

# CURRICULUM CATALOG

*SAGEMONT PREP  
LOWER CAMPUS*



## **Introduction**

This document provides an overview of the academic standards established within the Sagemont Preparatory Curriculum. It provides a snapshot of the skills and knowledge we expect will be acquired in each subject area and grade offered.

The full Sagemont Preparatory curriculum encompasses much more than standards. We provide our teachers with recommended high-impact instructional strategies, support materials, frameworks for inquiry and project-based learning experiences, learning outcome goals, and assessment tools and progress monitoring techniques.

The standards summarized here were developed by our national Education Department to be robust, rigorous, and challenging. In all core content areas, care was taken to ensure that national standards were met or exceeded in all cases. The curriculum is constantly being enriched with the participation of our entire educational community and comes alive in the hands of our skilled teachers and our students who are so eager to learn.

## **We Choose a Standards-Based Curriculum**

Standards establish clear goals. They provide teachers, students, parents, and administrators a common language about learning expectations; specifically, what concepts and skills students should know and be able to perform to ensure success at the next grade level. Teachers use standards to communicate learning objectives, plan standards-aligned learning experiences, and to build checks for mastery.

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### Preschool and Pre-Kindergarten

#### *Links to Learning Curriculum Components*

##### **Language & Literacy:**

- We inspire a love of reading and language by creating a literacy-rich environment that introduces children to a wide range of stories, letters, and words.

##### **Mathematical Thinking:**

- Children learn the foundations of addition, subtraction, and geometry, and learn different ways to compare quantities. Activities are designed to develop reasoning and problem-solving skills.

##### **Social-Emotional Learning:**

- Children recognize and label emotions, while learning how they fit into their community and the larger world. Teachers use problem-solving activities to develop children's self-help skills.

##### **Wellness:**

- We help children develop fine and gross motor skills through dance, games, and physical activities. Basic nutritional and safety concepts are introduced to help children make healthy choices.

##### **Creative Expression:**

- We expose children to various music and art concepts, through vocabulary, discussions, and hands-on activities. Children practice self-expression as they engage in imaginative play.

##### **Scientific Exploration:**

- Children participate in hands-on science, engineering, and technology activities, while building important life skills including problem-solving, collaboration, communication, analytical reasoning, and investigative thinking.

**Citizens of the World:**

- We focus on social studies, diverse cultures and traditions, and world languages. Spanish is integrated throughout the day to expose children to a second language.

**Kindergarten**

**Kindergarten English Language Arts**

**Overview**

In Kindergarten, students develop language skills through shared and supported learning experiences. They learn the features of print and master the letters of the alphabet with their corresponding sounds, providing the building blocks for reading comprehension. Through shared language and word play experiences, Kindergarten students build knowledge of rhyming words, patterns, and high frequency words, and begin to manipulate sounds and syllables. Kindergarten students develop vocabulary and make connections to the world through discussions about a wide variety of fiction and nonfiction texts. They use writing, drawing, dictating, and drama to demonstrate understanding of text and to express original thoughts.

**Foundational Skills**

- Demonstrates an understanding of the organization and basic features of print.
- Follows words from left to right and page by page.
- Understand words in print are separated by spaces.
- Names all upper- and lowercase letters.
- Recognizes that spoken words have specific sequences of letters in written language.
- Demonstrates an understanding of spoken words, syllables, and sounds.
- Recognizes and produces rhyming words.
- Segments, isolates, and blends sounds and syllables in spoken words.
- Creates new words by adding or substituting sounds in one-syllable words.
- Applies grade-level phonics and word analysis skills to decode words.
- Reads common high frequency words by sight.
- Demonstrates knowledge of letter-sound correspondences.
- Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
- Associates long and short vowel sounds with the common spellings.

**Reading: Literature**

- Actively engages in group reading activities.
- Reads and understands emergent-reader literature.
- Recognizes common texts such as storybooks and poems.
- Names the author and illustrator of a story and understands the role of each.
- Retells familiar stories with key details.
- Identifies characters, settings, and major events in stories.
- Compares the experiences of characters in stories.
- Understands selection vocabulary.
- Identifies and uses action and description words.

## **Reading: Informational Text**

- Actively engages in group reading activities.
- Asks and answers questions about unknown words and key details in a text.
- Identifies the main topic and retells key details of a text.
- Describes the relationship between illustrations and the text.
- Identifies the reasons an author gives to support points in a text.
- Identifies similarities and differences between two texts on the same topic.
- Synthesizes literacy experiences through drawing, drama, and discussions.
- Understands selection vocabulary.
- Identifies and uses action and description words.

## **Language (Grammar & Vocabulary)**

- Prints upper- and lowercase letters.
- Uses frequently occurring nouns and verbs.
- Forms regular plural nouns orally.
- Understands and uses question words.
- Uses most frequently occurring prepositions.
- Develops vocabulary through stories, discussions, and classroom interactions
- Produces and expands complete sentences in shared language activities.
- Capitalizes the first word in a sentence.
- Recognizes and names end punctuation marks.
- Accurately writes letters for most consonant and short-vowel sounds.
- Applies knowledge of sound-letter relationships to spell simple words phonetically.
- Determines and clarifies the meaning of unfamiliar and multiple meaning words and phrases.
- Identifies news meanings for familiar words and applies them accurately.
- Uses the most frequently occurring inflections and affixes as a clue to word meaning.
- With support, explores word relationships and nuances in word meanings.
- Acts out meanings of verbs that describe the same general action to distinguish between shades of meaning.
- Sorts common objects into categories based on the concepts the categories represent.
- Relates frequently occurring verbs and adjectives to their antonyms.
- Identifies real-world connections between words and their use.
- Accurately uses words and phrases acquired through conversations, reading activities, and responding to texts.

## **Writing**

- Begins to see self as a writer.
- Uses a combination of drawing, dictating, and writing to compose opinion, explanatory, and narrative pieces.
- Uses literary forms in dictation.
- With support, recalls information from experience or gathered information to answer a question in writing.
- Role plays the ways people use writing in their work.
- Begins to select best works to be published.
- With support, responds to questions and suggestions from peers to strengthen writing.
- Participates in shared research and writing projects.

## **Communication (Speaking & Listening)**

- Participates in collaborative conversations with diverse partners about kindergarten topics and texts.
- Follows agreed-upon rules for discussions.
- Continues a conversation through multiple exchanges.
- Confirms understanding of orally presented information or texts read aloud.
- Asks and answers questions to get information, seek help, or clarify something not understood.
- Describes familiar people, places, things, and events and provides additional information with support.
- Adds drawings and visual displays to descriptions to provide additional detail.
- Speaks audibly and expresses thoughts, feelings, and ideas clearly.

## **Kindergarten Mathematics**

### **Overview**

In Kindergarten, students learn to read and write names for numbers to 100 and can count forward to 100 by 1s and 10s and skip count by 2s and 5s. As their understanding of sequence builds, that can identify the ordinal position of numbers in a set of objects or pictures. They also apply their knowledge of addition and subtraction concepts to solve problems and can represent addition and subtraction using objects, sounds, images, dramatization, expressions, and equations. By the end of Kindergarten, students compare numbers and can explain and extend simple number patterns, as well as sort and classify objects. They use counting and tallying to gather data for surveys and display the data in simple charts, graphs, or with concrete objects. In kindergarten students learn to understand time and math vocabulary using clocks and calendars. They recognize coins by name and value and can count sets of coins. Kindergarten students understand the attributes of shapes and use math vocabulary to identify, describe, compare, and analyze shapes in the environment.

### **Counting & Cardinality**

- Knows number names and the count sequence.
- Counts to tell the number of objects.
- Counts to 100 by ones and tens.
- Counts forward beginning from a given number within the known sequence.
- Represents a number of objects within a written numeral 0-20.
- Reads, writes, names, represents, orders, and counts to 100.
- Identifies ordinal position of an ordered set of objects or pictures.
- Understands the relationship between numbers and quantities.
- Connects counting to cardinality.
- Understands the last number name tells the number of objects counted, regardless of their arrangement or order.
- Counts to answer “how many?” questions.
- Uses concrete objects to skip count by 2s and 5s.
- Compares numbers presented as written numerals.
- Identifies whether the objects in one group is greater than, less than, or equal to the number of objects in another group.

### **Operations & Algebraic Thinking**

- Understands the concept of addition and subtraction.
- Solves addition and subtraction word problems.

- Fluently adds and subtracts within 5.
- Finds the number that makes 10 when adding to a given number from 1-9.
- Represents addition/subtraction with objects, drawings, situations, sounds, verbal explanations, expressions, and equations.
- Decomposes numbers less than or equal to 10 into pairs multiple ways.
- Makes reasonable estimates and explains the reasonableness of a solution.
- Uses tools, concrete objects, and models to investigate patterns and mathematical problems.
- Understands, identifies, explains, and extends simple pattern-making and sorting.

## **Numbers & Operations**

- Works with numbers to gain a foundation for place value.
- Composes and decomposes numbers from 11-10 into ten ones and some further ones.

## **Measurement & Data**

- Describes, measures, and compares measurable attributes such as length and weight.
- Directly compares two objects with a measurable attribute in common and describes the difference.
- Uses non-standard measurement tools to measure and estimate.
- Compares temperatures to determine hotter and colder.
- Compares the capacity of containers to determine which holds the most and the least.
- Classifies objects into given categories and counts the number of objects in each category.
- Sorts the categories by count.
- Gathers, analyzes, and displays data.
- Develops a two-question survey and gathers data through counting and tallying.
- Constructs simple charts, picture graphs, and bar graphs using paper/pencil and concrete objects to display data.
- Interprets data in concrete or pictorial graphs and shares conclusions.
- Understands the concepts of time and money.
- Uses mathematical vocabulary to describe the passage of time.
- Completes an in-depth calendar study.
- Uses a digital and analog clock to tell time to the nearest hour.
- Recognizes the names and values of coins and determines the value of a set of coins.

## **Geometry**

- Identifies and describes shapes based on their attributes.
- Describes environmental shapes using the correct name of each shape.
- Describes the relative position of objects.
- Correctly names shapes regardless of their orientations and overall size.
- Identifies shapes as two- or three-dimensional.
- Analyzes, compares, creates, and composes two- and three-dimensional shapes in different sizes and orientations.
- Uses informal language to describe similarities, differences, parts, and other attributes of a variety of two- and three-dimensional shapes.
- Models shapes in the world by building shapes from components and by drawing.
- Composes simple shapes to form larger shapes.

## **Kindergarten Science**

### **Overview**

The STEMscopes Kindergarten 3D curriculum is designed around four bundles. In the "Humans and the Needs of Organisms" bundle, students explore the impact of human activities on rainforest ecosystems, creating posters to protect plants and animals from potential harm. The "Dealing with Weather" bundle teaches students how to respond to different weather conditions and the effects of the sun by building playground covers to shield against various weather phenomena. Moving on to "Living Things and Their Habitats," students learn about animal adaptation to human-made habitats, writing stories from the perspective of animals in new zoo exhibits. Lastly, in the "Using Force to Change Motion" bundle, students engage in activities exploring the concept of force, creating games that involve pushes and pulls to change the motion of objects. Throughout these bundles, students utilize both physical materials and digital components to enhance their learning experiences.

### **Humans and the Needs of Organisms**

- Anchoring Phenomena: Exploring the impact of human development on rainforest plants and animals.
- Unit Mission Goal: Creating a poster to protect rainforest flora and fauna from the effects of hotel development.
- Topics: Animal needs, plant needs, reducing human impact.

### **Dealing with Weather**

- Anchoring Phenomena: Responding to various weather conditions and understanding the Sun's effects.
- Unit Mission Goal: Building a playground cover to shield against different weather types.
- Topics: Weather conditions, weather patterns, weather hazards, energy from the Sun.

### **Living Things and Their Habitats**

- Anchoring Phenomena: Investigating how animals adapt to human-made habitats.
- Unit Mission Goal: Writing a story from the perspective of an animal in a zoo exhibit.
- Topics: Habitats, organisms' impact on environments, uses of natural resources.

### **Using Force to Change Motion Bundle**

- Anchoring Phenomena: Exploring methods to alter an object's motion.
- Unit Mission Goal: Creating a game involving pushes and pulls.
- Topics: Pushes and pulls, speed and direction.

## **Kindergarten Social Studies**

### **Overview**

Kindergarten students begin by learning about themselves and their immediate environment. They explore concepts of family, community, and their role within it. This includes understanding



personal identity, family roles, and classroom routines. Students also begin to recognize community helpers and understand the significance of national symbols and celebrations.

## Kindergarten

- **Me and My Community**
  - **Self and Family:** Understanding personal identity and family roles.
  - **Classroom Community:** Learning about classroom rules and routines.
  - **School and Neighborhood:** Exploring the concept of community and identifying places in their school and neighborhood.
- **My Country**
  - **Symbols and Celebrations:** Introduction to national symbols, holidays, and traditions.
  - **Leaders and Helpers:** Recognizing the roles of local leaders and helpers in their community.

## First Grade

### First Grade English Language Arts Overview

In first grade, students build on their language skills by applying their knowledge about sound structures and the alphabet. They begin to blend and segment sounds into words they can read and write. Students also learn story structure and use text features and context to make sense of what they are reading. They extend their thinking by making, explaining, and confirming predictions about a variety of fiction and nonfiction texts. They also learn to distinguish between fact and fiction, compare events and details in different texts on the same topic, and identify cause and effect relationships. In writing, students focus on content over conventions as they learn to use feedback from peers and adults to revise their writing. While engaging in discussions, they learn to ask specific questions to gather additional information or clarify confusion.

### Foundational Skills

- Demonstrates an understanding of the organization and features of print.
- Recognizes the features of a sentence.
- Distinguishes long and short vowel sounds in one-syllable words.
- Orally produces one-syllable words by blending sounds.
- Isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words.
- Segments spoken one-syllable words into individual sounds.
- Decodes regularly spelled one-syllable words and two-syllable words following basic patterns.
- Recognizes and reads grade-appropriate irregularly spelled words
- Reads grade-level text orally with accuracy, appropriate rate, and expression.
- Uses context to confirm or self-correct word recognition and understanding.

### Reading: Literature

- Identifies key ideas and details in grade-level literature.
- Asks and answers questions about key details in grade-level literature.

- Uses key details and illustrations to describe characters, settings, and major events in stories.
- Distinguishes between sense and nonsense.
- Retells stories using key details to demonstrate understanding of the central message.
- Analyzes the author’s craft and structure in grade-level literature.
- Identifies words and phrases in stories and poems that appeal to the senses and suggest feelings.
- Identifies who is telling the story at various points in a text.
- Identifies and analyzes the features, events, and characters in stories.
- Predicts what will happen next in a story, explains the predictions, and determines if the predictions were accurate.
- Identifies cause and effect relationships in stories.

### **Reading: Informational Text**

- Explains major differences between texts that give information and those that tell stories.
- Distinguishes between fact and opinion.
- Identifies the main topic and retells key details of a grade-level informational text.
- Asks and answers questions about key details in a text.
- Describes the connection between two individuals, events, or ideas in a grade-level informational text.
- Identifies the reasons an author gives to support points in a text.
- Identifies basic similarities in and differences between two texts on the same topic.
- Identifies cause and effect relationships in grade-level informational texts.
- Analyzes the author’s craft and structure in grade-level informational texts.
- Asks and answers questions to determine or clarify meanings of words and phrases in context.
- Uses text features to locate key facts and information

### **Language (Grammar & Vocabulary)**

- Uses knowledge of language and its conventions when writing, speaking, reading, or listening.
- Prints in all upper-and lowercase letters.
- Uses common, proper, and possessive nouns.
- Uses singular and plural nouns with matching verbs in basic sentences.
- Accurately substitutes nouns with a variety of pronouns.
- Uses verbs to convey past, present, and future.
- Uses frequently occurring adjectives, conjunctions, prepositions, and articles.
- Accurately uses capitalization, punctuation, and spelling, including capitalizing dates and names.
- Produces and expands a variety of sentence types in response to prompts.
- Uses conventional spelling for words with common patterns and for frequently occurring irregular words.
- Spells untaught words phonetically, using phonemic awareness and spelling conventions.
- Uses sentence-level context to determine the meaning of words and phrases.
- Uses frequently occurring root words and affixes as a clue to word meaning and purpose.
- Sorts words into categories and defines words by categories and attributes.
- With support from an adult, demonstrates understanding of word relationships and nuances in meaning.

- Identifies real-life connections between words and their use.
- Uses words/phrases acquired through environmental print, conversations, reading and being read to, and responding to texts.

## **Writing**

- Writes various pieces for a variety of purposes, including opinion pieces, to explain a topic, and tell a narrative.
- Provides an introduction, reasons, and a sense of closure in various pieces of writing.
- Includes temporal words to signal order.
- Writes name, address, and phone number.
- Creates invitations, thank you notes, captions, and labels.
- Role plays ways people use writing in their work.
- Organizes thoughts using prewriting activities, including mapping.
- Uses the writing process and peer collaboration to strengthen writing before publishing.
- With support from adults, uses digital tools to produce and publish writing.
- Sees self as a writer.
- Participates in shared research and writing projects.
- With support from adults, recalls information from experiences or sources to answer a question.

## **Communication (Speaking & Listening)**

- Participates in collaborative conversations with diverse partners about grade 1 topics and texts.
- Follows agreed-upon rules for discussions and builds on the ideas of others through multiple exchanges.
- Asks questions to clear up confusion.
- Asks and answers questions about what a speaker says in order to gather additional information or clarify confusion.
- Follows 3-step oral directions.
- Understands simple nonverbal cues when engaging in conversations.

## **First Grade Mathematics**

### **Overview**

In first grade, students expand their knowledge of numerical sequence and positioning and apply it to solve problems involving addition and subtraction with up to three numbers. They can write and solve number sentences to express relationships between addition and subtraction. First grade students learn to understand place value and can compare numbers based on ones and tens, using symbols for more than and less than. They learn to organize, use, and interpret data. First grade students write and identify basic benchmark fractions, measure length, weight, and volume of objects by concrete comparison, and begin to explore standard units of measure. They learn to tell time in hours and half hours, estimate passage of time using math language, identify the value of coins and dollars, and compare values and determine equivalencies of money. First grade students learn defining attributes of shapes, partition shapes to create equal parts, and understand symmetry.

### **Counting & Cardinality**

- Knows numerical sequence and positioning.

- Counts to 100s or more by 2s, 5s, 10s, and backwards from numbers less than 100 without a hundred chart or number line.
- Identifies ordinal positions through 10 using concrete objects.
- Represents and solves problems involving addition and subtraction.
- Solves word problems within 20 involving situations of adding to, taking from, putting together, taking apart, and comparing
- Solves word problems that call for addition of three whole numbers with sums less than or equal to 20.
- Adds and subtracts one- to three-digit numbers without regrouping.
- Understands and applies the properties of operations and the relationship between addition and subtraction.
- Applies commutative and associative properties of operations as addition and subtraction strategies.
- Understands subtraction as an unknown addend problem.

### **Operations & Algebraic Thinking**

- Works with addition and subtraction equations, understanding the meaning of the equal sign and determining if equations involving addition and subtraction are true or false.
- Determines the unknown whole number in addition and subtraction equations relating to three whole numbers.
- Writes and solves number sentences from problem situations involving addition and subtraction.

### **Numbers & Operations**

- Extends the counting sequence to 120.
- Reads and writes numerals and represents a number of objects up to 120 with a written numeral.
- Understands place value.
- Understands that the two digits of a two-digit number represent amounts of tens and ones and understands special cases.
- Compares two two-digit numbers based on meanings of tens and ones digits, recording results with  $>$ ,  $=$ , and  $<$  symbols.
- Identifies and represents basic fractions using  $\frac{1}{2}$  and  $\frac{1}{4}$  and shows equivalencies.
- Uses place value and understanding of properties and operations to add and subtract within 100.
- Uses mental math to find 10 more or 10 less than a given two-digit number.

### **Measurement & Data**

- Measures lengths and iterates length units.
- Orders three objects by length and compares the lengths of two objects by using the third object.
- Expresses the length of an object as a whole number of length units.
- Begins to explore units of measure such as inches.
- Tells and writes time in hours and half-hours using both analog and digital clocks.
- Estimates and measures the passage of time using mathematical vocabulary.
- Organizes, represents, and interprets data with up to three categories.
- Asks and answers questions about the total number of data points and their categories.
- Uses estimation to compute and solve problems.
- Identifies and determines the value of money using coins and dollars, compares coin values, and determines equivalencies.

## **Geometry**

- Identifies and describes geometric shapes by their attributes and distinguishes between defining attributes.
- Composes two-dimensional shapes to create a composite shape and composes new shapes from the composite.
- Partitions circles and rectangles into two and four equal shares and describes the shares using mathematical vocabulary.
- Identifies and creates shapes that have symmetry.
- Investigates and predicts the results of putting together and taking apart two-dimensional shapes.
- Describes the relationship between shapes.
- Understands positional language and follows directions to move or place an object.
- Describes the relationship of objects in space using positional language.

## **First Grade Science**

### **Overview**

The STEMscopes 3D curriculum for 1st grade offers a dynamic exploration of science concepts through four engaging bundles. In "Design from Nature," students investigate how plants and animals use their external parts to survive, applying this knowledge to design a new tool. "Parents and Their Offspring" focuses on trait inheritance and variation in animals and plants, culminating in the creation of a segment for a wildlife TV show. "Patterns in the Sky" explores the patterns observed in the day and night sky, with students applying their understanding to create a new alarm clock for a Space Museum gift shop. Lastly, "Communicating with Light and Sound" delves into the use of light and sound for communication, challenging students to design a device utilizing these elements. The curriculum integrates traditional materials with digital components, offering a comprehensive and immersive learning experience for students to develop critical thinking and problem-solving skills while exploring the wonders of science.

### **Design From Nature**

- Anchoring Phenomena: Learning from how plants and animals use external parts to survive.
- Unit Mission Goal: Designing a new tool based on understanding plant and animal structures.
- Topics: Parts of animals, animal survival, parts of plants, plant survival.

### **Parents and Their Offspring**

- Anchoring Phenomena: Comparing baby animals and new plants to their parents.
- Unit Mission Goal: Applying knowledge of trait inheritance and protective behaviors to create a wildlife TV show segment.
- Topics: Protecting the young, animal trait inheritance and variation, plant trait inheritance and variation.

### **Patterns in the Sky**

- Anchoring Phenomena: Identifying patterns in the day and night sky.
- Unit Mission Goal: Applying knowledge of sunrise, sunset, and celestial motion to create a new alarm clock.
- Topics: Seasonal patterns, patterns in space.

### **Communicating with Light and Sound Bundle**

- Anchoring Phenomena: Understanding how light and sound can be used for communication.
- Unit Mission Goal: Designing a device utilizing light and sound for communication.
- Topics: Sound, behavior of light, communication.

## **First Grade Social Studies**

### **Overview**

In Grade 1, students expand their understanding to include different types of communities and the roles of various community helpers. They explore family structures and traditions and learn about the significance of national symbols, holidays, and leaders. This grade emphasizes understanding how communities function and the importance of contributing to society.

### **My Family and Other Families**

- **Family Structures:** Exploring different family types and their roles.
- **Family Traditions:** Understanding various family traditions and celebrations.

### **My Community**

- **Community Helpers:** Identifying different community helpers and their roles.
- **Neighborhoods:** Learning about different types of neighborhoods and their characteristics.

### **My Country**

- **American Symbols:** Understanding national symbols, monuments, and landmarks.
- **American Leaders:** Learning about important leaders in American history.

## **Second Grade**

### **Second Grade English Language Arts**

#### **Overview**

In second grade, students gradually become less dependent on supports and shared experiences as they begin to move toward independence in reading, writing, and spoken language. Second grade students apply phonics and word knowledge to read and understand complex texts while making connections and forming interpretations. Writing in this grade becomes more detailed and sophisticated as students develop and connect their own ideas. While developing independence, they are also learning to engage in collaborative conversations with peers to express and exchange ideas.

#### **Foundational Skills**

- Knows and applies grade-level phonics and word analysis skills.
- Reads with sufficient accuracy and fluency.
- Distinguishes long and short vowels when reading.
- Identifies words with inconsistent but common spelling-sound correspondences.
- Recognizes and reads grade-appropriate irregularly spelled words.
- Decodes words with common prefixes and suffixes.
- Decodes regularly spelled two-syllable words with long vowels.
- Reads grade-level text orally with accuracy, appropriate rate, and expression.

- Uses context to confirm or self-correct word recognition and understanding.

### **Reading: Literature**

- Identifies key ideas and details in grade-level literature.
- Analyzes the author’s craft and structure in grade-level literature.
- Identifies and analyzes features, events, and characters in stories.
- Asks and answers questions such as who, what, where, when, why and how.
- Recounts stories, including fables and folktales from diverse cultures, and determines their central message.
- Describes how characters in a story respond to major events and challenges.
- Describes the overall structure of a story.
- Describes how words and phrases supply rhythm and meaning in a story, poem, or song.
- Acknowledges differences in the points of view of characters.
- Uses information gained from the illustrations and words in a print and digital text to demonstrate understanding.
- Relates personal experiences to what is read.
- Makes judgments about what is read.
- Compares and contrasts two or more versions of the same story.
- Differentiates between fiction and nonfiction.
- Generates alternative endings to plots.
- By the end of the year, reads and comprehends literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### **Reading: Informational Text**

- Identifies key ideas and details in informational text.
- Asks and answers questions about key details in a text.
- Identifies the main topic and retells key details of a text.
- Describes the connection between two individuals, events, ideas, or pieces of information in a text.
- Identifies, uses, and analyzes features in informational text.
- Relates personal experiences to what is read.
- Makes judgments about what is read.
- Analyzes the author’s craft and structure in informational text.
- Identifies the main purpose of a text.
- Determines the meaning of words and phrases in a text relevant to grade 2 topic or subject area.
- Asks and answers questions about key details in the text.
- Describes how reasons support specific points the author makes in a text.
- Explains how specific images contribute to or clarify a text.
- Differentiates between fiction and nonfiction.
- Differentiates between fact and opinion.
- Compares and contrasts the most important points presented by two texts on the same topic.
- Knows and uses various text features to locate key facts or information in a text efficiently.

### **Language (Grammar & Vocabulary)**

- Consistently uses knowledge of language and its conventions.
- Uses knowledge of language and its conventions when writing, speaking, reading, or

listening.

- Generalizes learned spelling patterns when writing words.
- Uses an apostrophe to form contractions and frequently occurring possessives.
- Demonstrates command of the conventions of standard English when writing.
- Produces, expands, and rearranges complete simple and compound sentences.
- Uses adjectives and adverbs and chooses between them.
- Acquires and uses new vocabulary.
- Uses a known root word as a clue to the meaning of an unknown word with the same root.
- Demonstrates understanding of the word relationships.
- Identifies real-life connections between words and their use.
- Begins to use synonyms/antonyms.
- Uses sentence-level context as a clue to the meaning of a word or phrase.
- Uses words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- Determines the meaning of the new word formed when a known prefix is added to a known word.
- Uses reflexive pronouns.
- Uses adjectives and adverbs and chooses between them.
- Begins to use quotations to punctuate dialogue.
- Consults reference materials, including beginning dictionaries, as needed to check spellings.
- Distinguishes shades of meaning among closely related verbs and closely related adjectives.
- Uses knowledge of the meaning of individual words to predict the meaning of compound words.
- Forms and uses the past tense of frequently occurring irregular verbs.
- Uses collective nouns.
- Uses sentence-level context as a clue to the meaning of a word or phrase.
- Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

## **Writing**

- Writes various pieces for a variety of purposes.
- Writes narratives in which they recount a well-elaborated event or short sequence of events.
- Writes opinion pieces in which they introduce the topic or book they are writing about.
- Uses the writing process to produce and distribute pieces of writing.
- With support from adults and peers, strengthens writing as needed by revising and editing.
- With support from adults, uses digital tools to produce writing, including collaboration with peers.
- Uses pictures to generate and express ideas.
- Uses brainstorming.
- Lists ideas.
- Uses mapping to organize thoughts.
- Revises for one trait of the seven-traits model.
- Reads and discusses own work.
- Gathers information from sources and presents content.
- Participates in shared research and writing projects.
- Recalls information from experiences or gathers information from provided sources to answer a question.
- Writes informative/explanatory texts.



- Uses mapping to organize thoughts.
- Writes informative/explanatory texts.
- Reviews writing of authors to analyze effective writing.

### **Communication (Speaking & Listening)**

- Participates in collaborative conversations with diverse partners about grade 2 topics and texts.
- Follows agreed-upon rules for discussions.
- Builds on others' talk in conversations by linking their comment to the remarks of others.
- Asks for clarification and further explanation as needed.
- Recounts or describes key ideas or details from a text read aloud or information presented.
- Asks and answers questions about what a speaker says to clarify.
- Gives and follows three and four step directions.
- Presents knowledge and ideas to varied audiences.
- Creates audio recordings of stories or poems; adds drawings or other visual displays to stories.
- Produces complete sentences when appropriate to task and situation to provide requested detail or clarification.

## **Second Grade Mathematics**

### **Overview**

In second grade, students apply place value and operations knowledge to solve addition and subtraction problems. They can explain the relationship between addition and subtraction and why specific strategies work. Second grade students begin to understand multiplication as repeated addition of equal groups. They can represent and solve problems involving multiplication and division and can count by multiples. Second grade students learn to use calendar and time language accurately and convert units of time, and they apply their knowledge of money and symbols to solve complex word problems. Second grade students begin to estimate, measure, and compare volume, weight, and temperature and can collect and interpret data to create graphs.

### **Counting & Cardinality**

- Expands number conceptualization.
- Counts backwards from 1,000 using a variety of methods.

### **Operations & Algebraic Thinking**

- Represents and solves problems involving addition and subtraction within 100.
- Solves one- and two-step word problems with addition and subtraction.
- Represents and solves problems involving multiplication and division.
- Uses repeated subtraction, equal sharing, and equal groups with remainders to solve division problems.
- Fluently adds and subtracts within 20 using mental strategies.
- By the end of grade 2, knows all the sums of two one-digit numbers by memory.
- Works with equal groups of objects to gain a foundation for multiplication.
- Writes equations to express an even number as a sum of two equal addends.
- Determines whether a group of objects up to 20 has an odd or even number of members.

- Uses repeated addition, arrays, and counting by multiples to solve multiplication problems.
- Uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns.
- Knows multiplication facts for the 2s, 5s, and 10s.

### **Numbers & Operations**

- Understands place value.
- Understands three digits of a three-digit number represents amounts of hundreds, tens, ones, as well as special cases.
- Counts within 1,000.
- Skip counts by 5s, 10s, and 100s.
- Reads and writes numbers to 1,000 using base-ten numerals, number names, and expanded form.
- Compares two three-digit numbers based on the meaning of hundreds, tens, and ones digits using  $>$ ,  $=$ , and  $<$  symbols
- Uses knowledge of place value and properties of operations to add and subtract.
- Fluently adds and subtracts within 100 using strategies based on place value and properties of operations.
- Adds up to four two-digit numbers using strategies based on place value and properties of operations.
- Adds/ subtracts within 1,000 using concrete models/drawings, as well as strategies based on place value, properties of operations, and the relationship between addition and subtraction.
- Relates strategies to a written method.
- Mentally adds and subtracts 10 or 100 to a given number 100-900.
- Explains why addition and subtraction strategies work, using place value and the properties of operations.
- Identifies, names, and compares fractions from  $\frac{1}{4}$  to  $\frac{1}{2}$ .

### **Measurement & Data**

- Measures lengths of a variety of objects using the appropriate tools.
- Estimates lengths using units of inches, feet, centimeters, and meters.
- Measures length of an object twice using different units and describes how two measurements relate to the size of the unit.
- Measures to determine how much longer one object is than another, expressing the difference using a standard length unit.
- Relates addition and subtraction to length by solving word problems involving lengths that are given the same units.
- Represents whole numbers as lengths from 0 on a number line diagram with equally spaced points.
- Represents whole-number sums and differences within 100 on a number line diagram.
- Tells and writes time from analog and digital clocks to the nearest 5 minutes, distinguishing between a.m. and p.m.
- Calculates the duration of time in hour intervals.
- Understands relationships of time and uses calendar and time language accurately.
- Solves word problems involving money, using \$ and ¢ symbols appropriately.
- Estimates and measures the distance around a figure to determine the perimeter.
- Measures and compares capacity, volume, weight, and temperature using appropriate strategies and tools.

- Demonstrates an understanding of temperatures by reading Fahrenheit and Celsius thermometers to the nearest 1- degrees.
- Calculates differences in temperatures.
- Represents, interprets, and analyzes data using line plots, picture graphs, and bar graphs.
- Compares problems using information presented in a bar graph.
- Uses technology to explore math skills and to construct graphs.
- Identifies parts of data such as the mode and the range.

## **Geometry**

- Identifies, describes, and reasons with shapes and their attributes.
- Recognizes and draws shapes having specified attributes.
- Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes.
- Partitions rectangles into rows and columns of equal square and counts to find the number of them.
- Partitions circles and rectangles into two, three, or four equal shares, using mathematical vocabulary to describe the shares.
- Recognizes that equal shares of identical wholes do not need to have the same shape.
- Identifies, describes, sorts, compares, and contrasts one-, two-, and three-dimensional figures, using appropriate mathematical vocabulary to describe their attributes.
- Identifies and creates symmetric figures using a line of symmetry.
- Identifies congruent shapes and manipulates them to create other figures.
- Understands positional language.
- Explores slides, flips, and turns and predicts the reflection of a given two-dimensional shape using concrete materials.
- Locates and identifies the coordinate points of objects in the first quadrant of a coordinate grid.

## **Second Grade Science**

### **Overview**

The STEMscopes 3D curriculum for 2nd grade provides a comprehensive exploration of fundamental scientific concepts through four distinct bundles. Students investigate the needs of organisms for survival, growth, and reproduction, culminating in a mission to draw and label a restored habitat destroyed by fire. They then delve into the effects of slow and fast changes to Earth's landscape, identifying causes of mudslides and devising prevention plans. Through hands-on activities, students learn about mapping landforms and water features, creating maps that include icebergs, coastlines, and islands. Additionally, they explore the selection and use of materials based on physical properties, crafting lists of materials for food preservation and shelter creation on a rainy-day camping trip. The curriculum seamlessly integrates traditional materials with digital components, offering a dynamic and immersive educational experience for students to develop critical thinking and problem-solving skills.

### **Organisms — Needs & Interactions**

- Anchoring Phenomena: Exploring the needs of plants and animals for survival, growth, and reproduction.
- Unit Mission Goal: Drawing and labeling a restored habitat previously destroyed by fire.
- Topics: What plants need, animal and plant dependence, diversity of living things.

### **Dealing with Changes to Earth**

- Anchoring Phenomena: Understanding the effects of slow and fast changes to Earth's landscape.
- Unit Mission Goal: Determining the causes of changes, particularly mudslides, and devising a prevention plan.
- Topics: Quick changes to land, slow changes to land, effects of wind and water.

### **Mapping Land and Water**

- Anchoring Phenomena: Presenting shapes and types of landforms and water in an area.
- Unit Mission Goal: Creating a map that includes icebergs, coastlines, islands, and visible landforms from the ocean.
- Topics: Mapping our world, forms of water on Earth.

### **Selecting and Using Materials in the Design Process**

- Anchoring Phenomena: Selecting materials based on their physical properties for food protection and shelter.
- Unit Mission Goal: Creating lists of materials suitable for food preservation, designing a blueprint for a rainy-day camping trip.
- Topics: Properties and states of matter, properties of materials, building blocks of matter, changes from heat.

## **Second Grade Social Studies**

### **Overview**

Grade 2 students delve into basic geographical concepts, including maps, globes, and landforms. They learn about different cultures, traditions, and geographical features. The curriculum introduces students to the basics of government, rights and responsibilities, and how these concepts impact their daily lives

### **My World**

- **Maps and Globes:** Introduction to basic map and globe skills.
- **Landforms and Bodies of Water:** Identifying different landforms and bodies of water around the world.

### **People and Places**

- **Cultures and Traditions:** Exploring different cultures and traditions around the world.
- **Geographical Features:** Understanding the significance of geographical features in different regions.

### **My Country and Government**

- **Government Basics:** Introduction to the basic structure of government and its functions.
- **Rights and Responsibilities:** Understanding the rights and responsibilities of citizens.

## **Third Grade**

### **Third Grade English Language Arts**

#### **Overview**

In third grade, students begin to demonstrate mastery of the sound structure as they apply phonics to decode single syllable and multisyllabic words with fluency to support comprehension. They begin to develop awareness, perspective, and language for referring to and discussing fiction and nonfiction texts of various genres. Third grade students are able to ask and answer increasingly complex questions while referring to source material to support their ideas and understanding. They also begin to routinely engage in extended writing activities, using research and implementing the writing process on their own and collaboratively. Third grade students engage in short research projects using technology for production and to enhance presentations.

### **Foundational Skills**

- Knows and applies grade-level phonics and word analysis skills when decoding words.
- Knows the meaning of the most common prefixes and suffixes.
- Decodes words with common Latin suffixes.
- Decodes multi-syllabic words.
- Reads grade-appropriate irregularly spelled words.
- Reads with accuracy and fluency to support comprehension of grade-level text.
- Reads grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Uses context to confirm or self-correct words recognition and understanding.
- Develops vocabulary through independent reading and connects meanings to real-world experiences.
- Performs rapid and accurate word naming when reading grade-level text.

### **Reading: Literature**

- Independently and proficiently reads and comprehends grade-level literature.
- Identifies key ideas and details in literature.
- Demonstrates an understanding of grade 3 texts, referring explicitly to the text as a basis for answers and explanations.
- Recounts stories from diverse cultures.
- Determines the central message, lesson, or moral in diverse texts and explains how it is conveyed through key details.
- Describes characters and their traits, feelings, and motivations.
- Distinguishes between fiction and nonfiction, fact and opinion, and sense and nonsense.
- Analyzes an author's craft and structure in literature.
- Distinguishes between literal and nonliteral language when determining meaning of words and phrases in text.
- Refers to the parts of literature when writing or speaking about a text, using the appropriate terms.
- Describes how each part of a text builds on earlier sections.
- Distinguishes their own point of view from that of the narrator or characters.
- Analyzes features, events, and characters in stories.
- Explains how illustrations contribute to what is conveyed by the words in the story.
- Compares and contrasts themes, settings, and plots of stories from a series by the same author.
- Relates prior knowledge to make connections to text before, during, and after reading.

### **Reading: Informational Text**

- Independently and proficiently reads and comprehends grade-level informational text.

- Identifies key ideas and details in a variety of grade-level informational texts.
- Determines the main idea of a text, recounts the key details, and explains how the key details support the main idea.
- Uses text information to ask and answer questions.
- Describes the relationship between a series of historical events, scientific concepts, or steps in technical procedures.
- Uses language that pertains to time, sequence, and cause and effect when describing relationships in a text.
- Analyzes and uses features in informational text.
- Uses information gained from illustrations and graphics to demonstrate understanding of the text.
- Describes a logical connection between particular sentences and paragraphs in a text.
- Compares and contrasts the most important points in two texts on the same topic.
- Reads and organizes information for different purposes.
- Analyzes craft and structure in grade-level informational texts.
- Uses text features and search tools to locate information relevant to a given topic efficiently.
- Distinguishes their own point of view from that of the author.
- Begins to recognize an author's purpose for writing a given text.
- Begins to recognize propaganda and persuasive devices.

## Writing

### Introduction to Narrative Writing

- **Understanding Narrative Writing:** Explaining the purpose of telling a story or recounting an event with a clear sequence and engaging elements.
- **Structure of Narrative Texts:** Familiarity with the typical structure, including introduction, plot development, and conclusion.

### Developing the Narrative

- **Choosing a Topic:** Selecting a relevant and engaging topic or personal experience for the narrative.
- **Planning the Story:** Organizing the main events and details to create a coherent and engaging narrative structure.

### Crafting the Narrative

- **Introduction**
  - **Setting the Scene:** Writing an introduction that establishes the setting, characters, and initial situation.
  - **Hook:** Creating an engaging opening to draw the reader into the story.
- **Plot Development**
  - **Building the Plot:** Developing the main events of the story with a clear beginning, middle, and end.
  - **Character Development:** Introducing characters and showing their actions, thoughts, and emotions.
  - **Using Dialogue:** Including dialogue to reveal character interactions and advance the plot.

- **Adding Descriptive Details:** Using sensory details to enhance the story and create vivid imagery.
- **Conclusion**
  - **Resolving the Plot:** Concluding the story with a resolution that ties up the main events.
  - **Reflecting on the Experience:** Offering a final thought or insight related to the story.

## Analyzing and Revising

- **Peer Review**
  - **Giving Feedback:** Learning how to provide constructive feedback to peers on their narratives.
  - **Receiving Feedback:** Incorporating peer feedback to improve the clarity and engagement of the story.
- **Self-Assessment**
  - **Using Checklists:** Evaluating one's own work using checklists to assess story elements, organization, and engagement.

## Language and Conventions

- **Grammar and Usage**
  - **Sentence Structure:** Writing clear and varied sentences to enhance the readability and flow of the narrative.
  - **Punctuation and Mechanics:** Correctly using punctuation and mechanics to ensure clarity and precision.
- **Vocabulary**
  - **Descriptive Language:** Using descriptive and engaging language to bring the story to life.
  - **Transition Words:** Applying transitional phrases to guide readers through the sequence of events.

## Reflecting on the Writing Process

- **Reflecting on Growth:** Assessing what was learned during the writing process and identifying areas for improvement.
- **Setting Goals:** Establishing personal writing goals for future narrative tasks based on reflections and feedback.

## Capitalization and Punctuation

- **Titles:** Capitalize and format titles correctly.
- **Commas:** Use commas with introductory elements and in lists.
- **Dialogue and Quotations:** Format and punctuate dialogue and quotations properly.
- **Periods, Question Marks, Exclamation Points:** Use end punctuation correctly.

## Commonly Confused Words

- **Apostrophes:** Use apostrophes for contractions and possessives.
- **Homophones:** Choose and use the correct homophones (e.g., their/there/they're).

## Sentence Structure

- **Fragments:** Fix incomplete sentences (fragments).
- **Verb Tenses:** Correct shifts in verb tense; use verbs in simple tenses (present, past, future).
- **Complex and Compound Sentences:** Write sentences with multiple clauses; use conjunctions to combine sentences.

## Parts of Speech

- **Nouns:** Use common and proper nouns, and form singular and plural nouns.
- **Verbs:** Use action and linking verbs; apply verbs in different tenses.
- **Adjectives:** Describe nouns with adjectives; use comparative and superlative forms.
- **Adverbs:** Modify verbs, adjectives, and other adverbs with adverbs.
- **Conjunctions:** Connect words and clauses with conjunctions (e.g., and, but, or).

## Writing Skills

- **Character Responses:** Show how characters respond in writing.
- **Using Evidence:** Include evidence to support information and opinions in writing (informational and opinion writing).

## Communication (Speaking & Listening)

- Participates in collaborative discussions with diverse partners on grade 3 topics and texts, building on others's ideas while expressing their own clearly.
- Come to discussions prepared and explicitly draws on the required material to explore ideas under discussion.
- Follows agreed-upon rules for discussions, including gaining the floor in respectful ways and staying on topic.
- Speaks clearly at an understandable pace when reporting on a topic, telling a story, or recounting an experience with relevant facts and descriptive details.
- Speaks in complete sentences when providing requested details or information.
- Asks questions to check understanding of information presented and links comments to the remarks of others.
- Explains their own ideas and understanding of the topic under discussion.
- Distinguishes between a speaker's opinions and verifiable facts.
- Creates engaging audio recordings and adds visual displays to presentations to emphasize specific points.
- Follows multi-step oral directions.

## Third Grade Mathematics

### Overview

In third grade, students begin to understand the relationship between multiplication and division and can use them to solve word problems. By the end of third grade, they can fluently add and subtract within 1000 and fluently multiply and divide within 100. They solve two-step problems with variables representing unknown values and understand basic fractions and whole numbers expressed as fractions. Third grade students solve word problems involving measurement of time, money, temperature, volume, and mass. Integrating algebraic thinking and geometry,



students begin to apply multiplication and addition to solve problems related to perimeter and area. In third grade, students recognize, draw, and categorize shapes, lines, and angles.

### **Operations & Algebraic Thinking**

- Represents and solves problems involving multiplication and division, fluently multiplying and dividing within 100.
- Interprets products of whole numbers.
- Interprets whole-number quotients.
- Uses multiplication/ division within 100 to solve word problems involving equal groups, arrays, and measurement quantities.
- Determines the unknown whole number in a multiplication or division equation relating to three whole numbers.
- Understands the properties of multiplication and the relationship between multiplication and division.
- Applies properties of operations as strategies to multiply and divide.
- Understands division as an unknown-factor problem.
- Solves problems involving the four operations, identifies and explains patterns in arithmetic.
- Solves two-step word problems using the four operations and uses a letter to stand for the unknown quantity.
- Assesses the reasonableness of answers using mental computation and estimation.
- Identifies arithmetic patterns and explains them using properties of operations.

### **Numbers & Operations**

- Uses place value knowledge and properties of operations to perform multi-digit arithmetic.
- Understands how to round numbers to the nearest 10 or 100 using place value.
- Fluently adds and subtracts within 1,00 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction.
- Multiplies one-digit whole numbers by multiples of 10 within 10-90.
- Adds and subtracts decimals.
- Reads and writes decimal to the hundredths using concrete materials and models.
- Multiplies one-digit numbers by two- and three-digit numbers.
- Orders numbers and rounds to tens, hundreds, and thousands.
- Understands the Number System, using positive and negative numbers.
- Uses concepts of negative numbers.
- Understands relationships in number lines.
- Writes, interprets, and explains statements of order for rational numbers in real-world contexts.
- Works with equivalent and nonequivalent numbers.
- Knows that two numbers in different forms are equivalent or nonequivalent using whole numbers, fractions, and decimals.
- Develops an understanding of fractions as numbers.
- Understands a fraction as a number on a number line.
- Represents fractions on a number line diagram.
- Explains equivalence of fractions in special cases and compares fractions by reasoning about their size.
- Recognizes and generates simple equivalent fractions.
- Uses a model to explain why fractions are equivalent.
- Expresses whole numbers as fractions and recognizes fractions that are equivalent to whole numbers.

- Compares two fractions with the same numerator or the same denominator by reasoning about their size.
- Adds and subtracts simple fractions with common denominators.

### **Measurement & Data**

- Uses schedules, calendars, and elapsed time in hour intervals to solve real world problems.
- Identifies equivalent amounts of time.
- Identifies, uses, and determines the value of money by comparing, counting, and making change.
- Solves statistical and probability problems.
- Designs investigations by collecting and organizing data.
- Solves problems involving measurement and estimation.
- Measures and estimates liquid volumes and masses using standard units.
- Adds, subtracts, multiplies, and divides to solve word problems involving masses and volumes.
- Solves problems involving measurement and estimation.
- Tells and writes time to the nearest minutes and measures time intervals in minutes.
- Solves problems involving subtraction/addition of time intervals in minutes, represents the problem on a number line diagram.
- Measures and estimates liquid volumes and masses of objects using standard units of grams, kilograms, and liters.
- Adds, subtracts, multiplies, and divides to solve one-step word problems involving masses or volumes in the same units.
- Determines whether an accurate or estimated measurement is needed for a solution.
- Completes simple unit conversions within a measurement system.
- Reads temperatures to the nearest degree in Fahrenheit and Celcius.
- Represents and interprets data.
- Draws a scaled picture graph and a scaled bar graph to represent a data set with several categories.
- Solves one- and two-step “how many more” and “how many less” problems using information from scaled bar graphs.
- Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
- Shows the data in a line plot with appropriate units marked.
- Translates problem situations into diagrams and models.
- Represents and analyzes patterns and functions using words, tables, graphs, and decimal notation.
- Identifies and solves problems using numerical data, mean, median, and mode.
- Identifies range, mean, median, and mode in a set of numerical data in order to analyze it.
- Solves real-world and mathematical problems involving perimeters of polygons.
- Recognizes area as an attribute of plane figures and understands concepts of area measurement.
- Understands concepts area and relates area to the operations of multiplication and addition.
- Uses area models to represent the distributive property.
- Recognizes area as additive.
- Uses tiling to show the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ .

- Multiplies side lengths to find areas of rectangles.
- Understands and solves statistical and probability problems.
- Designs investigations by collection and organizing data on a chosen topic by forming questions, using observations, measurements, surveys, and experiments.
- Analyzes data to form tables, bar graphs, picture graphs, and line plots.
- Summarizes and displays the results of probability experiments in a clear and organized manner.
- Understands the effectiveness of using statistical methods to recognize trends, make and explain generalizations, and make decisions.
- Records the possible outcomes for events and systematically keeps track of outcomes on repeat occurrences.
- Uses the results of probability experiments to predict future events and justifies reasoning.

## **Geometry**

- Draws and identifies lines and angles.
- Classifies shapes by properties of their lines and angles.
- Reasons with shapes and their attributes.
- Understands that shapes have different categories, may share attributes, and that shared attributes can define a larger category.
- Recognizes rhombuses, rectangles, and squares as quadrilaterals and draws examples of quadrilaterals that do not belong into any of these subcategories.
- Partitions shapes into equal parts with equal areas.
- Identifies, draws, and compares representations of lines and angles.
- Predicts and describes the results of flipping, sliding, and turning two-dimensional shapes.
- Identifies and describes congruent and symmetrical figures.
- Draws and identifies lines and angles and classifies shapes by properties of their lines and angles.
- Locates graph points and ordered pairs on a coordinate plane.
- Makes and uses coordinate systems to specify locations on grids and describe paths.
- Knows how to identify, locate, and plot ordered pairs of whole numbers on a graph.

## **Third Grade Science**

### **Overview**

Stemscopes 3D for Grade 3 delivers a comprehensive science curriculum enriched with both traditional materials and digital components. The curriculum is structured around five bundles covering diverse scientific topics. Anchoring phenomena engage students in real-world applications, while unit mission goals foster inquiry-based learning. Topics encompass life cycles, force and motion, weather and climate, and the properties of matter. Through hands-on activities and interactive digital resources, students explore these concepts in depth, developing critical thinking and problem-solving skills. The integration of digital components enhances learning, providing access to simulations, multimedia content, and virtual labs, creating a dynamic and immersive educational experience that prepares students for further exploration and understanding of the natural world.

### **Animal Development and Survival**

- Anchoring Phenomena: Creating a visitors' center display about a new animal.

- Unit Mission Goal: Researching an animal and its environment to create a diorama showing life cycles and benefits of group living.
- Topics: Life cycles, social and group behavior.

### **Environments and the Traits of Organisms**

- Anchoring Phenomena: Exploring how animals adapt to new environments.
- Unit Mission Goal: Writing and performing a play about an animal family's struggle in a new environment.
- Topics: Inheritance and variation of traits, environmental traits, adaptations, environmental changes and effects.

### **Organisms Change over Time**

- Anchoring Phenomena: Understanding the information fossils provide about past life and environments.
- Unit Mission Goal: Learning about fossils and creating a poster showing what they reveal about specific fossils.
- Topics: Plant and animal extinction, fossils, survival of the fittest.

### **Dealing with Hazardous Weather Worldwide**

- Anchoring Phenomena: Providing information and suggestions to reduce the impact of high-risk weather.
- Unit Mission Goal: Developing a presentation for the community about high-risk weather in their area.
- Topics: Weather and climate, processes and impacts of natural hazards.

### **Using Magnetic Force**

- Anchoring Phenomena: Exploring interactions between different objects.
- Unit Mission Goal: Designing a contraption featuring balanced, unbalanced, and magnetic forces to move an object.
- Topics: Magnetic force, balanced and unbalanced forces.

## **Third Grade Social Studies**

### **Overview**

In 3rd Grade, students learn about different types of communities (urban, rural, suburban) and their economic activities. They explore the geographical regions of the United States, noting cultural and economic differences. The curriculum also introduces American history through significant historical figures and events and covers the basic structure and functions of government.

### **Communities**

- **Types of Communities:** Exploring different types of communities (urban, rural, suburban).
- **Economic Activities:** Understanding basic economic activities and resources in various communities.

### **Regions of the United States**

- **Geographical Regions:** Learning about the different regions of the United States and their characteristics.
- **Cultural and Economic Differences:** Exploring the cultural and economic differences between regions.

## History and Government

- **Historical Figures and Events:** Introduction to key historical figures and events in American history.
- **Government Structure:** Understanding the basic structure and functions of local, state, and federal governments.

## Fourth Grade

### Fourth Grade English Language Arts

#### Overview

In fourth grade, students apply knowledge of phonics to accurately decode words as they transition from learning-to-read to reading-to-learn. Fourth grade students begin to distinguish between literary genres by analyzing structure and can explain the major differences when writing and speaking about a text. They describe and use the structure of informational texts to make meaning of what they are reading and to make accurate inferences. Fourth grade students explore nuances and word relationships and develop an understanding of figurative language to determine themes. They extend their thinking by comparing and contrasting different texts with the same topic or theme. In written and verbal communication, fourth grade students purposefully choose words, phrases, and language conventions to express their ideas with precision.

#### Foundational Skills

- Knows and applies grade-level phonics and word analysis skills to decode words.
- Uses combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology to read accurately.
- Reads with accuracy and fluency to support comprehension of grade-level texts.
- Reads grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Develops vocabulary through independent reading and connects meanings to real-world experiences.
- Performs rapid and accurate word naming when reading grade-level text.

#### Reading: Literature

- Reads and comprehends increasingly complex literature, including stories, drama, and poems.
- Refers to details and examples in a text when explaining what it stated explicitly and to support inferences.
- Uses details in the text to determine the theme of a piece of literature
- Summarizes the text accurately to demonstrate understanding of the theme.
- Provides in-depth descriptions of characters, settings, or events, drawing on specific details in the text.

- Explains connections between characters and events in literary works to their own real-life experiences.
- Analyzes author’s craft and structure in grade-level literary texts.
- Determines meanings of words/ phrases used in context, including those that allude to significant characters in mythology.
- Explains major differences between literary genres, referring to structural elements of poems/drama when writing or speaking.
- Compares and contrasts the point of view from which different stories are narrated.
- Knows the difference between first-and third person narrations.
- Analyzes features, events, and characters in grade-level literary texts.
- Makes connections between visual/ oral presentations of stories and written versions, noting the differences in each medium.
- Compares and contrasts the treatment of similar themes and patterns of events in stories, myths, and traditional literature from diverse cultures.

### **Reading: Informational Text**

- Identifies key ideas and details in grade-level informational texts.
- Refers to details and examples in a text when explaining explicit information and when drawing inferences.
- Determines the main idea of an informational and explains how key details support it.
- Accurately summarizes the information in a text to demonstrate understanding of the main idea.
- Uses information from a text to explain events, procedures, ideas, concepts in historical, scientific, and technical texts.
- Determines fact and opinion in grade-level informational texts.
- Analyzes and uses features in grade-level informational texts.
- Interprets information presented visually, orally, quantitatively and explains how information contributes to understanding.
- Explains how an author uses reasons and evidence to support particular points.
- Integrates information from two texts on the same topic in order to write and speak about the subject knowledgeably.
- Analyzes author’s craft and structure in a variety of grade-level informational texts.
- Determines the meaning of general academic and domain-specific terms a text relevant to grade-level topics and subjects.
- Describes the overall structure of events, ideas, concepts, and information in a text or part of a text.
- Compares and contrasts a firsthand and secondhand account of the same event or topic, describing the differences in focus and information.

## **Writing**

### **Introduction to Informational Writing**

- **Understanding Informational Writing:** Explaining the purpose of conveying clear and factual information about a topic.
- **Structure of Informational Texts:** Familiarity with the typical structure, including introduction, body paragraphs, and conclusion.

### **Developing the Content**

- **Selecting a Topic:** Choosing a relevant and interesting topic for informational writing.
- **Researching Information:** Gathering facts, data, and details from various sources to support the topic.
- **Organizing Information:** Structuring the gathered information logically to enhance clarity and flow.

### Crafting the Informational Text

- **Introduction**
  - **Engaging Opening:** Writing an introduction that captures the reader's interest.
  - **Thesis Statement:** Developing a clear thesis statement that outlines the main topic and purpose.
- **Body Paragraphs**
  - **Topic Sentences:** Writing topic sentences that introduce the main ideas of each paragraph.
  - **Providing Details:** Including facts, examples, and explanations to support each main idea.
  - **Using Transitions:** Employing transition words and phrases to connect ideas and maintain a logical flow.
- **Conclusion**
  - **Summarizing Information:** Recapping the main points and reinforcing the central message.
  - **Closing Thoughts:** Offering a concluding remark or final thought to leave a lasting impression on the reader.

### Analyzing and Revising

- **Peer Review**
  - **Giving Feedback:** Learning how to provide constructive feedback to peers on their informational texts.
  - **Receiving Feedback:** Incorporating peer feedback to enhance the clarity and effectiveness of the writing.
- **Self-Assessment**
  - **Using Checklists:** Evaluating one's own work with checklists to assess the effectiveness of organization, content, and presentation.

### Language and Conventions

- **Grammar and Usage**
  - **Sentence Structure:** Writing clear and varied sentences to improve readability.
  - **Punctuation and Mechanics:** Correctly using punctuation and mechanics to ensure precision and clarity.
- **Vocabulary**
  - **Informative Language:** Using precise and informative language to convey factual content.
  - **Transition Words:** Applying transitional phrases to guide readers through the text seamlessly.

### Research and Citation

- **Gathering Information:** Conducting research to find accurate and relevant information for the topic.
- **Citing Sources:** Learning basic citation skills to credit sources and avoid plagiarism.

### Reflecting on the Writing Process

- **Reflecting on Growth:** Assessing what was learned during the writing process and identifying areas for improvement.
- **Setting Goals:** Establishing personal writing goals for future informational writing tasks based on reflections and feedback.

### Capitalization and Punctuation

- **Capitalizing Proper Nouns:** Capitalize names of people, places, and specific things.
- **Using Commas in Compound Sentences:** Place commas before coordinating conjunctions (e.g., and, but, or) in compound sentences.
- **Using Commas with Direct Address:** Use commas when directly addressing someone (e.g., "Let's eat, Grandma.>").
- **Using Commas with Appositives:** Insert commas to set off appositives (e.g., "My friend, Alice, is coming over.>").
- **Using Apostrophes for Possessives:** Form possessives for both singular and plural nouns (e.g., "The dog's bone," "The dogs' park").
- **End Punctuation:** Use periods, question marks, and exclamation points appropriately.

### Commonly Confused Words

- **Homophones and Homonyms:** Correctly use commonly confused words (e.g., affect/effect, there/their/they're).
- **Apostrophe Use:** Differentiate between contractions and possessives (e.g., "it's" vs. "its").

### Sentence Structure

- **Identifying and Correcting Run-On Sentences:** Recognize and correct run-on sentences by splitting or properly connecting clauses.
- **Using Conjunctions to Join Clauses:** Use conjunctions (e.g., because, although) to connect dependent and independent clauses.
- **Creating Complex Sentences:** Write sentences that include one independent clause and one or more dependent clauses.
- **Forming Compound Sentences:** Combine two independent clauses with a comma and a coordinating conjunction.

### Parts of Speech

- **Nouns:** Use common, proper, abstract, and collective nouns; form singular and plural nouns.



- **Verbs:** Identify and use regular and irregular verbs; recognize verbs in different tenses (past, present, future); use verbs in simple and progressive tenses (e.g., "is running," "was jumping").
- **Adjectives:** Use adjectives to provide detailed descriptions; apply comparative and superlative forms (e.g., tall, taller, tallest).
- **Adverbs:** Modify verbs, adjectives, and other adverbs; identify adverbs of manner, time, frequency, and degree.
- **Pronouns:** Use pronouns correctly and match them with their antecedents (e.g., he, she, it, they).

### Sentence and Paragraph Writing

- **Combining Sentences for Clarity:** Combine short, choppy sentences into more complex and cohesive ones.
- **Using Transitional Words:** Employ transitional words and phrases (e.g., however, moreover, therefore) to improve flow and coherence.
- **Writing Paragraphs with Topic Sentences:** Develop paragraphs with a clear topic sentence and supporting details.

### Communication (Speaking & Listening)

- Participates in discussions with diverse partners on topics/texts, building on other's ideas while expressing their own clearly.
- Come to discussions prepared and explicitly draws on the required material to explore ideas under discussion.
- Follows agreed-upon rules for discussions and carries out assigned roles.
- Poses and responds to specific questions to clarify or follow up on information.
- Makes comments that contribute to a discussion and link their ideas to the remarks of others.
- Reviews the key ideas expressed by others and explains their own thinking relative to the discussion.
- Paraphrases text and information presented in diverse media and formats.
- Identifies a speaker's reasons and evidence to support points.
- Reports on topics in an organized manner, using appropriate and relevant facts to support ideas and themes.
- Adds audio and visual components to presentations to enhance the information.
- Differentiates between and uses formal English and informal discourse depending on the context, situation, and audience.
- Gives precise oral directions and instructions.
- Makes eye contact when giving presentations.
- Uses appropriate words to shape reactions, perceptions, and beliefs.
- Distinguishes between relevant and irrelevant statements.

### Fourth Grade Mathematics

#### Overview

In fourth grade, students use the four operations to solve multi-step word problems. They are able to use mental math to estimate, round, and assess their solutions to problems, and they understand the relationship between variables in an equation. Fourth grade students use knowledge of place value to solve multi-digit multiplication and division problems, and develop a deep understanding of fractions as they compare, manipulate, and solve problems using

fractions and mixed numbers. They also begin to understand probability and predictions using data. In fourth grade, students learn to classify and compare the characteristics of angles, lines, and shapes.

### **Operations & Algebraic Thinking**

- Uses the four operations with whole numbers to solve problems.
- Interprets a multiplication equation as a comparison.
- Represents verbal statements of multiplicative comparisons as equations.
- Multiplies or divides to solve word problems involving multiplicative comparisons.
- Solves multi-step word problems posed with whole numbers and having whole number answers using the four operations.
- Interprets remainders in multi-step problems.
- Represents multi-step problems using equations with a letter standing for an unknown quantity.
- Assesses the reasonableness of answers using mental computation and estimation strategies, including rounding.
- Uses and describes estimation strategies to solve a variety of mathematics problems.
- Interprets and evaluates mathematical expressions that contain parenthesis.
- Understands equation with two variables is a formula for determining the second number when value for first variable is given.
- Understands the order of operations.
- Understands and finds factors and multiples.
- Finds factor pairs for whole numbers from 1-100.
- Recognizes a whole number is a multiple of each of its factors.
- Determines whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.
- Generates and analyzes patterns that follow a given rule and identify features of a pattern not explicitly in the rule.
- Explains informally why numbers in a pattern continue to alternate in a specific way.

### **Numbers & Operations**

- Identifies and uses various numbers within the Numbers System.
- Identifies, understands, and uses positive and negative fractions, decimals, and whole numbers.
- Identifies the relative position of positive and negative fractions, decimals, and whole numbers on a number line.
- Uses place value knowledge to name, compare, round, and perform operations with multi-digit numbers.
- Recognizes that a digit in one place represents ten times what it represents in the place to its right.
- Reads and writes multi-digit whole numbers using base-ten numerals, number names, and expanded form.
- Compares two multi-digit numbers based on the meaning of digits, using  $>$ ,  $=$ , and  $<$  symbols to record comparisons.
- Uses place value knowledge to round multi-digit whole numbers to any place.
- Uses place value knowledge and properties of operations to perform multi-digit arithmetic.
- Fluently adds and subtracts multi-digit whole numbers using the standard algorithm.
- Multiplies a whole number up to four digits by a one-digit number and multiplies two two-digit numbers using strategies.

- Finds whole-number quotients and remainders up to four-digit dividends and one-digit dividends using strategies.
- Illustrates and explains calculations by using equations, rectangular arrays, and area models.
- Understands and uses the standard algorithms for multiplication and division of multi-digit numbers by solving multiplication problems with 2-3 digit numbers and numbers that divide a multi-digit number by a 1-digit divisor.
- Extends understanding of fractions as numbers by comparing, performing operations, and solving problems.
- Explains equivalent fractions by using visual models.
- Recognizes and generates equivalent fractions.
- Compares two fractions with different numerators and different denominators.
- Recognizes that comparisons are only valid when the two fractions refer to the same whole, using  $>$ ,  $=$ , and  $<$  symbols to record the comparisons and justifies conclusions.
- Understands addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decomposes a fraction into a sum of fractions with the same denominator in multiple ways, using equations to record each decomposition, and justifying decompositions.
- Adds and subtracts mixed numbers with like denominators.
- Multiplies a fraction by a whole number by applying and extending previous understandings of multiplication.
- Solves word problems involving multiplication of a fraction by a whole number.
- Understands decimal notation for fractions and compares decimal fractions.
- Compares two decimals to hundredths by reasoning about their size and recognizes that comparisons are valid only when the two decimals refer to the same whole using  $>$ ,  $=$ , and  $<$  symbols to record the comparisons and justifies conclusions.

## **Measurement & Data**

- Solves problems involving measurement and conversion of measurements.
- Knows relative sizes of measurement units.
- Expresses measurements in a larger unit in terms of a smaller unit.
- Records measurement equivalents in a two-column table.
- Generates a conversion table for feet and inches listing the number pairs.
- Uses operations to solve word problems involving distances, intervals of time, liquid volumes, mass, and money.
- Represents measurement quantities using diagrams that feature a measurement scale.
- Applies the area and perimeter formulas for rectangles in real world and mathematical problems.
- Applies strategies/formulas to estimate/calculate area and perimeter of complex shapes by dividing figure into basic shapes.
- Explores what happens to measurements of two-dimensional shapes when the shape is changed.
- Collects, represents, and interprets data.
- Makes a line plot to display a data set of measurements in fractions of a unit.
- Solves problems involving addition and subtraction of fractions using information presented in line plots.
- Labels and uses different parts of a graph accurately.
- Collects and represents data on a number line and on coordinate graphs, tables, and charts.
- Uses technology to compute, represent, and evaluate.

- Predicts, tests, and represents possible outcomes for a simple probability situation using mathematical language.
- Uses statistical data to identify trends and to justify generalizations.
- Identifies, locates, and plots ordered pairs of whole numbers on a graph or first quadrant of a coordinate system.
- Understands the concept of angles and measures angles.
- Recognizes angles as geometric shapes that are formed when two rays share a common endpoint.
- Understands the concepts of angle measurement, and measures angles in whole-number degrees using a protractor.
- Sketches angles of specified measure.
- Recognizes angle measure as additive.
- Solves addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.

### **Geometry**

- Identifies, classifies, and draws lines, angles, and shapes.
- Draws points, lines, line segments, rays, a variety of angles, and perpendicular and parallel lines.
- Identifies points, lines, line segments, rays, and angles in two-dimensional figures.
- Classifies two-dimensional figures based on presence/ absence of parallel or perpendicular lines or angles of a specified size.
- Recognizes right triangles as a category and can identify right triangles.
- Recognizes a line of symmetry for a two-dimensional figure as a line across the figure that can be folded into matching parts.
- Identifies line-symmetric figures and draws lines of symmetry.

### **Fourth Grade Science**

#### **Overview**

Stemscopes 3D for Grade 4 offers a comprehensive science curriculum enriched with both traditional materials and digital components. The curriculum is organized into four bundles covering various scientific concepts. Anchoring phenomena engage students in real-world applications, while unit mission goals foster inquiry-based learning. Topics include matter and energy transformations, earth's systems, the water cycle, human body systems, and engineering design. Through hands-on activities and interactive digital resources, students explore these concepts in depth, developing critical thinking and problem-solving skills. The integration of digital components enhances learning, providing access to simulations, multimedia content, and virtual labs, creating a dynamic and immersive educational experience.

#### **Organism Structures and Behavior**

- Anchoring Phenomena: Grouping organisms by their sense receptors and how they aid survival.
- Unit Mission Goal: Designing a zoo organized by animals with the best sense receptors and creating a scavenger hunt.
- Topics: Plant and animal parts, sense receptors.

#### **Changes Over Time to Earth's Surface and Resources**

- Anchoring Phenomena: Types of changes to Earth's surface over time and reasons behind them.

- Unit Mission Goal: Creating an ad to attract workers to a coal-mining project.
- Topics: Rock patterns, changing land, plate tectonics, renewable and nonrenewable resources, natural processes.

### Using Energy Transformations

- Anchoring Phenomena: Understanding dangers of collisions in space and developing warning systems.
- Unit Mission Goal: Developing an electrical warning system for astronauts on a spaceship.
- Topics: Energy transfer and electric currents, transfer of energy in collision, energy and speed, using stored energy.

### Communicating Using Wave Energy

- Anchoring Phenomena: Developing systems using light or sound for long-distance communication.
- Unit Mission Goal: Creating an emergency signaling system and demonstrating interaction with the eye or ear.
- Topics: Motion of waves, wavelength and amplitude, light reflection, information technologies.

## Fourth Grade Social Studies

### Overview

Fourth-grade students have a specialized focus on Florida. They learn about Florida's geography, including its physical features, regions, and climate. The history component includes Florida's Native American cultures, the Spanish and French exploration, and the state's path to becoming a part of the United States. Students also explore Florida's state government structure, economic activities, and significant historical events involving the state. This grade provides an in-depth look at Florida's role in national history and its unique characteristics.

### Florida's Geography

- **Physical Features:** Learning about Florida's physical features, including its landforms, bodies of water, and climate.
- **Regions of Florida:** Exploring the different regions of Florida and their characteristics.

### Florida's History

- **Native Cultures:** Understanding the history and culture of Florida's Native American tribes.
- **Colonial Florida:** Exploring the Spanish and French exploration and colonization of Florida.
- **Statehood and Growth:** Learning about Florida's path to statehood and its growth over time.

### Florida's Government and Economy

- **State Government Structure:** Understanding the structure and functions of Florida's state government.
- **Economic Activities:** Exploring Florida's major economic activities, industries, and resources.

## Florida's Role in National History

- **Historical Events:** Examining key historical events in which Florida played a significant role.
- **Notable Figures:** Learning about notable Floridians who have made significant contributions to state and national history.

## Fifth Grade

### Fifth Grade English Language Arts

#### Overview

In fifth grade, students use combined knowledge of phonics and word analysis skills to read multisyllabic words in various contexts. They read with purpose and understanding and self-monitor for accuracy. Fifth grade students develop vocabulary through independent reading of various genres and connecting meaning to real world experiences. They are able to determine themes, make comparisons of characters, setting, and events, and understand distinguishing features of literary texts. In fifth grade, students quote texts when explaining ideas and integrate multiple texts on the same topic. They learn to explain how authors use reasoning and evidence, can articulate the qualities of effective writing, and can apply these qualities to the revision process. Fifth grade students begin to prepare for and lead discussions, drawing on their own ideas, as well as the perspectives of others.

#### Foundational Skills

- Applies grade-level phonics and word analysis skills in decoding words.
- Uses combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology to read accurately.
- Reads with accuracy and fluency to support comprehension of grade-level texts.
- Uses a variety of strategies to monitor reading.
- Uses context to self-correct or confirm word recognition and understanding.
- Develops grade-level vocabulary by reading independently and connecting meaning to real-world experiences.

#### Reading: Literature

- Reads and comprehends grade-level literary texts independently and proficiently.
- Identifies key ideas and details in grade-level literary texts.
- Quotes from the text with accuracy when explaining what is explicitly stated and to support inferences drawn.
- Determines the theme in a variety of literary texts using character responses or speaker reflections on a topic.
- Summarizes a literary text to accurately reflect the theme.
- Compares and contrasts multiple characters, settings, and events in literature.
- Understands literary elements and distinguishing features of a variety of literary genres.
- Analyzes author's craft and structure of grade-level literary texts.
- Determines the meaning of figurative language and other words and phrases as they are used in a text.
- Explains how a series of chapters, scenes, or stanzas fit together to provide an overall structure.
- Describes how a narrator's or speaker's point of view influences how events are described.

- Analyzes features, events, and characters in a variety of literary works.
- Analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- Compares and contrasts different approaches to similar themes.

### **Reading: Informational Text**

- Identifies key ideas and details in a variety of grade-level informational texts.
- Quotes from the text with accuracy when explaining explicitly stated information and to support inferences drawn.
- Determines two or more main ideas of grade-level informational texts and explains how they are supported by key details.
- Summarizes a text to reflect the main ideas presented.
- Explains the relationships or interactions between multiple individuals, events, ideas, or concepts in historical, scientific, and technical texts based on specific information in the text.
- Draws inferences, conclusions, and generalizations about a text and supports them with evidence.
- Uses and analyzes features in a variety of grade-level informational texts.
- Draws on information from multiple print and digital sources.
- Demonstrates the ability to locate an answer quickly or solve a problem efficiently with source information.
- Explains how the author uses reason/evidence to support a point, identifying which reasons/evidence support which points.
- Integrates information from multiple texts on the same topic to write or speak knowledgeably about the subject.
- Analyzes author's craft and structure in a variety of grade-level informational texts.
- Determines the meaning of grade-level domain specific and general academic words and phrases.
- Compares and contrasts the overall structure of events, ideas, concepts, and information in two or more texts.
- Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view.
- Understands figurative language such as irony, foreshadowing, and parody.

## **Writing**

### **Introduction to Argumentative Writing**

- **Understanding Argumentative Writing:** Explaining the goal of presenting a clear and persuasive argument or claim supported by evidence.
- **Structure of Argumentative Essays:** Familiarity with the typical structure, including introduction, body paragraphs, and conclusion.

### **Developing a Strong Argument**

- **Formulating a Claim:** Developing a specific, arguable statement that serves as the main point of the essay.
- **Supporting the Claim:** Offering logical reasons that support the claim and incorporating facts, statistics, examples, and expert opinions to back it up.

- **Integrating Evidence:** Effectively weaving evidence into the text to reinforce the argument.

## Organizing the Essay

- **Introduction**
  - **Crafting a Hook:** Writing an engaging opening to capture the reader's attention.
  - **Writing a Thesis Statement:** Developing a clear thesis statement that outlines the main argument.
- **Body Paragraphs**
  - **Writing Topic Sentences:** Crafting topic sentences that introduce the main idea of each paragraph.
  - **Supporting Details:** Including detailed support for each reason, with evidence and examples.
  - **Using Transitions:** Employing transition words and phrases to ensure a logical flow between ideas.
- **Conclusion**
  - **Restating the Claim:** Summarizing the argument and main points.
  - **Providing a Call to Action:** Offering a final thought or suggestion to leave a lasting impression on the reader.

## Analyzing and Revising

- **Peer Review**
  - **Giving Feedback:** Learning how to provide constructive feedback to peers on their argumentative essays.
  - **Receiving Feedback:** Incorporating peer feedback to improve the clarity and effectiveness of the argument.
- **Self-Assessment**
  - **Using Checklists:** Evaluating one's own work using checklists to assess the effectiveness of the argument, organization, and evidence.

## Language and Conventions

- **Grammar and Usage**
  - **Sentence Structure:** Writing clear and varied sentences to enhance readability.
  - **Punctuation and Mechanics:** Correctly using punctuation and other mechanics to ensure clarity and precision.
- **Vocabulary**
  - **Persuasive Language:** Using persuasive and precise language to strengthen arguments.
  - **Transition Words:** Using transitional phrases to guide readers through the essay effectively.

## Research and Citation

- **Gathering Information:** Finding and evaluating sources to support the argument.
- **Citing Sources:** Learning how to cite sources to give proper credit and avoid plagiarism.

## Reflecting on the Writing Process



- **Reflecting on Growth:** Analyzing what was learned during the writing process and identifying areas for improvement.
- **Setting Goals:** Setting personal writing goals for future argumentative tasks based on reflections and feedback.

### Capitalization

- **Capitalizing and Formatting Titles:** Applying capitalization rules to titles of books, movies, and other works, and formatting them correctly.
- **Capitalizing Proper Nouns:** Using capital letters for names of specific people, places, and organizations.

### Commas

- **Commas with Introductory Elements:** Using commas after introductory words, phrases, or clauses.
- **Commas with Items in a Series:** Placing commas to separate items in a list or series.
- **Commas in Compound Sentences:** Using commas before conjunctions in compound sentences to separate independent clauses.

### Commonly Confused Words

- **Apostrophe or Not?:** Understanding when to use apostrophes for contractions and possessives.
- **Using the Correct Homophone:** Distinguishing between commonly confused homophones and using them correctly.

### Sentence Structure

- **Correcting Fragments:** Identifying and fixing sentence fragments to ensure complete sentences.
- **Correcting Shifts in Verb Tense:** Maintaining consistent verb tenses throughout a piece of writing.
- **Producing Complex Sentences:** Combining independent and dependent clauses to create complex sentences.
- **Producing Compound Sentences:** Using conjunctions to join two independent clauses into compound sentences.

### Formatting

- **Formatting Dialogue:** Properly punctuating and formatting dialogue within narrative writing.
- **Formatting Quotations:** Correctly incorporating and punctuating quotations in writing.

### Possessives

- **Forming Possessives:** Creating possessive forms of nouns to show ownership.

### Parts of Speech

- **Identifying and Using Adjectives:** Recognizing and using adjectives to describe nouns.
- **Identifying and Using Conjunctions:** Understanding and using conjunctions to connect words, phrases, or clauses.
- **Identifying and Using Adverbs:** Recognizing and using adverbs to modify verbs, adjectives, or other adverbs.

### Verb Usage

- **Using Perfect Tense Verbs:** Applying perfect tense (e.g., has/have/had + past participle) to indicate actions completed relative to other times.
- **Using Progressive Verbs:** Employing progressive (or continuous) tenses (e.g., am/is/are + present participle) to describe ongoing actions.
- **Using Regular and Irregular Verbs:** Identifying and correctly using regular and irregular verbs in different tenses.

### Communication (Speaking & Listening)

- Engages effectively in a range of collaborative discussion with diverse partners on grade 5 topics and texts.
- Builds on others' ideas while clearly articulating their own.
- Come to discussions prepared and explicitly draws on the required material to explore ideas under discussion.
- Follows agreed-upon rules for discussions and carries out assigned roles.
- Poses and responds to specific questions to clarify or follow up on information.
- Makes comments that contribute to a discussion and link their ideas to the remarks of others.
- Reviews the key ideas expressed by others and explains their own thinking relative to the discussion.
- Paraphrases text and information presented in diverse media and formats.
- Summarized the points a speaker makes and explains how each claim is supported with reasons and evidence.
- Reports on topics in an organized manner, using appropriate and relevant facts to support ideas and themes.
- Adds audio, graphics, and visual displays to presentations to enhance the presentation of main ideas or themes.
- Differentiates between and uses formal English and informal discourse depending on the context, situation, and audience.
- Gives precise oral directions and instructions.

### Fifth Grade Mathematics

#### Overview

In fifth grade, students solidify their understanding of the place value system and can solve problems and explain concepts involving multi-digit whole numbers, fractions, mixed numbers, decimals, percents, and unknown values. As they develop their algebraic thinking to prepare for middle school, they begin to solve problems with and compare negative and positive integers, write and evaluate expressions, and use prime factorization. Fifth grade students learn to plot and interpret data and understand the concept of volume, using formulas to measure the volume of solid shapes They learn to graph points on the coordinate plane to solve real world

problems and use academic vocabulary to describe properties and attributes of geometric figures.

### **Operations & Algebraic Thinking**

- Understands the place value system.
- Recognizes that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left.
- Explains patterns in the number of zeros of a product when multiplying a number by the powers of 10.
- Explains patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
- Uses whole-number exponents to denote powers of 10.
- Reads, writes, and compares decimals to the thousandths.
- Uses base-ten numerals, number names, and expanded form to read and write decimals to the thousandths.
- Compares two decimals to thousandths based on meaning of digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record results.
- Uses place value knowledge to round decimals to any place.
- Writes and interprets numerical expressions.
- Uses parenthesis, brackets, or braces in numerical expressions and evaluates the expression using these symbols.
- Writes simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.
- Generates and analyzes patterns and relationships using given rules.
- Identifies apparent relationships between corresponding terms.
- Forms ordered pairs consisting of corresponding terms from patterns.
- Graphs ordered pairs on a coordinate plane.
- Understands and uses problem-solving.
- Identifies, chooses, applies, and justifies problem-solving strategies.
- Demonstrates mathematical reasoning.
- Solves problems using prime factorization.
- Expresses a whole number as a product of its prime factors.

### **Numbers & Operations**

- Understands and uses positive and negative integers.
- Reads, writes, and identifies positive integers.
- Adds, subtracts, and compares positive integers.
- Performs operations with multi-digit whole numbers and decimals to the hundredths.
- Fluently multiply multi-digit whole numbers using the standard algorithm.
- Finds whole-number quotients with numbers with up to four-digit dividends and two-digit divisors using strategies.
- Illustrates and explains calculations by using equations, rectangular arrays, and area models.
- Adds, subtracts, multiplies, and divides decimals to the hundredths using concrete models, drawings, and strategies.
- Explains similarities/ differences between base 10 number system and other number systems that do/ do not use place value.
- Estimates with decimals and fractions.

- Adds and subtracts fractions with unlike denominators by replacing given fractions with equivalent fractions to produce an equivalent sum or difference of fractions with like denominators.
- Solves word problems involving addition/subtraction of fractions referring to the same whole, including unlike denominators.
- Uses benchmark fractions and number sense of fractions to estimate and assess the reasonableness of answers.
- Recognizes, names, writes, reduces, and orders fractions.
- Multiplies and divides fractions.
- Interprets a fraction as division of the numerator by the denominator.
- Solves word problems involving division of whole numbers.
- Applies and extends previous understandings of multiplication to multiply a fraction and whole number by a fraction.
- Interprets the product  $(a/b) \times q$  as a part of a partition of  $q$  and  $b$  into equal parts.
- Understands that in general  $(a/b) \times (c/d) = (ac/bd)$ .
- Interprets multiplication as scaling.
- Compares the size of a product to the size of one factor on the basis of the size of the other factor without performing the indicated multiplication.
- Explains why multiplying a given number by a fraction greater than 1 results in a product greater than the given number.
- Solves real-world problems involving multiplication of fractions and mixed numbers.
- Applies/extends previous knowledge of division to divide unit fractions by whole numbers/whole numbers by unit fractions.
- Interprets division of a unit fraction by a non-zero whole number and computes quotients.
- Interprets division of a whole number by a unit fraction and computes quotients.
- Solves problems involving division of unit fractions by non-zero whole numbers, division of whole numbers by unit fractions.
- Understands, uses, reads, writes, interprets, and identifies percents.
- Determines the percent of a whole number.

## Measurement & Data

- Converts like measurement units within a given measurement system.
- Converts among different-sized standard measurement units within a given system and uses these conversions to solve multi-step, real-world problems.
- Represents and interprets data.
- Makes a line plot to display a data set.
- Uses operations to solve problems involving information presented in line plots.
- Understands the concept of volume and volume measurement and recognizes volume as an attribute of solid figures.
- Measures volumes by counting unit cubes, using cubic cm., cubic in., cubic ft., and improvised units.
- Relates volume to the operations of multiplication and addition.
- Solves real-world problems involving volume.
- Finds the volume of a right rectangular prism with whole-number side lengths.
- Represents threefold whole-number products as volumes.
- Applies the formulas for rectangular prisms to find volumes of right rectangular prisms.
- Recognizes volume as additive.
- Finds volumes of solid figures composed of two non-overlapping right rectangular prisms.

## Geometry

- Graphs points on the coordinate plane to solve real-world and mathematical problems.
- Uses axes to define a coordinate system with the origin arranged to coincide with the 0 on each line and a given point in the plane located by coordinates.
- Understands the first number indicates how far to travel from the origin in the direction of one axis and the second number indicates how far to travel in the direction of the second axis, with the names of the two axes and the coordinates corresponding.
- Represents real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane.
- Interprets coordinate values of points in the context of the situation.
- Examines, classifies, and constructs geometric figures.
- Classifies two-dimensional figures into categories based on their properties.
- Understands that attributes belonging to a category of two-dimensional figures also belong to all subcategories.
- Classifies two-dimensional figures in a hierarchy based on properties.
- Uses geometric vocabulary to accurately describe properties and attributes of two- and three-dimensional figures.
- Identifies, describes, and explores symmetry, congruency, and reflections in geometric figures.
- Recognizes figures resulting from transformations.
- Uses appropriate tools to construct geometric figures including rulers, protractors, compasses, and computer technology.

## 5th Grade Science

### Overview

Stemscopes 3D for Grade 5 offers a comprehensive science curriculum organized into four bundles: Matter and Energy Flow in an Ecosystem, Observing Our Sky, Human Impact on the Earth's Systems, and Interactions in Matter. Each bundle presents anchoring phenomena, unit mission goals, and engaging topics aligned with NGSS standards. Through hands-on activities and digital components, students explore concepts such as energy transfer, ecosystems, Earth's rotation, gravity, water conservation, and properties of matter. Alongside traditional materials, the curriculum integrates digital resources to enhance learning, including interactive simulations, multimedia content, and virtual labs, fostering a dynamic and immersive learning experience that empowers students to investigate real-world phenomena and develop critical thinking skills essential for scientific inquiry.

### Matter and Energy Flow in an Ecosystem

- Anchoring Phenomena: Designing a self-sustaining garden to provide food for the community.
- Unit Mission Goal: Designing a self-sustaining garden.
- Topics: Energy transfer, matter and energy in plants, food webs, matter cycles, ecosystems.

### Observing Our Sky

- Anchoring Phenomena: Designing a planetarium for learning about space, gravity, rotation, and orbiting.
- Unit Mission Goal: Designing a planetarium and thrill ride.
- Topics: Earth's rotation, observing the stars, objects in the sky, gravity.

## Human Impact on the Earth's Systems

- Anchoring Phenomena: Understanding the role of water on Earth and steps for conservation.
- Unit Mission Goal: Creating a TV news report about the importance of fresh water.
- Topics: Earth's systems interactions, water sources, reducing human footprint.

## Interactions in Matter

- Anchoring Phenomena: Using matter properties to clean up water after a natural disaster.
- Unit Mission Goal: Designing a plan for cleaning up water after a tsunami.
- Topics: Matter is everywhere, properties of matter, changes to matter, mixtures.

## Fifth Grade Social Studies

### Overview

Grade 5 students focus on early American history, including exploration, colonization, and the formation of the United States. They study key historical documents such as the Declaration of Independence and the Constitution. The curriculum also covers the structure of the U.S. government, the three branches of government, and the principles of citizenship and civic responsibility. Students learn about basic economic principles and different economic systems and how these impact society.

### United States History

- **Early American History:** Exploring the early history of the United States from exploration to the American Revolution.
- **Founding Documents:** Understanding the significance of the Declaration of Independence, the Constitution, and the Bill of Rights.

### Government and Citizenship

- **Branches of Government:** Learning about the three branches of the U.S. government and their functions.
- **Civic Responsibilities:** Exploring the responsibilities of citizenship and the importance of civic participation.

### Economic Principles

- **Basic Economics:** Understanding basic economic principles such as supply and demand, trade, and markets.
- **Economic Systems:** Exploring different types of economic systems and their impact on society.

## Fifth Grade Entrepreneurship

### Overview

This project-based unit guides elementary students through the process of becoming entrepreneurs, including identifying a problem, creating a product concept, selling in a marketplace, and evaluating business performance with community mentors. By the end, students should be able to identify business milestones, reflect on entrepreneurial qualities, fill out business documentation, pitch ideas, and analyze marketplace data. The program is divided

into six phases: See a Problem, Design a Solution, Pitch a Business Idea, Make the Solution, Sell the Solution, and Reflect on Learning. Outcomes include artifacts like team values statements, product outlines, customer feedback data, and finalized business models and budgets.

### **Phase 1**

In Phase 1 of the entrepreneurship curriculum, students are introduced to the concept of entrepreneurship and the iterative process used to develop products or services. They work in teams to outline a product idea focusing on reuse, reduce, or social impact. Throughout this phase, students learn the importance of teamwork and the role of mentors in guiding business creation. The enduring understandings include recognizing individual talents, identifying problems worth solving, and understanding the value of collaboration. Essential questions explore the process of launching products, the skills required by entrepreneurs, and the impact of collaboration on team success. The phase consists of three lessons covering topics such as team formation, mentorship, and problem identification. Additionally, resources like slide decks and exit tickets support lesson delivery and assessment.

### **Phase 2**

In Phase 2 of the entrepreneurship curriculum, students focus on designing a solution for the identified problem by creating a Business Model Canvas (BMC). This one-page summary outlines key components necessary to build a business, including the unique value proposition, costs, revenue streams, selling channels, and customer relationships. Students also gather feedback from potential customers to refine their product or service ideas. The Business Model Canvas is emphasized as a flexible tool that allows entrepreneurs to adapt and learn while developing their business. Enduring understandings include recognizing the importance of organizing business elements, incorporating customer feedback, and ensuring profitability. Essential questions explore the significance of developing a business model, understanding the unique value proposition, and the importance of customer feedback. This phase consists of seven lessons covering topics such as product outlining, BMC creation, and customer feedback collection, supported by resources like slide decks, templates, and exit tickets.

### **Phase 3**

Phase 3 of the entrepreneurship curriculum focuses on pitching a business idea to potential investors, akin to "Shark Tank" in the classroom. Before pitching, students refine their prototypes or conduct service trial runs to test their product ideas and gather feedback to improve them. They also develop a brand identity, including a name and tagline for their product, understanding its impact on marketability. Students then learn to present their products or services effectively to potential customers. The phase culminates in teams pitching their business ideas to investors, such as mentors or administrators, seeking funding to produce and sell their products. Enduring understandings include the importance of profitability, market research, brand identity, and a compelling pitch. Essential questions explore the impact of product names and slogans on marketability, the significance of prototype testing and customer feedback, strategies to stimulate customer desire, the role of investors in business, and the importance of brand identity in marketability. The phase consists of six lessons covering activities such as brand identity building, prototype feedback collection, and pitch presentations, supported by resources like slide decks, templates, exit tickets, and pitch examples.

### **Phase 4**

Phase 4 of the entrepreneurship curriculum focuses on executing the business plan developed in earlier phases. Teams utilize investment funds received during the pitch phase to

manufacture their product inventory. Before production, teams must estimate production quantities based on factors like time, costs, and projected sales. Essential questions revolve around sales forecasting and the importance of break-even analysis in business. Once products or services are manufactured, teams prepare to sell them by crafting product descriptions, designing graphics, and creating promotional materials. The enduring understandings emphasize the importance of accurate sales forecasting, creative presentation, and budgeting for profitability. Essential questions explore the impact of teamwork on production, customer expectations, strategies to capture consumer interest, and the relationship between sales forecasting and profitability. The phase consists of four lessons covering activities such as budgeting, pricing analysis, and setting sales goals, supported by resources like slide decks, budget templates, and exit tickets.

### **Phase 5**

Phase 5 of the entrepreneurship curriculum focuses on the final preparations and execution of selling the product or service. Teams complete the last touches to launch their sales efforts, including finalizing advertising materials and developing strategies to promote their offerings. They set sales goals and measure various metrics to track their progress. Once all necessary product information and images are submitted, the Marketplace is launched. Enduring understandings highlight the power of well-crafted words and images in attracting interest, the importance of tracking sales data for analyzing profitability, the significance of sales metrics in forecasting and improving business effectiveness, and the value of ongoing customer feedback for business growth and iteration. Essential questions explore the information needed to sell products in different contexts (eCommerce store vs. pop-up store), methods for developing awareness for products and services, and the importance of sales goals. The phase comprises three lessons covering activities such as designing advertisements, tracking sales, and analyzing sales data, supported by resources like slide decks, sales tracking tools, and exit tickets.

### **Phase 6**

Phase 6 of the entrepreneurship curriculum is a day of reflection and celebration after students have successfully created a product or service, developed sales materials, and sold their offerings either on INCMarketplace e-commerce stores or as a pop-up store. Students revisit their journey by reflecting on the chart from the first day and answering introspective questions about their experience using a reflection template. The day culminates in a celebration of success. Enduring understandings emphasize the diverse factors influencing business success or failure, the importance of learning from both successes and failures, and the reflective nature of entrepreneurs who celebrate learning. The essential question prompts students to reflect on their learning about their product and customers from the Marketplace experience. This phase consists of one lesson supported by resources like a teacher slide deck, a reflection template, and a teacher self-reflection tool.

## **Art**

Sagemont Prep's elementary art program nurtures creativity through multimedia and project-based learning. Kindergarten students start with basic art elements and motor skills, while First Graders explore materials, patterns, and storytelling. Second Graders build on art history and critique, Third Graders delve into cultural art forms and advanced techniques, and Fourth Graders tackle complex projects and diverse art styles. Fifth Graders focus on personal artistic development, using various mediums and techniques. The curriculum emphasizes global



art forms and encourages reflection, revision, and personal expression.

## **Preschool**

### **Exploration of Materials**

- Introduce a variety of art materials (e.g., color pencils, paint, pastels).
- Understand properties and uses of different materials.

### **Creativity and Expression**

- Encourage imaginative play through drawing, painting, and collaging.
- Allow experimentation based on individual interests.

### **Fine Motor Skills Development**

- Enhance skills with activities involving brushes, scissors, and small materials.
- Focus on grasping, manipulating, and controlling art tools.

### **Color and Shape Recognition**

- Introduce basic colors and shapes.
- Use colors and shapes in artwork to reinforce recognition.

### **Sensory Experiences**

- Incorporate texture and other sensory elements into art activities.
- Engage children in sensory exploration through art.

## **Prekindergarten**

### **Advanced Use of Materials**

- Build on previous experiences with art materials.
- Develop greater control and precision in using materials.

### **Developing Techniques**

- Introduce basic techniques such as blending colors, making patterns, and creating textures.
- Practice and refine these techniques through various activities.

### **Concepts of Design**

- Teach simple design concepts like symmetry and patterns.
- Apply these concepts in art activities.

### **Personal and Cultural Expression**

- Provide opportunities for expressing ideas and experiences through artwork.
- Introduce art from various cultures to broaden understanding.

### **Critical Thinking and Reflection**

- Encourage discussion about personal and others' artwork.
- Foster ability to describe and discuss artistic choices and preferences.

## **Kindergarten**

### **Introduction to Art Elements**

- Basic elements such as line, shape, color, and texture.

### **Creativity and Expression**

- Encouraging personal expression through art.

### **Fine Motor Skills**

- Development through drawing, painting, and cutting.
- Identify and describe different types of lines (e.g., straight, curved).
- Recognize primary colors and experiment with color mixing.

- Explore shapes and textures using various materials.
- Demonstrate awareness of personal space and materials.

## **First Grade**

### **Exploring Materials**

- Introduction to different art materials and techniques.

### **Understanding Art Concepts**

- Concepts like pattern, symmetry, and balance.

### **Storytelling through Art**

- Using art to tell stories and depict objects/scenes.
- Create patterns and designs using lines, shapes, and colors.
- Experiment with materials such as crayons, markers, paint, and clay.
- Produce artwork that tells a story or represents real-world objects.
- Recognize and describe the use of elements and principles in their art.

## **Second Grade**

### **Exploration of Art History**

- Introduction to famous artists and artworks.

### **Increased Complexity in Art Projects**

- Detailed projects focusing on scenes and compositions.

### **Art Critique and Appreciation**

- Basic introduction to discussing and appreciating art.
- Identify types of artworks (e.g., landscape, portrait).
- Explore warm and cool colors in creating mood.
- Understand foreground, middle

ground, and background in composition.

- Begin critiquing their own and others' artworks using simple vocabulary.

## **Third Grade**

### **Introduction to Cultural Art**

- Exploration of art from various cultures and traditions.

### **Advanced Techniques**

- Techniques such as shading and perspective.

### **Art in Society**

- Understanding art's role in communities and cultures.
- Use shading techniques to create depth.
- Explore cultural art forms (e.g., Native American, African art).
- Create art reflecting cultural symbols and traditions.
- Discuss art's role in society and its cultural influence.

## **Fourth Grade**

### **Integration of Art Elements**

- Combining elements and principles in complex projects.

### **Exploration of Art Styles**

- Introduction to styles like realism, abstract, and impressionism.

### **Critical Thinking in Art**

- Developing critique skills, analyzing intent and effectiveness.
- Create compositions with thoughtful use of elements and principles.
- Replicate and explore various art styles and movements.
- Develop skills in mediums such as

- watercolors, pastels, or digital art.
- Analyze and discuss the effectiveness of artworks in achieving goals.

## **Fifth Grade**

### **Personal Artistic Voice**

- Development of individual style and artistic voice.

### **Complex Composition**

- Focus on multi-step, complex art

projects.

## **Art and Technology**

- Introduction to digital tools and techniques.
- Create artwork that expresses personal ideas, thoughts, or feelings.
- Demonstrate understanding of perspective, proportion, and scale.
- Experiment with digital art tools and software.
- Critique artwork using detailed vocabulary and consider intent and meaning.

## **Innovation Hub**

At Sagemont Prep, our art and technology programs are designed to provide students with a comprehensive and engaging educational experience from Kindergarten through Fifth Grade.

**Kindergarten and First Grade students** are introduced to the basics of coding and robotics through interactive platforms like VEX 123, a programmable robot that fosters early exploration of Computer Science and Computational Thinking. This hands-on approach ensures that young learners remain engaged and excited about technology in a fun and interactive way.

**Second and Third Graders**, the focus shifts to more advanced coding skills using the MakeCode Platform. Students dive into coding by creating their own games, learning essential coding logic, creativity, and problem-solving. They also engage with the VEX GO system, which taps into their curiosity with the VEX IQ plastic construction system, providing a foundation for both novice and advanced robotics experiences.

**Fourth and Fifth Grades**, students build on their coding skills by learning Python, one of the most widely-used programming languages globally. They continue to enhance their robotics skills by applying coding principles to real-world robotic applications using the VEX IQ system. This phase emphasizes refining their technical abilities and integrating their learning with real-world challenges.

Throughout the program, technology integration spans from Kindergarten through Fifth Grade, focusing on continuous advancements that enrich the curriculum. Students engage in STEAM education, integrating science, technology, engineering, art, and mathematics to create a dynamic, student-centered learning environment. The Innovation Hub provides tools for critical inquiry and problem-solving, while coding programs like Kodable and VEX IQ, along with 3D printing, help students develop fundamental skills and apply engineering principles. Our collaboration with Code Ninjas and the Upper Campus Robotics department ensures that students receive a robust and forward-looking education, preparing them for future technological challenges and opportunities.

## **Performing Arts**

### **Preschool - Pre-K**

#### **Musical Exploration**

- Explore musical movements, vocalizations, and instrumental accompaniments.
- Respond to music to demonstrate how it makes one feel.
- Explore musical composers.

#### **Performance and Imitation**

- Perform teacher-led circle songs and demonstrate musical ideas through movement, vocalization, and instrumental accompaniments.
- Imitate simple songs of limited range appropriate to the young child.

#### **Musical Awareness**

- Demonstrate awareness of musical contrast through voice quality, dynamics, and tempo.
- Demonstrate knowledge of proper rhythm instrument playing technique.

### **Kindergarten**

#### **Music Exploration and Response**

- Respond to and explore music through creative play.
- Respond to music from various sound sources to show awareness of steady beat.
- Respond to music from diverse cultures through singing and movement.

#### **Performance and Identification**

- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
- Sing songs of limited range using the head voice.
- Identify, visually and aurally, pitched and unpitched classroom and orchestral instruments.

#### **Musical Concepts**

- Identify similarities and/or differences in a performance.
- Demonstrate awareness of music contrasts such as high/low, loud/soft, same/different in a variety of musical selections.
- Respond to beat, rhythm, and melodic line through imitation.
- Demonstrate knowledge of composers.

### **Grade 1**

#### **Performance and Movement**

- Sing, play, and move to songs of various cultures and styles.
- Perform musical concepts on varied rhythm instruments.

- Sing songs with sol/mi melody and call and response songs using the head voice.

### **Musical Reading and Expression**

- Read and perform rhythm patterns with quarter notes, eighth notes, and quarter rests.
- Demonstrate expressive dynamics with piano/forte and tempo with adagio/allegro.

### **Musical Understanding**

- Understand musical form through movement activities and listening maps.
- Explore major and minor tonalities.
- Identify composers and their musical styles.

## **Grade 2**

### **Performance and Technique**

- Sing, play, or move to music while maintaining pitch, rhythm, and steady beat, and demonstrating proper performing techniques.
- Read and perform rhythm patterns with eighth rests, half notes, and half rests.

### **Rhythm and Notation**

- Introduction to rhythm notation: line and space notes, measure, barline, time signature, and repeat signs.
- Identify and perform expressive musical qualities using dynamics, tempo, and articulation markings.

### **Musical Creation and Understanding**

- Create musical patterns with a given tonality (major and minor) and meter (duple and triple).
- Improvise rhythmic and melodic patterns.
- Understand simple musical forms (AB, ABA, rondo, and theme/variation).
- Identify composers and musical compositions from Baroque, Classical, Romantic, and Contemporary eras.

### **Introduction to Musical Theatre**

- Definition and components of musical theater: acting, singing, and dancing.
- Introduction to simple musicals.
- Exploring famous musicals through storybooks and videos.
- Understanding basic elements of musical theater.
- Identifying musical numbers, dialogue, and dance.
- Recognizing key characters and stories.

### **Acting Basics**

- Basic acting techniques: voice projection, expression, movement.
- Simple character creation and role-playing.
- Exploring emotions and actions through improvisation.

- Using voice and body language to express characters and emotions.
- Participating in improvisation and role-playing.
- Developing basic stage presence and confidence.

### **Introduction to Singing**

- Basic vocal techniques: breathing, pitch, rhythm.
- Learning simple songs from musicals.
- Understanding how songs contribute to storytelling.
- Practicing correct vocal techniques and warm-ups.
- Singing songs with proper pitch and rhythm.
- Connecting lyrics to story and character emotions.

### **Dance and Movement**

- Introduction to basic dance steps and movements.
- Simple choreography and movement exercises.
- Understanding how dance enhances storytelling.
- Learning and performing basic dance routines.
- Coordinating movement with music and character.
- Exploring dance as a form of emotional and narrative expression.

### **Creating a Simple Musical**

- Creating a short musical: choosing a story, characters, songs.
- Developing a simple script and choreography.
- Rehearsing and preparing for a class performance.
- Collaborating to create a short musical.
- Writing a simple script and integrating songs and dances.
- Practicing and performing a complete short musical.

### **Understanding Production Elements**

- Basic production elements: costumes, props, sets.
- Simple set design and costume creation.
- Understanding the roles of different people in production.
- Identifying and creating simple production elements.
- Understanding how costumes and props support the story.
- Collaborating on production tasks and roles.

### **Rehearsal and Performance Preparation**

- Rehearsal techniques: practicing lines, songs, dances.
- Finalizing the class musical performance: integrating all elements.
- Preparing with costumes and props.
- Practicing and refining performance skills through rehearsals.
- Integrating acting, singing, and dancing.
- Preparing and presenting a polished performance.

### **Reflection and Celebration**

- Reflecting on the year's learning and growth in musical theater.
- Celebrating achievements with a showcase or performance.
- Discussing future interests in musical theater and other performing arts.
- Reflecting on personal and group growth.
- Participating in a celebratory performance or showcase.
- Setting goals for future involvement in the arts.

## **Grade 4**

### **Introduction to Drumming**

- Basics of bucket drumming and percussion history.
- Proper drumstick technique and hand positions.
- Performing basic rhythmic patterns and understanding note values (quarter notes, eighth notes).
- Identifying different types of rhythms and notes.

### **Basic Rhythms and Patterns**

- Introduction to simple rhythmic patterns and exercises.
- Playing basic beats and patterns on buckets.
- Coordinating hands and sticks to maintain rhythm.
- Creating and performing short rhythmic sequences using bucket drums.

### **Dynamics and Expression**

- Understanding and applying dynamics (loud/soft) in music.
- Practicing dynamic control and incorporating dynamics into rhythmic patterns.
- Expressing emotions and musicality through varying dynamics.

### **Basic Drum Rudiments**

- Introduction to basic drum rudiments (e.g., single stroke roll, double stroke roll).
- Practicing rudiments on bucket drums and integrating them into rhythmic patterns.
- Applying rudiments to create more complex rhythms and patterns.

### **Creating and Performing Drum Patterns**

- Techniques for creating original drum patterns and combining rhythms into longer sequences.
- Composing and performing original drum patterns with a focus on coordination and creativity.
- Collaborating with peers on drumming projects and presentations.

### **Ensemble Drumming and Rhythm Games**

- Techniques for ensemble drumming and group coordination.
- Engaging in rhythm games to build teamwork and rhythmic skills.
- Preparing and presenting a group drumming performance.

### **Exploring World Drumming Styles**

- Introduction to various world drumming styles (e.g., African drumming, Latin rhythms).
- Exploring rhythms and patterns from different cultures and incorporating them into bucket drumming.
- Understanding cultural contexts and musical characteristics of diverse drumming traditions.

### **Final Project and Performance**

- Planning and rehearsing a final drumming project or performance.
- Applying drumming skills and techniques in a cohesive performance.
- Collaborating to create a polished performance and performing with confidence and musicality.

## **Grade 5**

### **Introduction to Drumming Techniques and Ensemble Work**

- Establish basic drumming techniques using conga-type drums, bells, and rattles.
- Introduce Echo and Q/A listening patterns.
- Develop musical teamwork and incorporate singing with drumming.
- Connect music to West Coast African cultural traditions.

### **Expanding Ensemble Abilities**

- Extend ensemble skills to include more complex patterns and improvisation.
- Integrate Call and Response with Echo and Q/A.
- Introduce xylophone alongside drumming and singing.

### **Advanced Drumming Techniques and Cultural Integration**

- Develop techniques on rattles, bells, frame drum, and talking drum.
- Emphasize independence and interdependence in Ensemble 3.
- Integrate hand clapping patterns and explore the geography and culture of Ghana.

### **Latin American 2-Beat Rhythms**

- Transition from African to Latin American 2-beat rhythms.
- Establish technique on Latin American instruments such as Güiro, Claves, Maracas, and Bongos.
- Teach and perform Latin American songs, emphasizing syncopation and improvisation.

### **Exploring 3-Beat and 2-Beat Patterns**

- Develop skills in playing 3-against-2 patterns and cyclical timelines.
- Extend Q/A patterns to include complex rhythms.
- Use Ensemble 5 to explore sophisticated West African drumming techniques.

### **Latin American 4-Beat Rhythms**

- Apply knowledge of Latin American instruments to 4-beat rhythms.
- Emphasize learning and integrating all parts within Ensemble 6.



- Continue exploration of Caribbean culture and history.

### **Island of Bequia 4-Beat**

- Combine the song “By the Waters of Babylon” with Ensemble 7.
- Study the Grenadines and the island of Bequia.
- Challenge students to create their own ensembles using learned techniques.

### **Final Performance**

- Plan and rehearse a final drumming project or performance.
- Showcase skills, rhythms, and patterns in a cohesive performance.

## **Physical Education**

### **Pre-School & Pre-K**

- Demonstrates basic motor skills (running, jumping, climbing).
- Applies simple movement concepts in play.
- Understands the importance of physical activity for health.
- Exhibits positive behavior and follows simple rules.
- Recognizes the value of physical activity for enjoyment and social interaction.
- Basic motor skills development (running, jumping, climbing).
- Manipulative skills (throwing, catching, kicking).
- Fundamental movements (balancing, hopping, skipping).
- Engaging in guided play to enhance motor skills.

### **Kindergarten**

- Demonstrates fundamental motor skills (running, hopping, jumping).
- Applies movement concepts in simple games.
- Understands basic fitness concepts and benefits of physical activity.
- Engages in positive social interactions and follows rules.
- Appreciates physical activity for health and enjoyment.
- Refining basic movement skills.
- Improving manipulative skills (throwing, catching, dribbling).
- Developing spatial awareness and body control.
- Introduction to simple team games and activities.

### **1st Grade**

- Demonstrates fundamental movement skills with improved coordination.
- Applies movement concepts in games and physical activities.
- Understands and applies basic fitness concepts.
- Exhibits teamwork, sportsmanship, and adherence to rules.
- Recognizes the benefits of physical activity for overall well-being.
- Enhancing coordination and strength.
- Mastering manipulative skills (throwing, catching, kicking).

- Applying fundamental movements in structured activities.
- Introduction to basic rules and strategies in team games.

## **2nd Grade**

- Demonstrates advanced motor skills and coordination.
- Applies movement concepts and strategies in team and individual sports.
- Understands fitness components and personal health.
- Exhibits responsible behavior, cooperation, and sportsmanship.
- Appreciates the role of physical activity in health and enjoyment.
- Advanced coordination and skill development.
- Mastery of manipulative skills for various sports.
- Understanding and applying basic rules and strategies.
- Introduction to physical fitness testing and wellness journaling.

## **3rd Grade**

- Demonstrates advanced motor skills and their application in sports.
- Uses movement concepts and strategies to enhance sports performance.
- Applies knowledge of fitness and personal health in activities.
- Shows leadership, teamwork, and sportsmanship.
- Recognizes the lifelong benefits of physical activity.
- Advanced skill development in various sports.
- Application of strategies in team and individual sports.
- Regular physical fitness assessments and goal tracking.
- Continued wellness journaling and self-assessment.

## **4th Grade**

- Demonstrates proficient motor skills and complex movement applications.
- Applies advanced movement concepts and strategies in sports.
- Understands and applies comprehensive fitness concepts.
- Exhibits leadership, responsibility, and high-level sportsmanship.
- Integrates physical activity into a healthy lifestyle.
- Mastery of advanced skills and overall fitness.
- Application of complex strategies in team and individual sports.
- Comprehensive physical fitness testing and self-assessments.
- Advanced wellness journaling and personal goal setting.

## **5th Grade**

- Demonstrates mastery of advanced motor skills in various contexts.
- Applies complex movement concepts and strategies effectively.
- Shows a comprehensive understanding of fitness and personal wellness.
- Exhibits exemplary leadership, responsibility, and sportsmanship.
- Recognizes and integrates the lifelong benefits of physical activity.
- Mastery of advanced sports skills and fitness.
- Expertise in strategies for team and individual sports.
- Regular, in-depth physical fitness assessments and personal improvement tracking.
- Final self-assessments, unit quizzes, and goal setting.

### **Spanish for Heritage Speakers**

The goal of this course is to support students whose heritage language is Spanish in developing, maintaining, and enhancing proficiency in their native language. This is achieved by reinforcing and acquiring skills in listening, speaking, reading, and writing. For students in 1st-5th grade, the curriculum involves reading four books written in Spanish by Spanish-speaking authors. This approach strengthens reading comprehension, vocabulary, and critical thinking skills. The program, Español Yabisi, provides students with numerous opportunities for additional literacy practice through various activities. These activities help students develop their writing skills while also reinforcing their abilities in speaking and listening Spanish. The reading enrichment component is crucial in promoting reading comprehension and nurturing a love for reading in Spanish. It introduces new vocabulary and grammar concepts, allowing students to gain a deeper understanding and appreciation of their Spanish language and Hispanic culture.

### **Spanish for Non-Heritage Speakers**

The program aims to introduce students to the Spanish language through diverse methods, fostering the development, reinforcement, and refinement of proficiency in listening, speaking, reading, and writing. Students not only gain language skills but also an understanding and appreciation of the rich diversity of cultures within the Spanish-speaking world. Spanish for Non-Heritage Speakers is designed to cultivate a positive attitude toward language learning while establishing a solid foundation for fundamental communication skills. Our curriculum guide, *Descubre el español con Santillana*, aligns with the overarching goal of achieving communicative competence in the Spanish language. This is accomplished through cultural awareness activities that progressively enhance listening, speaking, reading, and writing skills at each level. The curriculum is structured into units, each organized around a specific theme. The Foreign Language in the Elementary Schools program model ensures a sequential language learning experience for all students. Instruction is grounded in cultural understanding, facilitating more meaningful and practical language acquisition. The program aims to provide students with a comprehensive and engaging approach to language learning.

## **Second Step Social-Emotional Curriculum**

### **Kindergarten**

- Recognizing Emotions: Students learn to identify and name their own emotions and those of others.
- Managing Emotions: They explore strategies for calming down when upset or angry.
- Listening Skills: Students practice active listening and following directions.

### **Grade 1**

- Emotion Management: Building on Kindergarten, students develop further strategies for managing strong emotions.
- Problem-Solving: They learn basic problem-solving skills to resolve conflicts and navigate social situations.
- Empathy: Students explore understanding others' feelings and perspectives.

## Grade 2

- Emotion Regulation: Students deepen their understanding of emotions and practice more advanced strategies for regulation.
- Impulse Control: They learn to pause and think before acting, considering consequences.
- Perspective-Taking: Students develop empathy skills by considering others' viewpoints in various situations.

## Grade 3

- Self-Regulation: Building on previous grades, students continue to refine their emotion regulation skills.
- Goal-Setting: They learn about setting achievable goals and developing plans to accomplish them.
- Empathy and Respect: Students explore empathy in greater depth, focusing on showing respect and understanding in interactions.

## Grade 4

- Emotional Awareness: Students deepen their understanding of complex emotions and practice recognizing them in themselves and others.
- Problem-Solving: They refine their problem-solving skills, including identifying problems, brainstorming solutions, and making decisions.
- Relationship Skills: Students learn about building and maintaining healthy relationships, including communication and conflict resolution.

## Grade 5

- Emotional Regulation: Continuing to refine emotion regulation skills, students focus on managing stress and anxiety.
- Responsible Decision-Making: They explore decision-making processes, considering consequences and ethical considerations.
- Social Awareness: Students develop a deeper understanding of social dynamics and cultural differences, fostering empathy and respect for diverse perspectives.

Each grade level builds upon the previous one, providing students with a comprehensive social-emotional learning foundation that promotes self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

### Signature Projects Overview

Innovation Focus Area	Grade Level Exploration
PS-Curiosity	Curiosity is essential for our youngest learners. Sagemont Prep's preschool students explore questions about the world around them every day. Enthusiastic curiosity is fostered through self-initiated and playful exploration, where learning occurs naturally. Through dramatic

	<p>play and hands-on activities, the children will expand their vocabulary by using language to describe what they are thinking, seeing, hearing, or experiencing. Our PS will investigate <i>the different seasons and plants that grow</i>. This will teach the students to work together to create gardens, and skills are fostered in planning, creativity, observation, teamwork, problem-solving, and goal-setting.</p>
<b>Pre-Kindergarten-Curiosity</b>	<p>Wonderment and curiosity permeate Sagemont Prep's early childhood program, which is expanded upon in Pre-K. Our students develop a strong desire to learn through asking questions, researching, and exploring possibilities. Our Pre-K educators utilize the season and our young learners' connection to the natural world to dive into a curiously awesome project, <i>The Bees and Butterflies Life Cycle Simulation</i>.</p>
<b>K-Collaboration</b>	<p><i>"We are Kinderpreneurs"</i> Embracing collaboration is key to becoming an entrepreneur. The collaborative process values the contributions made by peers, and Sagemont Prep <i>Kinderpreneurs</i> begin this foundational work through the creation of their in-school marketplace, <i>Kindermart</i>. Sagemont Prep students conduct survey research and are immersed in business creation. The culminating event for our young entrepreneurs is opening their marketplace to our school community.</p>
<b>1st Grade-Problem Finder/Solver</b>	<p>As students advance through first grade, they are tasked with <i>Basic Animal Needs</i>, a project that focuses on being active change agents. Basic Animal Needs challenges students to find a problem that impacts animal safety and security. Through a collaborative class project, students are tasked with establishing viable and practical solutions to their identified problems. First graders are further challenged to engage the school and local community. Problem-finding and problem-solving are amazing entrepreneurial skills that are exercised in first grade.</p>
<b>2nd Grade-Creativity</b>	<p>Creative inspiration through observation generates new, innovative ideas. In 2nd grade, our students' creative minds are challenged to research a variety of environmental biomes to understand the role each plays in our ecology. Our 2nd graders use their creative minds as they design an individual biome triarama. This project engages students in learning as they are encouraged to develop inventive, imaginative, innovative, and original expressions of their biome exploration.</p>
<b>3rd Grade-Responsible Risk-Taking</b>	<p>Our students are encouraged to step outside of their comfort zone and discover new possibilities as they approach problems with creativity, perseverance, and grit. Students in 3<sup>rd</sup> grade are challenged to take educated risks by drawing upon past knowledge to guide their thinking about consequences.</p> <p>Through this process of understanding and growth, our 3rd graders practice this skill through our <i>Future Engineers</i> project. Utilizing bridges as a focal point for this project is intentional, as it also guides students in learning about connections for people, places, and resources.</p>

	Hands-on activities and product creation are just ways students demonstrate risk-taking. To succeed, one must first fail and then learn from that experience how to make things better.
<b>4th Grade-Analytical</b>	Our <i>Energy Efficient Environmentalists</i> in 4th grade are focused on reducing their carbon footprint. Analyzing circular economics pushes students to think not only about their carbon footprint but how to educate others about practical solutions. Our 4 <sup>th</sup> graders are guided to conduct research at the school level by monitoring and analyzing the school's energy usage, using the data for enhanced energy efficiency.
<b>5th Grade-Reflective</b>	It's time for <i>Invention Convention!</i> Through a partnership with Uncharted Learning, our 5th graders work collaboratively on freshINCedu, where students are exposed to and empowered by entrepreneurship. Sagemont Prep 5th-grade students work to develop a product, pitch their idea, and launch their businesses in the marketplace. The launching point for the creation is grounded in sustainability, intellectual creativity, and curiosity. As our students are engaged in this process, continuous reflection is key to developing their best practices for their business.