

Early Fluent Readers

At this stage, reading is more automatic, with more energy devoted to comprehension than word attack. Readers are approaching independence in comprehending text.

These readers are experiencing a greater variety of text and are able to recognize different styles and genres. Independence often varies with the type of text being read.

Books at this stage have:

- More pages
- Longer sentences
- More text per page
- Richer vocabulary
- Greater variation in sentence pattern
- Less reliance on pictures
- More formal and descriptive language

English Language Arts

Stages Reading Development (From readinga-z.com)

Fluent Readers

Readers have successfully moved from “learning to read” to “reading to learn.” Their reading is automatic and is done with expression and proper pauses. Their energy is devoted to understanding, and they have good command and use of the various comprehension strategies.

These readers read a wide range of text types and do so independently. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. But for the most part, they are capable of improving their reading skills and selection of materials independently through increased practice.

Books at this stage have:

- More text
- Less familiar, more varied topics
- Challenging vocabulary
- More complex sentences
- Varied writing styles
- More description

English Language Arts

READING UNITS OF STUDY

Kindergarten Units of Study

- Emergent Story Book
- Pattern Books
- Strategies to Read
- Informational
- Get to Know Characters

1st Grade Units of Study

- Strategies to Solve Words
- Informational Text
- Character Study
- Building a Repertoire of Strategies
- Reenacting Character Clubs

2nd Grade Units of Study

- Reinforcing Comprehension Strategies
- Character Study
- Series Reading: Cross Genre Book Clubs
- Informational Book Clubs
- Fiction and Traditional Literature
- Poetry

3rd Grade Units of Study

- Reading with Independence
- Understanding Characters
- Nonfiction Reading
- Mixed Genre Book Clubs
- Strategy Reinforcement

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English Language Arts

READING UNITS OF STUDY

4th Grade Units of Study

- Reading Matters
- Analyzing Characters
- Informational Reading
- Book Clubs
- Interpretive and Analytic Reading
- Poetry

5th Grade Units of Study

- Read with Power
- Interpreting Characters
- Informational Reading
- Interpretive and Analytic Reading
- Book Clubs - Historic Fiction
- Poetry

English Language Arts

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.

English Language Arts

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.

English Language Arts

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.

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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.

English Language Arts

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 though the following link. Michigan ELA Standards

English Language Arts

WRITING UNITS OF STUDY

Kindergarten Units of Study

- Oral Storytelling: Where do Writers Get Ideas?
- Writing for Readers: Illustration Study
- Writing for Readers: Pattern Books
- Growing Small Moment Writers
- Writing a Sequence of Instruction (How-to-Books)
- Non-Fiction Opinion Piece
- Non-Fiction Informational Writing - Personal Expertise

1st Grade Units of Study

- Revision
- Writing Sequence of Instruction: How-To-Books
- Opinion Writing: Letters for Social Action
- Apprenticeship Writing: Studying Author's Craft
- Informational Writing: Personal Expertise

2nd Grade Units of Study

- Launching with Small Moments
- Lifting the Level of Narrative Writing Studying Craft
- Informational Writing: Personal Expertise
- Realistic Fiction with Revision
- Opinion: Using the Power of Reviews/Revision
- Shared Research and Informational Writing
- Poetry

3rd Grade Units of Study

- Personal Narrative
- Non-Fiction Writing for Independence
- Research Writing
- Personal Essay
- Realistic Fiction

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English Language Arts

WRITING UNITS OF STUDY

4th Grade Units of Study

- Constructed Response and Extended Personal Narratives
- Non-Fiction Writing Matters
- Improving our Research and Content Area Writing
- Persuasive Letter
- Literary Essay
- Exploring and Creating Poetry

5th Grade Units of Study

- Persuasive Narratives
- Literary Essays
- Constructed Response Non-Fiction Essays
- Persuasive Essays
- Research Writing
- Historical Fiction

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 Conferring – 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.

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Mathematics

Mathematical Communication and Reasoning

Units of Study

Healthy Math Habits

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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 mathematical 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.

Mathematics

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 to 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 Eureka Math Squared. This program challenges 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 the following link: Mathematical Standards.

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Mathematics

UNITS OF STUDY

Kindergarten Mathematics Units of Study:

- Counting and Cardinality
- Two- and Three-Dimensional Shapes
- Comparison
- Composition and Decomposition
- Addition and Subtraction
- Place Value Foundations

First Grade Mathematics Units of Study:

- Counting, Comparison, and Addition
- Addition and Subtraction Relationships
- Properties of Operations to Make Easier Problems
- Comparison and Composition of Length Measurements
- Place Value Concepts to Compare, Add, and Subtract
- Attributes of Shapes – Advancing Place Value, Addition, and Subtraction

Second Grade Mathematics Units of Study:

- Place Value Concepts Through Metric Measurement and Data – Place Value, Counting, and Comparing within 1,000
- Addition and Subtraction within 200
- Shapes Time with Fraction Concepts
- Addition and Subtraction within 1000
- Money, Data, and Customary Measurement
- Multiplication and Division Foundations

Mathematics

UNITS OF STUDY (cont.)

Third Grade Mathematics Units of Study:

- Multiplication and Division with Units of 2, 3, 4, 5, and 10
- Place Value Concepts Through Metric Measurement
- Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9
- Multiplication and Area
- Fractions as Numbers
- Geometry, Measurement, and Data

Fourth Grade Mathematics Units of Study:

- Place Value Concepts for Addition and Subtraction
- Place Value Concepts for Multiplication and Division
- Multiplication and Division of Multi-Digit Numbers
- Foundations for Fraction Operations
- Place Value Concepts for Decimal Fractions
- Angle Measurements and Plane Figures

Fifth Grade Mathematics Units of Study:

- Place Value Concepts for Multiplication and Division with Whole Numbers
- Addition and Subtraction with Fractions
- Multiplication and Division with Fractions
- Place Value Concepts for Decimal Operations
- Addition and Multiplication with Area and Volume
- Foundations to Geometry in the Coordinate Plane

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Mathematics

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 you 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 their math notebook that contain class notes, vocabulary, homework, and assessment pieces.
- Have you 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.

Mathematics

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 fact 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.

Science

Science Concept and Inquiry

Units of Study

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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. 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 and 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.

Science

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.

Science

UNITS OF STUDY

Kindergarten Units of Study:
- Warm Up, Cool Down: Energy
- Plants and Animals Live Here
- Motion: Pushes and Pulls

First Grade Units of Study:
- Space Systems: Patterns and Cycles
- Plant and Animal Traits
- Waves: Light and Sound

Second Grade Units of Study:
- Changing Earth: Today and Over Time
- Plant and Animal Relationships
- Solving Problems with Property

Third Grade Units of Study:
- Weather, Climate, and Natural Hazards
- Life Cycles and Survival in an Ecosystem
- Forces and Interactions

Fourth Grade Units of Study:
- Processes that Shape the Earth
- Structure, Function, and Information Processing
- Energy and Waves

Fifth Grade Units of Study:
- Earth and Space Systems
- Matter and Energy in an Ecosystem
- Structure and Properties of Matter

Social Studies

Units of Study

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Social Studies

UNITS OF STUDY

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.

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?

Social Studies

UNITS OF STUDY (cont.)

1st 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 explore 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, the distinction between power and authority, 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.

Unit 1 - What is a Family?

Unit 2 - How Do I Get What I Need and Want?

Unit 3 - How Do We Learn About Places?

Unit 4 - How Do We Learn About the Past?

Unit 5 - What is a Good Citizen?

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Social Studies

UNITS OF STUDY (cont.)

2nd Grade: The Local Community

The second grade social studies curriculum addresses concepts in geography, history, government, and economics 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. By exploring the role of local businesses in the community, students consider what happens when people cannot produce everything they want and how they depend on trade to meet those wants. Students are also introduced to local government and its functions. Through an examination of local public issues, students practice public discourse and decision making around community issues.

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?

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Social Studies

UNITS OF STUDY (cont.)
3rd 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 Michiganians 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.

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

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Social Studies

UNITS OF STUDY (cont.)

4th 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.

Unit 1 - Foundations of 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

Social Studies

UNITS OF STUDY (cont.)
5th Grade: 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 the 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.

Unit 1/7 - Our Government and A New Nation

Unit 2 - Three Worlds Meet

Unit 3 - Colonization and Settlement

Unit 4 - Life in Colonial America

Unit 5 - Road to Revolution

Unit 6 - The American Revolution

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Specials

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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

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

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

Art

<u>Content Standards</u> (cont.)
3. Analyze, describe, and evaluate works of art

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

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

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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)

Kindergarten

- Steady beat
- Echo songs
- Call and response songs
- Different timbres in music
- Fast and slow tempos
- High and low pitches
- Loud and soft dynamics
- Opposites (high/low, loud/soft)
- Steps and skips in melodies
- Read 2 or more pitches
- Form (A/B)
- Instrument Families

1st Grade

- Steady Beat vs Rhythm
- Echo songs
- Dynamics (piano and forte)
- Call and response songs
- Form (A/B)
- Steps and skips in melodies
- Rhythm-composing
  - (quarter note, quarter rest, paired 8th notes)
- Fast and slow tempos
- Melody-steps, skips, and leaps

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Music

Music Skills (cont.)
The student will identify and perform...
(Later grades revisit earlier skills from previous grades. These are not listed if they are repeated)

2nd Grade
- Steps, skips, and leaps in music
- Dynamics in music (pp, p, mp, mf, f, ff)
- Form in music (introduction, a, b, coda, verse and chorus)
- Ostinato
- Rhythmm
- Tempo in music (andante, presto, allegro, largo)
- Pentatonic scale

3rd Grade
- Meter in music (2, 3, 4)
- Harmony (partner songs and rounds)
- Read six or more pitches
- Steps, skips and leaps in music
- Ostinatos in music

4th Grade
- Melody with Western Notation
- Steps, skips, and leaps in music
- Orff Arrangement performance in small groups
- Chord (I, IV, V)
- Texture in music

5th Grade
- Rhythm Counting
- Meter (2, 3, 4)
- Reading and performing Melodies (Western Notation)
- Solfege
- Small Group Performance
- Chord Building
- Harmony (partner songs, round and two-part singing)

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Music

Music Literacy
The students will...

Kindergarten
- Read quarter and eighth notes
- Identify and perform quarter rests

1st Grade
- Differentiate between rhythm and steady beat
- Identify pitched and unpitched instruments
- Identify instrument families

2nd Grade
- Read half, quarter, and eighth notes
- Read four or more pitches.
- Identify and perform quarter rests
- Identify the instruments of the orchestra

3rd Grade
- Use western notation to read half, quarter, dotted half, whole, and eighth notes
- Use western notation to read all pitches on the staff
- Identify the instruments of the band and orchestra

4th Grade
- Use western notation to read half and whole rests
- Rhythm counting and performing- read half, quarter, dotted half, whole and 8th notes
- Create his or her own texture map

5th Grade
- Use western notation to read all pitches on the staff
- Use solfege as a tool to read and perform music
    - Use the number system to count rhythms

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Physical Education

Your child may or may not work on all areas. Each grade level has specific objectives. Some of the examples given are for lower elementary and some for upper elementary. Each trimester 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)

Physical Education

Skill Development (cont.)

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

Motor Skill Development

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

Personal / Social Characteristic Traits

- Following directions
- Best effort
- Cooperation
- Compassion
- Responsibility
- Respect
- Self Control
- Constructive Competition

Health

Health Curriculum

Healthy Sexuality - 5th Grade

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Health

Health Curriculum

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 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.

Health

Health Sexuality Curriculum (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 emailr prior to classroom instruction. Parents are given the opportunity to exclude their child from participating if so desired. To do so, parents must 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. Parents will have the opportunity to preview the materials at their child's school prior to instruction. Parents with additional questions are encouraged to contact the building administrator or classroom teacher.

Technology Standards

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Michigan Integrated Technology Competencies

Michigan Integrated Technology Competencies for Students

The Michigan Integrated Technology Competencies for Students (MITECS) support the Top 10 in 10 Strategic Plan. The competencies specifically address two components of the Learner-Centered Supports Focus Area which include Personalized Learning and Deeper Learning. Successful implementation of the MITECS requires professional learning for technology integration to support an Effective Education Workforce. Strategic Partnerships are a critical component of the MITECS as students access networks of professional experts and explore local community issues. Finally the MITECS inherently require Systemic Infrastructure - access to devices and robust connectivity to enable everywhere, all-the-time learning.

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

b. Build networks and customize their learning environments in ways that support the learning process.

c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use, and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Students:

a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Michigan Integrated Technology Competencies

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Students:

a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

b. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources.

c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Students:

a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.

b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

c. Develop, test, and refine prototypes as part of a cyclical design process.

d. Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Students:

a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Students:

a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

b. Create original works or responsibly repurpose or remix digital resources into new creations.

c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

d. Publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Students:

a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

b. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.

Homework Help

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Homework Help

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.

Homework Help

Questions and Comments For Parents to Support Mathematics Homework (and Other Homework As Well)

- 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.....?

Homework Help

Questions and Comments For Parents to Support Mathematics Homework (and Other Homework As Well) (cont.)

- 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

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