

Our curriculum is designed to provide on-going learning experiences which enable students to achieve these outcomes upon graduation:

- Acquire a core of understandings and competencies within the content areas
- Respect self, others, and the environment
- Use critical and creative thinking to make decisions and solve problems
- Know how to learn and work productively
- Work and participate independently and cooperatively
- Acquire and process information
- Communicate effectively



K-6 LIVING AND LEARNING

Acquiring and Using Information

Acquire information from a variety of sources.

Develop and use basic thinking skills.

Use critical and creative thinking to make decisions and solve problems.

Apply metacognitive skills to all thinking processes.

Personal Management/Ethics

Work productively to achieve learning.

Develop a positive attitude toward learning and work.

Demonstrate a commitment to personal and societal ethics.

Social Interaction

Communicate effectively to assist in group tasks.

Identify with the group.

K-2 PERCEPTUAL FOUNDATIONS

Develop spatial relations.

Develop visual perception.

Develop tactile perceptions.

Develop fine motor skills.

ART

Apply skills and knowledge to perform in the arts.

Apply skills and knowledge to create in the arts.

Reflect upon and assess the characteristics of student's own processes and the merit of their art work and art work of others.

GENERAL MUSIC

Develop good singing posture.

Differentiate between singing and speaking voice.

Sing Core Repertoire with increasing accuracy in beat and pitch.

Develop sense of steady beat.

Participate in group musical activities.

Move to music appropriately.

Aurally recognize loud/soft and fast/slow.

Develop music vocabulary.

GROSS MOTOR

Demonstrate fundamental motor skills.

Demonstrate ball handling skills.

Demonstrate balance skills.

Develop body awareness in space.

LITERACY

With support, ask and answer questions about a text.

With support, retell familiar stories.

With support, identify main idea and details in a text.

With support, identify characters, setting, and important events in a story.

Recognize common types of texts.

With support, identify the reasons an author gives to support a point.

With support, identify similarities and differences between texts.

Actively engage in group reading activities.

Demonstrate understanding of print features (e.g. follow words left to right, top to bottom, page by page)

Demonstrate beginning phonological awareness. (e.g. produce rhymes, blend and segment sounds in words)

Know and apply grade-level phonics to decode words.

Name upper and lowercase letters of the alphabet.
 Connect letters with the sounds they make.
 Recognize a growing number of high frequency words.
 Read emergent texts with purpose and understanding.
 Use a combination of drawing, dictating, and writing to produce opinion, informational, and narrative writing pieces.
 Participate in shared research and writing projects.
 Participate in collaborative conversations, following agreed upon rules for discussion.
 Ask and answer questions to seek help or gain information.
 Speak audibly to express thoughts, feelings, and ideas.
 Print many letters correctly.
 Spell simple words phonetically.
 Use grade-appropriate conventions in writing.
 Determine the meaning of unknown words.

LMC SKILLS

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Uses problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

MATHEMATICS

Count to 100 by ones and tens.
 Count forward starting at a given number.
 Write numbers from 0 to 20.
 Write a number for a group of 0 to 20 objects.
 Put numbers in order.
 Name a group of objects by using a number.
 Understand that the last object counted tells the number of objects in a group.
 Understand that the number of objects in a group can be rearranged and the total number will be the same.
 Understand that adding an object to a group will make the total number one bigger.
 Count to tell how many.
 Count out a number of objects between 1 and 20.
 Tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group
 Compare two written numbers between 1 and 10.
 Use objects, fingers and pictures to help me show addition.
 Use objects, fingers and pictures to help me show subtraction.
 Solve addition and subtraction word problems within 10.
 Take apart numbers less than or equal to 10. ($5 = 2 + 3$)
 Find the number that is added to 1 through 9 to make 10.
 Use objects or drawings to show my answer.
 Add and subtract within 5.
 Put together and take apart numbers from 11 to 19 by naming the tens and ones.
 Use objects, drawings or equations to show tens and ones.
 Tell how an object can be measured. (length, weight)
 Compare how two objects are similar or different. (more of, less of, taller, shorter)
 Place objects into categories according to attributes.
 Count the number of objects in categories.
 Sort the categories by the number of objects.
 Find shapes around me.
 Tell where shapes are. (above, below, beside, in front of, behind, next to)
 Tell about shapes.
 Compare shapes.
 Name shapes.
 Tell about and compare two-dimensional and three-

dimensional shapes.
Make shapes using materials like sticks and clay.
Use simple shapes to make larger shapes.

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
 - When given a problem, I can make a plan to solve it and check my answer.
2. Reason abstractly and quantitatively.
 - I can use numbers and words to help me make sense of problems.
3. Construct viable arguments and critique the reason of others.
 - I can explain my thinking and consider the mathematical thinking of others.
4. Model with Mathematics.
 - I can recognize math in everyday life and use math I know to solve problems.
5. Use appropriate tools strategically.
 - I can use math tools to help me explore and understand math in my world.
6. Attend to precision.
 - I can be careful when I use math and clear when I share my ideas.
7. Look for and make use of structure.
 - I can see and understand how numbers and shapes are put together as parts and wholes.
8. Look for and express regularity in repeated reasoning.
 - I can notice when calculations are repeated.

PHYSICAL EDUCATION

Demonstrate competence in selected body management skills: balance, standing, posture, spatial awareness, landing body movement, body parts.

Demonstrate competence in selected locomotor skills: run, skip, gallop, hop, vertical and horizontal jump and slide.

Develop an awareness of the importance of being physically fit.

Demonstrate growth and development in selected indicators of physical fitness: cardio-respiratory endurance, muscular strength, flexibility.

Demonstrate an understanding in selected object control skills: underhand throw, catching, instep kick, foot dribble, overhand throw, and batting.

Develop personal-social skills appropriate for sports-related activities and games: positive self-concept, self-discipline, attentiveness, fair play, cooperation, and respect for individuals.

SCIENCE

Investigate the five senses.
Investigate motion.
Investigate Living/Non-Living Things.

Investigate Earth.

Science and Engineering Practices

1. *Asking Questions and Defining Problems*
 - I can wonder about the world and write it as a question.
2. *Developing and Using Models*
 - I can create ways to model real world situations.
3. *Planning and Carrying Out Investigations*
 - I can plan and carry out investigations.
4. *Analyzing and Interpreting Data*
 - I can understand and explain what data means.
5. *Use Mathematics and Computational Thinking*
 - I can use math strategies to explain my thinking.
6. *Constructing Explanations and Designing Solutions*
 - I can come up with solutions and explain why.
7. *Engaging in Argument from Evidence*
 - I can use proof to support my findings.
8. *Obtaining, Evaluating and Communicating Information*
 - I can collect, understand, and show my information.

SOCIAL STUDIES

Understand and describe events that occur in a sequence.
Recognize that places have natural and human characteristics.
Understand the purpose of rules and laws for the common good and protecting individuals.
Understand and demonstrate productive citizenship.
Recognize people produce and consume goods and services.
Locate and comprehend information from a variety of sources.
Recognize issues and concerns in the classroom, school and community.
Understand and follow school rules and ways to contribute to the classroom environment.

TECHNOLOGY

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.

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