English Language Arts	
Pre-K	Herein and understands increasingly complex language: (***) Comprehends Language (***) Follows directions (***) Uses
	language to express thoughts and needs: +++> Speaks clearly +++> Tells about another time or place +++> Uses an expanding
	expressive vocabulary « Uses appropriate conversational and other communication skills:  Engages in conversations (
	Uses social rules of language ++> Demonstrates phonological awareness, phonics skills, and word recognition ++> Notices and
	discriminates rhyme «»Notices and discriminates alliteration. «»Notices and discriminates discrete units of sound «»
	Demonstrates knowledge of the alphabet Identifies 1-10 upper and lower case letters: ++> Identifies most upper and lowercase
	letters⇔Identifies 1-10 letter-sound correspondences
	++>Identifies most letter-sound correspondences ++>Demonstrates knowledge of print and its uses: ++>Uses and appreciates
	books and other texts +++ Comprehends and responds to books and other texts ++++ Interacts during reading experiences, book
	conversations and text reflections «Retells stories and recounts details from texts (Retells stories and recounts details) to read and
	comprehend texts +++> Demonstrates writing skills +++> Writes to convey ideas and information +++> Writes name
Kindergarten	++> With prompting and support, ask and answer questions about key details in a text. ++> With prompting and support, retell
	familiar stories, including key details. How With prompting and support, identify characters, settings, and major events in a
	story. 🖇 Ask and answer questions about unknown words in a text. 🏶 Recognize common types of texts (e.g., storybooks,
	poems). (#) With prompting and support, name the author and illustrator of a story and define the role of each in telling the
	story. ⇔ With prompting and support, name the author and illustrator of a story and define the role of each in telling the
	story. «With prompting and support, compare and contrast the adventures and experiences of characters in familiar
	stories. « Actively engage in group reading activities with purpose and understanding. « Demonstrate understanding of the
	organization and basic features of print. #Follow words from left to right, top to bottom, and page by page. #Recognize
	that spoken words are represented in written language by specific sequences of letters. ++> Understand that words are
	separated by spaces in print. ++> Recognize and name all upper- and lowercase letters of the alphabet. ++> Demonstrate
	understanding of spoken words, syllables, and sounds (phonemes). *** Recognize and produce rhyming words. *** Count,

pronounce, blend, and segment syllables in spoken words. 
HBlend and segment onsets and rimes of single-syllable spoken words. # Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowelconsonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) + Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. How and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (\*\*) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ++> Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). ++> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Head emergent-reader texts with purpose and understanding. + Use a combination of drawing, dictating, and writing to compose different forms of writing including narratives and information HParticipate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). + With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (\*\*) Take turns to speak (\*\*) Continue a conversation through multiple exchanges. ↔ Ask and answer questions in order to seek help, get information, or clarify something that is not understood. HDescribe familiar people, places, things, and events and, with prompting and support, provide additional detail. Add drawings or other visual displays to descriptions as desired to provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly.⇔Demonstrate command of the conventions of standard English grammar and usage when writing or speaking... Use frequently occurring nouns and verbs. Horm regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). + Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (\*) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). HProduce and expand complete sentences in shared language activities. HPCapitalize the first word in a sentence and the pronoun I. + Recognize and name end punctuation. + Write a letter or letters for most consonant and short-vowel sounds (phonemes). + Spell simple words phonetically, drawing on knowledge of sound-letter relationships. + Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). + Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. How With guidance and support from adults, explore word relationships and nuances in word

	meanings. I Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. I Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). I dentify real-life connections between words and their use (e.g., note places at school that are colorful). I Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. I we words and phrases acquired through conversations, reading and being read to, and responding to texts
G1	#**Listen to others witcare, speak one at a time about the topics and texts under discussion). #**Ask and answer questionsabout key details in a text read aloud or information presented orally or through other media. #**With guidance and supportfrom adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. #**Read on-level text with purpose and understanding orally with accuracy, appropriate rate and expression on successive readings. #**Compare and contrast the adventures and experiences of characters in stories. #** With prompting and support, read prose andpoetry of appropriate complexity for grade. #*Explain major differences between poems, drama, and prose#**Compare thethemes (eg. good vs evil) in stories and myths from traditional cultures #** Explain event and procedures in non fiction texts#**To know grade level phonics and word analysis skills#** Write informative texts to explain a topicIdentify the reason aspeaker provides to support specific points #** Demonstrate command of capitalization, punctuation and spelling whenwriting #** Read and comprehend literature, including stories, drama, and poetry #**Describe the overall structure of events,ideas, or information in a non fiction text#** Integrate information presented visually or orally and explain the information asit contributes to an understanding of a text#** Integrate information from two texts on the same topic #** Produce clear andcoherent writing appropriate to task, purpose and audience #** Conduct short research projects that build knowledge#** Recallrelevant information from experience, print, or digital sources#** Acquire and use grade appropriate words andphrases.#**Write informative /explanatory texts in which they name
G2	#**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.         a text.       #*Describe how characters in a story respond to major events and challenges.         supply rhythm and meaning in a story, poem, or song.       #*Describe the overall structure of a story, including describing how

the beginning introduces the story and the ending concludes the action. +Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ++ Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. "Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. +Compare and contrast two or more versions of the same story +read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. *Hadentify the main topic of a multi-paragraph text as well as the focus of specific paragraph within the text. HD*escribe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. "Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. "Know and use various text features to locate key facts or information in a text efficiently. + Identify the main purpose of a text, including what the author wants to answer, explain, or describe. *HExplain how specific images contribute to and clarify a text. HD*escribe how reasons support specific points the author makes in a text. *HC*ompare and contrast the most important points presented by two texts on the same topic. Comprehend informational texts, including history/social studies, science, and technical texts, proficiently in grades 2-3 text complexity band, with scaffolding as needed at the high end of the range. *HD* istinguish long and short vowels when reading regularly spelled one-syllable words. *HD* Know spelling sound correspondences for additional common vowel teams. He Decode regularly spelled two-syllable words with long vowels. **#Decode words with common prefixes and suffixes.** Identify words with inconsistent but common spelling sound correspondences. #Recognize and read grade appropriate irregularly spelled words. #Read on-level text orally with accuracy, appropriate rate and expression on successive readings. + Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, *wuse linking words to connect* opinion and reasons, and provide a concluding statement or section. "Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, +++ use temporal words to signal event order, and provide a sense of closure. +> Participate in shared research and writing projects. +> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. HTell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

G3	«**Write personal narratives «**Students use correct structure, development, and elaboration «**Write informative/explanatory
	texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together;
	include illustrations when useful to adding comprehension. ++>Develop the topic with facts, definitions, and details. ++> Use
	linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of formation. #Provide a
	concluding statement or section. #Recount stories, including fables, folktales, and myths from diverse cultures; determine
	the central message, lesson, or moral and explain how it is conveyed through key details in the text. 44Describe characters in
	a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events +++ Write
	opinion pieces on topics or texts, supporting a point of view with reasons. ⇔ Introduce the topic or text they are writing
	about, #+>state an opinion, and create an organizational #+>structure that lists reasons. #+>Provide reasons that support the
	opinion. 🗰 Use linking words and phrases (e.g., because, 🗰 therefore, since, for example) to connect opinion 🗰 and
	reasons. « Provide a concluding statement or section. « Write narratives to develop real or imagined experiences or events
	using effective technique, « descriptive details, and clear event sequences. « Establish a situation and introduce a narrator
	and/or characters; organize an event sequence that unfolds naturally. (**). Use dialogue and descriptions of actions, (**)
	thoughts, and feelings to develop experiences and events or show the response of characters to situations
	words and phrases to signal event order. +->. Provide a sense of closure
G4	++Find examples in a text when drawing inferences ++Determine the meaning of words as they are used in text ++Make
	connections with yourself, the world and other texts +** Write opinion pieces to support a point of view +* Summarize using key
	details from the text Strengthen writing by planning, revising, and editing +Engage in collaborative discussion +++
	Demonstrate command of the conventions of English grammar when writing and speaking ++> Determine or clarify the
	meaning of unknown and multiple meaning words (***) Describe a character drawing on specific details in a text (***) Compare the
	point of view from which different stories are narrated $\leftrightarrow$ Make meaningful connections $\leftrightarrow$ Refer to details in a text when
	explaining what the text says (**) Determine the main idea of informational text (**) Read with sufficiency and accuracy and
	fluencyWrite narratives with clear event sequences (**) Write routinely over extended time frames (**) (**) Paraphrase portions of
	a text read aloud #Demonstrate understanding of figurative language Read and comprehend literature, including stories,
	drama, and poetry <i>#Describe</i> the overall structure of events, ideas, or information in a non fiction text

	#Interpret information presented visually or orally and explain the information as it contributes to an understanding of a text #Integrate information from two texts on the same topic #Produce clear and coherent writing appropriate to task, purpose and audience #Conduct short research projects that build knowledge #Recall relevant information from experience, print, or digital sources #Acquire and use grade appropriate words and phrases
G5	<ul> <li>***Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. **Assess how point of view or purpose shapes the content and style of a text. **Integrate and evaluate content presented in diverse formats and media, including print and digital resources. **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Read and comprehend complex literary and informational texts independently and proficiently. **to comprehend, interpret, evaluate, and appreciate texts using their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</li> <li>**The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. **Good writers can communicate their insights to others.:**&gt;to write for a variety of purposes (narrative, informative, and persuasive). **Students will write for a variety of tasks and for man</li></ul>

	and within various time constraints. #Students will generate, draft, revise, and edit ideas and forms of expression in their writing. #Students will display effective choices in the organization of their writing. #Ho include detail to illustrate and elaborate their ideas and use appropriate conventions of written English. #Students will value writing as a communicative activity. #Participate in age appropriate activities involving listening and speaking. #Speak clearly with volume appropriate to the setting. #JUse agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc. #Ask questions to clarify conversations, directions, exercises, and/or classroom routines. #Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age. #Identify and express physical sensations, mental states, and emotions of self and others #Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.). #Understand and use narrative language to describe people, places, things, locations, events, actions. #Understand and use common sayings and phrases such as "Better safe than sorry" and "Look before you leap"#Students apply knowledge of language structure, language conventions (e.g., spelling and
	punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
Math	
Pre-K	<i>«</i> ••Verbally counts to 5; counts up to five objects accurately, using one number name for each object. <i>«</i> ••Verbally counts to 10; counts up to five objects accurately, using one number name for each object <i>«</i> ••Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts. <i>«</i> ••Recognize the concept of just after or just before a given number in the counting. <i>«</i> ••Adentify written numerals 0-10. Match the quantity to the number of objects in another group, e.g., by using matching and counting strategies (includes groups with up to 5 objects). <i>«</i> ••Work with numbers 11-19 to gain foundations for place value Investigate the relationship between ten ones and ten. <i>«</i> ••Explore addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out

	and subtraction to length <code>+++&gt;Directly</code> compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter. <code>+++&gt;Classify</code> objects and count the number of objects in each category. <code>+++&gt;Sort</code> objects into given categories <code>+++&gt;Represent</code> and interpret data. <code>+++&gt;Compare</code> categories using words such as greater than/more, less than, and equal to/same. <code>+++&gt;Identify</code> and describe shapes <code>+++Copies</code> a simple repeating pattern. <code>+++&gt;Follows</code> simple directions related to proximity (beside, between, next to)
Kindergarten	↔ Count forward beginning from a given number within the known sequence (instead of having to begin at 1). ↔ Write numbers from 0 to 20. ↔ Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) ↔ Understand that each successive number name refers to a quantity that is one larger. ↔ Count to 100 by ones and by tens. ↔ Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; ↔ given a number from 1-20, count out that many objects. ↔ Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. ↔ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.↔ Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. ↔ Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. ↔ Represent/ Solve addition and subtraction word problems, and ad and subtract within 10, e.g., by using objects or drawings to represent the problem. ↔ Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2$ + 3 and $5 = 4 + 1$ ). ↔ For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. ↔ Fluently add and subtract within

	as taller/shorter Heasure time and money Represents and and analyzes data Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Correctly name shapes regardless of their orientations or overall size. Describe objects in the environment using names of, shapes, and describe the relative positions of these objects using terms such as, above, below, beside, in front, of, behind, and next to. How Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle? Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid"). How Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices or "corners"), and other attributes (e.g., having sides of equal length). "
G1	<i>«W</i> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <i>«W</i> Estimate and verify by measuring, length, weight, and capacity using nonstandard units. <i>«W</i> Compare and order given lengths, capacities, weights, or temperatures that are expressed in the same unit of measure. <i>«W</i> Sort and classify objects by one or two attributes in more than one way. <i>«W</i> Formulate, explain, and generalize patterns within and across addition and subtraction. <i>«W</i> Name, sort, and sketch two and three dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation. <i>«W</i> Gather data and represent data using tallies, tables, picture graphs, and bar-type graphs. <i>«W</i> Conduct simple experiments, record data on a tally chart or table and use the data to predict which of the events is more likely or less likely to occur if the experiment is repeated.
G2	<i>«</i> **>Fluently add and subtract within 20 using mental math strategies. <i>«</i> **>Determine whether a group of objects (up to 20) has an odd or even number of members. <i>«</i> **>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 columns; write an equation to express the total as a sum of equal addends. <i>«</i> **>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and C symbols appropriately. <i>«</i> **>Count within 1000; skip-count by 2s, 5s, 10s, and 100s. <i>«</i> **>Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. <i>«</i> **>Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. <i>«</i> **>Estimate lengths using units of

	inches, feet, centimeters, and meters. (**) Measure to determine how much longer one object is than another, expressing the
	length difference in terms of a standard length unit. (**) Represent whole numbers as lengths from 0 on a number line diagram
	with equally spaced points corresponding to the numbers 0, 1, 2,, and represent whole-number sums and differences
	within 100 on a number line diagram. +++ Use addition and subtraction within 100 to solve one- and two-step word problems
	involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all
	positions. +++> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. +++> Tell
	and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. + Explain why addition and
	subtraction strategies work, using place value and the properties of operations. (**) Compare two three-digit numbers based on
	meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. (**) Mentally
	add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Add up to four
	two-digit numbers using strategies based on place value and properties of operations. (**) Recognize and draw shapes having
	specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals,
	pentagons, hexagons, and cubes. + Partition a rectangle into rows and columns of same-size squares and count to find the
	total number of them. ++> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the
	words halves, thirds, half of, a third of. +++>Generate measurement data by measuring lengths of several objects to the nearest
	whole unit, or by making repeated measurements of the same object. +++Show the measurements by making a line plot,
	where the horizontal scale is marked off in whole-number units. + Draw a picture graph and a bar graph (with single-unit
	scale) to represent a data set with up to four categories. «Solve simple put-together, take-apart, and compare problems using
	information presented in a bar graph.
G3	↔Round whole numbers to the nearest 10 and 100.↔Identify arithmetic patterns in addition and explain them using
	properties of operations. Add and subtract numbers within 1000 using strategies, algorithms, properties of operations, and/or
	the inverse relationship between addition and subtraction. ++> Telling time and elapsed time using a variety of strategies
	(including the number line) to tell time to the nearest minute. + Solve word problems related to the measurement of time
	using addition and subtraction +++. Describe polygons according to attributes such as number of sides/angles and side lengths.
	Calculate the perimeter of polygons as well as find missing side lengths based on a known perimeter. +++ Use the

	distributive and associative properties as a strategy to efficiently multiply numbers.Multiply single digit numbers by 6, 7, 8, and 9 and build towards fluency with single-digit multiplication.Multiply by zero. (**)Recognize patterns in multiplication and use them to solve problems. (**)Relationships between numbers in multiplication can be described using arithmetic patterns and interpreted and expressed in multiple ways by applying properties of operations and mathematical strategies. (**) The properties of operations and place value understanding can be used to multiply two-digit numbers (**)Numbers of objects or measurements can be divided by partitioning them into equal shares (partitive) and by grouping them into groups of a known size (quotative). (**)Multiplication and division are inverse operations that can be used to solve problems involving equal groups, arrays, and area measurements. (**)Data can be collected and represented through picture graphs, bar graphs, and line plots for the purpose of analyzing information in the world.
G4	<b>**</b> Read and write multi digit whole numbers <b>**</b> Recognize that a digit in one place represents ten times what it represents to the right <b>**</b> Fluently add and subtract multi digit whole numbers <b>**</b> Solve multi step word problems with whole numbers <b>**</b> Interpret a multiplication equation as a comparison, ie. $35 = 5x7$ <b>**</b> Find all factor pairs for a whole number Use place value understanding to round multi digit whole numbers <b>**</b> Use the four operations to solve word problems involving measurement <b>**</b> Apply the area and perimeter formulas for rectangles in the real world <b>**</b> Multiply or divide to solve word problems <b>**</b> Multiply a whole number of up to four digits by a one digit number <b>**</b> Know the relative sizes of measurement units (ie. mm, cm, dm, etc) Find whole number quotients and remainders with numbers up to four digits and one digit dividers <b>**</b> Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 <b>**</b> Use decimal notation for fractions <b>**</b> Compare two decimals to the hundredths <b>**</b> Make a line plot to display data in fractions <b>**</b> Recognize angles as geometric shapes <b>**</b> Measure angles in whole number degrees <b>**</b> Recognize angle measures as additive Explain why a fraction is equivalent to another <b>**</b> Compare two fractions with different numerators and denominators <b>**</b> Understand a fraction as a sum of fractions <b>**</b> Multiply a fraction by a whole number <b>**</b> Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines <b>**</b> Classify two dimensional figures based on the presence of perpendicular or parallel lines <b>**</b> Recognize a line of symmetry across a two dimensional figure by folding
G5	Analyze a problem to determine the question(s) to be answered Students will apply mathematical reasoning skills to

	investigate, evaluate, justify, and connect approaches and solutions to situations in mathematics and in other
	disciplines. #Students will accurately and clearly present and justify mathematical ideas in diverse formats. #Students will
	develop the ability to use connections among mathematical ideas to build on one another when solving real-world problems
	and to interconnect ideas to produce an integrated coherent whole. #Students will be able toCount by thousands, ten
	thousands, and hundred thousands, starting at any number from 1 to 999,999 (#Adentify and use place value positions of
	whole numbers and decimals to hundredths #Relate equivalent fractions and decimals with and without Models, including
	locations on a number line Represent ratios and proportions and solve problems using models and pictures Represent ratios and proportions and solve problems using models and pictures Represent ratios and proportions and solve problems using models and pictures Represent ratios and proportions and solve problems using models and pictures Represent ratios and proportions and solve problems using models and pictures Represent ratios and proportions and solve problems using models and pictures Represent ratios and pictures Represent ratios and proportions and solve problems using models and pictures Represent ratios and pictures Rep
	represent ratios as comparisons of part-to-part and part-to whole relationships, and solve problems involving ratios.
	**Express a whole number as a product of its prime factors, using exponents when appropriate. ***Use mental math and
	estimation strategies to predict the results of computations (i.e., whole numbers, addition and subtraction of fractions) and to
	test the reasonableness of solutions #Estimate and convert units of measure for weight and volume/capacity within the same
	measurement system (metric) +Develop, compare, and use formulas to estimate and calculate the perimeter and area of
	rectangles, triangles, and parallelograms #Solve equations with whole numbers using a variety of methods, including
	inverse operations, mental math, and guess and check. (++) Analyze and describe the characteristics of symmetry relative to
	classes of polygons (parallelograms, triangles, etc.). «Analyze and describe the characteristics of symmetry relative to
	classes of polygons (parallelograms, triangles, etc.). + I dentify the attributes of an angle and draw angles using protractors
	<i>H</i> Students will be able to Use a variety of graphical representations including including line graphs, stem- and-leaf plots,
	histograms, and box-and- whisker plots to organize and represent data; +Compare data and interpret quantities represented
	on tables and graphs, including line graphs, stem and-leaf plots, histograms, and box-and whisker plots to make predictions,
	and solve problems based on the information; ++Collect and analyze data using mean, median and mode to determine the
	best statistical measure.
Science	
Pre-K	+Uses scientific inquiry skills. +Demonstrates knowledge of the characteristics of living things. +Demonstrates knowledge
	of the physical properties of objects and materials. «Demonstrates knowledge of Earth's environment. (Demonstrates knowledge of Earth's environment.)
	other technology to perform tasks.

Kindergarten	<b>#</b> Uses scientific inquiry skills. <b>#</b> Demonstrates knowledge of the characteristics of living things. <b>#</b> Demonstrates knowledge of the physical properties of objects and materials. <b>#</b> Demonstrates knowledge of Earth's environment. <b>#</b> Uses tools and other technology to perform tasks.
G1	<b>##Earth's place in the Universe:</b> Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. <b>##Use</b> observations of the sun, moon, and stars to describe patterns that can be predicted. <b>##Read</b> texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <b>##Make</b> observations at different times of year to relate the amount of daylight to the time of year. <b>##From</b> <b>Molecules to Organisms: Structures and Processes:</b> Use observations to describe patterns of what plants and animals (including mini beasts) need to survive. <b>##Use</b> materials to design a solution to a human problem by minicking how animals use their external parts to help them survive, grow, and meet their needs. <b>##Read</b> texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <b>##Make</b> observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. <b>##Structure, Function, and Information</b> <b>Processing:#</b> #Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <b>##Interdependent Relationships in Ecosystems: Animals, plants, and their environment: <b>#</b>Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</b>
G2	.Plants and animals:
G3	Fossils: (**) Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they

	lived in long ago. <b>Plants and animals:</b> $\Leftrightarrow$ Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death $\Leftrightarrow$ Construct an argument that some animals form groups that help members survive. $\Leftrightarrow$ Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exist in a group of similar organisms. $\Leftrightarrow$ Use evidence to support the explanation that traits can be influenced by the Environment. $\Leftrightarrow$ Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. $\Leftrightarrow$ Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and Reproducing. $\Leftrightarrow$ Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. $\Leftrightarrow$ Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
G4	Managing Resources/ Earth and Human Activity (++> Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (+++Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Energy Use evidence to construct an explanation relating the speed of an object to the energy of that object.(+++)Make observations to provide evidence 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 ideas to design test, and refine a device that converts energy from one form to another.Waves and Their Applications (++)Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move .(++)Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen(++)Generate and compare multiple solutions that use patterns to transfer

	information.
G5	States of Matter: ++> Matter of any type can be subdivided into particles that are too small to see, but even then the matter
	still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small
	to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon
	and the effects of air on larger particles or objects. (**) The amount (weight) of matter is conserved when it changes form,
	even in transitions in which it seems to vanish. « Measurements of a variety of properties can be used to identify materials.
	(Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles
	or explain the atomic-scale mechanism of evaporation and condensation. Forces and Motion: +Support an argument that
	the gravitational force exerted by Earth on objects is directed down. 🗰 Use models to describe that energy in animals' food
	(used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. Molecules to
	Organisms:
	water. Ecosystems interactions: +++> Develop a model to describe the movement of matter among plants, animals,
	decomposers, and the environment. Earth's Place in the Universe: ++> Support an argument that the apparent brightness of
	the sun and stars is due to their relative distances from the Earth. ++> Represent data in graphical displays to reveal patterns of
	daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky
	Earth's Systems: + Develop a model using an example to describe ways the geosphere biosphere, Hydrosphere, and/or
	Atmosphere interacts. +++> Describe and graph the amounts of saltwater and freshwater in various reservoirs to provide

	evidence about the distribution of water on Earth. <b>Earth and Human Activity:</b> HObtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
Social Studies	
Pre-K	<b>#Demonstrates knowledge about self. #Shows basic understanding of people and how they live. Explores change related</b> to familiar people or places. <b>#Demonstrates simple geographic knowledge</b>
Kindergarten	<b>#Demonstrates knowledge about self. #Shows basic understanding of people and how they live. Explores change related to familiar people or places. #Demonstrates simple geographic knowledge</b>
G1	<b>«#Fime, Continuity, and Change:Patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. «#</b> The past is preserved in many ways, including in stories and in tales of folk heroes. <b>«#</b> Events follow a sequence or happen in a given order. <b>«#</b> Identify stories about past events, people, places or situations
G2	#Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior. #Hean if y opportunities for choice in personal identity. #Explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. #Describe the impact of families and schools on their lives. #Describe the impact of religious institutions, government agencies, and civic groups on their lives. #Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity. #Maps and globes and geographical techniques help people to understand better their physical environment. ## Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. ##Culture and a belief system (religion) are closely related. ##Culture satisfies basic human needs, such as a sense of belonging.##Peoples' actions influence their culture; someone's culture influences their actions. ##The past is a broad term referring to events that happened or people who lived before now. ##The past cannot be changed. ##Knowing about the past helps us to understand the present better. ##The past is preserved in many ways, including in stories and in tales of folk heroes. ##Conflict is when people disagree and they

	become angry or aggressive. (***) Cooperation is when people work together. (***) People have wants and needs, which differ. (***) People have limited resources and must make decisions about what to produce or buy. (***) Trade can be local or extend around the world. (***) Conflict occurs for many reasons, but essentially because people have different wants and needs. (***) People can work together in many ways. (***) Describe the influence of landforms and geographic features on human population and cultures.
G3	Landforms: (***)Use maps and graphs, tables, and diagrams to read and display geographic information. (**Locate and distinguish between landforms. (***) Use maps and graphs, tables, and diagrams to read and display geographic information (***) Describe the influence of landforms and geographic features on human population and cultures. (***)Differentiate between ways in which people from different cultures
	think about and adapt to the physical environment. <b>Culture:</b> (#) Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture. (#) Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations). (#) Different physical environments influence different cultures indistinct ways.
G4	<b>Connections and Conflict</b> Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. Describe how wants and needs have implications beyond the self Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations). Time, Continuity, and Change Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships (social, cultural). He Identify cause and effect relationships in history He Identify and use primary and secondary sources to examine the past and present. Geography Students will understand the interactions and relationship between human societies and their physical environment He Explain and use the elements of maps and globes. He Apply appropriate resources and geographic tools to generate and interpret information about the earth. He Apply concepts

	such as location, distance, direction, scale, movement and region 🌐 Describe ways that the earth's physical and human-
	made features have changed over time (**) Describe factors that influence locations of human populations and human
	migration. CultureEnduring Understandings Culture refers to the common language, norms, values, beliefs, and practices
	of a distinct people. Culture and a belief system (religion) are closely related. Culture satisfies basic human needs, such as
	a sense of belonging. #Peoples' actions influence their culture; someone's culture influences their actions. Government (#)
	Governments have different forms; all have leaders and judicial systems and most have legislatures. (**) Every person has
	certain rights within and responsibilities to broader society. (**) Governments are major sources of power within a society. (**)
	Governments help provide stability within a country by establishing laws and by resolving conflict. Time, Continuity, and
	Change
	in stories and in tales of folk heroes. Connections and Conflict «Cooperation is when people work together. «Cooperation
	is when people agree that they have a common goal and they work together toward that goal. #People can work together in
	many ways Culture «Culture refers to the common language, norms, values, beliefs, and practices of a distinct people.
	«Culture satisfies basic human needs, such as a sense of belonging. Peoples' actions influence their culture; someone's
	culture influences their actions.
G5	Science, Technology & Society: ++Students will understand how societies have influenced and been influenced by scientific
	developments and technological developments. #Describe instances in which changes in values, beliefs, and attitudes have
	resulted from new scientific knowledge and from technological knowledge. Time, continuity and change: «+Students will
	understand patterns of change and continuity, relationships between people and events through time, and various
	interpretations of these relationships. #Describe changes in society (e.g., political, social, cultural).
	Identify cause and effect relationships in history. Hadentify and use primary and secondary sources to examine the past and
	present. Connections and Conflict: +** Students will understand causes and effects of interaction among societies, including
	trade, systems of international exchange, war, and diplomacy. #Explain varied causes and effects of conflict and
	cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography,

ethnicity/race/gender, and culture. (#\*) Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations). Geography: (#Students will understand the interactions and relationship between human societies and their physical environment. (#\*) Describe and explain various types and patterns of settlement and land use. (##Identify why particular locations are used for certain activities. (#\*) Define regions by their human and physical characteristics. **Culture:** (##Students will understand cultural and intellectual developments and interactions among societies. (#\*) Describe how cultural contributions from various groups have formed a national identity. **Society and Identity:** (#\*Students will understand social systems and structures and how these influence individuals. (##Compare and contrast how groups and cultures are similar and different in meeting the needs and concerns of their members. (##Describe the various forms of institutions (e.g., school, church, clubs, etc.)

and how they influence the individual.**Government: #**Students will understand why societies create and adopt systems of governance and how they address human needs,rights, responsibilities and citizenship.**#**Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.**#** Identify community leaders, local and national government officials, and world leaders. **#** Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship). **#**Describe the organization and major responsibilities of the various levels of governments.**#**Explain what citizenship is.**#** Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.**#** Describe the roles of laws, courts of law, and judges.**#**Compare and contrast major political systems.**#**Explain different strategies to resolve conflict.**Production, distribution and consumption:#**Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.**#**Distinguish among human, natural, and capital resources.**#**Describe how changes in transportation and communication have affected trade and economic activities.**#**Describe how trade affects the way people earn their living in regions of the world.**#**Describe primary causes of world trade.