

# North Metro Flex Academy Curriculum Overview

## ***North Metro Flex Academy Kindergarten Curriculum Overview***

*The criteria used for grading each curriculum content area are listed below. Although described and listed separately, the learning outcomes listed in curriculum areas are often delivered through integrated units of instruction.*

### **ENGLISH LANGUAGE ARTS**

#### **Reading: Literature + Informational Text**

- With prompting and support identify characters, setting and major events in a story
- Ask and answer questions about unknown words in a text.
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

#### **Writing**

- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

#### **Foundational Skills**

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent reader texts with purpose and understanding.

#### **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

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### **MATHEMATICS**

#### **Place Value**

- The ability to compose and decompose numbers to 10 using 5-groups
- The ability to identify and represent 10-groups within teen numbers as a group of ten and extra ones and as 10 plus a 1-digit number
- The ability to identify, build, compare, order, and count numbers 1 through 20 using objects, fingers, visualization, and drawings

- The ability to compare 2 quantities using = and  $\neq$  and make equal groups if quantities are  $\neq$
- The ability to understand zero (0)
- The ability to count and write numbers to 100.

#### **Algebraic Thinking (Addition & Subtraction)**

- The ability to draw, create, act out, write expressions for, and solve addition and subtraction stories
- The ability to identify an unknown partner when partner and total are known
- The ability to understand the concept of 0.

#### **Algebraic Thinking (Patterns)**

- The ability to identify, create, complete, and extend repeating, growing, and shrinking patterns

#### **Geometry and Measurement**

- The ability to identify, describe, sort, and classify 2- and 3- dimensional shapes by attributes.
- The ability to compose 2- and 3- dimensional shapes
- The ability to identify basic 3 dimensional shapes in real world objects.
- The ability to compare length, height, and weight of objects and capacity of containers

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### **SCIENCE**

#### **Life Science: Trees**

- Observe and compare plants and animals.
- Sort objects in terms of color, size, shape, and texture, and communicate reasoning for the sorting system.
- Identify the external parts of a variety of plants and animals including humans. For example: Heads, legs, eyes and ears on humans and animals, flowers, stems and roots on many plants.
- Differentiate between living and nonliving things.
- Observe a natural system or its model, and identify living and nonliving components in that system.

#### **Earth, Space and Physical Science: Wood and Paper**

- Identify and/or describe objects by physical characteristics and make comparisons between objects that have been collected or observed.
- Sort objects in terms of color, size, shape, and texture, and communicate reasoning for the sorting system.

#### **Life Science: Animals and Plants**

- Observe and compare plants and animals.
- Identify the external parts of a variety of plants and animals including humans. For example: Heads, legs, eyes and ears on humans and animals, flowers, stems and roots on many plants.
- Differentiate between living and nonliving things.
- Observe a natural system or its model, and identify living and nonliving components in that system.

#### **Earth and Space Science: Day and Night**

- Monitor daily and seasonal changes in weather and summarize the changes.
- Identify the sun as a source of heat and light. The Nature of Science and Engineering (embedded in other standards)
- Use observations to develop an accurate description of a natural phenomenon and compare one's observations and descriptions with those of others.

- Sort objects into two groups: those that are found in nature and those that are human made.

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## **SOCIAL STUDIES**

### **U.S. History (people, events, and early days)**

- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions (U.S. history is graded 2nd trimester)

### **Government/Citizenship (key symbols, songs, and geography)**

- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions (Government/citizenship is graded 3rd trimester)

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## **HEALTH**

- Bus Safety, Harassment, Second Step, and Bullying
- Stranger Safety and Helping Professionals and Second Step
- Disease and Illness Prevention
- Mental and Emotional Health and My Body Belongs to Me
- Five Senses
- Nutrition and Second Step
- Hygiene/Human Growth and Development
- Personal Safety and Overview of Human Body Organs

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## **ART**

### **Artistic Knowledge**

- Demonstrate knowledge of the foundation of the art area.
- Demonstrate knowledge and use of the technical skills of art including technology when appropriate.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence art including the contributions of the American Indian tribes and communities.

### **Creative Process/ Evaluation**

- Create a variety of artwork using the artistic foundations.
- Respond to and critique a variety of artworks using the artistic foundations.
- Share personal artwork.

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## **WORLD LANGUAGE**

### **Communicate in Spanish**

- Participate using Spanish words and phrases.
- Comprehend and respond to questions in Spanish.
- Listen during class time.
- Use new vocabulary in context of lesson.

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## **MUSIC**

### **Artistic Knowledge**

- Demonstrate knowledge of duration by: keeping a steady beat (stepping, patting, clapping, hopping, or swaying) on unpitched percussion instruments
- Demonstrate knowledge of vocal tone color (whispering, calling, speaking, and singing)

### **Creative Process / Evaluation**

- Perform/ present in a variety of contexts in music using the artistic foundations:
- Identify, label, and perform higher and lower pitches and upward and downward movement
- Respond to and critique a variety of music

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## **PHYSICAL EDUCATION**

### **Skills and Movement**

- Demonstrate over/under
- Demonstrate through/around
- Demonstrate front/behind
- Stop on feet
- Sit/stand in personal space by count of 5
- Respect distance away from walls, children, and equipment
- Step-slide to the right and left

### **Fitness**

- Participate individually
- Understand balance
- Demonstrate understanding of fitness awareness

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## **PERSONAL MANAGEMENT SKILLS**

### **Respectful Behavior**

- Interacts with children and adults in a positive manner in school, on the bus and field trips. (sharing, taking turns, initiating and joining in play)
- Practices strategies related to anti-bullying and anti-harassment curriculum and discussions.
- Respects individual and school property
- Makes safe and appropriate choices with personal behavior and reporting.
- Manages conflict appropriately
- Listens attentively while others speak (no interruptions; provides appropriate verbal/non-verbal feedback)
- Understands and follows classroom and school rules, routines and procedures
- Keeps hands, feet and other objects to self

### **Adherence to instructions and rules**

- Understands and follows classroom and school routines and procedures
- Keeps hands, feet, and other objects to self

### **Focused on-task behavior**

- Completes activity with minimal redirections from teacher

- Works independently and cooperatively without being easily distracted
- Upon completion of assignments chooses an appropriate activity

#### **Appropriately completed work**

- Meets the requirement of the assignment
- Completes assignment in a reasonable amount of time

#### **Organizational skills**

- Keeps locker and workspace organized
- Shows responsibility for all belongings
- Returns classroom materials to proper location

## **North Metro Flex Academy 1<sup>st</sup> grade Curriculum Overview**

*The criteria used for grading each curriculum content area are listed below. Although described and listed separately, the learning outcomes listed in curriculum areas are often delivered through integrated units of instruction.*

### **ENGLISH LANGUAGE ARTS**

#### **Foundational Skills**

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

#### **Reading**

- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
- Identify the main topic and retell key details of a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.

#### **Writing**

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

#### **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

#### **Speaking, Viewing & Listening & Media Literacy**

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standard 1 for specific expectations.)

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## **MATHEMATICS**

#### **Place Value:**

- The ability to recognize, represent, identify, and compare 2-digit numbers as tens and ones
- The ability to count and write numbers to 120

#### **Algebraic Thinking:**

- The ability to write, represent, and solve addition and subtraction story problems with various unknowns using multiple strategies and models.
- The ability to write equations for addition and subtraction story problems.
- The ability to identify and extend repeating, growing, and shrinking patterns

#### **Geometry and Measurement:**

- The ability to identify and classify shapes based on their attributes
- The ability to partition shapes into equal shares
- The ability to compose 2- and 3- dimensional shapes
- The ability to show, tell, and write time in hours and half-hours
- The ability to measure, compare and order objects by length

#### **Data:**

- The ability to collect, organize, represent, and compare data

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## **SCIENCE**

#### **Life Science: Plants and Animals**

- Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors.
- Recognize that animals need space, water, food, shelter and air.
- Describe ways in which an animal's habitat provides for its basic needs.
- Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction and eventually death. For example:

Use live organisms or pictures to observe the changes that occur during the life cycle of butterflies, meal worms or frogs.

- Recognize that animals pass through the same life cycle stages as their parents.

#### **Earth and Space Science: Rocks and Soil**

- Group or classify rocks in terms of color, shape and size.
- Describe similarities and differences between soil and rocks.
- Identify and describe large and small objects made of Earth materials.

#### **The Nature of Science & Engineering:** (embedded in the science curriculum)

- Observe that many living and nonliving things are made of parts and that if a part is missing or broken, they may not function properly.
- Recognize that tools are used by people, including scientists and engineers, to gather information and solve problems.
- When asked "How do You Know?" students support their answer with observations.
- Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others.

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## **SOCIAL STUDIES**

#### **U.S./World History Standards:**

- Recognize people and events that made significant contributions to U.S. History.
- Understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.
- Demonstrate knowledge of the historical development of past cultures around the world.
- Recognize individuals or groups that have shaped the world.
- Demonstrate chronological thinking.
- Understand that we can learn about the past from different sorts of evidence.

#### **Geography Standards:**

- Uses directional and positional words to locate and describe people, places and things
- Use and create maps and globes to locate people, places, and things.

#### **Government/Citizenship Standards:**

- Understand that economic choices are necessary in life.
- Describe civic values, rights, and responsibilities in a republic.
- Understand the importance of participation in civic life and demonstrate effective civic skills.
- Understand the role of government, rules, and laws and why we have them.
- Know key symbols, songs, and locations that represent our nation and state.
- Know basic functions of government.

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## **HEALTH**

- Bus Safety, Harassment, and Bullying
- Community Health and Safety – Second Step, Helping Professionals, and Stranger Danger

- Disease and Illness Prevention - Germs
- Digestive System and Circulatory System
- Nutrition
- Environment: Growth and Development
- Summer Safety/ Injury Prevention

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## **ART**

### **Artistic Knowledge**

- Demonstrate knowledge of the foundation of the art area.
- Demonstrate knowledge and use of the technical skills of art including technology when appropriate.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence art including the contributions of the American Indian tribes and communities.

### **Creative Process / Evaluation**

- Create a variety of artwork using the artistic foundations.
- Respond to and critique a variety of artworks using the artistic foundations.
- Share personal artwork.

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## **MUSIC**

### **Artistic Knowledge**

- Demonstrate knowledge of duration by: labeling, reading, writing, and performing rhythms in 2/4 and 4/4 meter using the following note and rest values: quarter note, eighth note, quarter rest
- Demonstrate knowledge of steady beat, which may include: patting, stepping, clapping, or using a rhythm instrument

### **Creative Process / Evaluation**

Perform/ present in a variety of contexts in music using the artistic foundations:

- singing & performing three-pitch melodies using solfege hand signs (Do-Re-Mi-So-La)
- identify, label, and perform higher and lower pitches and upward and downward movement
- Respond to and critique a variety of music using the artistic foundations

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## **WORLD LANGUAGE**

### **Communicate in Spanish**

- Participate using Spanish words and phrases.
- Comprehend and respond to questions in Spanish.
- Listen during class time.
- Use new vocabulary in context of lesson.
- Recall prior vocabulary.

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## **PHYSICAL EDUCATION**

### **Skills and Movement**

- Dribble using dominate hand while in stationary position
- Demonstrate correct lower and upper movements in dance

- Demonstrate correct timing to music
- Demonstrate correct ready position for throwing a ball
- Maintain a rhythmic pattern for four consecutive gallops
- Jump rope with two feet and both hands

#### **Fitness**

- Participate in parallel play
- Understand flexibility
- Demonstrate understanding of fitness awareness

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### **PERSONAL MANAGEMENT SKILLS**

#### **Respectful Behavior**

- Interact with children and adults in a positive manner
- Practices strategies related to anti-bullying and anti-harassment curriculum and discussions
- Respect individual and school property
- Make safe and appropriate choices with personal behavior and reporting
- Manage conflict appropriately
- Listen attentively while others speak (no interruptions; provides appropriate verbal/non-verbal feedback)
- Understand and follow classroom and school routines and procedures
- Keep hands, feet and objects to self
- Follow multiple-step directions (without frequent reminders)

#### **Focused, On-Task Behavior**

- Work without teacher redirection
- Choose an appropriate method to complete assignments
- Work independently and/or cooperatively without being easily distracted
- Upon completion of assignments, makes appropriate choices

#### **Responsibility**

- Keeps locker, desk and work space organized
- Shows responsibility for all belongings and personal health choices
- Returns classroom materials to proper location
- Responsible for communication to and from school

#### **Appropriately Completed Work**

- Work is legible
- Work meets the requirements of assignment
- Complete assignment in appropriate amount of time

### **North Metro Flex Academy 2<sup>nd</sup> grade Curriculum Overview**

*The criteria used for grading each curriculum content area are listed below. Although described and listed separately, the learning outcomes listed in curriculum areas are often delivered through integrated units of instruction.*

### **ENGLISH LANGUAGE ARTS**

#### **Foundational Skills**

- Know and apply grade-level phonics and word analysis skills in decoding words.

- Read with sufficient accuracy and fluency to support comprehension.

### **Reading Literary Texts**

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

### **Reading Informational Texts**

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- Identify the main purpose of the text including what author wants to answer, explain, or describe.
- By the end of the year, select, read and comprehend informational text, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range for personal interest, enjoyment and academic tasks.

### **Writing**

- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### **Language**

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **SPEAKING, VIEWING, LISTENING & MEDIA**

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- Recount or describe key ideas or details from a text, read aloud or information presented orally or through other media.

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## **MATHEMATICS**

### **Place Value**

- The ability to identify patterns involving place value
- The ability to represent numbers to 1,000 using numerals, expanded form, and number names
- The ability to count, compare, and order numbers to 1,000.

### **Geometry and Measurement**

- The ability to estimate, measure, and compare line segments and sides of shapes by length
- The ability to determine the value of a collection of mixed bills and coins
- The ability to tell and write time to 5 minutes.
- The ability to describe, draw, and name shapes based on their properties.
- The ability to fold, partition, and draw equal shares to show halves, thirds, and fourths

### **Algebraic Thinking (Addition & Subtraction)**

- The ability to add and subtract using single-and multi-digit numbers using multiple strategies and models based on place value
- The ability to write, represent, create, paraphrase, write equations for, and solve addition and subtraction story problems with various unknowns using multiple strategies and models.
- The ability to identify and solve multi-step problems using multiple strategies and models

### **Data**

- The ability to collect, organize, read, analyze, create, and interpret data from tally charts, picture graphs, bar graphs, and line plots.

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## **SCIENCE**

### **Earth and Space Science: Weather**

- Measure, record and describe weather conditions using common tools.

### **Physical Science: Solids, Liquids & Gases**

- Describe objects in terms of color, size, shape, weight, texture, flexibility, strength and the types of materials in the object.
- Observe, record, and recognize that water can be a solid or a liquid and can change from one state to another.

### **Physical Science: Forces and Motion**

- Describe an object's change in position relative to other objects or a background.
- Demonstrate that objects move in a variety of ways, including a straight line, a curve, a circle, back and forth, and at different speeds.

### **Life Science: Life Cycles**

- Describe and sort plants into groups in many ways, according to their physical characteristics and behaviors.
- Recognize that plants need space, water, nutrients and air, and that they fulfill these needs in different ways.
- Describe the characteristics of plants at different stages of their life cycles.

### **The Nature of Science and Engineering: (embedded in the science curriculum)**

- Identify a need or problem and construct an object that helps to meet the need or solve the problem.

- Describe why some materials are better than others for making a particular object and how materials that are better in some ways may be worse in other ways.

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## **SOCIAL STUDIES**

### **U.S. History**

- Understands how families live today and in earlier times
- Recognizes people and events that made significant contributions to US History.
- Demonstrate knowledge of the people who settled in North America
- Participates in learning activities
- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions
- Uses tools/materials appropriately

### **Geography**

- Names and uses directional & positional words and maps and globes to locate & describe people, places, & things
- Uses maps & globes to demonstrate specific geographical knowledge
- Distinguishes between physical & human-made features of places on the Earth's surface
- Identifies specific landforms and waterways on a map using geographical terms.
- Participates in learning activities
- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions
- Uses tools/materials appropriately

### **Government and Citizenship**

- Understands the role of government, rules, and laws and why we have them.
- Knows key symbols, songs, and locations that represent our nation and state.
- Participates in learning activities
- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions
- Uses tools/materials appropriately

### **Economics**

- Understands that economic choices are necessary in life.
- Understands the relationship between consumers and producers in regards to goods and services.
- Participates in learning activities
- Expresses ideas/opinions
- Volunteers solutions to problems
- Asks relevant questions
- Uses tools/materials appropriately

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## **HEALTH**

- Bus Safety, Harassment, and Bullying
- Community Health- Safety and Stranger Danger
- Disease and Illness Prevention
- Talking About Touch

- Human Body (Muscular and Skeletal Systems)
- Nutrition
- Growth and Development
- Summer Safety/ Injury Prevention

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## **PHYSICAL EDUCATION**

### **Skills and Movement**

- Hand dribble with each hand and with alternating hands
- Demonstrate correct lower and upper body movement patterns in dance
- Demonstrate correct timing to music
- Demonstrate throwing stepping with opposite foot
- Jump horizontally maintaining balance on landing
- Jump rope using the basic forward jump and the jog step using the correct arm positions and footwork

### **Fitness**

- Participate in partner play
- Understand aerobic fitness
- Demonstrate understanding of fitness awareness

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## **ART**

### **Artistic Knowledge**

- Demonstrate knowledge of the foundation of the art area.
- Demonstrate knowledge and use of the technical skills of art including technology when appropriate.
- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence art including the contributions of the American Indian tribes and communities.

### **Creative Process / Evaluation**

- Create a variety of artwork using the artistic foundations.
- Respond to and critique a variety of artworks using the artistic foundations.
- Share personal artwork.

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## **WORLD LANGUAGE**

### **Communicate in Spanish**

- Participate using Spanish words and phrases.
- Comprehend and responds to questions in Spanish.
- Listen during class time.
- Use new vocabulary in context of lesson.
- Recall prior vocabulary.

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## **MUSIC**

### **Artistic Knowledge**

- Demonstrate knowledge of duration by: labeling, reading, writing, and performing rhythms in 2/4 and 4/4 meter using the following note and rest values: quarter note, eighth note, quarter rest, half note, half rest, dotted half note.
- Demonstrate knowledge of steady beat, which may include: patting, stepping, clapping, or using a rhythm instrument
- Demonstrate knowledge of pitch by identifying and labeling the lines and spaces of the treble clef

#### **Creative Process / Evaluation**

- Perform/ present in a variety of contexts in music using the artistic foundations:
- singing & performing three-pitch melodies using solfege hand signs (Do-Re-Mi-So-La)
- identify, label, and perform higher and lower pitches and upward and downward movement
- Respond to and critique a variety of music using the artistic foundations

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### **PERSONAL MANAGEMENT**

#### **Respectful Behavior**

- Interacts with children, adults, and environment in a positive manner (school, bus, fieldtrips)
- Practices strategies related to anti-bullying and anti-harassment curriculum and discussions
- Respects individual and school property
- Makes safe and appropriate choices with personal behavior and reporting
- Manages conflict appropriately
- Listens attentively while others speak (no interruptions; provides appropriate verbal/nonverbal feedback)
- Understands and follows classroom and school rules, routines and practices
- Keeps hands, feet and objects to self
- Follows multiple-step directions (without frequent reminders)

#### **Focused, On-task Behavior**

- Works without teacher redirection
- Chooses an appropriate method to complete assignments
- Works independently and /or cooperatively without being easily distracted
- Upon completion of assignments make appropriate choices

#### **Responsibility**

- Keeps desk, locker, and workspace organized
- Shows responsibility for all belongings and personal health choices
- Returns classroom materials to proper location
- Ready with necessary materials
- Responsible for communication to and from school

#### **Appropriately Completed Work**

- Work is legible
- Work meets the requirements of the assignment
- Completes assignment in an appropriate amount of time

### **North Metro Flex Academy 3<sup>rd</sup> Grade Curriculum Overview**

*The criteria used for grading each curriculum content area are listed below. Although described and listed separately, the learning outcomes listed in curriculum areas are often delivered through integrated units of instruction.*

## **ENGLISH LANGUAGE ARTS**

### **Foundational Skills**

- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension

### **Reading Literary Texts**

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
- By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. a. self-select texts for personal enjoyment, interest, and academic tasks

### **Reading Informational Texts**

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.

### **Writing**

- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write opinion pieces on topics or texts, supporting a point of view with reasons.

### **Language**

- Demonstrate command of conventions of Standard English grammar, usage, capitalization, punctuation, and spelling
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies

### **Speaking, Viewing, and Media**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) MN State Standard NOT Common Core

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## **MATHEMATICS**

### **Place Value**

- The ability to read, write, compare, and order numbers through hundred thousands
- The ability to identify values of digits in numbers

### **Algebraic Thinking (Addition & Subtraction)**

- The ability to add and subtract using multi-digit numbers using multiple strategies and models
- The ability to identify, represent, and solve single- and multi-step problems using multiple strategies and models

### **Algebraic Thinking (Multiplication & Division)**

- The ability to multiply and divide whole numbers within 100 using multiple strategies and models.
- The ability to identify, create and solve word problems using multiple strategies and models

### **Fractions**

- The ability to represent, compare, and order fractions
- The ability to find equivalent fractions

### **Geometry**

- The ability to build, draw, name, describe, sort, and classify polygons by their attributes
- The ability to measure line segments, 2-D, and 3-D shapes using customary and metric units
- The ability to recognize and determine perimeter and area of rectangles using multiple strategies

### **Measurement**

- The ability to tell and write time to the minute and determine elapsed time in hours and minutes
- The ability to count money and make change up to \$1.00
- The ability to estimate temperature and read thermometers

### **Data Analysis**

- Create and accurately plot data on a line plot, pictograph, horizontal bar graph, and vertical bar graph
- Analyze types of graphs to solve word problems based on data

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## **SCIENCE**

### **Earth and Space Science: Sun, Moon and Stars**

- Observe and describe the daily and seasonal changes in the position of the sun and compare observations. 1.
- Demonstrate how a large light source at a great distance looks like a small light that is much closer.
- Recognize the pattern of apparent changes in the moon's shape and position.

- Recognize that the Earth is one of several planets that orbit the sun, and that the moon orbits the Earth.

### **Life Science: Structures of Life**

- Compare how the different structures of plants and animals serve various functions of growth, survival and reproduction.
- Provide evidence to support claims, other than saying "Everyone knows that", or "I just know," and question such reasons when given by others.
- Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.
- Give examples of likenesses between adults and offspring in plants and animals that can be inherited or acquired.
- Give examples of differences among individuals that can sometimes give an individual an advantage in survival and reproduction.

### **Sound and Light**

- Give examples of the relationship between the pitch of a sound, the rate of vibration of the source and factors that affect pitch. (Ex. Changing the length of a string that is plucked changes the pitch.)
- Explain how shadows form and can change in various ways.
- Describe how light travels in a straight line until it is absorbed, redirected, reflected or allowed to pass through an object. (Ex. Use a flashlight, mirrors and water to demonstrate reflection and ending of light.)

### **The Nature of Science and Engineering: (embedded in the science curriculum)**

- Generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations.
- Recognize that when a science investigation is done the way it was done before, even in a different place, a similar result is expected.
- Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed.
- Construct reasonable explanations based on evidence collected from observations or experiments.
- Use tools, including rulers, thermometers, magnifiers and simple balance, to improve observations and keep a record of the observations made.
- Understand that everybody can use evidence to learn about the natural world, identify patterns in nature, and develop tools.
- Recognize that the practice of science and/or engineering involves many different kinds of work and engages men and woman of all ages and backgrounds.

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## **SOCIAL STUDIES**

### **US History (Biographies)**

- Use chronological order as a method for showing important events in a person's life
- Recognize individuals and groups who have impacted change in the U.S. and world

### **World History and Culture (Mexico)**

- Demonstrate knowledge of the historical development of past cultures around the world
- Acquire knowledge of a past civilization
- Acquire vocabulary associated with history and culture
- Understand and use different sources to learn about history and culture (diaries, oral traditions, videos, etc.)

## **Geography (Reading the World)**

- Understand and use positional words to describe people, places, and things
- Demonstrate working knowledge of cardinal directions, atlas reading, map scales
- Understand and construct maps and globes
- Use reference maps and globes to demonstrate specific geographic knowledge
- Distinguish between physical and human-made features of places on the Earth's surface
- Identify specific landforms and waterways on a map using geographical terms

## **Government/Citizenship**

- Demonstrate an understanding of a democracy and the right to vote
- Distinguish the different roles of government (state and national)
- Recognize key symbols that represent our state and country
- Understand the importance of key founding documents as a part of our past and future
- Demonstrate familiarity with statesmen and their leadership and guidance of the republic

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## **HEALTH**

- Bus Safety, Harassment, and Bullying
- Personal Safety
- Substance Abuse Prevention
- Disease and Illness Prevention
- Self-Worth and Emotional Health
- Human Body
- Nutrition
- Growth and Development; Environmental Health
- Summer Safety / Injury Prevention

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## **PHYSICAL EDUCATION**

### **Skills and Movement**

- Dribble ball under control with foot at various speeds
- Demonstrate correct upper and lower body movements in dance
- Demonstrate correct timing to music
- Track and catch a kooshball with hands at various levels
- Skip 25 feet using a step-hop rhythmical pattern
- Correctly jump rope using basic and jog jumps, bell, side straddle, and side and double side swings

### **Fitness**

- Participate in small groups
- Understand muscular strength / endurance
- Demonstrate understanding of fitness awareness

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## **ART**

### **Artistic Knowledge**

- Demonstrate knowledge of the foundation of the art area.
- Demonstrate knowledge and use of the technical skills of art including technology when appropriate.

- Demonstrate understanding of the personal, social, cultural, and historical contexts that influence art including the contributions of the American Indian tribes and communities.

#### **Creative Process / Evaluation**

- Create a variety of artwork using the artistic foundations.
- Respond to and critique a variety of artworks using the artistic foundations.
- Share personal artwork.

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### **MUSIC**

#### **Artistic Knowledge**

- Explore the characteristics and properties of sound (Science Standard)
- Demonstrate knowledge of duration by: labeling, reading, writing, and performing rhythms in 2/4 and 4/4 meter using the following note and rest values: quarter note, eighth note, quarter rest, half note, half rest, dotted half note, whole note, and whole rest.
- Demonstrate knowledge of steady beat, which may include: patting, stepping, . Clapping, or using a rhythm instrument
- Demonstrate knowledge of pitch by identifying and labeling the lines and spaces of the treble clef

#### **Creative Process / Evaluation**

- Perform/ present in a variety of contexts in music using the artistic foundations:
- singing & performing three-pitch melodies using solfege hand signs (Do-Re-Mi-So-La)
- Play recorder with accuracy of pitch, rhythm, tempo, and steady beat
- Use correct recorder technique: hand placement, tone quality, fingerings
- Respond to and critique a variety of music using the artistic foundations

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### **WORLD LANGUAGE**

#### **Communicate in Spanish**

- Participate using Spanish words and phrases.
- Comprehend and responds to questions in Spanish.
- Listen during class time.
- Use new vocabulary in context of lesson.
- Recall prior vocabulary

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### **PERSONAL MANAGEMENT**

#### **Respectful Behavior**

- Interact with children and adults in a positive manner (school, bus, fieldtrips)
- Practices strategies related to ant-bullying and anti-harassment curriculum and discussions
- Respect individual and school property
- Make safe and appropriate choices with personal behavior and reporting
- Manage conflict appropriately
- Listen attentively while others speak (no interruptions; provides appropriate verbal/non-verbal feedback)

## **North Metro Flex Academy 4<sup>th</sup> Grade Curriculum Overview**

*The criteria used for grading each curriculum content area are listed below. Although described and listed separately, the learning outcomes listed in curriculum areas are often delivered through integrated units of instruction.*

### **ENGLISH LANGUAGE ARTS**

#### **Reading Literary Texts**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.

#### **Reading Informational Texts**

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
  - a. Self-select texts for personal enjoyment, interest, and academic tasks.

#### **Writing**

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)

#### **Language**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization.

#### **Speaking, Listening, Viewing, and Media**

- Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

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## **MATHEMATICS**

### **Algebraic Thinking (Addition & Subtraction)**

- The ability to add and subtract using multi-digit numbers using multiple strategies and models
- The ability to solve multi-step problems using multiple strategies and models

### **Algebraic Thinking (Multiplication & Division)**

- The ability to multiply and divide whole numbers using multiple strategies and models.
- The ability to identify, create and solve word problems using multiple strategies and models.

### **Fractions & Mixed Numbers**

- The ability to compare and order fractions
- The ability to find equivalent fractions
- The ability to add and subtract fractions and mixed numbers using multiple strategies and models

### **Decimals**

- The ability to model, read, write, and compare decimals to the thousandths.

### **Geometry**

- The ability to draw, sort, classify, and decompose polygons
- The ability to identify and draw rotations, reflections, and translations

### **Measurement**

- The ability to find perimeter and area of rectangles
- The ability to convert among customary units of length, weight, and liquid volume
- The ability to draw, describe, and measure angles

### **Data**

- The ability to collect, organize, display and interpret data, including data collected over a period of time and data represented by fractions and decimals

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## **SCIENCE**

### **Earth and Space Science: Water**

- Distinguish between solids, liquids and gases in terms of shape and volume.
- Identify where water collects on Earth, including atmosphere, ground, and surface water, and describe how water moves through the Earth system using the processes of evaporation, condensation, and precipitation.
- Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.
- Describe how the states of matter change as a result of heating and cooling.
- Describe the transfer of heat energy when a warm and a cool object are touching or placed near each other.

- Describe how magnets can repel or attract each other and how they attract certain metal objects.
- Compare materials that are conductors and insulators of heat and/or electricity.
- Measure temperature, volume, weight and length using appropriate tools and units.

#### **Physical Science: Electricity and Magnets**

- Describe the transfer of heat energy when a warm and a cool object are touching or placed near each other.
- Describe how magnets can repel or attract each other and how they attract certain metal objects.
- Identify several ways to generate heat energy.
- Compare materials that are conductors and insulators of heat and/or electricity.
- Construct a simple electrical circuit using wires, batteries, and light bulbs.
- Demonstrate how an electric current can produce a magnetic force.

#### **Earth and Space Science: Earth and Minerals**

- Recognize that rocks may be uniform or made of mixtures of different minerals.
- Describe and classify minerals based on their physical properties.
- Measure temperature, volume, weight and length using appropriate tools and units.

#### **The Nature of Science and Engineering** (embedded in the science curriculum)

- Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.
- Identify and investigate a design solution and describe how it was used to solve an everyday problem.
- Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.
- Generate ideas and possible constraints for solving a problem through engineering design.
- Test and evaluate solutions, considering advantages and disadvantages for the engineering solution, and communicate the results effectively.
- Describe a situation in which one invention led to other inventions.

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## **SOCIAL STUDIES**

### **Geography**

- Locates and names states, capitals, and landforms of regions the United States.
- Identifies physical systems/natural hazards and their effects on each region
- Understands how the natural environment influences culture and economy per region
- Identifies important landmarks and monuments per region
- Reads and interprets a variety of maps

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## **HEALTH**

- Bus Safety, Harassment, Bullying, and On-line Safety
- On-line Safety
- Tobacco, Alcohol, and Peer Pressure
- Virus versus Infection and Head Lice
- Talking About Touch
- Skeletal System and Muscular System
- Nutrition and Carbohydrates/Fast Foods and Convenience Foods
- Human Growth and Development

- Fire, Sun, and Skin Safety

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## **PHYSICAL EDUCATION**

### **Skills and Movement**

- Dribble ball weaving at medium and fast speeds
- Demonstrate upper and lower body movements in dance
- Demonstrate correct timing to music
- Track and catch a kooshball while moving feet
- Demonstrates foot coordination in a continuous grapevine movement for 25 feet
- Correctly jumps rope using skier, basic hop, scissors, twister, criss cross, and rocker skills.

### **Fitness**

- Participate in large groups
- Demonstrate knowledge of components of fitness
- Demonstrate understanding of fitness awareness

## **ART**

### **Artistic Knowledge**

- Demonstrate knowledge of the foundation of art.
- Demonstrate knowledge and use of the technical skills of art including technology when appropriate.
- Demonstrate understanding of the personal, social, cultural and historical contexts that influence art including the contributions of the American Indian tribes and communities.

### **Creative Process / Evaluation**

- Create/ make in a variety of contexts in art using the artistic foundations.
- Respond to and critique a variety of creations using artistic foundations.
- Share personal artwork.

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## **MUSIC**

### **Artistic Knowledge**

- Demonstrate knowledge of duration by: labeling, reading, writing, and performing rhythms in 2/4 and 4/4 meter using the following note and rest values: quarter note, eighth note, quarter rest, half note, half rest, dotted half note, whole note, and whole rest
- Demonstrate knowledge of steady beat, which may include: patting, stepping, clapping, or using a rhythm instrument
- Demonstrate knowledge of pitch by identifying, labeling, and performing melodies using the lines and spaces of the treble clef including middle C and D

### **Creative Process / Evaluation**

- Perform/ present in a variety of contexts in music using the artistic foundations:
  - singing & performing five-pitch melodies using solfege hand signs (Do-Re-Mi-So-La)
  - Play recorder with accuracy of pitch, rhythm, tempo, and steady beat
  - Use correct recorder technique: hand placement, tone quality, fingerings
- Respond to and critique a variety of music using the artistic foundations.

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## **WORLD LANGUAGE**

### **Communicate in Spanish**

- Participates using Spanish words and phrases.
- Comprehend and responds to questions in Spanish.
- Listen during class time.
- Use new vocabulary in context of lesson.
- Recall prior vocabulary.

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## **PERSONAL MANAGEMENT**

### **Respectful Behavior**

- Interacts with children and adults in a positive manner (school, bus, field trips)
- Practices strategies related to anti-bullying and anti-harassment curriculum and discussions
- Respects individual and school property
- Makes safe and appropriate choices with personal behavior and reporting
- Manages conflict appropriately
- Listens attentively while others speak (no interruptions; provides appropriate verbal/non-verbal feedback)
- Understands and follows classroom rules and school routines and procedures
- Keeps hands, feet and other objects to self
- Follows multiple step directions (without frequent reminders)

### **Focused, On-task Behavior**

- Works without teacher redirection
- Chooses an appropriate method to complete assignments
- Works independently and /or cooperatively without distracting others
- Uses time wisely
- Upon completion of assignments makes appropriate choices

### **Responsibility**

- Keeps desk and work space organized
- Shows responsibility for all belongings and personal health choices and reporting
- Returns classroom materials to proper location
- Is ready with necessary materials
- Is responsible for communication to and from school

### **Appropriately Completed Work**

- Work is neat and legible
- Work meets the requirements of the assignment
- Completes assigned work according to deadline

## **North Metro Flex Academy 5<sup>th</sup> Grade Curriculum Overview**

*The criteria used for grading each curriculum content area are listed below. Although described and listed separately, the learning outcomes listed in curriculum areas are often delivered through integrated units of instruction.*

## **ENGLISH LANGUAGE ARTS**

## **Reading**

- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

## **Writing**

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

## **Language**

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## **Speaking, Viewing, Listening and Media**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

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## **MATHEMATICS**

### **Algebraic Thinking**

- The ability to multiply and divide whole numbers using multiple strategies and models.
- The ability to write, simplify, and evaluate expressions, equations, and inequalities which contain a variable.
- The ability to plot and interpret ordered pairs on a coordinate plane

### **Fractions & Mixed Numbers**

- The ability to make equivalent fractions.
- The ability to add and subtract fractions using multiple strategies and models.

- The ability to multiply and divide fractions using multiple strategies and models.

### **Decimals**

- The ability to read, write, round, and estimate with decimals.
- The ability to add and subtract decimals using multiple strategies and models.
- The ability to multiply and divide decimals using multiple strategies and models..

### **Geometry & Measurement**

- The ability to classify two-dimensional and three-dimensional shapes based on their attributes.
- The ability to find perimeter and area of polygons
- The ability to find the volume and surface area of three-dimensional shapes.

### **Data**

- The ability to create and interpret double bar and line graphs.
- The ability to analyze data to determine mean, median, and range

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## **SOCIAL STUDIES**

### **Civics**

- Understand democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy.
- Understand the civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
- Understand individuals in a republic have rights, duties and responsibilities.
- Understand the United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
- Understand the primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.

### **History**

- Understand North America was populated by indigenous nations that had developed a wide range of social structures, political systems, and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)
- Understand rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands, Colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763)
- Understand the divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754—1800)
- Understand economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792— 1861)

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## SCIENCE

### Life Science: Environments

- describe how plant and animal structures and their functions provide an advantage for survival in a given natural system.
- describe a natural system in Minnesota, such as a wetland, prairie or garden, in terms of
- the relationships among its living and nonliving parts, as well as inputs and outputs.
- explain what would happen to a system such as a wetland, prairie or garden if one of its parts were changed.
- Give examples of beneficial and harmful human interaction with natural systems

### Earth and Space Science: Landforms

- explain how, over time, rocks weather and combine with organic matter to form soil.
- explain how processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions form features of the Earth's surface.

### Physical Science: Models and Designs

- explain how, over time, rocks weather and combine with organic matter to form soil.
- explain how processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions form features of the Earth's surface.
- describe how science and engineering influence and are influenced by local traditions and beliefs.

### The Nature of Science and Engineering (embedded in the science curriculum)

- explain why evidence, clear communication, accurate record keeping, replication by others, and openness to scrutiny are essential parts of doing science
- recognize that when scientific investigations are replicated they generally produce the same results, and when results differ significantly, it is important to investigate what may have caused such differences.
- understand that different explanations for the same observations usually lead to make more observations and trying to resolve the differences.
- understand that different models can be used to represent natural phenomena and these models have limitations about what they can explain.
- generate a scientific question and plan an appropriate scientific investigation, such as systematic observations, field studies, open-ended exploration or controlled experiments to answer the question.
- identify and collect relevant evidence, make systematic observations and accurate measurements, and identify variables in a scientific investigation.
- conduct or critique an experiment noting when the experiment might not be fair because some of the things that might change the outcome are not kept the same, or that the experiment is not repeated enough times to provide valid results.
- create and analyze different kinds of maps of the student's community and of Minnesota.

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## HEALTH

- Bullying introduction
- Environmental/Consumer Health
  - Media literacy and advertising
  - Online safety
- Substance abuse prevention: ATOD

- Disease and illness prevention
  - Germs and communicable diseases
- Self-worth Mental and Emotional Health
  - Cyberbullying
  - Stress and mental health
- Functions of the Body
  - Sound safety
- Human Body
  - Lungs
- Nutrition
  - Food pyramid, dietary guidelines, portion control
- Human growth and development
- Injury prevention and safety

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## **PERSONAL MANAGEMENT**

### **Respectful Behavior**

- Interacts with children and adults in a positive manner (school, bus, field trips)
- Practices strategies related to anti-bullying and anti-harassment curriculum and discussions
- Respects individual and school property
- Makes safe and appropriate choices with personal behavior and reporting
- Manages conflict appropriately
- Listens attentively while others speak (no interruptions; provides appropriate verbal/non-verbal feedback)
- Understands and follows classroom rules and school routines and procedures
- Keeps hands, feet and other objects to self
- Follows multiple step directions (without frequent reminders)

### **Focused, On-task Behavior**

- Works without teacher redirection
- Chooses an appropriate method to complete assignments
- Works independently and /or cooperatively without distracting others
- Uses time wisely
- Upon completion of assignments makes appropriate choices

### **Responsibility**

- Keeps desk and work space organized
- Shows responsibility for all belongings and personal health choices and reporting
- Returns classroom materials to proper location
- Is ready with necessary materials
- Is responsible for communication to and from school

### **Appropriately Completed Work**

- Work is neat and legible
- Work meets the requirements of the assignment
- Completes assigned work according to deadline

## 6<sup>th</sup> Grade through 8<sup>th</sup> Grade Curriculum Review

English language arts (ELA) are all of the communication and language skills and processes people use every day to receive and send information. We receive information through listening, viewing, and reading, and we send information through writing, speaking, facial expression, body language, and auditory and visual representations. We use language to learn, to question, to share feelings, to help others, to be part of civilization. The ability to use and understand language, both spoken and written, is critical to every aspect of students' lives.

Students learn and apply knowledge of the English language by gathering, comprehending, evaluating, synthesizing, and reporting information and ideas, by conducting original research in order to answer questions and solve problems, and by analyzing and creating a range of print and non-print texts in old and new media. They also explore the literature of several cultures and historical periods and create their own literature, learning how purpose, audience and cultural perspective impact one's use of language along the way."

*Minnesota Department of Education: English Language Arts, Standards, Curriculum Instruction*

## Health & Physical Education Standards

The Minnesota Department of Education adopted the National Standards for Physical Education, developed by the National Association for Sport and Physical Education. These standards were adopted by state schools in 2012. In addition, each school district is required to have developed local standards for health education.

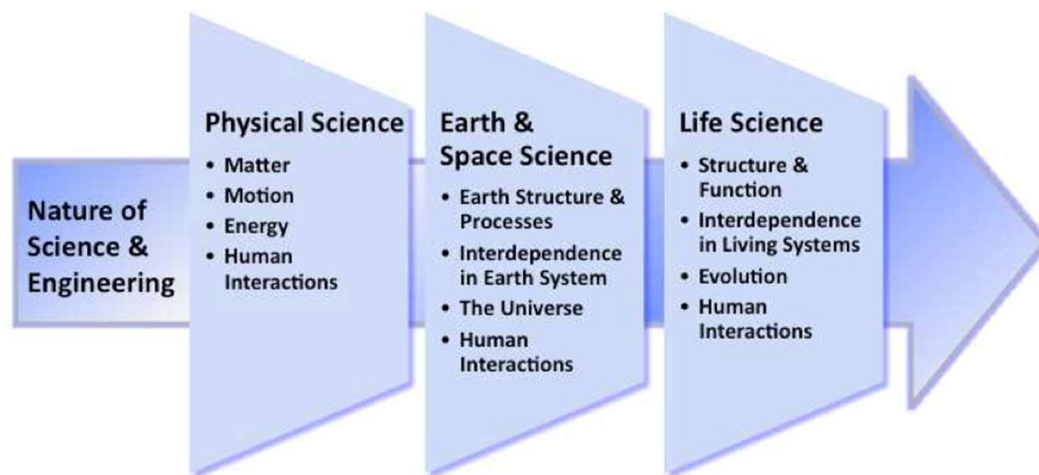
### [National Physical Education Standards](#)

The Minnesota Academic Standards in Mathematics set the expectations for achievement in mathematics for K-12 students in Minnesota. This document is grounded in the belief that all students can and should be mathematically proficient. All students should learn important mathematical concepts, skills, and relationships with understanding. The standards presented here describe a connected body of mathematical knowledge that is acquired through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are placed at the grade level where mastery is expected with the recognition that intentional experiences at earlier grades are required to facilitate learning and mastery for other grade levels.

The Minnesota Academic Standards in Mathematics are organized by grade level into four content strands: 1) Number and Operation, 2) Algebra, 3) Geometry and Measurement, and 4) Data Analysis and Probability. Each strand has one or more standards.

*(Source: Minnesota Department of Education, Mathematics Academic Standards)*

The Minnesota Department of Education uses the diagram below to describe the four content “strands” and “substrands” within each area of content. For each substrand, there are academic standards identifying the academic knowledge to be achieved.



“The standards ... describe a connected body of science and engineering knowledge acquired through active participation in science experiences. These experiences include hands-on laboratory activities rooted in scientific inquiry and engineering design. The standards are placed at the grade level where mastery is expected with recognition that a progression of learning experiences in earlier grades builds the foundation for mastery later on.”

-- Minnesota Department of Education, Academic Standards Science K-12

## Gr. 6-8 Social Studies Standards

Social Studies is the interdisciplinary study of citizenship and government, economics, geography, history, and other disciplines in the social sciences and humanities in which students develop the content knowledge, skills, and dispositions necessary to be informed and engaged citizens in the contemporary world. According to the National Council for the Social Studies, the purpose of social studies is to develop civic competence and “*help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*”

(Source: Minnesota Department of Education: Standards, Curriculum and Instruction/Social Studies)



The state uses the diagram below to show the four primary disciplines in social studies

curriculum, the substrands of study within each, and the learning skills students will use in the course of their studies.



Here is an overview of state [social studies substrands and standards](#).