

Essential Standards for 4th Grade

Content Area	Standards
ELA	<p data-bbox="485 418 888 451"><u>Reading Complex Literary Text</u></p> <ol data-bbox="533 456 1885 776" style="list-style-type: none"><li data-bbox="533 456 1885 524">1. Key Ideas and Details: Refer to details and examples in a text when drawing inferences, determine a theme, summarize a text, describe in depth character, setting, and events drawing on specific details.<li data-bbox="533 529 1885 597">2. Craft and Structure: Determine the meaning of words and phrases, explain major differences between poetry and prose, compare and contrast point of view.<li data-bbox="533 602 1885 703">3. Integration of Knowledge and Ideas: Make connections between the text of a story or drama, locate and analyze examples of similes and metaphors, compare and contrast treatments of similar themes and topics, patterns, and events.<li data-bbox="533 708 1885 776">4. Range of Reading and Text Complexity: By the end of the year, read and comprehend literature in the grades 4-5 text complexity band, with scaffolding as needed at the high end of the range. <p data-bbox="485 813 957 846"><u>Reading Complex Informational Text</u></p> <ol data-bbox="533 850 1892 1279" style="list-style-type: none"><li data-bbox="533 850 1892 951">5. Key Ideas and Details: Refer to details and examples in a text when drawing inferences, determine the main idea of a text and summarize the text. Explain events, procedures or concepts based on specific information in the text.<li data-bbox="533 956 1892 1057">6. Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases. Describe the overall structure of events, ideas and concepts (chronology, comparison, cause/effect, problem/solution). Compare and contrast firsthand and secondhand account of the same event or topic.<li data-bbox="533 1062 1892 1198">7. Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to the text. Explain how an author uses reasons and evidence to support particular points, integrate information from two texts on the same topic in order to write or speak about the topic knowledgeable.<li data-bbox="533 1203 1892 1279">8. Range of Reading and Text Complexity: By the end of the year, read and comprehend informational texts in the grades 4-5 text complexity, with scaffolding as needed at the high end of the range. <p data-bbox="485 1317 590 1349"><u>Writing</u></p> <ol data-bbox="533 1354 1871 1386" style="list-style-type: none"><li data-bbox="533 1354 1871 1386">1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a

	<p>topic clearly, state an opinion, create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons supported by facts and details. Provide a concluding statement or section.</p> <ol style="list-style-type: none"> 2. Write informative and explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, develop the topic with facts, definitions, concrete details and quotations, use precise language and domain-specific vocabulary, provide a concluding statement or section. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader and organize an events sequence, use dialogue and description, use concrete words and sensory details, provide a conclusion. <p><u>Speaking and Listening</u></p> <ol style="list-style-type: none"> 1. Comprehension and Collaboration: Come to discussions prepared, follow agreed-upon rules for discussions, pose and respond to specific questions, make comments that contribute to the discussion, identify reasons and evidence a speaker provides to support particular points. 2. Presentation of knowledge and ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, speak clearly at an understandable pace. Add audio recordings and visual displays when appropriate, differentiate between contexts for formal and informal English. <p><u>Language Standards</u></p> <ol style="list-style-type: none"> 1. Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2. Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 3. Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 4 reading and content. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately grade-appropriate general academic domain-specific words and phrases.
Math	<p>Perseverance Makes sense of problems and perseveres at solving them</p> <p>Communication Communicates thinking clearly and precisely, orally and in writing.</p>

	<p>Problem Solving Uses the four operations to estimate and solves problems with whole numbers</p> <p>Place Value Application Reads, writes, compares, and rounds multi-digit numbers</p> <p>Multiplication/Division Fluency Multiplication and division fluency (facts through 12)</p> <p>Multiplication/Division using Properties/Models/ Strategies Uses place value to estimate, multiply, and divide multi-digit numbers</p> <p>Equivalence and Ordering Understands fraction equivalence and ordering (Limited to fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 100)</p> <p>Unit Fractions to Solve Problems Uses understanding of unit fractions, (<i>e.g.</i>, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$...) to +, \times fractions to solve problems</p> <p>Decimal Notation Understands decimal notation and compares fractions with tenths and hundredths</p> <p>Geometry and Measurement Solves problems involving geometry and geometric measurement.</p>
Social Studies	<p><u>Geography</u></p> <ul style="list-style-type: none"> ● Uses maps to interpret information ● Uses information from a map's title, compass, scale and legend. ● Defines latitude and longitude and how it is used to locate specific places ● Identifies regions of the U.S. and major physical features, names/locations of states, state capitals ● Gives examples of the way that geography and peoples' interactions with geography impact history

	<p><u>History & Culture</u></p> <ul style="list-style-type: none"> ● Compare and contrast the climates, physical features, natural resources, human populations, and products of the five regions of the United States (Northeast, Southeast, Midwest, Southwest, West) ● Gives examples of the way that geography and peoples’ interactions with geography impact history ● Describes the causes of immigration to the U.S. in the late 1800s ● Explains the immigration journey and process at Ellis Island in the late 1800s ● Describes life for immigrants in the U.S. after they arrived in the U.S. in the late 1800s: challenges and opportunities ● Describes the difference between primary and secondary sources and can give examples of each ● (To be added for new frameworks: indigenous peoples and European explorers) <p><u>Civics & Government</u></p> <ul style="list-style-type: none"> ● Understands that people and communities create structures, rules, and ideas to solve problems ● Gives examples of the major rights that immigrants have acquired as citizens of the United States (the right to vote, and freedom of religion, speech, assembly, and petition) ● Identify and describe national landmarks (Statue of Liberty, Washington Monument, Lincoln Memorial, etc.) ● Understands basic principles of the election and election process ● Tied to immigration, students can describe how communities can welcome new people and groups <p><u>Reading/Writing</u></p> <ul style="list-style-type: none"> ● Introduce a topic or text, state an opinion, and use paragraphs and sections to organize related ideas. ● Provide reasons supported by facts and details. ● Integrate information from two texts in order to write or speak about a history/social science topic.
Science	<p><u>Earth Science</u></p> <ul style="list-style-type: none"> ● Use evidence from a given landscape that includes simple landforms and rock layers to support a claim about the role of erosion or deposition in the formation of the landscape over long periods of time. ● Make observations and collect data to provide evidence that rocks, soils, and sediments are broken into smaller pieces through mechanical weathering and moved around through erosion. ● Analyze and interpret maps of Earth’s mountain ranges, deep ocean trenches, volcanoes, and earthquake epicenters to describe patterns of these features and their locations relative to boundaries between continents

	<p>and oceans.</p> <ul style="list-style-type: none"> • Human activity impacts the Earth: Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not. Evaluate different solutions to reduce the impacts of a natural event such as an earthquake, blizzard, or flood on humans. <p><u>Life Science</u></p> <ul style="list-style-type: none"> • Construct an argument that animals and plants have internal and external structures that support their survival, growth, behavior, and reproduction. <p><u>Physical Science</u></p> <p>Energy</p> <ul style="list-style-type: none"> • Use evidence to construct an explanation relating the speed of an object to the energy of that object. • Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents. • Ask questions and predict outcomes about the changes in energy that occur when objects collide. • Apply scientific principles of energy and motion to test and refine a device that converts kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound. <p>Waves</p> <ul style="list-style-type: none"> • Develop a model of a simple mechanical wave (including sound) to communicate that waves (a) are regular patterns of motion along which energy travels and (b) can cause objects to move. • Develop a model to describe that light must reflect off an object and enter the eye for the object to be seen. • Develop and compare multiple ways to transfer information through encoding, sending, receiving, and decoding a pattern. <p>Engineering Design</p> <ul style="list-style-type: none"> • Plan and carry out tests of one or more design features of a given model or prototype in which variables are controlled and failure points are considered to identify which features need to be improved. Apply the results of tests to redesign a model or prototype.
Digital Learning	<p>Taken from the 2016 Massachusetts Digital Literacy and Computer Science (DLCS) Curriculum Framework Within these four strands are the standards that define what students in the 3 - 5 grade span will know and be able to do:</p> <p>Computing and Society (CAS)</p> <ul style="list-style-type: none"> • Understand safety and security concepts, safe and appropriate use of technology, and how to deal with

	<p>cyberbullying.</p> <ul style="list-style-type: none"> ● Demonstrate responsible use of technology, digital content, and interactions. ● Observe and describe how technology can influence people. ● Basic understanding of digital media messaging and equity of access to technology. Digital Tools and <p>Collaboration (DTC)</p> <ul style="list-style-type: none"> ● Use digital tools and keyboarding skills to publish multimedia artifacts. ● Use digital tools to communicate or exchange information. ● Develop intermediate research skills to create artifacts and attribute credit. <p>Computing Systems (CS)</p> <ul style="list-style-type: none"> ● Understand different computing devices and their components. ● Use different computing devices and troubleshoot and solve simple problems. ● Differentiate tasks that are best done by computing systems and humans. ● Understand the components of a network and basic network authentication. ● Basic understanding of services. <p>Computational Thinking (CT)</p> <ul style="list-style-type: none"> ● Create a new representation and breakdown a larger problem into subproblems. ● Write, debug, and analyze an algorithm. ● Understand databases and organizing and transforming data. ● Write, debug, and correct programs using successively sophisticated techniques. ● Create a model and use data from a simulation.
ELL	<p style="text-align: center;">Performance Definitions for the Level of English Language Proficiency https://www.wida.us/standards/RG_Performance%20Definitions.pdf</p> <p>The Performance Definitions provide criteria that shape each of the six levels of English language proficiency</p> <ol style="list-style-type: none"> 1. Linguistic Complexity - the amount and quality of speech or writing for a given situation 2. Vocabulary Usage - the specificity of words or phrases for a given context 3. Language Control - the comprehensibility of the communication based on the amount and types of errors <p>At the given level of English language proficiency, English language learners will process, understand, produce or use:</p> <p>ELP Level 1</p> <ul style="list-style-type: none"> ● pictorial or graphic representation of the language of the content areas

- Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support

ELP Level 2

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

ELP Level 3

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

ELP Level 4

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

ELP Level 5

- Specialized or technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material

ELP Level 6

- Specialized or technical language reflective of the content areas at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level
- Oral or written communication in English comparable to proficient English peers

The WIDA CAN DO Descriptors, Key Uses Edition, Grades K-12

WIDA CAN DO Descriptors Key Uses Edition
Grades 4-5 Cluster
https://www.wida.us/standards/CAN_DOs/

The WIDA CAN DO Descriptors provide examples of what English language learners **can do** at various stages of English language development in listening, speaking, reading, and writing. The WIDA CAN DO Descriptors provides examples of academic language use for four specific communicative purposes. These purposes, referred to **Key Uses**, were identified based on reviews of literature and language analysis of college and career readiness standards:

Recount: To display knowledge or narrate experiences or events. Example tasks for the Key Use of **Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or “how of ideas, actions, or phenomena. Example tasks for the Key Use of **Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the Key Use of **Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the Key Use of **Discuss** include participating in small and large group activities and projects.

School Counseling

4th grade common core standards that support ASCA standards: RL.4.3, RL.4.7, RI.4.1, RI.4.6, RF.4.4.A, SL.4.1.A, SL.4.1.C, SL.4.2

	<p>ASCA National Standards are one set of standards for all grade levels:* The below is a selection take from the complete standards found here: http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf</p> <p>Academic Development ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn</p> <p>Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <p>A:A1 Improve Academic Self-concept</p> <p>A:A1.2 Display a positive interest in learning</p> <p>A:A1.3 Take pride in work and achievement</p> <p>A:A1.5 Identify attitudes and behaviors that lead to successful learning 8</p> <p>A:A3 Achieve School Success</p> <p>A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</p> <p>Personal/Social Development ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.</p> <p>PS:A1 Acquire Self-knowledge</p> <p>PS:A1.1 Develop positive attitudes toward self as a unique and worthy person</p> <p>PS:A1.2 Identify values, attitudes and beliefs PS:A1.5 Identify and express feelings</p> <p>PS:A1.9 Demonstrate cooperative behavior in groups</p> <p>PS:A2 Acquire Interpersonal Skills</p> <p>PS:A2.3 Recognize, accept, respect and appreciate individual differences</p> <p>PS:A2.6 Use effective communications skills</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p>Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p> <p>PS:B1 Self-knowledge Application</p> <p>PS:B1.2 Understand consequences of decisions and choices</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p>PS:A1.10 Identify personal strengths and assets</p>
Social Emotional	<p>Five Core Competencies of SEL:</p> <ul style="list-style-type: none"> ● Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on

Learning

behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

Math/ SEL Guiding Principles: Est 2017

Guiding Principle 8

Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice self-awareness, self-management, social awareness, responsible decision-making, and relationship skills, by, for example: collaborating and learning from others and showing respect for others' ideas; applying the mathematics they know to make responsible decisions to solve problems, engaging and persisting in solving challenging problems; and learning that with effort, they can continue to improve and be successful.

In the table below are examples of intersections between the Standards for Mathematical Practice and the SELF learning Competencies 1.

Mathematical Practice Standards (SMP)	Social and Emotional Learning Competencies
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1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. (SMP 1,4,7,8)

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. (SMP 1,2,3,4,5,6,7,8)

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. (SMP 1,3,6)

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. (SMP 3)

Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

ELA & Literacy / SEL Guiding Principles: Est 2017

Guiding Principle 10

Social and emotional learning can increase academic achievement, improve attitudes and behaviors, and reduce emotional distress. Students should practice recognizing aspects of themselves in texts (self awareness),

struggling productively with challenging texts (self management), tailoring language to audience and purpose (social awareness), grappling vicariously with choices faced by others (responsible decision making), and collaboratively respectfully with diverse peers (relationship skills).

Social and Emotional Learning Competencies 1 as they relate to ELA/Literacy

**Students Who Are
Ready for College,
Careers, and Civic
Participation**

Social and Emotional Competencies 1

	<table border="1"> <tr> <td data-bbox="485 207 779 1255"> <ol style="list-style-type: none"> 1. They demonstrate independence . 2. They build strong content knowledge. 3. They respond to the varying demands of audience, task, purpose, and discipline. 4. They comprehend as well as critique. 5. They value evidence. 6. They use technology and digital media strategically and capably. 7. They come to understand other perspectives and cultures. </td> <td data-bbox="779 207 1707 1255"> <p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p> <p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.</p> </td> </tr> </table>	<ol style="list-style-type: none"> 1. They demonstrate independence . 2. They build strong content knowledge. 3. They respond to the varying demands of audience, task, purpose, and discipline. 4. They comprehend as well as critique. 5. They value evidence. 6. They use technology and digital media strategically and capably. 7. They come to understand other perspectives and cultures. 	<p>Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p> <p>Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.</p>
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Health and	The Great Body Shop		

Wellness

Physical Education Staff - The Great Body Shop

- Explain the Digestive System and demonstrate responsibility for improving eating and exercise habits.
- Identify the benefits for each part of the body and practice evaluating and monitoring personal fitness level.

Classroom Teachers-Great Body Shop

- Identify forms of violence and apply peaceful skill used for conflict resolution
- Demonstrate necessary routines for proper dental care and identify dental problems and solutions
- Identify the ways tobacco harms your body and analyze tobacco advertisements for marketing techniques.
- Identify things that can hurt your body
- Explain how hormones affect the body and define good hygiene
- Identify the effects of individual drugs and create personal goals for remaining drug free
- List ways in which HIV is and is not transmitted and its effect on the immune system
- Identify the major parts of the ear and their function and demonstrate responsible behavior that is key to injury prevention of the ear.

Physical Education

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

- Demonstrates motor skills
 - Throws (contralateral) to target and is able to receive a variety of objects both stationary and on the run
 - Performs locomotor traveling skills (run, hop, jump, gallop, slide, leap)
 - Performs tumbling and balancing skills (forward roll, cartwheel, jumping, landing)
 - Dribbles a ball (Hand/Foot)
 - Jumps rope (single)
 - Performs a variety of kicking and striking skills (stationary and moving) and with or without an implement

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- Demonstrates the concept of creating space
- Demonstrates the concept of various positions and playing your position on a team

	<ul style="list-style-type: none"> ● Demonstrates fundamental movement skills ● Demonstrates the concepts of Offense and Defense <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> ● Knows the benefits of exercise and play ● Able to do curl ups, push ups, pacer, BMI, and flexibility activities in an effort to meet the Healthy Fitness Zone ● Participates in physical activities and exercise they enjoy ● Knows the reasons of warm up, cool down and pacing ● Identifies large muscles, (hamstring, quadriceps, biceps, triceps, calves, abdominals) ● Demonstrates the ability to monitor pulse with supervision ● Explains the benefit of cardiovascular, strength and flexibility workouts. <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none"> ● Demonstrates ability to follow safety guidelines and rules of physical activity ● Demonstrate self-regulation and problem solving techniques ● Demonstrates sportsmanship, teamwork and fairness ● Shows sensitivity to developmental changes of self and others ● Follows directions and demonstrates respect and responsibility toward the teacher <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <ul style="list-style-type: none"> ● Participates in physical activities and exercise they enjoy ● Demonstrates responsible personal and social conduct used in physical activity settings. ● Identifies the physical and psychological changes that result from participation in physical activities.
Performing Arts	Standard 1: Singing

	<ul style="list-style-type: none"> ● 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture ● 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods ● 1.4 Sing , partner songs, rounds and simple two-part songs, with and without accompaniment <p>Standard 2: Reading and Notation</p> <ul style="list-style-type: none"> ● 2.1 Demonstrate and respond to the beat, meter, (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth and sixteenth notes and rests. ● 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef <p>Standard 4: Improvisation and Composition</p> <ul style="list-style-type: none"> ● 4.1 Improve “answers” in the same style to given rhythmic and melodic phrases <p>Standard 5: Critical Response</p> <ul style="list-style-type: none"> ● 5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, texture, dynamics, harmony, and form ● 5.3 Use appropriate terminology in describing music, music notation, music instruments and voiced, and music performances ● 5.4 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices ● 5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings <p>Standard 6: Purposes and Meanings in the Arts</p> <ul style="list-style-type: none"> ● 6.1 When viewing or listening to examples of visual arts, architecture, music, dance, storytelling, and theatre, ask and answer questions such as, “What is the artist trying to say?” “Who made this and why?” How does this work make me feel?” <p>Standard 8: Concepts of Style, Stylistic Influence, and Stylistic Change</p> <ul style="list-style-type: none"> ● 8.1 Identify characteristic features of the performing and visual arts of native populations and immigrant groups to America, such as: <ul style="list-style-type: none"> ○ Styles of North American Native cultures of the East Coast, Plains, Southwest, and Northwest ○ Styles of folk and fine arts of immigrant groups from European, African, Latin American, Asian, and Middle Eastern countries
Visual Arts	<p style="text-align: center;">Learning to Observe</p> <p>Learning to attend to visual contexts more closely than ordinary “looking” requires, and thereby to see things that</p>

otherwise might not be seen.

Developing Craft

Technique: Learning to use tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint). Learning artistic conventions (e.g., perspective, color mixing).

Studio Practice: Learning to care for tools, materials, and space.

Learning to Reflect

Questioning & Explaining: Learning to think and talk with others about an aspect of one's work or working process.

Evaluating: Learning to judge one's own work and working process and the work of others in relation to standards of the field.

Learning to Engage and Persist

Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks.

Learning to Envision

Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.

Learning to Express

Learning to create works that convey an idea, a feeling, or a personal meaning.

Learning to Stretch & Explore

Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

Learning About the Art World

Domain: Learning about art history and current practice.

Communities: Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society. Create works of art that reflect both local and global cultural traditions.

Finding Meaning in Art Making

Learning to relate artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

	Through observation, infer information about time, place, and culture in which a work of art was created.
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