



# LEXINGTON PUBLIC SCHOOLS

## **K-5 Curriculum Benchmarks**

**Distributed by the Office of  
K-12 Curriculum and Instruction**

**Table of Contents**

Lexington Public Schools Core Purposes .....3  
Administration .....4  
Elementary Schools.....5  
K-5 Literacy .....6  
K-5 Mathematics .....13  
K-5 Science and Technology/Engineering .....20  
K-5 Social Studies.....26  
K-5 Physical Education/Wellness .....30  
K-5 Performing Arts Benchmarks .....33  
K-5 Visual Arts .....40  
K-5 Library and Information Technology.....44

# **Lexington Public Schools Core Purposes**

## **Academic Excellence for All Children**

- Set high standard in both the planning process and day-to-day interactions
- Use data and results to evaluate ourselves and our practices
- Work hard and persevere
- Confront problems without delay
- Take personal responsibility to improve the quality of programs

## **Respectful and Caring Relationships**

- Use open and honest communication
- Help others
- Use effective teamwork
- Acknowledge that other people have value, even when you disagree with their ideas or behavior
- Treat people the way you would want to be treated

## **A Culture of Reflection, Conversation, Collaboration and Commitment to Continuous Improvement**

Reflection – analyze our individual and collective practices

Conversation – generate and evaluate ideas and practices with colleagues

Collaboration – work with colleagues to achieve individual, group, school or system goals

Commitment to continuous improvement – act on multiple sources of data to improve practice

**We work each and every day to make these Core Purposes a reality.**

## Administration

Julie Hackett, Ph.D. ....	<i>Superintendent of Schools</i>
Christine Lyons, M.ED., Ph.D. ....	<i>Assistant Superintendent for Curriculum, Instruction, and Professional Learning</i>
Ellen Sugita.....	<i>Director of Student Services</i>
Peter Rowe.....	<i>Interim Assistant Superintendent for Finance &amp; Administration</i>
Monica Visco.....	<i>Director of Human Resources</i>
Jennifer Judkins.....	<i>Director of Education Technology</i>
Michael Cronin.....	<i>Director of Public Facilities</i>
Kathleen McCarthy.....	<i>K-5 English and Language Arts Department Head</i>
Linda Menkis.....	<i>K-5 Mathematics Department Head</i>
Karen McCarthy.....	<i>K-5 Science Curriculum Coordinator</i>
(Catherine) Alex Kuschel.....	<i>K-5 Social Studies Curriculum Coordinator</i>
Eammon Sheehan.....	<i>K-12 Coordinator Physical Education and Wellness</i>
Jared Cassidy.....	<i>K-12 Coordinator Performing Arts</i>
Alethea Roy.....	<i>K-12 Coordinator Visual Arts</i>
Harriet Wallen.....	<i>K-12 Library Media Department Chair</i>
Robyn Grant.....	<i>K-12 English Language Learner Coordinator</i>

## Elementary Schools

### **Bowman**

9 Philip Road  
Lexington 02421  
781-861-2500  
Jenny Corduck, Principal

### **Bridge**

55 Middleby Road  
Lexington 02421  
781-861-2510  
Meg Colella, Principal

### **Estabrook**

117 Grove Street  
Lexington 02420  
781-861-2520  
Rick Rogers, Interim Principal

### **Fiske**

55 Adams Street  
Lexington 02420  
781-541-5001  
Thomas Martellone, Principal

### **Harrington**

328 Lowell Street  
Lexington 02420  
781-860-0012  
Jackie Daley, Principal

### **Hastings**

7 Crosby Road  
Lexington 02421  
781-860-5800  
Louise Lipsitz, Principal

## K-5 Literacy

The Lexington Public Schools kindergarten- grade five literacy benchmarks represent the standards that students are expected to achieve by the end of each grade level. These standards are derived from the 2011 *MASSACHUSETTS CURRICULUM FRAMEWORK FOR ENGLISH LANGUAGE ARTS AND LITERACY Grades Pre-Kindergarten to 12 Incorporating the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*.  
<http://www.doe.mass.edu/frameworks/ela/0311.pdf>.

### **Reading: Text Complexity and the Growth of Comprehension**

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. The reading standards define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts; considering a wider range of textual evidence; and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### **Writing: Text Types, Responding to Reading, and Research**

The Writing standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: opinion/ arguments, informative/explanatory texts, and narratives. The standards stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are included in this strand, and are infused throughout the standards.

### **Speaking and Listening: Flexible Communication and Collaboration**

The Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills, including but not limited to skills necessary for formal presentations. Students must learn to work together; express and listen carefully to ideas; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to help achieve communicative purposes; and adapt speech to context and task.

### **Language: Conventions, Effective Use, and Vocabulary**

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. These standards include conventional spelling of grade level words, and handwriting. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

## **Kindergarten**

### **Benchmarks for Kindergarten Readers**

*In Kindergarten, the expectation is that students are interacting with many and varied types of text. The student understands texts read aloud, reads grade-level texts, and responds critically to develop understanding and expertise. These reading behaviors may be demonstrated during read aloud, shared reading, guided reading, writing, and/or independent reading.*

- Demonstrates an understanding of the organization of text
- Demonstrates an understanding of spoken word, syllables, and sounds
- Applies kindergarten phonics and word analysis skills
- Asks and answers questions about key details in a text
- Comprehends a variety of genres: informational, literature, poetry
- Engages with grade-level texts with purpose and understanding

### **Benchmarks for Kindergarten Writers**

*The student begins to develop personal style as a writer, acquires a way of thinking about writing, revisits writing, and understands purposes for writing. The student produces various types of writing and uses appropriate punctuation, capitalization, spelling, handwriting, and grammar in writing.*

- Uses a combination of drawing, dictating, and writing to compose opinion pieces about a topic
- Uses a combination of drawing, dictating, and writing to convey information about a topic
- Uses a combination of drawing, dictating, and writing to narrate an event and provide a reaction to what happened
- Recognizes all upper and lower case letters
- Knows all letter sounds

### **Benchmarks for Kindergarten Speakers and Listeners**

*The student masters a range of skills and applications – speaks, listens, and participates effectively in both formal and informal situations. The student speaks using kindergarten language appropriate to the situation and audience.*

- Participates in discussions by listening actively and contributing knowledge and ideas
- Demonstrates understanding of a text read aloud or information presented orally
- Asks and answers questions to seek help, get information, or deepen understanding
- Describes familiar people, places, things, and events
- Speak audibly and expresses thoughts, feelings, and ideas

### **Benchmarks for Kindergarten Language**

*The student demonstrates an understanding of kindergarten punctuation, capitalization, and spelling. The student uses multiple reference tools to acquire new knowledge and make informed decisions.*

- Prints all upper and lowercase letters
- Demonstrates command of capitalization, punctuation, and spelling with writing
- Spells simple words phonetically, drawing on knowledge of sound-letter relations in writing
- Uses vocabulary words and phrases acquired through conversations, reading and being read to, and responding to texts

## Grade 1

### **Benchmarks for Grade 1 Readers of Literature and Informational Text**

*In first grade, the expectation is that students are interacting with many and varied types of texts. The student understands texts read aloud, reads first grade-level texts, and responds critically to develop understanding and expertise. The student demonstrates the characteristics of a beginning reader.*

- Applies first grade phonics and word analysis skills
- Demonstrates an understanding of spoken word, syllables, and sounds
- Reads common high-frequency words
- Demonstrates an understanding of the organization and basic features of text
- Reads and comprehends a variety of genres
- Asks and answers questions about key details in a text
- Demonstrates an understanding of story structure
- Reads first grade texts with purpose and understanding

### **Benchmarks for Grade 1 Writers**

*The student continues to develop personal style as a writer. The student acquires a way of thinking about writing, revisits writing, and produces various types of writing. He or she demonstrates an understanding of first grade punctuation, capitalization, spelling, handwriting, and the various purpose and audiences for writing.*

- Writes opinion pieces that name a topic or book, an opinion, a reason for the opinion, and a sense of closure
- Writes informative texts that name a topic, supplies some facts, and provides a sense of closure
- Writes narratives with appropriately sequenced events, some details, word to signal event order, and a sense of closure

### **Benchmarks for Grade 1 Speakers and Listeners**

*The student speaks, listens, and participates effectively in formal and informal situations and uses language appropriate to the situation and audience.*

- Participates in discussions by listening actively and contributing knowledge and ideas
- Asks and answers questions to seek help, get information, or deepen understanding
- Demonstrates understanding of a text read aloud or information presented orally
- Describes people, places, things and events with relevant details
- Produces complete sentences when appropriate to task and situation

### **Benchmarks for Grade 1 Language**

*The student demonstrates an understanding of first grade punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development. The student uses multiple reference tools to acquire new knowledge and make informed decisions.*

- Writes legibly and forms upper and lowercase letters accurately
- Demonstrates command of capitalization and punctuation, and spelling when writing
- Spells high-frequency and phonetic words correctly and approximates the spelling of unfamiliar words in writing
- Uses vocabulary words and phrases acquired through conversations, reading, and being read to, and responding to texts



## Grade 2

### **Benchmarks for Grade 2 Readers of Literature and Informational Text**

*The student reads second grade texts and responds critically to develop understanding and expertise.*

- Applies second grade phonics and word analysis skills
- Reads common high-frequency words
- Reads and comprehends a variety of genres
- Asks and answers questions to demonstrate understanding of key information in a text
- Demonstrates an understanding of story structures
- Reads second grade texts with purpose and understanding
- Knows and uses various text features to locate key information in text

### **Benchmarks for Grade 2 Writers**

*The student continues to develop personal style as a writer. The student acquires a way of thinking about writing, revisits writing, and produces various types of writing. He or she demonstrates an understanding of grade level punctuation, capitalization, spelling, handwriting, and the various purposes and audiences for writing.*

- Writes opinion pieces with a well-developed topic, supporting reasons, and a conclusion
- Writes informative texts with a well-developed topic, facts, and a conclusion
- Writes narratives with a well-elaborated event, details, words that signal event order, and a sense of closure
- Writes stories or poems with dialogue
- Strengthens writing as needed by revising and editing

### **Benchmarks for Grade 2 Speakers and Listeners**

*The student speaks, listens, and views effectively in formal and informal situations and uses language appropriate to the situation and audience.*

- Engages in a range of discussion
- Asks and answers questions to seek help, get information, or deepen understanding
- Tells a story or recounts an experience with facts and descriptive details
- Produces complete sentences when appropriate to task and situation

### **Benchmarks for Grade 2 Language**

*The student demonstrates an understanding of second grade punctuation, capitalization, spelling, handwriting, and grammar. The student uses multiple reference tools to acquire new knowledge and make informed decisions.*

- Uses knowledge of English and its conventions when writing, speaking, reading
- Spells high-frequency and phonetics words correctly
- Uses learned spelling patterns when writing words
- Uses vocabulary words and phrases acquired through conversations, reading, and being read to, and responding to texts

## Grade 3

### **Benchmarks for Grade 3 Readers of Literature and Informational Text**

*The student reads third grade-level texts with fluency and understanding and responds critically to develop understanding and expertise.*

- Knows and applies third grade phonics and word analysis skills
- Asks and answers questions about important concepts and key details in a text
- Demonstrates an understanding of story structures
- Determines main idea of a text, cites details to support conclusion
- Summarizes important ideas and details of a text
- Knows and uses text features and search tools to locate key information
- Reads and comprehends a variety of genres
- Reads third grade texts with purpose and understanding

### **Benchmarks for Grade 3 Writers**

*The student develops a personal style as a writer. The student acquires a way of thinking about writing, revisits writing, and produces various types of writing. He or she demonstrates understanding of grade-level punctuation, capitalization, spelling, handwriting, and the various purposes and audiences for writing.*

- Writes opinion pieces supporting a point of view with relevant reasons
- Writes informative/explanatory texts to examine a topic and convey ideas and information clearly
- Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences
- Develops and strengthens writing as needed by planning, revising, and editing
- Conducts short research projects about a topic
- Gathers information, takes notes, and sorts information

### **Benchmarks for Grade 3 Speakers and Listeners**

*The student speaks, listens, and views effectively in formal and informal situations, and uses language appropriate to the situation and audience.*

- Engages effectively in a range of discussions
- Asks and answers questions to seek help, get information, or deepen understanding
- Reports on a topic or text with facts and descriptive details
- Speaks effectively, adapting speech to a variety of context and tasks

### **Benchmarks for Grade 3 Language**

*The student demonstrates an understanding of third grade punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development. The student uses multiple reference tools to acquire new knowledge and make informed decisions.*

- Uses knowledge of English and its conventions when writing, speaking, reading
- Determines or clarifies the meaning of unknown words and phrases
- Spells high-frequency and studied words correctly
- Uses learned spelling patterns when writing
- Acquires and uses academic and content specific vocabulary

## Grade 4

### **Benchmarks for Grade 4 Readers of Literature and Informational Text**

*The student reads fourth grade-level texts with fluency and understanding and responds critically to develop understanding and expertise.*

- Knows and applies fourth grade phonics and word analysis skills
- Summarizes important ideas and details in a text
- Determines the theme of a text
- Makes logical inferences through critical reading and thinking
- Demonstrates an understanding of multiple text structures
- Integrates information from related texts
- Reads and comprehends a variety of genres
- Reads fourth grade text with purpose and understanding

### **Benchmarks for Grade 4 Writers**

*The student develops personal style as a writer. The student acquires a way of thinking about writing, revisits writing, and produces various types of writing. He or she demonstrates an understanding of fourth grade-level punctuation, capitalization, spelling, handwriting, and the various purposes and audiences for writing.*

- Writes opinion pieces on topics or texts supporting a point of view with reasons and information
- Writes information/explanatory texts to examine a topic and convey ideas and information clearly
- Writes narratives to develop real or imagined experiences or events using effective technique, details, and clear event sequences
- Plans, drafts, revises, and edits product clear and coherent writing
- Plans for research by identifying topics and/or generating focus questions
- Gathers relevant information from multiple print and digital sources
- Writes with an understanding of various purposes and audiences

### **Benchmarks for Grade 4 Speakers and Listeners**

*The student speaks and listens effectively in formal and informal situations and uses language appropriate to the situation and audience.*

- Engages effectively in a range discussions
- Identifies the evidence a speaker provides to support particular points
- Expresses ideas or recounts an experience in an organized manner with facts and descriptive details
- Speaks effectively, adapting speech to a variety of context and tasks

### **Benchmarks for Grade 4 Language**

*The student demonstrates an understanding of fourth grade punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development. The student uses multiple reference tools to acquire new knowledge and make informed decisions.*

- Uses knowledge of English and its conventions when writing, speaking, reading
- Determines or clarifies the meaning of unknown words and phrases
- Spells high-frequency and studied words correctly
- Uses learned spelling patterns when writing
- Acquires and uses academic and context specific vocabulary

## Grade 5

### **Benchmarks for Grade 5 Readers of Literature and Informational Text**

*The student reads fifth grade-level texts with fluency and understanding and responds critically to develop understanding and expertise.*

- Knows and applies fifth grade phonics and word analysis skills
- Reads and comprehends a variety of genres
- Reads fifth grade texts with purpose and understanding
- Summarizes important ideas and key details in a text
- Makes logical inferences through critical reading and thinking using explicit information from a text
- Demonstrates an understanding of multiple text structures
- Integrates information from multiple sources to support conclusions

### **Benchmarks for Grade 5 Writers**

*The student demonstrates a personal style as a writer. The student acquires a way of thinking about writing, revisits writing, and produces various types of writing. He or she demonstrates an understanding of fifth grade punctuation, capitalization, spelling, handwriting, and the various purposes and audiences for writing,*

- Writes opinion pieces supporting a point of view with reasons and information
- Writes information/explanatory text to examine a topic and convey ideas and information clearly
- Writes narratives to develop real or imagined experience or events using descriptive details and clear event sequences
- Writes routinely and habitually
- Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Develops and strengthens writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach

### **Benchmarks for Grade 5 Speakers and Listeners**

*The student speaks and listens effectively in formal and informal situations, and uses language appropriate to the situation and audience.*

- Engages effectively in a range of discussions
- Summarizes ideas, experiences, and information attained from diverse sources
- Presents information and opinions, sequences ideas logically, and uses facts and details

### **Benchmarks for Grade 5 Language**

*The student demonstrates an understanding of fifth grade punctuation, capitalization, spelling, handwriting, grammar, and vocabulary development. The student uses multiple reference tools to acquire new knowledge and make informed decisions.*

- Uses knowledge of English and its conventions when writing, speaking, reading
- Determines or clarifies the meaning of unknown words and phrases
- Spells fifth grade and studied words correctly
- Acquires and uses academic and content specific vocabulary

Reviewed 8/2018

## K-5 Mathematics

The elementary mathematics program is aligned with the *Massachusetts Curriculum Framework for Mathematics* and the *Common Core State Standards for Mathematics*. At each grade level, students work with **Practice Standards** that span Kindergarten through grade twelve, and **Content Standards** that are grade-specific and describe the specific skills and concepts that proficient students know and understand.

### Standards for Mathematical Practice

**The Practice Standards** describe the ways that mathematically proficient students *do* mathematics. These standards describe the "habits of mind" of a mathematically proficient student –good math habits and strategies that serve as the foundation for learning and using mathematics. These practices help students "think like a mathematician". They outline important processes and proficiencies that students develop in Kindergarten through grade twelve.

***Makes sense of problems and perseveres in solving them*** – Students make sense of problems by using concrete objects, pictures, diagrams, and contexts. They are presented with problems that do not have immediate answers and are encouraged to model solution strategies. They interact with peers and teachers as they think about problems and find pathways to the solution.

***Attends to precision*** – Students use accurate vocabulary and mathematical symbols to help communicate precisely. They calculate accurately and efficiently and express numerical answers with a degree of precision appropriate for the context.

***Reasons and explains*** – Students represent situations with symbols and use multiple representations to describe how numbers relate to each other. They explain, justify, and defend their conclusions and communicate them to others using words, symbols, drawings and diagrams.

***Models and uses tools*** – Students use objects or representations of situations to explain why their answers make sense. They solve problems in context and provide contexts for mathematical expressions. They use tools such as, diagrams, number lines, tables, and graphs to represent relationships. They use manipulatives, measurement, and graphing tools strategically and appropriately to make sense of specific mathematics concepts.

***Sees structure and generalizes*** – Students identify the structures that they see and make use of them as they further their understanding. They identify properties, relationships and patterns to reason, make sense of mathematics, and to solve problems. They discover rules and apply shortcuts.

## Kindergarten

### Kindergarten Content Standards

In Kindergarten, the focus of student learning is on two areas:

1. Representing, relating, and operating on whole numbers with sets of objects and numerals
2. Describing shapes and space

#### **Counting and Cardinality**

- Knows the number names and the count sequence to 100
- Counts to 100 by tens
- Counts to tell the number of objects to 30+
- Compares numbers to 10 (greater than, less than, equal to)
- Reads and writes numerals to 20

#### **Operations and Algebraic Thinking**

- Demonstrates an understanding of addition as putting together and adding to
- Demonstrates an understanding of subtraction as taking apart and taking from
- Solves addition story problems within 10 with objects or drawings
- Solves subtraction story problems within 10 with objects or drawings

#### **Number and Operation in Base Ten**

- Uses objects and drawings to demonstrate an understanding that the numbers 11-19 are composed of a ten and ones

#### **Measurement and Data**

- Describes and compares measurable attributes such as length and weight
- Classifies objects and counts the number of objects in categories

#### **Geometry**

- Identifies and describes two- and three-dimensional shapes
- Analyzes, compares, creates and composes shapes
- Describes the relative position of objects using terms (above, below, beside, in front of, behind, and next to)

## Grade 1

### Grade One Content Standards

In grade one, the focus of student learning is on four areas:

1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20
2. Developing understanding of whole number relationships and place value, including grouping in tens and ones
3. Developing understanding of linear measurement and measuring lengths
4. Reasoning about attributes of, and composing and decomposing geometric shapes

#### **Operations and Algebraic Thinking**

- Represents and solves story problems involving addition using objects, drawings and equations
- Represents and solves story problems involving subtraction using objects, drawings and equations
- Demonstrates an understanding of subtraction as comparing
- Demonstrates an understanding of the relationship between addition and subtraction
- Demonstrates fluency with addition and subtraction facts within 10
- Uses strategies to add and subtract within 20
- Demonstrates an understanding of, and solves addition and subtraction equations

#### **Number and Operations in Base Ten**

- Reads, writes, and compares numbers to 120
- Demonstrates an understanding of place value with tens and ones
- Uses place value understanding and properties of operations to add within 100 (2-digit + 1-digit, 2-digit + multiple of ten)
- Uses place value understanding and properties of operations to subtract multiples of ten from multiples of ten within 100
- Mentally adds and subtracts 10

#### **Measurement and Data**

- Demonstrates an understanding of linear measurement and compares lengths
- Tells and writes time from analog and digital clocks to the hour and half-hour
- Represents and interprets data
- Identifies and compares the value of U.S. coins and uses the appropriate notation

#### **Geometry**

- Composes and decomposes two- and three- dimensional shapes
- Identifies and represents  $\frac{1}{2}$  as two equal parts of the whole and  $\frac{1}{4}$  as four equal parts of the whole

## Grade 2

### Grade Two Content Standards

In grade two, the focus of student learning is on four areas:

1. Extending the understanding of base-ten notation
2. Building fluency with addition and subtraction
3. Using standard units of measure
4. Describing and analyzing shapes

#### **Operations and Algebraic Thinking**

- Represents and solves one- and two-step problems involving addition and subtraction within 100
- Demonstrates fluency with addition and subtraction within 20
- Understands odd and even numbers

#### **Number and Operations in Base Ten**

- Read, writes, and compares numbers to 1000
- Counts within 1000 by 5s, 10s and 100s
- Demonstrates an understanding of place value within 1000
- Mentally adds or subtracts 10 or 100
- Uses place value understanding and properties of operations to add numbers within 100
- Uses place value understanding and properties of operations to subtract numbers within 100

#### **Measurement and Data**

- Measures and estimates lengths in standard units
- Tells and writes time from analog and digital clocks to the nearest five minutes
- Solves money word problems (dollar bills, coins)
- Represents and interprets data using picture graphs and bar graphs

#### **Geometry**

- Describes and analyzes two- and three-dimensional shapes
- Partitions circles and rectangles into equal parts and describes using the words halves, thirds, half of, etc.



## Grade 3

### **Grade Three Content Standards**

In grade three, the focus of student learning is on four areas:

1. Developing understanding of multiplication and division and strategies for multiplication and division within 100
2. Developing understanding of fractions
3. Developing understanding of the structure of rectangular arrays and area
4. Describing and analyzing two-dimensional shapes

#### **Operations and Algebraic Thinking**

- Demonstrates an understanding of multiplication as equal groups
- Demonstrates an understanding of division as partitioning and equal shares
- Demonstrates an understanding of the properties of multiplication and the relationship between multiplication and division
- Represents and solves problems involving multiplication within 100
- Represents and solves problems involving division within 100
- Demonstrates fluency with multiplication facts through 9x9
- Solves multi-step problems involving the four operations
- Identifies and explains patterns in arithmetic

#### **Number and Operations in Base Ten**

- Uses place value understanding to round whole numbers to the nearest 10 or 100
- Uses place value understanding and properties of operations to add and subtract within 1000
- Multiplies 1 digit numbers by multiples of 10

#### **Number and Operations – Fractions**

- Demonstrates an understanding of fractions as part of a whole and numbers on a number line
- Demonstrates an understanding of equivalent fractions
- Compares fractions with like numerators or like denominators

#### **Measurement and Data**

- Tells and write time from an analog and digital clock to the nearest minute
- Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represents and interprets data using scaled picture graphs, scaled bar graphs, and line plots
- Demonstrates an understanding of area and perimeter

#### **Geometry**

- Analyzes, compares, and classifies two-dimensional shapes
- Partitions shapes into parts with equal areas and expresses the area of each part as a fraction

## Grade 4

### Grade Four Content Standards

In grade four, the focus of student learning is on three areas:

1. Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

#### **Operations and Algebraic Thinking**

- Uses addition and subtraction with whole numbers to solve problems
- Uses multiplication and division with whole numbers to solve problems
- Solves multi-step problems including problems in which remainders have to be interpreted
- Demonstrates an understanding of factors and multiples
- Generates and analyzes number and shape patterns

#### **Number and Operations in Base Ten**

- Demonstrates an understanding of place value of multi-digit whole numbers
- Knows multiplication facts and related division fact through  $12 \times 12$
- Uses place value understanding and properties of operations to perform multi-digit addition and subtraction
- Uses place value understanding and properties of operations to multiply 4-digit by 1-digit numbers and 2-digit by 2-digit numbers
- Uses place value understanding and properties of operations to divide 4-digit by 1-digit numbers

#### **Number and Operations – Fractions**

- Demonstrates an understanding of fraction equivalence and ordering
- Demonstrates an understanding of decimal notation for fractions with denominators of 10 and 100
- Compares decimals
- Adds and subtracts fractions and mixed numbers with like denominators
- Multiplies a fraction by a whole number

#### **Measurement and Data**

- Solves problems involving measurement and conversion of measurements within one system
- Demonstrates an understanding of angles and measures angles
- Applies the area and perimeter formulas for rectangles to real-life examples
- Represents and interprets data using line plots

#### **Geometry**

- Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles
- Demonstrates an understanding of symmetry

## Grade 5

### Grade Five Content Standards

In grade five, the focus of student learning is on three areas:

1. Developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and of division of fractions
2. Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations
3. Developing an understanding of volume

#### **Operations and Algebraic Thinking**

- Writes, interprets, and evaluates numerical expressions using all four operations and parentheses
- Uses patterns, graphs, and rules to describe the relationship between corresponding terms such as miles/hour

#### **Number and Operations in Base Ten**

- Demonstrates an understanding of the place value system for multi-digit whole numbers and decimals to the thousandths
- Reads, writes and compares decimals to the thousandths
- Adds and subtracts multi-digit whole numbers and decimals to the hundredths
- Multiplies and divides multi-digit whole numbers and decimals to the hundredths

#### **Number and Operations - Fractions**

- Solves real world problems with fractions
- Uses equivalent fractions as a strategy to add or subtract fractions
- Applies understanding of multiplication and division when multiplying and dividing fractions

#### **The Number System**

- Uses positive and negative integers to describe quantities

#### **Measurement and Data**

- Converts like measurement units within a given measurement system
- Represents and interprets data using line plots
- Demonstrates an understanding of volume, and uses formulas to find volumes of rectangular prisms

#### **Geometry**

- Graphs points on the coordinate plane to solve real-world mathematical problems
- Classifies two-dimensional figures into categories based on their properties

Reviewed 8/2018

## **K-5 Science and Technology/Engineering**

The K-5 units of study integrate the disciplines of life, Earth and space, physical science, and technology/engineering. The curriculum supports opportunities for students to ask questions and solve problems, learn by doing, interact with one another and build their scientific knowledge over time. Students' discourse, writing, and reading play an important role in learning science and provide authentic integration opportunities across the content areas. Seasonal nature walks, in Lexington's Big Backyard, connect students and learning to their natural environment.

The elementary science program is aligned with the 2016 Massachusetts Curriculum Framework. At each grade level, students engage in the **Science Practices** that span kindergarten through grade twelve. The practices help describe the behavior of scientists as students investigate and build understanding about the world. The **Engineering Practices**, likewise, help students understand the work of engineers as well as the links between engineering and science.

### **Science, Technology and Engineering Practices**

**Asking questions and defining problems** - A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world works and which can be empirically tested.

**Developing and Using Models** - A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.

**Planning and Carrying Out Investigations** - Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.

**Analyzing and Interpreting Data** - Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools—including tabulation, graphical interpretation, visualization, and statistical analysis—to identify the significant features and patterns in the data.

**Using Mathematics and Computational Thinking** - In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; statistically analyzing data; and recognizing, expressing, and applying quantitative relationships.

**Constructing Explanations and Designing Solutions** - The products of science are explanations and the products of engineering are solutions.

**Engaging in Argument from Evidence** - Scientific argumentation is a process that occurs when there are multiple ideas or claims (e.g. explanations, models) to discuss and reconcile. An argument includes a claim supported by evidence and reasoning as well as evaluates and critiques competing claims.

**Obtaining, Evaluating and Communicating Information** - Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

## **K-5 Content Focus**

The **Content Standards** are grade-specific and focused on a limited set of disciplinary core ideas that build across grades and lead to conceptual understanding and application of concepts.

### **Kindergarten**

#### **Exploring Seasons**

- collects data on weather conditions throughout the year to describe patterns over time
- uses words and symbols to describe the weather
- makes observations to determine that sunlight warms materials on Earth's surface
- observes and describes how weather changes throughout the year impact plants and animals found in the schoolyard
- designs a shelter for an organism to provide protection throughout the seasons

#### **Exploring Plants and Animals**

- observes and describes the needs of living things
- observes, identifies and describes some life processes of animals: breathing, movement, taking in nourishment, growth and reproduction
- distinguishes plant parts such as roots, stems, leaves, flowers and seeds
- distinguishes between things that are alive and things that are not alive
- recognizes that plants and animals can change their environment

#### **Exploring Water**

- uses observable properties to describe water
- describes, groups, and classifies objects by their properties
- recognizes that water can be a solid or liquid depending on temperature
- identifies water as essential for plants and animal survival
- recognizes that water is one component that makes up weather

### **Grade 1**

#### **Investigating Light and Shadows**

- lists a variety of light sources, including the Sun
- gains experience with the effect of materials on light; light can pass through, be reflected, or be absorbed by different materials
- identifies three things needed to produce a shadow: light, an object to block the light, and a surface on which the shadow is cast
- observes that shadows change depending on the location of the light source

#### **Balls and Ramps**

- uses senses to sort objects into subsets using similarities and differences
- explores, observes and describes properties of balls and their motion
- investigates relationships between the properties of balls and their movement on different surfaces
- compares the effects of different strengths or different directions of pushes and pulls on the motion of a ball
- recognizes that when two objects touch or collide, they push on one another and can change motion

#### **Organisms**

- uses a hand lens to observe and make a detailed sketch of an organism
- describes the basic needs of plants and animals and communicates that animals get food from plants or other animals and plants make their own food
- through observation, recognizes that each type of organism has specific needs, such as type of food, amount of water, amount of space, and that these needs are met in the organism's habitat
- plants seeds and observes and records their growth and sequences the stages of plant development
- uses evidence to explain how the physical characteristics and behaviors of plants and animals helps them survive
- observes and describes the similarities and differences among different organisms and among individual plants or animals of the same kind

## Grade 2

### **Nature's Partners**

- observes and compares the life cycles of insects and plants
- uses a hand lens to draw and identify insect structures throughout the life cycle of a butterfly
- constructs an argument with evidence that plants and insects depend on their surroundings and one another to survive, grow and reproduce
- uses text and schoolyard observations to compare a variety of insect and habitat diversity
- evaluates materials and design features in order to develop a successful hand pollinator

### **Changes**

- describes some common changes that occur in the physical world around us
- recognizes that some changes happen quickly, and others take place over a period of time
- observes and describes solids and liquids
- describes how matter can be changed from one state to another by adding or taking away heat
- constructs an argument with evidence that some changes to materials caused by heating or cooling can be reversed and some cannot
- investigates mixtures of solids and liquids

### **How Do We Stop Soil From Washing Away?**

- analyzes the composition of backyard soil and predicts how plants will grow in different soils
- compares soil samples on the basis of color, particle size, and the ability to hold water
- uses evidence to make claims about the similarities and differences between soil and sand
- carries out investigations to provide evidence for how wind and water can change the shape of soil and sand
- applies knowledge of erosion to design a way to save sand towers from destruction caused by water
- analyzes the effectiveness, structure, and function of models that could be used to prevent or slow erosion

## Grade 3

### **Water In Our World, Water, Weather and Climate**

- describes how water can be changed from one state to another by adding or taking away heat
- analyzes and interprets data to determine how much of Earth is covered by water
- develops and uses a model to simulate the impact of pollutants within a watershed
- develops and uses models to describe the cycling of water on Earth (evaporation, condensation, precipitation, accumulation)
- uses graphs and tables of local weather data to describe and predict typical weather during a particular season in an area
- obtains and summarizes information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region
- explains how the actions of people protect and conserve water

### **Chemical Tests**

- observes and describes the properties of common household chemicals
- performs physical and chemical tests
- learns through investigation that chemicals undergo changes in form, color or texture when mixed together, separated or heated
- separates mixtures of solids and liquids by evaporating and filtering
- identifies an unknown chemical based on its properties

### **What Happens to Organisms When Their Habitat Changes?**

- describes and predicts seasonal weather patterns we expect to experience in the New England climate
- recognizes the relationships between organisms in a food chain/web
- compares the unique life cycles of organisms within a shared habitat
- distinguishes between inherited characteristics and ones influenced by the environment
- constructs an argument with evidence that variations in individual characteristics may provide advantages for survival
- uses evidence to explain how environmental changes can affect some organisms' ability to survive and reproduce

## Grade 4

### **Earth's Materials**

- makes observations and conducts tests to identify minerals according to their properties
- recognizes that rocks are made up of minerals
- describes the origin of igneous, sedimentary and metamorphic rocks
- identifies evidence within a landscape of the processes involved in creating and shaping the Earth's surface over time (weathering, erosion and deposition)
- analyzes and interprets maps of Earth's mountain ranges, deep ocean trenches, and the location of earthquakes and volcanoes to describe patterns of these features and their locations relative to boundaries between continents and oceans
- uses fossils to describe types of organisms and their environments that existed long ago
- researches information to describe that energy and fuels humans use come from natural resources and some energy and fuel sources are renewable and some are not

### **A Focus on Energy**

- makes observations and uses the “energy tracking lens” to help describe everyday phenomena in terms of motion energy, thermal energy and electrical energy
- develops and uses models, drawings and representations to describe energy flow and transformation in a scenario
- uses evidence to construct an explanation that an object can have different amounts of motion energy, depending on its speed
- asks questions and predicts outcomes about the changes in energy that occur when objects collide
- makes observations to collect evidence that energy can be transferred from one object to another
- collects and analyzes data to reason about increases and decreases of energy and transfer between materials and to the environment

### **An Introduction to Elementary Robotics**

- works in a small group to design, build, program, test and redesign a robot to solve a problem
- develops and compares multiple ways to transfer information through encoding and decoding a program for a robot to follow
- plans and carries out tests of one or more design features of a given model in which variables are controlled and failure points are considered to identify which features need to be improved
- applies the results of tests to redesign a model
- evaluates relevant design features that must be considered in building a model of a solution to a given design problem



## Grade 5

### **Ecosystem Interactions**

- uses a model of an ecosystem to describe the transfer of energy through a food chain and the movement of matter among producers, consumers, decomposers and the environment
- explores the diversity of ecosystems found on Earth and the natural and human threats that can impact ecosystems
- obtains and communicates information about ways communities can reduce the impact on the Earth's resources and environment by changing a practice or process

### **Keeping Track of Matter**

- develops and uses a model of a mini-lake to investigate concepts of weight, volume, and *heaviness for size* (the term used in place of *density*)
- conducts investigations of water and collects data to serve as evidence of the transformation and conservation of matter
- Identifies that weight is conserved during dissolving, freezing, melting, evaporation and condensation

### **Electric Circuits and Magnetism**

- classifies materials into electrical conductors and non-conductors (insulators) by performing tests
- demonstrates that a complete circuit can be constructed in more than one way using the same materials
- discovers that electricity can produce light, heat, sound, motion and magnetism
- recognizes that magnets have poles and that sometimes the poles attract each other and sometimes repel
- makes an electromagnet and demonstrates how to change its force constructs a model that utilizes electric circuits; explains the type of circuits involved and how they work relates the amount of electricity used and pollutants resulting from its generation

Revised 8/2018

## **K-5 Social Studies**

The primary purpose of the Lexington Public Schools' Social Studies Department is to foster curiosity and help to create life-long learners who make informed decisions as they actively engage as citizens in their local, national, and global communities.

The Social Studies encompass history, as well as civics, economics, geography, sociology, and psychology. Over the course of their journey through the Lexington Public Schools, students will engage in learning experiences that will help them understand the major events and trends in these domains that have shaped the modern world. Through these experiences, students will be able to connect the past with the present and gain insights. The K-12 curriculum is designed to help students discover the relevance of social studies to their own lives. This interdisciplinary approach allows students to use multiple lenses to develop a sophisticated and culturally literate understanding of the world.

Students' engagement with the social studies curriculum will provide them with the tools needed to navigate a competitive and complex global society. Students will develop 21st Century Skills that include using a wide variety of technologies and emphasize the importance of gathering, analyzing and evaluating evidence and information. With these skills, students will discover their own authentic voice, learn to think independently, work collaboratively, and communicate their ideas effectively.

The skills and understanding students will acquire from kindergarten through high school have wide applicability both in the classroom and throughout their lives. The social studies curriculum helps young people become socially responsible citizens of a culturally diverse democratic society in an increasingly interdependent world.

### **Kindergarten**

#### **Living, Learning, and Working Together**

At the kindergarten level, learning in history and social science is built on children's experiences in their families, school, community, state, and country. The picture books chosen for reading aloud, the stories told, and the songs they hear or learn are basic components of the curriculum. Children listen to stories about the people and events we celebrate in our national holidays and learn why we celebrate them. They also become familiar with our national symbols to help them develop a civic identity.

- Understands that people and communities create structures, rules, and ideas to solve problems
- Names occupations in the community and identifies the work associated with each
- Demonstrates an understanding that there are important American symbols by identifying: American flag, words of the Pledge of Allegiance, and the picture and name of the current president
- Recognizes globes and maps as representations of real places
- Identifies own street address, town, Massachusetts, and the United States
- Locates the commonly used areas in the classroom, school building, and immediate school neighborhood
- Identifies stories, historical figures, and observances connected with the United States
- Identifies ways in which his/her family are the same and different from other families
- Uses words and phrases correctly as they relate to chronology and time (now, long ago, before, after, etc.)

## Grade 1

### **Communities**

In first grade, children learn about major historical events, people, and symbols related to the United States of America and its national holidays. Students also study concepts in geography, civics, and history, as they learn about the different types of communities of which they are a part. From the first grade classroom to our global communities, students will participate in a wide variety of experiences that allow them to explore their world.

- Understands that people and communities create structures, rules, and ideas to solve problems
- Identifies the current President of the United States and the general responsibilities of the Presidents
- Identifies and explains the meaning of American national symbols (American Flag, bald eagle, White House, Statue of Liberty)
- Discusses the general meaning of the Pledge of Allegiance
- Describes and creates a map as a representation of a place
- Identifies cardinal directions and applies them to maps and locations in the classroom
- Identifies landforms and bodies of water on a world map (continent, mountain, river, lake, ocean)
- Locates Washington, D.C. and Boston on a map and explains their significance
- Identifies significant stories, historical figures, and observances connected with the United States
- Compares how people in urban and suburban communities meet their daily needs
- Compares and contrasts families and various ways of life in China and the United States
- Correctly uses words and phrases related to chronology and time (past, present, and future)

## Grade 2

### **World Geography and Communities**

Second graders study world geography and communities. They explore how geography impacts the daily lives of people in selected countries. Included in these country specific units, are the study of customs, languages, celebrations, and landmarks. They explore their own family's history and listen to or read a variety of teacher- or student-selected stories about: distinctive individuals, peoples, achievements, customs, events, places, or landmarks from around the world.

- Participates with the classroom community to create structures, rules and ideas to solve problems
- Demonstrates an understanding of rights and responsibilities as a student and as a community member
- Gives examples of real people who are good leaders and citizens and explains the qualities that make them admirable
- Locates continents, major bodies of water and landforms on a world map (Asia, Atlantic Ocean, Pacific Ocean, Mississippi River, Mt. Everest, etc.)
- Interprets map symbols using a legend
- Identifies the regions of a country by direction (N, S, E, W)
- Understands how geography influences where and how people live
- Describes daily life, languages, cultural symbols, and a person of great distinction from India
- Describes daily life, languages, cultural symbols, and a person of great distinction from Ghana
- Creates an illustrated timeline that shows events in chronological order

### Grade 3

#### **Massachusetts and its Cities and Towns: Geography and History**

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of Naïve groups like the Wampanoag and the arrival of the Pilgrims. They also learn the history of Lexington and about famous people and events in Massachusetts' history, especially in the time period leading up to the American Revolution. In addition, they read biographies of prominent people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to our society.

- Gives examples of why it is necessary for communities to have rules and laws
- Gives examples of the ways people in a community can influence their local government (e.g. voting, running for office, participating in meetings)
- Uses cardinal directions, map scales, legend and titles to locate continents, countries, states, towns, landforms, and bodies of water on contemporary maps of the world, New England, and Massachusetts
- Locates Lexington's geographic features, and historical landmarks on a map, and explains their significance
- Identifies the Wampanoag people and describes their way of life in the mid-1600s
- Identifies who the Pilgrims were and describes their early years in Plimoth Colony
- Describes the roles that various leaders played in the events leading up to the signing of the Declaration of Independence (e.g. Paul Revere, John Hancock, and King George III)
- Describes the events leading up to the American Revolution (e.g. Boston Massacre, Boston Tea Party, Battles of Lexington and Concord, and the Declaration of Independence)
- Compares and contrasts life in 18<sup>th</sup> century Lexington to present day

### Grade 4

#### **North American People and Geography**

In fourth grade, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and the embedded five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of Mexico and Canada.

- 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 (e.g. the right to vote, and freedom of religion, speech, assembly, and petition)
- Uses maps to interpret information
- Compares and contrasts various types of maps
- Understands and describes the factors that influence immigration (e.g. political, economic, and religious freedoms)
- Compares and contrasts the climates, physical features, natural resources, human populations, and products of the five regions of the United States
- Identifies the states, capitals, and major cities in each region
- Identifies and describes national landmarks (e.g. Statue of Liberty, Washington Monument, Lincoln Memorial etc.)
- Describes the physical features, climates, history, and people of a bordering country (Canada or Mexico)

## Grade 5

### **Early American History and the Development of the United States**

Students study the Aztec and Mayan civilizations in the New World; the 15<sup>th</sup> and 16<sup>th</sup> century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries. Students also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the fifth grade curriculum is to give students their first concentrated study of the formative years of U.S. history.

- Explains the three branches of government
- Explains the Bill of Rights and its importance within the United States Constitution
- Describes the responsibilities of government at the federal, state, and local levels
- Interprets and uses maps, charts, and tables to understand historic events
- Understands and uses latitude and longitude to identify locations on maps and globes
- Explains the achievements of the Aztec and Mayan civilizations and their relationship with the European settlers
- Explains the significance of European exploration
- Identifies some of the major leaders and groups responsible for the founding of the original colonies in North America (e.g. William Penn, John Winthrop, John Smith)
- Identifies the first 13 colonies and describes how regional differences shaped their economies
- Explains the colonial reaction to British policies and the important events that led to the American Revolution
- Describes the enslavement of Africans, their treatment in North America, and their contributions to early American society
- Describes the major events of the American Revolution and explains the factors leading to American victory
- Describes the lives and achievements of important leaders during the American Revolution and the early years of the United States (e.g. John Adams, Benjamin Franklin, King George III)

Revised 8/2018

# K-5 Physical Education/Wellness

*Curriculum is under review and will be updated in the future*

## Kindergarten

- Develops body, spatial and temporal awareness, learning about general and personal space
- Demonstrates common body positions
- Learns the concepts of directionality and laterality
- Moves to various rhythms
- Learns climbing, supporting and balancing skills on various apparatus
- Develops locomotor, manipulative, and non-locomotor skills
- Properly demonstrates walking, running, jogging, sliding and jumping
- Learns the locomotor skills of skipping, hopping, leaping, galloping, kicking, throwing, catching, and striking
- Combines locomotor, non-locomotor and manipulative skills in movement, dance, games and sports
- Learns exercises that increase the following health-related components of physical fitness: muscular strength, muscular endurance, cardiovascular endurance and flexibility
- Properly follows directions by applying listening and safety awareness skills
- Locates the major body parts such as the heart, lungs, and skeleton
- Develops self-confidence and interpersonal skills
- Demonstrates respect for classmates and their teachers
- Demonstrates cooperative skills to solve movement related problems

## Grade 1

- Develops body, spatial and temporal awareness, particularly as they relate to personal and group space, sharing space, and the use of this space for various forms of movement
  - Develops locomotor, manipulative, and non-locomotor skills, particularly as they relate to hopping, jumping, galloping, skipping, leaping, turning, kicking, throwing, catching, and striking
  - Reviews non-locomotor skills
  - Demonstrates the skills of swinging, pushing, and pulling
  - Combines locomotor, non-locomotor, and manipulative skills in various forms
  - Learns the benefits of regular physical activity
  - Learns exercises that will increase personal cardiovascular endurance, muscular strength, muscular endurance and flexibility
  - Develops listening skills
  - Learns safety awareness, rules for activities and how to apply them
  - Identifies the major parts of the body and the major systems of the body
  - Understands, appreciates and applies rules, regulations, strategies, and appropriate etiquette for movement, dance, games, and sport
  - Creates a sequence of locomotor movements
  - Compares movements in terms of level and tempo
  - Develops self-confidence and interpersonal skills
  - Solves movement-related problems, accepts responsibility, and explores physical limits
  - Demonstrates acceptance of individual differences by cooperating with classmates
  - Demonstrates cooperative skill
- **Illness Prevention**
    - Relates staying clean to staying healthy
    - Practices hand washing techniques and covering mouth and nose when sneezing
    - Understands what germs are and where they live

### **The Human Body: How I Breathe**

- Describes the functions of the lungs
- Values clean lungs and recognizes how pollution, smoking etc. can harm them
- Practices behaviors to protect the lungs

### **Nutrition**

- Recognizes familiar nutritious foods
- Differentiates between “growing foods” and “extra foods”
- Identifies the five food groups

### **Safety**

- Identifies safety rules for selected outdoor activities
- Values traffic safety rules and practices them
- Practices getting help in an emergency

## **Grade 2**

- Develops body, spatial and temporal awareness, particularly as they relate to directionality, laterality, rhythms, rotational skills and balancing
- Develops locomotor, non-locomotor and manipulative skills, particularly as they apply to kicking, throwing and striking with either hand or foot
- Combines locomotor, non-locomotor and manipulative skills in movement, dance, games and sports
- Understands the benefits of regular physical activity
- Learns how to enhance personal fitness, particularly the health-related components of physical fitness, through various exercises and activities
- Learns general class safety rules
- Learns safety rules and directions for a variety of activities, particularly regarding the use of their personal space while utilizing an implement
- Understands the general function and structure of the body, particularly the major parts and systems
- Identifies the purpose of rules for an activity and follows the rules
- Demonstrates proper etiquette and regard for others
- Creates a sequence of movements utilizing locomotor, non-locomotor and manipulative skills and describes the shape and flow of the movements
- Develops self-confidence and interpersonal skills
- Accepts responsibility and constructive criticism
- Demonstrates cooperative skills

## **Grade 3**

- Develops body, spatial and temporal awareness, particularly as it applies to distinguishing different rhythms, rotational skills, and inverted skills
- Demonstrates climbing, supporting, and balancing skills on various apparatus
- Learns activities that involve crossing the mid-line of the body
- Develops locomotor, non-locomotor and manipulative skills, particularly as they apply to varying force and effort as well as center of gravity
- Learns more advanced ball skills with the feet such as trapping, dribbling, and kicking with different parts of the foot
- Practices combining locomotor, non-locomotor and manipulative skills in movement, dance, games and lead-up sports activities
- Demonstrates knowledge of health-related components of physical fitness
- Explains ways to a healthy lifestyle
- Learns safety rules for physical education
- Applies rules, regulations, strategies, and appropriate etiquette for movement, dance, games, and sports including the concept of sportsmanship
- Develops an appreciation for the aesthetic and creative qualities of movement, particularly as they apply to level, tempo, shape, and flow

- Develops self-confidence and interpersonal skills including leadership skills
- Participates in cooperative problem solving activities
- Learns how to give constructive criticism and to encourage and support classmates

#### **Grade 4**

- Develops body, spatial, and temporal awareness, particularly as it applies to locating objects in space from a personal frame of reference and moving to various rhythms
- Creates a routine to music
- Demonstrates rotational skills, and inverted skills
- Develops locomotor, non-locomotor and manipulative skills particularly as they apply to efficient running technique as well as skipping, hopping, sliding, galloping and running along varying pathways, directions and levels
- Develops combination skills such as throwing and catching, catching and kicking, dribbling and passing
- Develops skills at combining locomotor, non-locomotor and manipulative skills in movement, dance, games, and sports, especially lead-up sports activities
- Develops understanding of the health-related components of physical fitness, demonstrates each, and explains how they enhance personal fitness
- Develops listening skills and safety awareness
- Moves efficiently to a sequence of auditory cues
- Develops an understanding and appreciation for rules, regulations, strategies, and appropriate etiquette for movement, dance, games and sports
- Develops an appreciation and understanding for ethnic backgrounds of certain activities, dances and games
- Develops self-confidence and interpersonal skills, particularly as they relate to taking on a leadership role in class as well as partnering role and working within a group for specific activities

#### **Grade 5**

- Develops body, spatial, and temporal awareness, particularly as they relate to various positions while in the air, moving to various rhythms, rotational and inverted skills
- Develops locomotor, non-locomotor, and manipulative skills, particularly as they relate to developing mechanically efficient patterns of throwing, catching, striking (with and without an implement), and kicking
- Learns how to combine locomotor, non-locomotor and manipulative skills in movement, dance, games, and sport, particularly modified forms of various sports
- Develops understanding of the benefits of regular physical activity
- Knows how to incorporate the health-related components of physical fitness to maximize these benefits learns how to responsibly work with various pieces of physical education equipment and understands the safety issues for each
- Understands general function and structure of the body including concepts of the effective use of levers
- Understands, appreciates and applies rules, regulations, strategies and appropriate etiquette for movement, dance, games and sports including basic rules and methods of officiating sports activities
- Develops an appreciation for the aesthetic and creative qualities of movement, both in an individual and group activity
- Develops self-confidence and interpersonal skills, particularly as they relate to group cooperative problem-solving activities

Reviewed 8.2018



# K-5 Performing Arts Benchmarks

*Curriculum is under review and will be updated in the future.*

Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in grades K-5, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. Further, to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

This document describes the cumulative skills and knowledge expected of all students from Kindergarten through the end of grade 5. Students will engage in developmentally appropriate learning experiences designed to prepare them to progress through the standards. Determining the specific instructional activities necessary to achieve the standards is the responsibility of individual teachers.

## Kindergarten

### **Grade K students will engage in:**

1. *Singing, alone and with others, a varied repertoire of music*
  - a. Demonstrate the difference between speaking and singing voice
  - b. Demonstrate the difference between high and low vocal production
  - c. Sing independently and in groups
  - d. Sing, from memory, a varied repertoire of songs
2. *Performing on instruments, alone and with others, a varied repertoire of music*
  - a. Play instruments with a steady beat
  - b. Demonstrate contrasts on instruments (high and low, loud and quiet, fast and slow)
  - c. Demonstrate basic instrumental technique
3. *Improvising melodies, variations, and accompaniments*

N/A at this level
4. *Composing and arranging music within specified guidelines*

N/A at this level
5. *Reading and notating music*

N/A at this level
6. *Listening to, analyzing, and describing music*
  - a. Respond through purposeful movement to selected musical characteristics or to specific music events while listening to music
7. *Evaluating music and music performances*

N/A at this level
8. *Understanding relationships between music, the other arts, and disciplines outside the arts*

N/A at this level
9. *Understanding music in relation to history and culture*
  - a. Identify various uses of music in their daily experiences
  - b. Demonstrate appropriate audience behavior

## Grade 1

### **Grade 1 students will engage in:**

1. *Singing, alone and with others, a varied repertoire of music*
  - a. Echo simple melodic phrases
  - b. Demonstrate control over loud and quiet vocal production
  - c. Respond to conductor cues
  - d. Sing, from memory, a varied repertoire of songs.
2. *Performing on instruments, alone and with others, a varied repertoire of music*
  - a. Play instruments with a steady beat
  - b. Echo and perform basic rhythmic patterns
  - c. Demonstrate contrasts on instruments (high and low, loud and quiet, fast and slow, up and down)
  - d. Demonstrate basic instrumental technique
3. *Improvising melodies, variations, and accompaniments*

N/A at this level
4. *Composing and arranging music within specified guidelines*

N/A at this level
5. *Reading and notating music*
  - a. Read quarter notes and quarter rests
6. *Listening to, analyzing, and describing music*
  - a. Respond through purposeful movement to selected musical characteristics or to specific music events while listening to music
  - b. Demonstrate perceptual skills by moving, by answering questions about, or by describing aural examples of music
7. *Evaluating music and music performances*

N/A at this level
8. *Understanding relationships between music, the other arts, and disciplines outside the arts*
  - a. Identify ways in which principles and subject matter of other disciplines taught in the school relate to those of music
9. *Understanding music in relation to history and culture*
  - a. Identify various uses of music in their daily experiences
  - b. Demonstrate appropriate audience behavior

## Grade 2

### **Grade 2 students will engage in:**

1. *Singing, alone and with others, a varied repertoire of music*
  - a. Sing simple songs independently while maintaining a steady tempo
  - b. Echo simple solfege phrases
  - c. Respond to conductor cues
  - d. Sing, from memory, a varied repertoire of songs
2. *Performing on instruments, alone and with others, a varied repertoire of music*
  - a. Play instruments with a steady beat
  - b. Echo and perform basic rhythmic patterns
  - c. Demonstrate basic instrumental technique
  - d. Play collaboratively as part of an ensemble
3. *Improvising melodies, variations, and accompaniments*
  - a. Improvise "answers" to given rhythmic "questions"
4. *Composing and arranging music within specified guidelines*
  - a. Create and arrange music to accompany readings or dramatizations
  - b. Use a variety of sound sources when composing
5. *Reading and notating music*
  - a. Read quarter, eighth, and half notes and rests
  - b. Read simple pitches using a notation system
6. *Listening to, analyzing, and describing music*
  - a. Respond through purposeful movement to selected musical characteristics or to specific music events while listening to music
  - b. Demonstrate perceptual skills by moving, by answering questions about, or by describing aural examples of music
  - c. Identify simple music forms when presented aurally
7. *Evaluating music and music performances*
  - a. Devise criteria for evaluating performances and compositions
8. *Understanding relationships between music, the other arts, and disciplines outside the arts*
  - a. Identify ways in which principles and subject matter of other disciplines taught in the school relate to those of music
9. *Understanding music in relation to history and culture*
  - a. Identify various uses of music in their daily experiences
  - b. Demonstrate appropriate audience behavior

## Grade 3

### **Grade 3 students will engage in:**

1. *Singing, alone and with others, a varied repertoire of music*
  - a. Sing songs with independent parts (ostinati, rounds, and partner songs)
  - b. Sing expressively with appropriate dynamics and articulation
  - c. Respond to conductor cues
  - d. Sing, from memory, a varied repertoire of songs
2. *Performing on instruments, alone and with others, a varied repertoire of music*
  - a. Play recorder and other instruments on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
  - b. Perform easy rhythmic and melodic patterns accurately and independently on pitched and unpitched classroom instruments
  - c. Perform expressively a varied repertoire of music
  - d. Echo short rhythms and melodic patterns
  - e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
  - f. Perform independent instrumental parts while other students sing or play contrasting parts
3. *Improvising melodies, variations, and accompaniments*
  - a. Improvise "answers" in the same style to given rhythmic and melodic "questions"
  - b. Improvise simple rhythmic and melodic variations on familiar materials
4. *Composing and arranging music within specified guidelines*
  - a. Create and arrange short songs or instrumental pieces within specified guidelines<sup>4</sup>
  - b. Use a variety of sound sources when composing (emphasizing recorder)
5. *Reading and notating music*
  - a. Read whole, half, dotted half, quarter, and eighth notes and rests
  - b. Read simple pitches in the treble clef using a notation system
  - c. Identify symbols and traditional terms referring to articulation
  - d. Use standard symbols to notate rhythm and pitch
6. *Listening to, analyzing, and describing music*
  - a. Respond through purposeful movement to selected musical characteristics or to specific music events while listening to music
  - b. Demonstrate perceptual skills by moving, by answering questions about, or by describing aural examples of music
  - c. Identify simple music forms when presented aurally
7. *Evaluating music and music performances*
  - a. Devise criteria for evaluating performances and compositions
  - b. Explain their personal preferences for specific musical works and styles
8. *Understanding relationships between music, the other arts, and disciplines outside the arts*
  - a. Identify ways in which principles and subject matter of other disciplines taught in the school relate to those of music
9. *Understanding music in relation to history and culture*
  - a. Identify by genre or style aural examples of music from various historical periods or cultures
  - b. Describe in simple terms how elements of music are used in music examples from various cultures of the world
  - c. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
  - d. Demonstrate appropriate audience behavior

## Grade 4

### **Grade 4 students will engage in:**

1. *Singing, alone and with others, a varied repertoire of music*
  - a. Sing songs with independent parts (ostinati, rounds, and partner songs).
  - b. Sing expressively with appropriate dynamics, articulation, posture, and diction
  - c. Respond to conductor cues
  - d. Sing, from memory, a varied repertoire of songs, representing diverse genres and cultures
2. *Performing on instruments, alone and with others, a varied repertoire of music*
  - a. Play instruments on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
  - b. Perform easy rhythmic and melodic patterns accurately and independently on pitched and unpitched classroom instruments
  - c. Perform expressively a varied repertoire of music representing diverse genres and cultures
  - d. Echo rhythms and melodic patterns
  - e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
  - f. Perform independent instrumental parts while other students sing or play contrasting parts
3. *Improvising melodies, variations, and accompaniments*
  - a. Improvise "answers" in the same style to given rhythmic and melodic "questions"
  - b. Improvise simple rhythmic and melodic variations on familiar materials
  - c. Improvise simple rhythmic and melodic ostinato accompaniments
4. *Composing and arranging music within specified guidelines*
  - a. Create and arrange short songs or instrumental pieces within specified guidelines
  - b. Use a variety of sound sources when composing
5. *Reading and notating music*
  - a. Read whole, half, dotted half, quarter, dotted quarter, and eighth notes and rests
  - b. Read simple pitches in the treble clef using a notation system
  - c. Identify symbols and traditional terms referring to articulation, dynamics, and meter
  - d. Use standard symbols to notate rhythm and pitch
6. *Listening to, analyzing, and describing music*
  - a. Respond through purposeful movement to selected musical characteristics or to specific music events while listening to music
  - b. Demonstrate perceptual skills by moving, by answering questions about, or by describing aural examples of music
  - c. Identify simple music forms when presented aurally
  - d. Identify the sounds of a variety of instruments
7. *Evaluating music and music performances*
  - a. Devise criteria for evaluating performances and compositions
  - b. Explain their personal preferences for specific musical works and styles, using basic appropriate music terminology
8. *Understanding relationships between music, the other arts, and disciplines outside the arts*
  - a. Identify ways in which principles and subject matter of other disciplines taught in the school relate to those of music
9. *Understanding music in relation to history and culture*
  - a. Identify by genre or style aural examples of music from various historical periods or cultures
  - b. Describe in simple terms how elements of music are used in music examples from various cultures of the world
  - c. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
  - d. Demonstrate appropriate audience behavior

## Grade 5

### **Grade 5 students will engage in:**

1. *Singing, alone and with others, a varied repertoire of music*
  - a. Sing accurately and with good timbre, diction, posture, and breath control throughout their singing ranges, alone and in small and large ensembles
  - b. Sing with expression and technical accuracy a repertoire of vocal literature, including some songs performed from memory.
  - c. Sing from memory music representing diverse genres and cultures, with expression appropriate for the work being performed.
  - d. Sing music written in two and three parts, which can include ostinati, partner songs, and rounds.
2. *Performing on instruments, alone and with others, a varied repertoire of music*
  - a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
  - b. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on pitched and unpitched classroom instruments
  - c. Perform expressively a varied repertoire of music representing diverse genres and styles
  - d. Echo rhythms and melodic patterns
  - e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
  - f. Perform independent instrumental parts while other students sing or play contrasting parts
3. *Improvising melodies, variations, and accompaniments*
  - a. Improvise "answers" in the same style to given rhythmic and melodic "questions"
  - b. Improvise simple rhythmic and melodic ostinato accompaniments
  - c. Improvise simple rhythmic variations on familiar materials
  - d. Improvise short pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, or sounds produced by electronic means
4. *Composing and arranging music within specified guidelines*
  - a. Create and arrange music to accompany readings or dramatizations
  - b. Create and arrange short songs or instrumental pieces within specified guidelines
  - c. Use a variety of sound sources when composing
5. *Reading and notating music*
  - a. Read whole, half, dotted half, quarter, dotted quarter, and eighth notes and rests
  - b. Read simple pitches in the treble clef using a notation system
  - c. Identify symbols and traditional terms referring to dynamics, tempo, meter, and articulation and interpret them correctly when performing
  - d. Use standard symbols to notate rhythm and pitch in simple patterns presented by the teacher.
6. *Listening to, analyzing, and describing music*
  - a. Identify simple music forms when presented aurally
  - b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
  - c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
  - d. Identify the sounds of a variety of instruments
  - e. Respond through purposeful movement to selected musical characteristics or to specific music events while listening to music
7. *Evaluating music and music performances*
  - a. Devise criteria for evaluating performances and compositions
  - b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
8. *Understanding relationships between music, the other arts, and disciplines outside the arts*
  - a. Identify ways in which principles and subject matter of other disciplines taught in the school relate to those of music

**9. *Understanding music in relation to history and culture***

- a. Identify by genre or style aural examples of music from various historical periods or cultures
- b. Describe in simple terms how elements of music are used in music examples from various cultures of the world
- c. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- d. Demonstrate appropriate audience behavior

Reviewed 8.2018

## K-5 Visual Arts

### MVAS Standard 1: Methods, Materials, and Techniques

Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

### NVAS Standard 1: Creating: Conceiving and Developing New Artistic Ideas and Work

*The Methods & Techniques below are introduced at a developmentally appropriate grade. This standard is scaffolded sequentially each year in order to provide students with an in depth art education.*

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Methods & Techniques (MVAS 1.2)	<u>2D Media</u> - Mark making Line quality Color Mixing Texture Rubbing Object-Printing Cutting Tearing Adhesive methods  <u>3D Media</u> - Hand Forming Carving Paper Sculpture	<u>2D Media</u> - Resist Color experimenting Object printing Folding Mixed Media  <u>3D Media</u> - Hand Forming Attaching Slip and Score Glazing	<u>2D Media</u> - Collagraph Weaving Overlapping Paper cutting techniques  <u>3D Media</u> - Form Building Balance Accordion bookmaking Assemblage	<u>2D Media</u> - Layering Subtractive stamp making  <u>3D Media</u> - Coil Method Armatures Papier-mâché Vessels	<u>2D Media</u> - Shading Blending Additive stamp making  <u>3D Media</u> - Slab Construction Attaching Fiber Arts Methods Relief sculpture Advanced bookmaking	<u>2D Media</u> - Color theory Line value Subtractive & additive stamp Making Transparent and opaque methods  <u>3D Media</u> - Advanced form building Sculptural Folding Vessels Assemblage Fiber Arts Balance

Materials (MVAS 1.1, 1.3, 1.4)	Students in grades K-5 will use a variety of wet and dry 2D and 3D materials to create different visual effects. Students will learn to take care of materials and tools and to use them safely. Students will learn and use appropriate vocabulary related to methods, materials, and techniques.
--------------------------------	--



## MVAS Standard 2: Elements and Principles of Design

Students will demonstrate knowledge of the elements and principles of design.

## NVAS Standard 1: Creating: Conceiving and Developing New Artistic Ideas and Work

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
<b>Color &amp; Value</b> (MVAS 2.1, 2.7)	Students will identify and mix primary and secondary colors	Students will identify warm and cool color families	Students will identify neutral color families	Students will identify and mix complementary colors	Students will learn to mix tints and shades to create value	Students will apply their knowledge of color theory to create contrast in their artwork
<b>Line</b> (MVAS 2.2, 2.8)	Students will identify and create different types of line	Students will use line to create pattern and texture	Students will translate line quality and variety from one media to another	Students will use line to create value i.e. cross-hatching, stippling	Students will use contour lines to describe the surface of an object	Students will use line to create the illusion of depth
<b>Texture</b> (MVAS 2.3, 2.9)	Students will identify and create simple textures	Students will identify and create texture in both 2D and 3D artwork	Students will begin to recognize how texture is used to create visual effects	Students will create texture based their observational interpretations of the world	Students will create representations of texture in a variety of media	Students will create and be able to differentiate between surface texture and visual texture
<b>Shape &amp; Form</b> (MVAS 2.4, 2.10)	Students will identify and create 2D and 3D shapes and explore how they are connected to create images	Students will explore how shape and form are used in abstract and representational art	Students will use their knowledge of shape to create observational drawings and sculptures	Students will understand and create organic and geometric shapes	Students will identify and create positive and negative shapes	Students will create complex three dimensional forms
<b>Pattern &amp; Symmetry</b> (MVAS 2.5, 2.10)	Students will recognize and create patterns	Students will use a variety of media to create patterns	Students will understand and demonstrate the difference between symmetry and asymmetry	Students will explain and identify ways in which patterns can be made	Students will identify and create radial symmetry	Students will create complex patterns such as tessellations
<b>Space &amp; Composition</b> (MVAS 2.6, 2.11)	Students will use horizon line in order to differentiate between the ground and sky  Students will be introduced to the idea of considering space in their artwork	Students will understand and portray the concept of overlapping to create space  Students will understand how to recognize and use compositional balance	Students will understand and portray the concept of near and far  Students will be introduced to the concept of a center of interest within the composition of their artwork	Students will identify foreground, middleground, and background  Students will understand how to use a center of interest in combination with balance in their artwork	Students will use 1 point perspective in order to depict a simple space  Students will demonstrate understanding of how to create an interesting and balanced composition	Students will be introduced to 2 point perspective in order to depict a simple space  Students will understand and create compositions considering the elements and principles of art

**MVAS Standard 3: Observation, Abstraction, Invention, and Expression**

Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

**NVAS Standard 1: Creating: Conceiving and Developing New Artistic Ideas and Work**

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Observation, Abstraction, Invention and Expression (MVAS 3.1, 3.2, 3.3, 3.4, 3.5)	Students will create artwork from imagination and observation	Students will create artwork that tells a story	Students will differentiate between and create representational and abstract art	Students will create representational artwork from direct observation	Students will create symbolic artwork by substituting symbols for objects, relationships, or ideas	Students will identify, describe and visually document places and or objects of personal significance

**MVAS Standard 4: Drafting, Revising and Exhibiting**

Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

**NVAS Standard 2: Presenting: Interpreting and Sharing Artistic Work**

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Drafting, Revising, and Exhibiting (MVAS 4.1, 4.2, 4.3, 4.4)	Select art objects for display and explain why they were chosen  Students will understand the concept of details and best effort in their artwork	Ask and answer questions about how artwork should be prepared for presentation  Students will be introduced to the idea of revising or enhancing their artwork	Distinguish between different materials or artistic techniques when preparing artwork for presenting  Students will continue to enhance artwork through revision	Identify and explain how and where different cultures record and illustrate stories and history of life through art  Students will understand the concept of craftsmanship	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork  Students will be introduced to the concept of peer critique and revision	Define the roles and responsibility of a curator, explaining the skills and knowledge needed to preserve, maintain, and present artwork  Students will use a variety of methods for drafting and revision

**MVAS Standard 5: Critical Response**

Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

**NVAS Standard 3: Responding: Understanding and Evaluating How the Arts Convey Meaning**

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Critical Response (MVAS 5.1, 5.2, 5.3, 5.4)	Share and talk about personal artwork	Use art vocabulary to describe choices while creating art	Discuss and reflect with peers about choices made in creating artwork	Elaborate visual information by adding details in artwork	Revise artwork in progress on the basis of insights gained through peer discussion	Create artist statements using art vocabulary to describe personal choices in art making

**MVAS Connections Strand:**

*HISTORY, CRITICISM, AND LINKS TO OTHER DISCIPLINES* This strand sets the expectation that students will learn about their artistic heritage. They will investigate the historical and cultural contexts of the arts, learn about the arts in their communities, and use their knowledge of the arts in the study of other disciplines.

**NVAS Connecting Standard 4: Relating Artistic Ideas and Work With Personal Meaning and External Context**

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Create art that tells a story of a life experience  Identify a purpose of an artwork	Understand that people from different places and times have made art for a variety of reasons	Compare and contrast cultural uses of artwork from different times and places	Recognize that responses to art change depending on knowledge of the time and place in which it was made.	Create works of art that reflect community cultural traditions	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

The expectation of the Lexington Visual Arts Department is that students will be introduced to a wide variety of artists that represent the diverse student body of Lexington and enrich a culturally proficient curriculum. The Lexington “Artists to Know” slideshow located in the LPS Visual Art Team Drive is a resource for teachers to facilitate this process.

Revised 11/2018

# K-5 Library and Information Technology

These Standards, Objectives and Benchmarks are adapted from standards developed by the following groups: the American Association of School Librarians' Standards for the 21<sup>st</sup> Century Learner ; the Iowa City Community Schools Library Programs and Kansas Library Media Standards; the I-Sail Illinois Standards - Aligned Instruction for Libraries – 2011; and the Lexington Public Schools Library Benchmarks, 2012 edition.

## Kindergarten - Grade 1

### **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

#### **Benchmark:**

- A. Locate parts of a book
- B. Understand basic organizational pattern of library

#### **Objectives:**

1. Identify title, author, illustrator, cover, and spine
2. Begin to understand grouping of materials in library
3. Ask a question about finding a book independently
4. Identify the difference between fiction and nonfiction

### **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

#### **Benchmark:**

Not assessed at the K-1 level

#### **Objectives:**

Not applicable

### **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 knowledge
- Applies information to critical thinking and problem solving
- Practice ethical behavior when using resources in all formats
- Produce and communicate information and ideas in appropriate formats
- Participate appropriately and productively in collaborative activities

#### **Benchmark:**

- A. Demonstrate appropriate group conduct

#### **Objectives:**

1. Listen and contribute appropriately during group activities
2. Cooperate with other students to solve information problems
3. Respect different points of view and opinions

**Standard 4: Appreciate literature and pursue information related to personal interests**

- Cultivate a love of reading and become a self-motivated reader
- Develop knowledge of genres and literary elements
- Derive meaning from information presented creatively in a variety of formats

**Benchmark:**

- A. Use both auditory and visual clues to understand literature
- B. Select an appropriate book of interest for personal enjoyment
- C. Begin to identify different types and elements of literature
- D. Ask for assistance when seeking information

**Objectives**

1. Select a "Just Right" book independently for personal reading
2. Listen to traditional folklore (nursery rhymes, fairy tales, myths and legends)
3. Listen to or read various types of fiction and nonfiction
4. Identify literary elements such as character and setting
5. Practice literature response through basic discussion and other participatory activities
6. Engage with the work of various authors and illustrators
7. Begin to develop awareness of award-winning literature
8. Begin to recognize text in various formats
9. Appreciate reading for pleasure, for learning, and for finding answers
10. Use library resources and interact with library staff appropriately

**Standard 5: Understand and practice using the Internet safely and wisely for educational, social, or recreational purposes**

- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment
- 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

**Benchmark:**

- A. Use electronic devices safely and appropriately with teacher supervision

**Objectives**

1. Use the Internet to visit pre-selected sites with teacher guidance
2. Operate and maintain equipment as directed (power on/off, clean hands, gentle use)

## Grades 2-3

### **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

#### **Benchmark:**

- A. Begin to access information from a variety of sources
- B. Understand the concepts of title, author, and keyword in locating library materials with teacher guidance.

#### **Objectives:**

1. Define difference between fiction and nonfiction
2. Recognize call number and begin to understand grouping of materials by call number
3. Begin to use reference materials in all formats recognizing unique features of each
4. Begin to use features, of nonfiction texts such as table of contents, index, captions and diagrams
5. Identify keywords and/or search terms with teacher guidance
6. Locate materials on library shelves by call number with teacher guidance

### **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

#### **Benchmark:**

- A. Differentiate between fact and fiction
- B. Identify appropriate sources of information

#### **Objectives:**

1. Begin to select the most appropriate source to fulfill the information need
2. Use paraphrasing in note taking
3. Learn to compare content and ideas in different resources
4. Learn to choose what facts and details to include in note taking
5. Use nonfiction text features to identify important information and understand content
6. Learn common organizational patterns to make sense of information

### **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 knowledge
- Applies information to critical thinking and problem solving
- Practice ethical behavior when using resources in all formats
- Produce and communicate information and ideas in appropriate formats
- Participate appropriately and productively in collaborative activities

#### **Benchmark:**

- A. Organize and communicate results of information search in format appropriate for content
- B. Recognize ownership of sources of information
- C. Observe Internet guidelines and protocols as defined in the district's policies.
- D. Explain and exhibit appropriate group conduct

**Objectives:**

1. Begin to differentiate between note taking and plagiarism
2. Use basic graphic organizers to record information with support
3. Share and evaluate the results of the information search
4. Recognize the need for citing sources and record simple citations
5. Use pre-selected digital sources for information needs
6. Listen and contribute appropriately during group activities
7. Collaborate with other students to accomplish a task
8. Respond respectfully to the points of view and ideas of others and acknowledge their contributions

**Standard 4: Appreciate literature and pursue information related to personal interests**

- Cultivate a love of reading and become a self-motivated reader
- Develop knowledge of genres and literary elements
- Derive meaning from information presented creatively in a variety of formats

**Benchmark:**

- A. Select materials based on interest, need, and appropriateness with teacher guidance
- B. Use both text and visuals to understand literature and information
- C. Recognize different genres and elements of literature

**Objectives:**

1. Select a "Just Right" book independently for personal reading
2. Read or listen to traditional folklore
3. Read or listen to various genres of fiction (realistic fiction, historical fiction, fantasy, science fiction)
4. Read or listen to various genres of nonfiction (biography, information books, poetry)
5. Read or listen to literature from various cultures
6. Identify literary elements such as plot and point of view
7. Participate in guided discussions about literature to share opinions and responses
8. Read for pleasure and explore topics of personal interest
9. Use library resources and interact with library staff appropriately

**Standard 5: Understand and practice using the Internet safely and wisely for educational, social, or recreational purposes**

- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment
- 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

**Benchmark:**

- A. Use electronic devices safely and appropriately with teacher supervision
- B. Behave responsibly and respectfully in a networked environment
- C. Understand personal and private information
- D. Recognize that websites have different purposes

**Objectives:**

1. Use equipment appropriately
2. Use the Internet to locate information safely
3. Determine authenticity and relevance of websites (authority, currency, purpose, bias, etc.)
4. Report uncomfortable or inappropriate online situations to a trusted adult
5. Recognize intended purpose of website

## Grades 4-5

### **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

#### **Benchmark:**

- A. Demonstrate skill in using the electronic catalog
- B. Locate materials on library shelves by call number
- C. Use sources in all formats to access, extract, and process information

#### **Objectives:**

1. Search the library catalog by subject, author, title independently
2. Locate materials on library shelves by call number independently
3. Identify an information need and formulate a question
4. Generate a list of possible resources and determine which are useful
5. Use reference materials in a variety of formats with teacher guidance
6. Use keywords and search terms to locate information independently
7. Begin to use primary and secondary sources of information with teacher guidance

### **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

#### **Benchmark:**

- A. Select materials relevant to a question or topic
- B. Identify the most appropriate information within a source with teacher guidance

#### **Objectives:**

- 1 Begin to determine authenticity and relevance of information found in all formats
- 2 Use paraphrasing, note taking, and other strategies to record results of information searching
- 3 Identify and extract relevant information in various formats
- 4 Select appropriate resources from a list of "hits" obtained in an electronic catalog or database search
- 5 Recognize similarities and differences in more than one source.

### **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 knowledge
- Applies information to critical thinking and problem solving
- Practice ethical behavior when using resources in all formats
- Produce and communicate information and ideas in appropriate formats
- Participate appropriately and productively in collaborative activities

#### **Benchmark:**

- A. Organize and communicate results of information search in format appropriate for content
- B. Recognize ownership of sources of information
- C. Observe Internet guidelines and protocols as defined in the district's policies.
- D. Explain and exhibit appropriate group conduct



**Objectives:**

1. Demonstrate an understanding of the difference between note taking and plagiarism
2. Organize information using a variety of techniques
3. Recognize the need for citing sources and create works cited list
4. Discuss information and ideas with others and adapt own ideas when appropriate
5. Collaborate with other students to solve information problems
6. Encourage consideration of points of view and ideas and information from all group members

**Standard 4: Appreciate literature and pursue information related to personal interests**

- Cultivate a love of reading and become a self-motivated reader
- Develop knowledge of genres and literary elements
- Derive meaning from information presented creatively in a variety of formats

**Benchmark:**

- A. Select materials based on interest, need, and appropriateness
- B. Describe different genres and elements of literature

**Objectives:**

1. Independently select books appropriate to interest and reading level.
2. Read a variety of genres representative of both fiction and nonfiction
3. Listen to and read literature from different cultures
4. Describe various literary elements
5. Participate in guided discussions about literature and share opinions and responses
6. Read for pleasure, seek answers and explore topics of personal interest
7. Use library resources in all formats and interact with library staff appropriately

**Standard 5: Understand and practice using the Internet safely and wisely for educational, social, or recreational purposes**

- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment
- 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

**Benchmark:**

- A. Use electronic devices safely and appropriately
- B. Behave responsibly and respectfully in a networked environment
- C. Use personal and private information appropriately
- D. Identify website features and use them to evaluate validity and appropriateness

**Objectives:**

1. Use equipment appropriately
2. Use the Internet to locate information safely
3. Determine authenticity and relevance of websites (authority, currency, purpose, bias, etc)
4. Recognize inappropriate communication (cyber bullying, harassment, rumors, etc.)
5. Report uncomfortable or inappropriate online behavior to a trusted adult (parent, teacher, Principal)
6. Protect private information, apply stranger-danger knowledge and skills on the Internet
7. Recognize and avoid inappropriate content (advertising, malware, phishing, viruses, etc.)

Reviewed 8.2018