

FAIRBANKS NORTH STAR



BOROUGH SCHOOL DISTRICT

# PARENT'S GUIDE TO ELEMENTARY CURRICULUM



2018 – 2019

# 2018 – 2019 FNSBSD CALENDAR

Revised by School Board: March 6, 2018  
Adopted by School Board: October 17, 2017



520 Fifth Avenue, Fairbanks, AK 99701  
k12northstar.org

## 2018 July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1<sup>st</sup> Quarter: 44 days

## November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2<sup>nd</sup> Quarter: 48 days

## 2018

### August

9, 15 Teacher Work Days  
10-14 Professional Development  
16 First Day for Students

### September

3 Labor Day (holiday)  
27 Staff Training Day (early out)  
28 Professional Development

### October

12 End of 1<sup>st</sup> Quarter (early dismissal)  
25-26 Parent-Teacher Conferences

### November

9 Staff Training Day (early out)  
12 Professional Development  
22-23 Thanksgiving (holiday)

### December

19-21 Last 3 Days (early dismissal)  
21 End of 2<sup>nd</sup> Quarter (early dismissal)  
24 Winter Break - Begin

## 2019

### January

4 Winter Break - End  
7 Teacher Work Day (no school)  
21 Martin Luther King Jr. (holiday)  
31 Staff Training Day (early out)

### February

1 Professional Development  
18-19 Parent-Teacher Conferences

### March

8 End of 3<sup>rd</sup> Quarter (early dismissal)  
11-15 Spring Break  
25-29 Testing Window

### April

1-30 Testing Window

### May

15-17 Last 3 Days - Early Dismissal  
17 Last Day for Students  
20 Teacher Work Day

□ School Start/End

□ End of Quarter (early dismissal)

{ } Testing Window

● Last 3 days (early dismissal)

◇ Staff Training Day (early dismissal)

◆ Professional Development Day (no school)

■ Vacation/Holiday (no school)

▲ Parent-Teacher Conferences (no school)

○ Teacher Work Day (no school)

⊠ Tentative Make-Up Days for Bad Weather

1<sup>st</sup> semester: 92 days  
2<sup>nd</sup> semester: 88 days

## 2019 January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

## March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3<sup>rd</sup> Quarter: 43 days

## April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4<sup>th</sup> Quarter: 45 days

## June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

# Table of Contents

## **Introduction**

2018 – 2019 FNSBSD CALENDAR .....	i
INTRODUCTION.....	iii

## **Elementary Curriculum**

KINDERGARTEN .....	2
FIRST GRADE.....	7
SECOND GRADE .....	13
THIRD GRADE .....	19
FOURTH GRADE .....	25
FIFTH GRADE .....	31
SIXTH GRADE .....	38

## **Appendix**

HIGH-FREQUENCY WRITING WORDS .....	45
INSTANT RECOGNITION WORDS.....	46
DIGITAL RESOURCES: LEARNING LINKS.....	50
2018 – 2019 ASSESSMENT CALENDAR.....	54
PUBLIC NOTICE OF NON-DISCRIMINATION.....	55

# INTRODUCTION

This Parent Guide is intended to serve as a general overview of the Fairbanks North Star Borough School District's elementary curriculum. Information for each subject area is presented by grade level. Parents are encouraged to speak with their child's teacher to discuss course objectives in greater detail. Those interested in more detailed information may also refer to the comprehensive subject area curriculum guides available in schools, from the Department of Teaching & Learning at the school district's administrative center, or posted on the district's website: <http://www.k12northstar.org/CurrGuide>. Curriculum questions that cannot be answered at the school building level should be referred to the Department of Teaching & Learning.

## CURRICULUM PROCESS

Driven by a desire to better prepare graduates for college and careers, the Alaska Department of Education & Early Development, with the support of Alaska educators and stakeholders, created English/Language Arts and Mathematics Standards to adequately prepare Alaskan students to compete globally.\* The more rigorous academic standards clearly outline what students should know and be able to do at each grade level to be globally competitive, and were adopted by the State Board of Education in June 2012. These standards indicate how well students at a particular age are expected to perform in reading, writing, and mathematics. The Fairbanks North Star Borough School District has made a formal commitment to the standards. This commitment is reflected in the district's adopted curricula.

The school district's curriculum goal is to provide all students with an excellent educational program that not only meets basic academic needs, but also sets high expectations and provides opportunities for each student to excel and develop individual talents.

Curriculum development and revision in the Fairbanks school district is an ongoing process that involves community, staff, students, and the School Board. The Curriculum Advisory Committee (CAC) also provides input in the curriculum development process to reflect the perspectives, values, and beliefs of parents, the community, and the School Board. Curricular issues of interest to parents, students, and staff may also be addressed by the CAC prior to it being forwarded to the School Board for adoption.

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**Department of Teaching & Learning**  
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<http://www.k12northstar.org/Page/1920>

\*Please note, the Alaska Department of Education and Early Development (DEED) is beginning the process of reviewing and recommending state science content standards. DEED plans to present the content standards to the Alaska Board of Education by winter 2018; adoption would be finalized by spring 2019.

# Elementary Curriculum

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# KINDERGARTEN

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## LANGUAGE ARTS (adopted 2011; revised 2014)

**Overview:** The kindergarten language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading and writing activities spanning all genres and curricular areas.

Students should know and/or be able to demonstrate the following essential skills by the end of kindergarten:

### Reading skills:

- ✓ recognize beginning and ending sounds
- ✓ count and clap syllables
- ✓ have the ability to hear, identify and manipulate individual sounds in spoken words
- ✓ recognize and produce rhymes
- ✓ differentiate between phonemes, then words
- ✓ understand directionality of print: top to bottom, left to right
- ✓ understand the difference between a letter, word and sentence
- ✓ recognize all uppercase and lowercase letters in random order
- ✓ locate the title of a book
- ✓ decode words with a VC pattern
- ✓ know all letters by name and be able to produce their most common sound
- ✓ understand and use concept words
- ✓ read 25 Instant Recognition Words (*Appendix*)
- ✓ read environmental print
- ✓ read a familiar pattern book and short decodable books
- ✓ participate in songs, chants, nursery rhymes and poems
- ✓ retell a story: beginning, middle and end
- ✓ predict and confirm outcomes when listening to a story
- ✓ follow two-step oral directions to complete a task
- ✓ answer who, what, where questions about a story
- ✓ identify the characters and setting in a story
- ✓ distinguish between fiction and non-fiction texts
- ✓ name the author and illustrator of a story and define the role of each in telling the story
- ✓ share relevant connections between text and personal experiences
- ✓ participate in self-selected reading of appropriate level extending to 5-10 minutes

### Writing Skills

- ✓ express ideas through drawings, letters, symbols or words
- ✓ label pictures
- ✓ participate in shared writing
- ✓ complete a sentence pattern (I see a \_\_\_\_ looking at me.)
- ✓ write a thought or simple sentence ("ILMD" – I like my dog.)
- ✓ "read" their own writing

- ✓ understand the connection between speaking, reading and writing
- ✓ write or draw for self, a specific audience, or purpose with support
- ✓ use resources when attempting to write words (peers, adults, word wall, etc.)
- ✓ copy print from the environment
- ✓ share aloud their own drawings or writing
- ✓ share their own work
- ✓ provide positive response to peers
- ✓ write first and last name with correct capitalization
- ✓ write the letter that corresponds with the letter name or letter sound
- ✓ use inventive spelling
- ✓ recognize the difference between letters and words
- ✓ use the proper grip for all writing tools
- ✓ use legible letter formation
- ✓ use lined paper appropriately when handwriting
- ✓ use directionality of print (top to bottom, left to right)
- ✓ write or draw for self (a journal entry)
- ✓ write or draw independently for a sustained period of time (5-10 min.)

### **Speaking and Listening**

- ✓ follow agreed upon rules for discussion
- ✓ restate, understand, and follow one- and two- step directions
- ✓ describe familiar people, places, things, and events and with prompting and support, provide additional detail
- ✓ speak audibly and express thoughts, feelings, and ideas clearly

## **MATHEMATICS** (adopted 2014)

**Overview:** Kindergarten begins the development of a strong mathematical foundation as students begin constructing their meaning of mathematics. Students will begin to develop number sense, basic computational skills, an understanding of geometric shapes, measurement skills and the ability to pose mathematical questions. Throughout the year, students will incorporate problem-solving, communication skills, mathematical reasoning and connect mathematics to their everyday life.

Students should know and/or be able to demonstrate the following skills by the end of kindergarten:

- ✓ students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$
- ✓ students describe their physical world using geometric ideas (e.g., shape, orientation spatial relations) and vocabulary

## SCIENCE (adopted 2016)

**Overview:** The performance expectations in kindergarten help students formulate answers to questions such as: What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?

Students should know and/or be able to demonstrate the following skills by the end of kindergarten:

- ✓ all animals need food and water in order to live and grow
- ✓ animals obtain their food from plants and/or other animals
- ✓ plants need water and light to live and grow
- ✓ sunlight warms the Earth's surface
- ✓ pushes and pulls can have different strengths and directions
- ✓ living things need water, air and resources from the land, and they live in places that have things they need
- ✓ plants and animals can change their environment
- ✓ combinations of weather (sun, wind, snow, rain, temperature)

## HEALTH (adopted 2016)

**Overview:** This level focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.

Students should know and/or be able to demonstrate the following skills by the end of kindergarten:

- ✓ identify that healthy behavior impacts personal health and describe ways to prevent communicable diseases
- ✓ recognize ways to prevent common childhood injuries
- ✓ recognize how family influences personal health practices and behaviors
- ✓ identify trusted adults and professionals who help promote health
- ✓ demonstrate health ways to express needs, wants, and feelings
- ✓ recognize situations when a health-related decision is needed
- ✓ identify a short-term personal health goal and take action toward achieving the goal
- ✓ demonstrate healthy practices and behaviors to maintain or improve personal health
- ✓ make requests to promote personal health



## **SOCIAL STUDIES** (adopted 2013)

**Overview:** Kindergarten students will demonstrate understanding that their world is made up of many different groups and places. These groups and places can change over time. Kindergartners will also understand how people in their lives (including the classroom) and they themselves can make positive contributions as group members and/or citizens. Students will participate in decision-making related to wants and needs. Finally, students will discuss the importance of rules and appropriate behaviors in and out of the classroom, with opportunities to practice their decision-making skills.

Students should know and/or be able to demonstrate the following skills by the end of kindergarten:

- ✓ be aware of self in relation to others
- ✓ learn rights, responsibilities, and rules as they apply to individuals in a group setting
- ✓ locate specific areas in the classroom and school
- ✓ participate in a variety of cultural activities
- ✓ share news about events with others

## **ART** (adopted 2017)

**Overview:** Kindergarten students will be introduced to beginning art concepts and vocabulary, and use a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and they will be encouraged to maintain that confidence while they enjoy the diverse, exciting, and fulfilling art processes. They will be encouraged to express themselves through various art lessons and to creatively tell their own stories through art.

Students should know and/or be able to demonstrate the following skills by the end of kindergarten:

### **Elements**

- ✓ find a variety of lines and name them
- ✓ recognize a circle, square, triangle, rectangle and oval
- ✓ begin to recognize the difference between flat and round
- ✓ recognize primary colors
- ✓ discern between light and dark in the same colors
- ✓ find actual or visual texture in art and invent descriptive words
- ✓ look at art reproductions and discuss what looks closer; be aware of near and far

### **Principles**

- ✓ discuss whether an artwork looks or feels balanced
- ✓ recognize differences with a piece of art
- ✓ discuss the most important area in an artwork
- ✓ look for repetition in art and begin to recognize patterns
- ✓ compare sizes of objects in artwork as an introduction to scale
- ✓ begin to describe art as “still” or with “movement”
- ✓ discuss whether an artwork seems complete

**Become familiar with their three grade-level artists:**

- ✓ Bill Berry - Alaskan illustrator and painter, 1926-1979
- ✓ Henry Moore - British sculptor, 1898-1986
- ✓ Vincent van Gogh - Dutch Impressionist painter, 1853-1890

**MUSIC** (adopted 2017)

**Overview:** Students should know and/or be able to demonstrate the following skills by the end of kindergarten:

- ✓ pat steady beat while listening to music
- ✓ speak and sing using high and low sounds
- ✓ distinguish between loud/soft, fast/slow, long/short
- ✓ sing songs with a group from rote
- ✓ demonstrate walking, jogging, jumping, and gentle patting
- ✓ know that other cultures create music

**PHYSICAL EDUCATION** (adopted 2016)

**Overview:** The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Students should know and/or be able to demonstrate the following skills by the end of kindergarten:

- ✓ throw a variety of objects with dominant arm
- ✓ volley with hands or paddle/racket
- ✓ jump from two feet to two feet
- ✓ hop on dominant foot
- ✓ repeat a basic rhythmic pattern
- ✓ walk, run, gallop, skip, hop, leap, and slide
- ✓ balance using different combinations of body parts as support
- ✓ perform a rocking motion
- ✓ travel on a combination of body parts

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# FIRST GRADE

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## LANGUAGE ARTS (adopted 2011; revised 2014)

**Overview:** The first grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading and writing activities spanning all genres and curricular areas.

Students should know and/or be able to demonstrate the following essential skills by the end of first grade:

### Reading:

- ✓ hear and identify long and short vowel sounds, and the letters that represent them
- ✓ hear and identify beginning and ending consonants in words
- ✓ read 150 Instant Recognition Words (see *Appendix*)
- ✓ know and apply grade-level phonics and word analysis skills in decoding words
- ✓ decode regularly spelled one syllable words
- ✓ self-monitor and correct for accuracy (3 cueing systems ~ meaning, structure, visual)
- ✓ read grade-level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument
- ✓ read with attention to punctuation and appropriate expression
- ✓ use picture cues and knowledge of context to check understanding of meaning
- ✓ use before, during and after reading strategies to understand text
- ✓ retell stories orally, using simple sentences, and/or with pictures in sequence
- ✓ describe characters, settings and major events in a story, using key details
- ✓ identify the main idea and retell key details
- ✓ make and discuss connections between the text and readers' personal experiences, text and other texts that have been read or heard, and text and events in the world
- ✓ share an opinion about a text
- ✓ distinguish between fiction/non-fiction, real/fantasy and poetry
- ✓ check for understanding through re-reading, pictures and "W" questions
- ✓ participate in self-selected reading of appropriate level extending to 20 minutes

### Writing:

- ✓ use narrative and informational writing for an audience
- ✓ use a variety of texts as models
- ✓ compose three complete sentences on a topic
- ✓ generate writing ideas based on class or own experiences using brainstorming, lists, webs, Thinking Maps®, etc.
- ✓ choose topics that are personally significant
- ✓ use editing checklist for independent and shared writing pieces
- ✓ read back own writing
- ✓ revise writing for meaning, correctness and clarity
- ✓ give/receive ideas or suggestions
- ✓ use knowledge of letter/sounds to spell new words
- ✓ use appropriate space between words
- ✓ use capital letters at the beginning of a sentence

- ✓ use punctuation at the end of a sentence (question mark or period)
- ✓ write sentences with a subject and predicate
- ✓ use 1:1 correspondence (written corresponds to spoken word)
- ✓ spell First Grade No Excuse Spelling Words (see *Appendix*)
- ✓ prepare writing for an audience
- ✓ use proper formation of upper and lower case manuscript letters and numbers
- ✓ with teacher support set personal goals for writing development
- ✓ build stamina to write independently for 10-15 minutes through participation in the writing process
- ✓ use writing to convey thoughts/ideas

### **Speaking and Listening**

- ✓ participate in collaborative conversations with a variety of partners about first grade
- ✓ ask and answer questions about key details in a text read aloud or information presented orally
- ✓ differentiate between asking a question and telling a story; answer who, what, where, when, and why questions

## **MATHEMATICS** (adopted 2014)

**Overview:** First grade continues to increase students' understanding of mathematics, and they begin to learn and calculate basic addition and subtraction facts. Throughout the year, students will incorporate problem-solving, communication skills, mathematical reasoning, and connect mathematics to their everyday life. Concrete examples are used to develop number representation skills.

Students should know and/or be able to demonstrate the following skills by the end of first grade:

- ✓ students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers
- ✓ students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10
- ✓ students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement
- ✓ students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes

## SCIENCE (adopted 2016)

**Overview:** The performance expectations in first grade help students formulate answers to questions such as: What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?

Students should know and/or be able to demonstrate the following skills by the end of first grade:

- ✓ young animals and plants are somewhat like their parents
- ✓ all organisms have external parts and animals use their body parts in different ways
- ✓ plants have different parts
- ✓ adult plants and animals can have young
- ✓ sound can make matter vibrate
- ✓ light travels differently when passing through objects
- ✓ communicating over long distances using a variety of devices
- ✓ motion patterns of the sun, moon, and stars
- ✓ seasonal patterns of sunrise and sunsets

## HEALTH (adopted 2016)

**Overview:** This level focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.

Students should know and/or be able to demonstrate the following skills by the end of first grade:

- ✓ continue to demonstrate success with readiness standards from previous grade level
- ✓ recognize that there are multiple dimensions of health
- ✓ describe ways to prevent communicable diseases
- ✓ describe why it is important to seek health care
- ✓ identify what the school can do to support personal health practices and behaviors
- ✓ describe how the media can influence health behaviors
- ✓ identify ways to locate school and community health helpers
- ✓ demonstrate listening skills to enhance health
- ✓ demonstrate ways to respond in an unwanted, threatening or dangerous situation and tell a trusted adult if threatened or harmed
- ✓ differentiate between situations when a health-related decision can be made individually or when assistance is needed
- ✓ identify who can help when assistance is needed to achieve a personal health goal

## **SOCIAL STUDIES** (adopted 2013)

**Overview:** First grade students will study their own families, past and present. They will compare present-day families and schools to ones of recent and distant past. Through the discussion of civic issues that arise in school, the students will learn about rules, fairness and collective decision-making. Students will make and use simple maps.

Students should know and/or be able to demonstrate the following skills by the end of first grade:

- ✓ respect the rights of others, including different opinions
- ✓ demonstrate awareness of goods and services, needs, and wants
- ✓ demonstrate understanding that a globe and a map are visual representations of the world
- ✓ identify similarities and differences among families and cultural groups, past and present
- ✓ participate in sharing of current events

## **WORLD LANGUAGE** (adopted 2018)

**Overview:** First grade students will focus on music, dance, books, food, and games in the target language and culture.

Students should know and/or be able to demonstrate the following skills:

- ✓ know that some people speak other languages
- ✓ know that other languages have unique cultural components
- ✓ know that other languages are written differently in English
- ✓ recognize and sing along to authentic children's songs
- ✓ participate in authentic dance from the culture
- ✓ create artwork inspired by authentic culture, and know how the art and culture are connected
- ✓ listen to and view children's books read to them in the target language
- ✓ know some foods and ingredients from the culture
- ✓ recognize enough spoken vocabulary to participate in classroom routines and language games

## **ART** (adopted 2017)

**Overview:** First grade students will continue to be introduced to beginning art concepts and vocabulary through the use of a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and will be encouraged to maintain that confidence while they enjoy diverse, exciting and fulfilling art processes. They will be encouraged to express themselves through various art lessons and to creatively tell their own stories through art.

Students should know and/or be able to demonstrate the following skills by the end of first grade:

### **Elements**

- ✓ recognize different lines and name them
- ✓ find basic geometric shapes and name them
- ✓ recognize the difference between flat and round
- ✓ recognize primary and secondary colors
- ✓ begin to recognize neutral tones
- ✓ find actual or visual texture in art and invent descriptive words
- ✓ find overlapping objects and discuss what looks closer and why

### **Principles**

- ✓ discuss whether an artwork looks and feels balanced
- ✓ recognize differences with a piece of art
- ✓ discuss where the most important area is in an artwork
- ✓ look for repetition in art; find patterns in art and invent descriptive words to name them
- ✓ compare size of forms and objects within art as an introduction to scale
- ✓ begin to describe art as “still” or with “movement”
- ✓ discuss whether an artwork seems complete

### **Become familiar with their three grade-level artists:**

- ✓ Alexander Calder - American sculptor, 1898-1976
- ✓ Henry Moore – Dutch Painter, 1872 - 1940
- ✓ Grandma Moses – late-blooming American painter, 1860-1961

## **MUSIC** (adopted 2017)

**Overview:** Students should know and/or be able to demonstrate the following skills by the end of first grade:

- ✓ read, notate, perform quarter note, quarter rests, and eighth notes
- ✓ understand upward and downward melodic contour
- ✓ understand dynamics and tempo affect mood
- ✓ sing in tune within range of D-A
- ✓ utilize shared space while performing locomotor activities
- ✓ know that other cultures create music
- ✓ understand the difference between steady beat and rhythm

## **PHYSICAL EDUCATION** (adopted 2016)

**Overview:** The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Students should know and/or be able to demonstrate the following skills by the end of first grade:

- ✓ throw an object underhand and overhand
- ✓ volley a lightweight object with hands
- ✓ hop on either foot
- ✓ leap from one foot to the other, landing with bent knees
- ✓ jump a turned rope
- ✓ repeat a basic rhythmic pattern
- ✓ walk, run, skip, hop, leap, jump, and slide while moving in a group
- ✓ travel on low equipment; perform simple balance on equipment
- ✓ perform log roll and eggroll going from right to left
- ✓ transfer weight to hands while hanging on apparatus or performing simple stunts



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# SECOND GRADE

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## LANGUAGE ARTS (adopted 2011; revised 2014)

**Overview:** The second grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading and writing activities spanning all genres and curricular areas.

Students should know and/or be able to demonstrate the following essential skills by the end of second grade:

### Reading:

- ✓ use known words and word parts to help decode new words
- ✓ use three cueing systems (meaning, structure, visual) to monitor and correct for accuracy
- ✓ read regularly spelled words with long and short vowels
- ✓ read 300 Instant Recognition Words (see *Appendix*)
- ✓ use word chunks/families to decode multi-syllabic words
- ✓ use context clues to develop an increasing bank of sight words, including content specific words
- ✓ read grade-level text orally with accuracy, appropriate rate, expression and attention to detail
- ✓ read grade-level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument
- ✓ read and follow simple directions to complete a task
- ✓ use a variety of strategies: predicting, questioning, rereading, inferring and creating mental images
- ✓ use cause/effect to draw simple conclusions
- ✓ retell the story using pictures, writing or dramatization
- ✓ distinguish between main idea and supporting detail
- ✓ make connections (T-S, T-T, T-W) and use evidence to support
- ✓ identify story elements (characters, setting, plot)
- ✓ identify point of view
- ✓ identify genres: biographies, realistic fiction, fantasy, etc.
- ✓ understand the difference between fact/opinion and fiction/non-fiction
- ✓ engage in a book for 20 minutes on independent level text
- ✓ choose a "good fit" book for independent reading

### Writing:

- ✓ recognize and produce the following genres: narrative, poetry, opinion, informative and letter writing
- ✓ make and use Thinking Maps®, word lists, webs and notes to record information gathered from a variety of sources
- ✓ use the 6+1 Traits of Writing® as developmentally appropriate
- ✓ write five sentences on a topic (topic sentence, three middle supporting sentences, one closing)

- ✓ have experience with the guided use of writing process steps of brainstorm, draft, response, revise, edit and publish
- ✓ use descriptive words and interesting important details for clarity
- ✓ engage the reader with a strong introduction, descriptive body and effective conclusion
- ✓ identify the following parts of speech: noun, verbs and adjectives
- ✓ compose 3-5 sentences on a topic using correct mechanics, spelling and format
- ✓ build on the appropriate use of punctuation: periods, exclamation points, question marks, commas and apostrophes
- ✓ identify common and proper nouns
- ✓ spell Second Grade No Excuse Spelling Words (see *Appendix*)
- ✓ alphabetize to the second letter
- ✓ prepare a grade appropriate piece of writing for an audience
- ✓ write demonstrating mastery of all upper- and lower-case manuscript letters and numerals, using proper form, proportions and spacing
- ✓ persevere to complete writing tasks
- ✓ build stamina to write independently for 15-20 minutes through participation in the writing process
- ✓ set 2-4 personal goals for writing

### **Speaking and Listening**

- ✓ follow agreed upon rules for discussions
- ✓ ask and answer questions about what a speaker says in order to clarify comprehension, gather information, or deepen understanding of a topic
- ✓ summarize or paraphrase a conversation or story
- ✓ listen for meaning in conversations, discussions, and stories

## **MATHEMATICS** (adopted 2014)

**Overview:** Second grade continues to build students' conceptual framework through a variety of strategies. Students strengthen addition and subtraction skills, and begin building a foundation for multiplication and division. Throughout the year, students will incorporate problem-solving, communication skills, mathematical reasoning, and connect mathematics to their everyday life.

Students should know and/or be able to demonstrate the following skills by the end of second grade:

- ✓ students extend their understanding of base-ten system; this includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing
- ✓ students use their understanding of addition to develop fluency with addition and subtraction within 100
- ✓ students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units

- ✓ students describe and analyze shapes by examining their sides and angles; students investigate, describe, and reason about decomposing and combining shapes to make other shapes

## SCIENCE (adopted 2016)

**Overview:** In second grade, students will formulate questions such as: How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?

Students should know and/or be able to demonstrate the following skills by the end of second grade:

- ✓ plants depend on water and light to grow
- ✓ plants depend on animals for pollinations or moving seeds around
- ✓ there are many kinds of living things in different places on land and in water
- ✓ matter exists in solids or liquid, depending on temperatures
- ✓ different properties are suited to different purposes
- ✓ variety of objects can be built up from a small set of pieces
- ✓ heating or cooling a substance may cause changes
- ✓ events happen quickly and/or slowly over time
- ✓ wind and water can change land shape
- ✓ maps show where things are located
- ✓ water is found in oceans, rivers, lakes, and ponds
- ✓ water exists as solid ice and in liquid form

## HEALTH (adopted 2016)

**Overview:** This level focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.

Students should know and/or be able to demonstrate the following skills by the end of second grade:

- ✓ recognize that there are multiple dimensions of health
- ✓ describe ways to prevent communicable diseases
- ✓ describe why it is important to seek health care
- ✓ identify what the school can do to support personal health practices and behaviors
- ✓ describe how the media can influence health behaviors
- ✓ identify ways to locate school and community health helpers
- ✓ demonstrate listening skills to enhance health

- ✓ demonstrate ways to respond in an unwanted, threatening or dangerous situation and tell a trusted adult if threatened or harmed
- ✓ differentiate between situations when a health-related decision can be made individually or when assistance is needed
- ✓ identify who can help when assistance is needed to achieve a personal health goal

## **SOCIAL STUDIES** (adopted 2013)

**Overview:** Second grade students will develop a conceptual understanding of community. They will be introduced to the domains of social studies (history, physical geography, cultural geography, civics and government) through the lens of their local community. Students will learn how people, places and events have shaped their community historically. In addition, they will become acquainted with local government and current issues.

Students should know and/or be able to demonstrate the following skills by the end of second grade:

- ✓ understand the roles and responsibilities of individuals within a community
- ✓ recognize historical figures and their contributions to the local community
- ✓ discuss current events
- ✓ identify and locate Fairbanks on a map or globe
- ✓ identify how natural resources have affected the growth and development of Fairbanks

## **ART** (adopted 2017)

**Overview:** Second grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. All young students believe they are artists and will be taught with care in order to maintain that confidence while they enjoy the process of art. They will be encouraged to express themselves through various art lessons, and to creatively tell their own stories through art.

Students should know and/or be able to demonstrate the following skills by the end of second grade:

### **Elements**

- ✓ name lines found in the classroom and in art
- ✓ recognize the difference between geometric and organic shapes
- ✓ recognize and discuss flat or round recognize primary and secondary colors
- ✓ find colors in a piece of art that shows light and dark values
- ✓ use texture words when discussing art
- ✓ recognize that objects appear closer when placed lower on a page (placement); recognize that closer objects appear larger (relative size); begin to recognize the concept of foreground and background

## Principles

- ✓ relate geometry and bilateral symmetry in a work of art
- ✓ recognize and describe differences in a piece of art
- ✓ identify the focal point or center of interest in an artwork
- ✓ look for repetition in art; recognize patterns in the environment and in artworks
- ✓ compare size of forms and objects within art as an introduction to scale
- ✓ recognize “still” or “movement” and identify in art
- ✓ discuss whether an artwork seems complete

## Become familiar with their three grade-level artists:

- ✓ Maria Martinez - American potter, 1887-1980
- ✓ Henri Matisse - French Impressionist painter, 1869-1954
- ✓ Grant Wood - American Regionalist painter, 1891-1942

## MUSIC (adopted 2017)

**Overview:** Students should know and/or be able to demonstrate the following skills by the end of second grade:

- ✓ read, notate, perform quarter note, quarter rests, half notes, half rests, and eighth notes
- ✓ know melodies move in steps, leaps, and repeated notes
- ✓ sing in tune within range of D-B
- ✓ recognize two or more pitches sounding simultaneously
- ✓ be able to use combinations of locomotor and non-locomotor skills
- ✓ know that other cultures create music
- ✓ demonstrate the difference between steady beat and rhythm

## PHYSICAL EDUCATION (adopted 2016)

**Overview:** The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Students should know and/or be able to demonstrate the following skills by the end of second grade:

- ✓ throw an object showing opposition and proper weight transfer
- ✓ volley a lightweight object with hands or paddle/racket
- ✓ jump for height and distance
- ✓ jump a self-turned rope forward and backward
- ✓ follow a combination of rhythmic movements
- ✓ jump rhythmically
- ✓ perform locomotor skills using a mature motor pattern

- ✓ travel on low equipment; perform simple balance on equipment
- ✓ perform a forward roll
- ✓ transfer weight from feet to other body parts while traveling

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# THIRD GRADE

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## LANGUAGE ARTS (adopted 2011; revised 2014)

**Overview:** The third grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Students should know and/or be able to demonstrate the following essential skills by the end of third grade:

### Reading:

- ✓ read regularly spelled, multi-syllabic words using knowledge of letter-sound relations, word structure and language structure
- ✓ use glossaries or dictionaries, both print and digital, to clarify meanings of unknown words
- ✓ identify and use root words, affixes and morphology to determine the meaning of new words
- ✓ use context clues to determine the meaning of unfamiliar words
- ✓ read orally with rhythm, flow and expression, showing understanding of punctuation and other conventions of print
- ✓ read 500 Instant Recognition Words (see *Appendix*)
- ✓ read grade-level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument
- ✓ self-monitor and self-correct while decoding
- ✓ locate information explicitly stated in narrative and informative texts to answer literal comprehension questions
- ✓ make connections: text-to-text, text-to-self, text-to-world
- ✓ summarize up to four events in sequence
- ✓ make simple inferences and draw conclusions based on information from the text
- ✓ make predictions, ask questions, apply visualization strategies
- ✓ re-read for clarity
- ✓ identify main idea, recount the key details and explain how they support the main idea
- ✓ determine cause and effect
- ✓ distinguish fact from opinion
- ✓ identify dialog and its use in text
- ✓ identify plot, characters, setting and resolution
- ✓ listen to, read and distinguish between a variety of genres, such as fiction/informational, prose/poetry, and short story/drama
- ✓ evaluate information and express own opinion using one supporting detail from the text
- ✓ choose books that match their independent reading level
- ✓ participate in self-selected reading of appropriate level extending to 30 minutes

## **Writing:**

- ✓ write the following genres: narrative, informational writing, letter writing and poetry
- ✓ cite source (title and author)
- ✓ use dictionary and thesaurus to build and support writing
- ✓ use the writing process steps of: brainstorm, draft, response, revise, edit and publish
- ✓ use 6+1 Traits of Writing® as developmentally appropriate
- ✓ use Thinking Maps®, writer's notebook and other tools to brainstorm; collect and organize ideas
- ✓ use correct tense: past, present and future
- ✓ use a variety of simple and compound sentences with varied sentence beginnings and lengths
- ✓ write three complete paragraphs with a topic sentence, three supporting details and a summative conclusion
- ✓ use a variety of transition words and phrases to connect ideas
- ✓ revise by adding and deleting words to clarify meaning
- ✓ proofread for spelling and conventions
- ✓ correctly use capitals: proper names, places and sentence beginnings
- ✓ understand and identify subject/verb agreement
- ✓ identify the parts of speech: noun, verb, adjective and pronoun
- ✓ be able to change common singular words into plurals
- ✓ use punctuation correctly: period, comma, quotation mark, question mark and exclamation mark
- ✓ vary the text by choosing alternate words for overused words
- ✓ spell Third Grade No Excuse Spelling Words (see *Appendix*)
- ✓ use appropriate presentation tool: legible handwriting or word processing
- ✓ write fluently and legibly in both manuscript and cursive handwriting
- ✓ indent paragraphs appropriately
- ✓ build stamina to write independently for 30 minutes through participation in the writing process
- ✓ set quarterly personal goals for writing

## **Speaking and Listening**

- ✓ follow agreed upon rules for discussions
- ✓ ask and answer questions about what a speaker says in order to clarify comprehension, gather information, or deepen understanding of a topic
- ✓ summarize or paraphrase a conversation or story
- ✓ listen for meaning in conversations, discussions, and stories

# **MATHEMATICS** (adopted 2014)

**Overview:** Third grade deepens students' understanding of the base-ten system, as well as strengthens computational fluency. Students will continue to develop an understanding of geometric shapes, measurement skills, and the ability to pose mathematical questions. Throughout the year, students will incorporate problem-solving, communication skills, mathematical reasoning, and connect mathematics to their everyday life.



Students should know and/or be able to demonstrate the following skills by the end of third grade:

- ✓ students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations
- ✓ students develop an understanding of fractions, beginning with unit fractions
- ✓ students recognize area as an attribute of two-dimensional regions
- ✓ students describe, analyze, and compare properties of two-dimensional shapes

## SCIENCE (adopted 2016)

**Overview:** The performance expectations in third grade help students formulate answers to questions such as: What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?

Students should know and/or be able to demonstrate the following skills by the end of third grade:

- ✓ reproduction is essential to the continued existence of all organisms
- ✓ being part of a group helps animals obtain food, defend themselves, and cope with changes
- ✓ plants and animals have traits inherited from parents and can be influenced by the environment
- ✓ use fossils to learn about organisms and environments from long ago
- ✓ habitats are beneficial to some organisms and not others
- ✓ plants and animals may change if environments change
- ✓ how balanced and unbalanced forces affect an object
- ✓ measure an object's motion and observe patterns to predict future movements
- ✓ cause and effect of electric or magnetic interactions between objects
- ✓ use tables and graphs to describe typical weather patterns and condition during specific seasons
- ✓ describe climates in different regions of the world

## HEALTH (adopted 2016)

**Overview:** This level focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.

Students should know and/or be able to demonstrate the following skills by the end of third grade:

- ✓ describe the relationship between healthy behaviors and personal health and when to seek health care
- ✓ identify examples of emotional, intellectual, physical, and social health
- ✓ describe how family, school, and community can support and influence personal health practices and behaviors
- ✓ identify how culture and peers can influence healthy and unhealthy practices and behaviors
- ✓ identify characteristics of valid health information, products, and services
- ✓ demonstrate effective verbal and nonverbal communication skills to enhance health
- ✓ demonstrate refusal skills that avoid or reduce health risks
- ✓ demonstrate nonviolent strategies to manage or resolve conflict
- ✓ identify and analyze health-related situations that require a thoughtful decision and when assistance is needed
- ✓ list and choose a healthy option when making a decision to health-related issues or problems
- ✓ set a personal health goal and track progress toward its achievement
- ✓ demonstrate and identify a variety of healthy practices and behaviors to maintain or improve personal health
- ✓ encourage others to make positive health choices

## **SOCIAL STUDIES** (adopted 2013)

**Overview:** Third grade students will focus on Alaska, past and present. Students compare and contrast various cultures and regions within the state. Third grade also focuses on the study of Alaska's history, geography, economy, and government. Students will explore why and how the first Alaskan Natives and Europeans came to the area, the purchase of Alaska, why Alaskans wanted to become a state, how Alaska became a state, explaining the importance of natural resources to Alaska's economy, and Permanent Fund and how it affects Alaska.

Students should know and/or be able to demonstrate the following skills by the end of third grade:

- ✓ recognize the functions of local and state government
- ✓ identify the regions of Alaska and the Alaska Natives of each region
- ✓ use maps, charts, graphs and tables to interpret this information
- ✓ identify major resources of Alaska and its neighbors and how their sources relate to the economic and technological lifestyles of past and present
- ✓ follow local and world current events
- ✓ locate Russia and Pacific Rim countries on a map or globe
- ✓ explore past and present cultural activities of Athabascan people

## ART (adopted 2017)

**Overview:** Third grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Third graders are just beginning to develop real skills in handling materials and applying developed ideas to their work. They will be expected to build on these skills. Some students may also begin to 'fear failure' and shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Lastly, verbal fluency will be encouraged when discussing art.

Students should know and/or be able to demonstrate the following skills by the end of third grade:

### Elements

- ✓ find the lines at the edge of shapes
- ✓ recognize shape as 2D
- ✓ discuss form as 3D and distinguish from 2D shape
- ✓ distinguish between and recognize warm, cool, and neutral colors
- ✓ recognize that a painting may use many values (light/dark) of one color
- ✓ differentiate between pieces of art that use actual and visual (implied) texture
- ✓ recognize that large spaces can be created within small confines; recognize concepts of overlapping, relative size (scale), page placement, and foreground/background as means to show perspective

### Principles

- ✓ recognize radial symmetry and find it in nature and art
- ✓ begin to recognize and identify differences in art
- ✓ identify the focal point or center of interest in an artwork
- ✓ look for repetition that suggests movement; begin to recognize that repetition of elements in patterns creates the visual illusion of rhythm
- ✓ look at an object and compare the relationship of one part to another and to the whole as an introduction to proportion
- ✓ recognize "movement" in art
- ✓ discuss whether an artwork seems complete or unified

### Become familiar with their three grade-level artists:

- ✓ Claude Monet - French Impressionist painter, 1840-1926
- ✓ Pablo Ruiz Picasso - Spanish master of modern art, 1881-1973
- ✓ Faith Ringgold - African-American artist, 1930-present

## MUSIC (adopted 2017)

**Overview:** Students should know and/or be able to demonstrate the following skills by the end of third grade:

- ✓ read, notate, perform quarter note, quarter rests, half notes, half rests, whole notes, whole rests, and eighth notes
- ✓ understand meters of 2/4, 3/4, 4/4
- ✓ recognize melodic patterns of same, different, or similar

- ✓ read standard treble clef notation
- ✓ sing in tune within range C-D<sup>1</sup>
- ✓ perform locomotor and non-locomotor movements alone and with a group
- ✓ know that other cultures create music

## PHYSICAL EDUCATION (adopted 2016)

**Overview:** The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Students should know and/or be able to demonstrate the following skills by the end of third grade:

- ✓ throw an object showing opposition weight transfer, and follow-through
- ✓ volley a lightweight object, using hands, with a partner
- ✓ travel while jumping a rope
- ✓ perform beginning jump roping skills
- ✓ follow a variety of rhythmic movements to music
- ✓ move at different speeds, levels, and directions using a mature moto pattern
- ✓ perform a balance sequence using stationary and traveling balance; balance with a partner
- ✓ perform a backward shoulder roll
- ✓ transfer weight from feet to hands to feet from a standing position (i.e., cartwheel)

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# FOURTH GRADE

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## LANGUAGE ARTS (adopted 2011; revised 2014)

**Overview:** The fourth grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Students should know and/or be able to demonstrate the following essential skills by the end of fourth grade:

### Reading:

- ✓ use various strategies to decode and learn words, including using context clues, prefixes, suffixes, root words, contractions, glossaries, dictionaries, etc.
- ✓ read grade-level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument
- ✓ demonstrate appropriate stress on words, pausing and phrasing, intonation and use of punctuation while reading in a way that reflects understanding
- ✓ self-monitor for understanding
- ✓ use text evidence to support predictions, opinions and answers to comprehension questions
- ✓ apply a variety of comprehension skills: visualization, re-reading for information, using context clues, asking questions and making connections
- ✓ identify the main ideas or central concepts and supporting details in various texts
- ✓ locate key information in text
- ✓ identify elements of a story, including theme, conflict and resolution, character, plot and setting
- ✓ distinguish and choose a variety of genres for a variety of purposes
- ✓ determine author's purpose
- ✓ identify cause and effect
- ✓ read and follow three-step directions
- ✓ use text features (illustrations, chapter titles, italicized words, graphics, etc.) to further understand information read
- ✓ participate in self-selected reading of appropriate level extending to 30 minutes
- ✓ set personal reading goals

### Writing:

- ✓ write the following genres: expository report, narrative, informational writing , letter writing and poetry
- ✓ use a variety of source materials (dictionary, thesaurus, and reference texts such as encyclopedias, Internet, magazines, etc.) to improve or support their writing
- ✓ use the writing process steps of brainstorm, draft, response, revise, edit and publish
- ✓ generate ideas for writing using Thinking Maps® or other resources
- ✓ write three complete paragraphs with a topic sentence, three supporting details and a summative conclusion

- ✓ use a revising and editing checklist to improve own writing
- ✓ edit and proofread own writing using editing marks
- ✓ punctuate simple sentences correctly using commas, periods, semi-colons, question marks and exclamation points
- ✓ use apostrophes for possessives and contractions
- ✓ correctly use capital letters: proper nouns, beginning of sentences, titles and personal pronouns
- ✓ use subject/verb agreement, appropriate tenses and noun/pronoun agreement
- ✓ write in first and third person
- ✓ identify and use parts of speech (adjective and adverb)
- ✓ identify similes, metaphors, antonyms, synonyms and homophones
- ✓ spell Fourth Grade No Excuse Spelling Words ( see *Appendix*)
- ✓ write legibly using upper- and lower-case cursive and manuscript letters with proper form, proportions and spacing
- ✓ use a word processor to produce at least two different pieces of writing; one of which will incorporate the use of clip art, graphs, etc. that enhance the topic
- ✓ build stamina to write independently for 30 minutes through participation in the writing process
- ✓ have the guided opportunity to select topics that are personally significant

### **Speaking and Listening**

- ✓ engage effectively in a range of collaborative discussion with a variety of partners on fourth grade topics and texts, building on each others' ideas
- ✓ paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- ✓ report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details
- ✓ build on the talk of others, making statements related to the speaker's topic, and responding to cues

## **MATHEMATICS** (adopted 2014)

**Overview:** Fourth grade begins to develop students' deep understanding of fractions and decimals and explore algebraic ideas. Basic computational skills are mastered. Throughout the year, students will incorporate problem-solving, communication skills, mathematical reasoning and connect mathematics to their everyday life.

Students should know and/or be able to demonstrate the following skills by the end of fourth grade:

- ✓ students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place
- ✓ students develop understanding of fraction equivalence and operations with fractions
- ✓ students describe, analyze, compare, and classify two-dimensional shapes

## SCIENCE (adopted 2016)

**Overview:** The performance expectations of fourth grade help students formulate answers to questions such as: What are waves and what are some things they can do? How can water, ice, wind, and vegetation change the land? What patterns of Earth's features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem?

Students should know and/or be able to demonstrate the following skills by the end of fourth grade:

- ✓ plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction
- ✓ different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain
- ✓ the faster a given object is moving, the more energy it possesses
- ✓ energy can be moved from place to place by moving objects, sound, light, or electric currents
- ✓ energy is present whenever there are moving objects, sound, light or heat
- ✓ light transfers energy from place to place
- ✓ when objects collide, the contact forces transfer energy so as to change motion
- ✓ "produce energy" refers to the conversion of stored energy into a form for practical use
- ✓ waves are made in water by disturbing the surface
- ✓ waves of the same type can differ in amplitude and wavelength
- ✓ objects can be seen when light is reflected as its surface enters the eyes
- ✓ digitized information can be transmitted over long distances without significant degradation.
- ✓ different solutions are tested to determine which best solves the problem
- ✓ patterns of rock formations reveal changes over time due to earth forces
- ✓ rainfall helps shape the land and affects the types of living things found in a region
- ✓ mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns
- ✓ living things affect the physical characteristics of their regions
- ✓ energy and fuels are derived from natural sources and affects the environment in different ways
- ✓ a variety of hazards result from natural processes (e.g., earthquakes, tsunamis)

## HEALTH (adopted 2016)

**Overview:** This level focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.



Students should know and/or be able to demonstrate the following skills by the end of fourth grade:

- ✓ describe the relationship between healthy behaviors and personal health and when to seek health care
- ✓ identify examples of emotional, intellectual, physical, and social health
- ✓ describe how family, school, and community can support and influence personal health practices and behaviors
- ✓ identify how culture and peers can influence healthy and unhealthy practices and behaviors
- ✓ identify characteristics of valid health information, products, and services
- ✓ demonstrate effective verbal and nonverbal communication skills to enhance health
- ✓ demonstrate refusal skills that avoid or reduce health risks
- ✓ demonstrate nonviolent strategies to manage or resolve conflict
- ✓ identify and analyze health-related situations that require a thoughtful decision and when assistance is needed
- ✓ list and choose a healthy option when making a decision to health-related issues or problems
- ✓ set a personal health goal and track progress toward its achievement
- ✓ demonstrate and identify a variety of healthy practices and behaviors to maintain or improve personal health
- ✓ encourage others to make positive health choices

## **SOCIAL STUDIES** (adopted 2013)

**Overview:** Fourth grade students will focus their year-long study on developing knowledge of the continents, oceans, and geography of the United States to lay the foundation for further social studies explorations. Students will examine the factors, both physical and cultural, that help define regions in the U.S. In addition, students will consider the Pacific Rim and examine the role of the United States in this fast-changing part of the world.

Students should know and/or be able to demonstrate the following skills by the end of fourth grade:

- ✓ identify states and their capitals
- ✓ identify regions of the United States
- ✓ identify Pacific Rim countries and their importance to the United States
- ✓ relate current issues to historical events

## **ART** (adopted 2017)

**Overview:** Fourth grade students will continue to learn expanding art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Fourth graders are beginning to develop real skills in handling materials and applying developed ideas to their work, and they will be expected to build on these abilities. Some students are also beginning to ‘fear failure’ and may shy away from art. Therefore, lessons



will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Lastly, verbal fluency will be encouraged when discussing or writing about art.

Students should know and/or be able to demonstrate the following skills by the end of fourth grade:

### **Elements**

- ✓ recognize contour lines in drawings
- ✓ name geometric shapes as related to forms (e.g., circle/sphere, square/cube, triangle/cone, and rectangle/cylinder); begin to understand organic shapes (e.g., puddle and leaf)
- ✓ continue to identify forms as related to shapes
- ✓ recognize intensity changes through use of complimentary colors
- ✓ understand how values change through use of black and white; recognize different values of light/dark
- ✓ experience an actual texture and differentiate from visual (implied) examples of that texture
- ✓ begin to recognize positive and negative space; distinguish the degree of detail in the foreground is a way of showing perspective (detail); recognize foreground/background, overlapping, intersecting, size, and placement as perspective tools

### **Principles**

- ✓ continue to recognize symmetry and radial design in works of art; consider whether a work of art is (feels) balanced
- ✓ consider whether a work of art has contrast
- ✓ identify the focal point or center of interest in an artwork
- ✓ recognize that repetition of elements creates the visual illusion of rhythm and movement; recognize how patterns can create rhythm using color, line, shape, and form
- ✓ begin to learn body proportions and vocabulary
- ✓ recognize and identify “movement” in art
- ✓ discuss whether an artwork seems complete or unified

### **Become familiar with their three grade-level artists:**

- ✓ Katsushika Hokusai - Japanese woodblock printer, 1760-1849
- ✓ Georgia O’Keeffe - American painter, 1887-1986
- ✓ Melvin Olanna - Alaska Native artist, 1941-1991

## **MUSIC** (adopted 2017)

**Overview:** Students should know and/or be able to demonstrate the following skills by the end of fourth grade:

- ✓ understand rhythmic notations
- ✓ understand treble clef notation
- ✓ understand tempo and dynamic markings
- ✓ sing in tune within range B<sub>1</sub>-E<sup>b</sup><sub>1</sub>
- ✓ sing songs in two-parts

- ✓ demonstrate more complex movements in a group
- ✓ understand melodic contour
- ✓ identify instrumental and vocal sounds
- ✓ experience music from other cultures, including Alaska Native cultures

## PHYSICAL EDUCATION (adopted 2016)

**Overview:** The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Students should know and/or be able to demonstrate the following skills by the end of fourth grade:

- ✓ throw an object toward a target with follow-through using a mature motor pattern
- ✓ volley a tossed object back to a partner with hands, arms, or equipment using a mature motor pattern
- ✓ perform a jumping sequence that utilizes different body shapes during flight
- ✓ jump rope 1-3 minutes while performing beginning jump rope skills
- ✓ incorporate a variety of equipment with rhythmic movement and patterns
- ✓ move at different speeds, levels, and directions in game situations using a mature motor pattern
- ✓ perform a balance sequence on a mat using stationary and traveling balances; balance with a partner; balance on boxes, stilts, boards, skates, or beams
- ✓ perform forward, backward, shoulder, and sideways rolls
- ✓ combine transfer of weight, rolling, and balance into a sequence on mats

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# FIFTH GRADE

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## LANGUAGE ARTS (adopted 2011; revised 2014)

**Overview:** The fifth grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Students should know and/or be able to demonstrate the following essential skills by the end of fifth grade:

### Reading:

- ✓ know and apply a variety of strategies to decode and learn new words
- ✓ develop fluency with multiple meaning words and words that can be used in multiple contexts
- ✓ read grade-level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument
- ✓ read grade-level text in meaningful phrases using intonation, expression and punctuation cues
- ✓ generate and answer questions before, during and after reading to clarify meaning, focus attention to important details and answer questions about the text
- ✓ create mental images to aid comprehension
- ✓ use background and prior knowledge to make connections with the text (e.g., text-to-text, text-to-self, and text-to-world) and enhance understanding
- ✓ restate and summarize the main ideas or events in correct sequence after reading a text
- ✓ monitor comprehension and use fix-up strategies to increase understanding
- ✓ distinguish fact from opinion in a text
- ✓ use prior knowledge, illustrations, title, topic sentences, headings and subheadings to make predictions
- ✓ follow multi-step directions to complete a task
- ✓ draw inferences and accurately refer to the text to support inference
- ✓ use prior knowledge, illustrations, graphs, title, topic sentences, headings and subheadings to make and confirm predictions and gather information
- ✓ use information in narrative and informational text to answer questions and evaluate author's purpose
- ✓ analyze story elements of character, setting and plot
- ✓ recognize and explain characteristics of genres
- ✓ recognize and use a variety of literary devices: dialogue, alliteration, simile, metaphors, personification
- ✓ explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama or poem
- ✓ apply cause and effect relationships to analyze text selection
- ✓ use text features to aid comprehension: headings, captions, vocabulary words, bold words
- ✓ set and revise personal reading goals
- ✓ participate in self-selected reading of appropriate level extending to 30 minutes

**Writing:**

- ✓ produce the following genres: narrative, informative, letter writing, opinion and poetry
- ✓ give credit to others' ideas, images and information by using the correct format to cite sources
- ✓ use the 6 Traits of Writing® as developmentally appropriate
- ✓ use Thinking Maps® or other resources to generate ideas
- ✓ be proficient with all steps of the writing process
- ✓ write using a five-paragraph format that includes topic sentences, supporting details and a conclusion
- ✓ use basic sentence structure and vary sentence beginnings
- ✓ develop paragraphs that are logically organized and include a topic sentence, supporting details and a conclusion
- ✓ develop personal voice/style for the purpose and audience
- ✓ vary vocabulary usage to improve context of writing
- ✓ edit/proofread own and peer writing
- ✓ proofread for spelling and punctuation and make appropriate changes
- ✓ use a revising and editing checklist to edit work
- ✓ accurately use periods, commas, quotation marks, apostrophes, contractions, exclamations and paragraphing
- ✓ use consistent tense (past, present and future)
- ✓ use appropriate subject/verb agreement
- ✓ identify and incorporate the eight parts of speech in their writing
- ✓ use antonyms, synonyms and homophones
- ✓ spell Fifth Grade No Excuse Spelling Words (see *Appendix*)
- ✓ use technology for publishing that includes the use of pictures and graphs that enhance the topic
- ✓ legibly use print or cursive, with an emphasis on cursive
- ✓ have the opportunity to choose topics that are personally significant
- ✓ build stamina to write independently for 30–45 minutes through participation in the writing process
- ✓ have the guided opportunity to select topics that are personally significant

**Speaking and Listening**

- ✓ engage effectively in a range of collaborative discussions with a variety of partners on fifth grade topics and texts, and building on others' ideas
- ✓ summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- ✓ report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant details
- ✓ adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

## MATHEMATICS (adopted 2014)

**Overview:** Fifth grade develops multiplicative reasoning which lays the foundation for proportional reasoning. Equivalent forms of numbers are also emphasized as students study fractions and decimals and explore algebraic ideas. Throughout the year, students will incorporate problem-solving, communication skills, mathematical reasoning, and connect mathematics to their everyday life.

Students should know and/or be able to demonstrate the following skills by the end of fifth grade:

- ✓ students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators
- ✓ students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations
- ✓ students recognize volume as an attribute of three-dimensional space

## SCIENCE (adopted 2016)

**Overview:** The performance expectations in fifth grade help students formulate answers to questions such as: When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?

Students should know and/or be able to demonstrate the following skills by the end of fifth grade:

- ✓ plants acquire their material for growth from air and water
- ✓ organisms have interdependent relationships in ecosystems
- ✓ matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die
- ✓ all matter has mass, weight, volume, and density and can undergo physical and chemical changes
- ✓ the gravitational force of Earth
- ✓ energy released from food was once energy from the sun
- ✓ food provides animals materials for energy, healing, and growth
- ✓ the sun is a star that is larger and brighter because it's closer to Earth
- ✓ the orbits of Earth around the sun and the moon
- ✓ the Earth's major systems (geosphere, hydrosphere, biosphere) interact in multiple ways to affect Earth's surface materials and processes
- ✓ nearly all of Earth's water is in oceans and most fresh water is in glaciers or underground
- ✓ human activities in agriculture have had major effects on land, vegetation, streams, ocean air, and outer space

## HEALTH (adopted 2016)

**Overview:** This level focuses on the acquisition of accurate health information and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.

Students should know and/or be able to demonstrate the following skills by the end of fifth grade:

- ✓ describe ways in which safe and healthy school and community environments can promote personal health
- ✓ analyze and describe the relationship of emotional, intellectual, physical, social health, and healthy behaviors
- ✓ describe and explain how technology and media influences thoughts, feelings, personal health, and healthy behaviors
- ✓ describe how peers influence healthy and unhealthy behaviors
- ✓ locate and analyze products, services, and resources from home, school, and community that provide valid health information
- ✓ demonstrate how to ask for assistance to enhance personal health and the health of others
- ✓ demonstrate effective conflict management or resolution strategies
- ✓ describe and predict the potential outcomes of each option when making a health-related decision
- ✓ identify and determine circumstances that can help or hinder healthy, thoughtful decision-making
- ✓ identify resources to assist in achieving a personal health goal
- ✓ assess personal health practices
- ✓ demonstrate a variety of behaviors to avoid or reduce health risks
- ✓ explain the importance of assuming responsibility for personal health behaviors
- ✓ express opinions and give accurate information about health issues
- ✓ demonstrate how to influence and support others to make positive health choices

## SOCIAL STUDIES (adopted 2013)

**Overview:** In fifth grade, the focus will be a yearlong study of the United States of America. Students will examine the historical perspectives that shaped the diverse physical, political, economic, and cultural characteristics that define our country today. Students will examine how colonization led to the establishment and evolution of our nation through the perspectives of Native American cultures, European leaders, explorers, colonists, slaves, and immigrants. Students will explore the foundations of American government by examining relevant aspects of the U.S. Constitution, emphasizing that citizenship entails both rights and responsibilities.

Students should know and/or be able to demonstrate the following skills by the end of fifth grade:

- ✓ recognize the concept of cause and effect within major U.S. economic and

- historical events through Reconstruction
- ✓ sequence major historical events into identifiable periods and eras through Reconstruction
- ✓ recognize the influences of cultural diversity in U.S. society
- ✓ relate current issues to historical events

## ART (adopted 2017)

**Overview:** Fifth grade students will learn developing art concepts and vocabulary, while using a broad range of both 2D and 3D art materials and techniques. Fifth graders are developing lasting skills in handling materials and applying developed ideas to their work, and they will be expected to build on these abilities. Some students are also beginning to 'fear failure' and may shy away from art. Therefore, lessons will be diverse, encouragement will be broad, and flexibility will be expected in every lesson so that students are strengthened as artists. Verbal fluency will be encouraged when discussing or writing about art.

Students should know and/or be able to demonstrate the following skills by the end of fifth grade:

### Elements

- ✓ distinguish between contour line, outline, and sketching
- ✓ name 2D shapes that relate to forms
- ✓ name 3D forms and relate to corresponding shapes
- ✓ identify primary, secondary, complementary, warm, cool, and neutral colors; begin to recognize monochromatic color schemes (e.g., value, tint, and tone)
- ✓ identify examples of monochromatic color schemes
- ✓ experience an actual texture and differentiate from visual (implied) examples of that texture
- ✓ identify positive and negative space; use perspective terms (e.g., overlapping, intersecting, size/scale, foreground/background and detail) ; begin to recognize that color intensity implies depth

### Principles

- ✓ identify examples of visual balance in art
- ✓ recognize and identify why a work of art has contrast
- ✓ find and identify examples of focal point in an artwork (e.g., visual accent or stress)
- ✓ recognize that repetition of elements creates the visual illusion of rhythm and movement; recognize symmetry and pattern in increasingly complex works of art
- ✓ continue to learn body proportions and vocabulary
- ✓ recognize and identify "movement" in art
- ✓ discuss whether an artwork seems complete or unified

### Become familiar with their three grade-level artists:

- ✓ Michelangelo Buonarroti - Italian Renaissance artist, 1475-1564
- ✓ Mary Cassatt - American Impressionist painter, 1844-1926
- ✓ Andy Warhol - American Pop artist, 1928-1987

## MUSIC (adopted 2017)

**Overview:** Students should know and/or be able to demonstrate the following skills by the end of fifth grade:

- ✓ perform, read, notate, and identify notes, rests, and rhythmic notations
- ✓ understand meters of 2/4, 3/4, 4/4, and 6/8
- ✓ be able to interpret tempo and dynamic markings
- ✓ utilize I-IV-V harmonic settings
- ✓ sing in tune within ranges B<sup>b</sup><sub>1</sub>-E<sup>1</sup>
- ✓ sing songs with two-parts and rounds with three-parts
- ✓ read treble clef notation
- ✓ perform specific movement sequences
- ✓ experience music from a variety of cultures in American history, including Alaska Native cultures

In addition to general music, students have the opportunity to participate in organized instrumental and choral groups.

## PHYSICAL EDUCATION (adopted 2016)

**Overview:** The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Students should know and/or be able to demonstrate the following skills by the end of fifth grade:

- ✓ throw an object toward a target with accuracy using a mature motor pattern
- ✓ volley a tossed object with control back and forth to a partner with hands, arms, or equipment
- ✓ run into, jump, and run out of turning rope
- ✓ jump rope 3-5 minutes while performing beginning and intermediate jump rope skills
- ✓ jump landing with control
- ✓ catch while jumping
- ✓ turn a long rope with a partner using an even rhythm
- ✓ incorporate a variety of equipment with rhythmic movement and patterns
- ✓ move in sequenced patterns while keeping time with music and using mature movements
- ✓ move at different speeds, levels, and directions in game situations using a mature motor pattern
- ✓ perform a balance sequence on a mat using stationary and traveling balances with and without equipment



- ✓ combine forward, backward, and sideways rolls into a sequence
- ✓ combine transfer of weight, rolling, and balance into a sequence on mats and/or apparatus

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# SIXTH GRADE

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## LANGUAGE ARTS (adopted 2011; revised 2014)

**Overview:** The sixth grade language arts curriculum is part of a developmental continuum that provides connected literacy experiences as an integral part of learning to communicate in a variety of ways. Students will experience a literate environment by engaging daily in speaking, listening, reading, and writing activities spanning all genres and curricular areas.

Students should know and/or be able to demonstrate the following essential skills by the end of sixth grade:

### Reading:

- ✓ learn the meaning and accurately use a variety of grade-level and content words
- ✓ identify and categorize base words, roots, suffixes and prefixes
- ✓ apply grade-level word analysis skills in decoding words
- ✓ deduce and infer meaning of unfamiliar words in context
- ✓ read grade-level text, aloud and silently with appropriate speed and accuracy to support comprehension
- ✓ read grade-level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument
- ✓ place appropriate emphasis on words, pausing and phrasing, intonation and use of punctuation while reading in a way that reflects understanding
- ✓ make connections with text-to-self, text-to-text, text-to-world
- ✓ make inferences about cause/effect, external conflicts and how the setting influences a character's actions or thinking
- ✓ apply knowledge of literary elements to respond to literal and higher order thinking questions
- ✓ recall information from text in sequential order
- ✓ organize information to show understanding through Thinking Maps®; paraphrasing, summarizing or comparing/contrasting
- ✓ preview content area material intentionally using text features to enhance comprehension
- ✓ use information from the text to answer questions to state the main/central ideas or to provide supporting details
- ✓ identify story elements: characters, setting, plot, problem, solution, climax and theme
- ✓ identify genres and the author's purpose for a range of texts
- ✓ distinguish between fact and opinion and identify possible bias/propaganda
- ✓ demonstrate knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing or suspense) to analyze literary works
- ✓ understand and describe both the author's purpose and point of view
- ✓ monitor own understanding, searching information within and outside of the text when necessary
- ✓ participate in self-selected reading of appropriate level extending beyond 30 minutes
- ✓ self-select reading for information and pleasure from a variety of genres
- ✓ set personal reading goals

## Writing:

- ✓ produce the following genres: narrative, informative, opinion, five paragraph essay, friendly letters, business letters and poetry
- ✓ take notes or make sketches to help remember and organize information
- ✓ synthesize relevant information while researching
- ✓ cite sources
- ✓ write a minimum of five paragraphs that include an introduction, topic sentence, supporting details and a conclusion
- ✓ be proficient with all steps of the writing process with emphasis on improving peer editing skills
- ✓ write interesting topic sentences that include relevant information to develop cohesive paragraphs
- ✓ use a revising and editing checklist to edit work
- ✓ organize paragraphs logically
- ✓ enhance fluency by using transition words and phrases to connect ideas
- ✓ add elaborations, definitions, explanations and facts to support or describe the main idea and develop the voice, mood and tone of the writing
- ✓ use a variety of sentence structures (simple, compound, complex)
- ✓ continue to build on the use of correct punctuation, capitalization and paragraphing
- ✓ use apostrophes correctly with contractions and ownership
- ✓ spell sixth grade No Excuse Spelling Words (see *Appendix*)
- ✓ use multiple resources to enhance word choice (e.g., dictionary, glossary, thesaurus)
- ✓ produce legible documents with manuscript or cursive handwriting
- ✓ use technology for publishing an essay that includes the use of pictures and graphs that enhance the topic
- ✓ build stamina to write independently for 30–45 minutes through participation in the writing process
- ✓ set quarterly personal goals for writing development
- ✓ have the guided opportunity to select topics that are personally significant

## Speaking and Listening

- ✓ engage effectively in a range of collaborative discussion with a variety of partners on sixth grade topics and texts, building on each others' ideas
- ✓ listen and demonstrate understanding by responding appropriately
- ✓ present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes
- ✓ speak clearly and audibly with expression in communicating ideas

# MATHEMATICS (adopted 2014)

**Overview:** Sixth grade increases the focus on algebra and geometry and its interconnectedness. Proficiency of rational-number computation and estimation, and learning to think flexibly about relationships between fractions, decimals, and percents is stressed. Throughout the year, students will incorporate problem-solving, communication skills, mathematical reasoning, and connect mathematics to their everyday life.

Students should know and/or be able to do the following by the end of sixth grade:

- ✓ students use reasoning about multiplication and division to solve ratio and rate problems about quantities
- ✓ students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense
- ✓ students understand the use of variables in mathematical expressions; they write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems
- ✓ students build on and reinforce their understanding of number, students begin to develop their ability to think statistically

## SCIENCE (adopted 2016)

**Overview:** Sixth grade science focuses on ecosystems, classification, Earth's systems, astronomy, and gravity. Students will design and conduct repeatable scientific investigations to continue to develop an awareness that different ways of thinking, curiosity, and the exploration of multiple paths are involved in scientific inquiry.

Students should know and/or be able to do the following by the end of sixth grade:

- ✓ examine and explain interdependent relationships amongst living and nonliving things
- ✓ construct models illustrating the cycling of matter and energy transfer in ecosystems
- ✓ investigate empirical evidence that changes to physical or biological components of an ecosystem affect populations
- ✓ describe organisms based on their structures, behaviors, and place organisms into their kingdoms
- ✓ explore the history of our changing planet through impacts of water, rock, and soil cycles on Earth's surface processes
- ✓ construct weather and climate observations to explain influences on Earth's surface
- ✓ model the solar system to observe, describe, and predict the motion of various bodies in the solar system
- ✓ investigate Newton's Third Law of Motion and Einstein's Theory of Gravity

## HEALTH (adopted 2016)

**Overview:** This level focuses on the acquisition of accurate health information, and the development of healthy attitudes and behavior patterns. Students will learn content and practice skills at developmentally appropriate levels through the study of the following strands: Nutrition and Fitness, Disease Prevention/Control, Relationships, Mental Health, Personal and Consumer Health, Substance Use and Abuse, Human Physiology and Development, and Safety and First Aid.

Students should know and/or be able to demonstrate the following skills by the end of sixth grade:

- ✓ describe ways in which safe and healthy school and community environments can promote personal health
- ✓ analyze and describe the relationship of emotional, intellectual, physical, social health, and healthy behaviors
- ✓ describe and explain how technology and media influences thoughts, feelings, personal health, and healthy behaviors
- ✓ describe how peers influence healthy and unhealthy behaviors
- ✓ locate and analyze products, services, and resources from home, school, and community that provide valid health information
- ✓ demonstrate how to ask for assistance to enhance personal health and the health of others
- ✓ demonstrate effective conflict management or resolution strategies
- ✓ describe and predict the potential outcomes of each option when making a health-related decision
- ✓ identify and determine circumstances that can help or hinder healthy, thoughtful decision-making
- ✓ identify resources to assist in achieving a personal health goal
- ✓ assess personal health practices
- ✓ demonstrate a variety of behaviors to avoid or reduce health risks
- ✓ explain the importance of assuming responsibility for personal health behaviors
- ✓ express opinions and give accurate information about health issues
- ✓ demonstrate how to influence and support others to make positive health choices

## **SOCIAL STUDIES** (adopted 2013)

**Overview:** Sixth grade Social Studies emphasizes ancient societies in a geographical, historical, political, and cultural context. In this year-long course, students examine geographical influences on regional development; use maps, globes and graphs to gather, analyze, and report information; discuss current events from around the world, and study the history of civilization from ancient times to approximately 500 A.D. The civilizations include ancient Mesopotamia, Egypt, India, China, Greece, Rome, Maya, Aztec, and Inca. Students come to understand what people need to evolve into a civilization, how new civilizations began as the needs and beliefs of the people changed, explain the contributions of different civilizations to humankind, and examine the origins and spread of major world religions and languages.

Students should know and/or be able to do the following by the end of sixth grade:

- ✓ identify needs and experiences common to all people
- ✓ identify the origins of democratic principles
- ✓ explain geographical influences on regional development
- ✓ identify cultural contributions of ancient societies
- ✓ connect current events to world geography and ancient societies
- ✓ demonstrate an understanding of how places and regions change with time
- ✓ utilize primary and secondary source documents

## ART (adopted 2017)

**Overview:** Sixth grade students will be expected to apply art concepts and use vocabulary, while working with a broad range of both 2D and 3D art materials and techniques. Sixth graders are developing lasting skills in handling materials and applying developed ideas to their work, and will be expected to build on these abilities. Many students at this age ‘fear failure’ and lean toward their strengths. In order to encourage diverse growth, lessons will be diverse, exciting, challenging, and draw on personal input. Verbal fluency will be encouraged when discussing or writing about art.

Students should know and/or be able to demonstrate the following skills by the end of sixth grade:

### Elements

- ✓ recognize contour line, outline, and sketching; identify lines used in inventive creative ways
- ✓ differentiate between shape (2D and 3D) in a variety of artworks
- ✓ recognize analogous and other color schemes in relationship to basic color theory
- ✓ recognize at least five sequential value changes in one color
- ✓ continue to differentiate between visual (implied) texture and actual texture
- ✓ investigate how perspective is implied in an artwork using the concepts of overlapping, scale, page placement, foreground/background, degree of detail, and color intensity; recognize that converging lines show depth

### Principles

- ✓ identify examples of visual balance in art
- ✓ recognize and identify examples of focal point in an artwork (e.g., visual accent, stress)
- ✓ find and identify examples of focal point in an artwork (e.g., visual accent, stress)
- ✓ recognize that repetition of elements creates visual illusions of rhythm and movement in art; recognize symmetry and pattern in increasingly complex works of art
- ✓ continue to learn body proportions and vocabulary
- ✓ continue to recognize and identify “movement” in art
- ✓ discuss whether an artwork seems complete or unified

### Become familiar with their three grade-level artists:

- ✓ Egyptian art, 3100-1100 B.C.
- ✓ Leonardo da Vinci - Italian Renaissance artist, 1452-1519
- ✓ Frank Lloyd Wright - American architect, 1867-1959

## MUSIC (adopted 2017)

**Overview:** Students should know and/or be able to demonstrate the following skills by the end of sixth grade:

- ✓ perform, read, write, and identify notes, rests, and rhythmic notations
- ✓ read easy major key signatures: C, G, D, F, and B<sup>b</sup>
- ✓ sing in tune range A<sub>1</sub> - F<sup>1</sup>

- ✓ analyze, compare, and contrast music from a variety of styles, periods, and cultures
- ✓ perform, read, identify, and write all major rhythm patterns
- ✓ identify, perform, and create melodic sequences
- ✓ identify monophonic, polyphonic, and homophonic textures
- ✓ perform songs in three independent parts
- ✓ recognize opera as a specific art form
- ✓ write I, IV and V chords in specific keys
- ✓ experience Western and world music

In addition to general music, students have the opportunity to participate in organized instrumental and choral groups.

## PHYSICAL EDUCATION (adopted 2016)

**Overview:** The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. To pursue a lifetime of healthful physical activity, a physically literate individual has learned the skills necessary to participate in a variety of physical activities, knows the implications and the benefits of involvement in various types of physical activities, participates regularly in physical activity, is physically fit, and values physical activity and its contributions to a healthful lifestyle.

Students should know and/or be able to do the following by the end of sixth grade:

- ✓ dribble a ball alternating right and left hands while moving and changing directions
- ✓ demonstrate control while dribbling with right and left foot
- ✓ catch an object while moving
- ✓ demonstrate a variety of kicks using a mature motor pattern
- ✓ strike a moving object using a variety of equipment
- ✓ throw a variety of objects with accuracy toward a target using a mature motor pattern
- ✓ volley a tossed object, with control and accuracy back and forth to a partner with hands, arms, or equipment
- ✓ perform skills and/or use equipment while jumping a long rope
- ✓ continuously jump rope while performing intermediate skills
- ✓ jump over medium to high objects
- ✓ using mature movements, move in sequenced patterns while keeping time with music
- ✓ demonstrate appropriate locomotor techniques where required during an activity
- ✓ use balancing skills in a variety of activities to enhance performance and safety
- ✓ roll in different directions, speeds, and pathways from different heights and positions
- ✓ combine transfer of weight, rolling, and balance into a sequence on mats and/or apparatus

# APPENDIX



# HIGH-FREQUENCY WRITING WORDS

These High-Frequency Writing Words are those words that students are expected to master in all aspects of their everyday writing at each grade level. All prior lists should be practiced at subsequent grade levels. These word lists are intended to be only one component of a comprehensive Word Study Program. These grade-level word lists were derived from Rebecca Sitton's *1200 High-Frequency Writing Words*; words that appear in 89% of everyday writing.

Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
a	I	all	men	about	people	after	much	also	line	along	never
and	in	are	my	an	said	air	new	again	must	always	next
as	is	but	one	been	set	back	off	almost	number	animal	often
at	it	by	or	boy	some	called	old	another	part	asked	once
be	no	come	see	could	than	down	only	any	place	beautiful	own
big	not	day	she	each	them	find	our	around	put	below	read
can	of	do	so	first	then	get	over	away	right	both	school
did	on	end	tell	her	there	give	say	because	same	children	show
for	the	from	they	him	these	good	small	between	saw	don't	something
go	to	has	that	how	time	here	take	came	should	enough	sound
had	up	have	this	into	two	home	their	different	side	few	they're
he	you	if	was	it's	were	just	too	does	still	food	those
his		like	with	life	what	know	took	even	such	form	thought
		look	us	make	when	land	use	every	think	friend	together
		man	we	many	which	last	very	feet	three	going	under
		me	will	more	who	little	water	found	through	house	until
				now	would	long	way	girl	well	important	want
				other	yes	made	where	great	went	keep	while
				out	your	may	words	help	why	large	without
						most	write	its	work	left	world
										might	you're

# INSTANT RECOGNITION WORDS

These word lists were derived from the Fry *High Frequency Word Lists* and are designed to be one component of your instructional practices. They can be used as an assessment tool to inform and guide your teaching. Mastery of these words contributes to your students' reading success by improving fluency and comprehension. Instant Recognition Words are words that students can read within 3 seconds by the completion of the grade level.

<b>K</b> Minimum of 15 words	<b>1<sup>st</sup> Grade Instant Recognition Words</b> aligned with Journeys 150 words (includes 25 Kindergarten I.R.W.)					
the (lesson 3) I (lesson 1) a (lesson 8) of (lesson 16) my (lesson 12) me (lesson 11) by (lesson 24) to (lesson 9) go (lesson 19) like (lesson 2) you (lesson 13) have (lesson 27) we (lesson 7) on (lesson 17) do (lesson 26) see (lesson 6) look (lesson 28) for (lesson 19) was (lesson 22) all (lesson 23) it is (lesson 16) and (lesson 4) can come (lesson 11)	the I a of my me by to go like you have we on do see look for was all it is and can come	in that he (lesson 2) are as with (lesson 1) his they at be (lesson 1) this from or one (lesson 10) had words but not what (lesson 2) were when your (lesson 18) said (lesson 6) there she	use (lesson 20) an each which how their (lesson 11) if will up other about (lesson 17) out (lesson 12) many (lesson 5) then them these (lesson 18) so some (lesson 7) her (lesson 8) would (lesson 8) make (lesson 7) him into time has	two (lesson 14) more write (lesson 9) number no (lesson 3) way could (lesson 17) people than first (lesson 18) water been (lesson 12) called who (lesson 4) oil sit now (lesson 8) find long (lesson 15) down (lesson 13) day did get made may	part over new (lesson 13) sound take (lesson 10) little (lesson 11) work know (lesson 12) place years (lesson 22) live (lesson 11) back give (lesson 10) most (lesson 30) very (lesson 12) after (lesson 9) things our (lesson 8) just name good sentence man think (lesson 16) only (lesson 30)	say great (lesson 19) where (lesson 11) help (lesson 1) through much before line right (lesson 18) too (lesson 2) means old (lesson 20) any same tell boy (lesson 23) follow (lesson 22) came (lesson 6) want show (lesson 16) also around (lesson 16) form three (lesson 14) small

## 2<sup>nd</sup> Grade Instant Recognition Words

300 Words (includes 150 1<sup>st</sup> grade I.R.W.)

the	in	use	two	part	say	set	try (7)	high	saw	important	miss
I	that	an	more	over	great	put	kind	every	left	until (1)	idea (23)
a	he	each	write	new	where	end	hand	near (29)	don't (26)	children (2)	enough (28)
of	are	which	number	sound	help	does (22)	picture (7)	add	few (8)	side	eat
my	as	how	no	take only	through	another (11)	again	food (14)	while (28)	feet	face
me	with	their	way	little	much	well	change	between	along	car (7)	watch
by	his	if	could	work	before	large (23)	off (15)	own (9)	might (9)	mile	far (11)
to	they	will	people	know	line	must	play (4)	below	close	night (12)	Indian
go	at	up	than	place	right	big	spell	country	something	walk	real
like	be	other	first	years	too	even (27)	air (7)	plant	seem	white	almost (30)
you	this	about	water	live	means	such	away (24)	last	next (9)	sea	let
have	from	out	been	back	old	because (1)	animal (6)	school (3)	hard (11)	began (24)	above (28)
we	or	many	called	give	any	turn	house	father	open	grow	girl (12)
on	one	then	who	most	same	here (24)	point	keep	example	took	sometimes (3)
do	had	them	oil	very	tell	why	page	tree	begin (193)	river (16)	mountains
see	words	these	sit	after	boy	ask	letter	never (14)	life	four (23)	cut
look	but	so	now	things	follow	went	mother	startm (14)	always (18)	carry	young (25)
for	not	some	find	our	came	men	answer	city (3)	those (2)	state	talk
was	what	her	long	just	want	read (4)	found (22)	earth	both (5)	once (29)	soon
all	were	would	down	name	show	need	study	eyes (8)	paper (29)	book (15)	list
it	when	make	day	good	also	land	still	light (11)	together (30)	hear	song
is	your	him	did	sentence	around	different (12)	learn (25)	thought (15)	got	stop	being
and	said	into	get	man	form	home	should (28)	head (26)	group	without	leave
can	there	time	made	think	three	us	America	under	often	second (6)	family
come	she	has	may		small	move (21)	world (13)	story (13)	run	late	it's

### 3<sup>rd</sup> Grade Instant Recognition Words

500 Words (includes 300 2nd grade I.R.W.)

the	in	use	two	part	say	set	try	high	saw	important	miss
I	that	an	more	over	great	put	kind	every	left	until	idea
a	he	each	write	new	where	end	hand	near	don't	children	enough
of	are	which	number	sound	help	does	picture	add	few	side	eat
my	as	how	no	take	through	another	again	food	while	feet	face
me	with	their	way	only	much	well	change	between	along	car	watch
by	his	if	could	little	before	large	off	own	might	mile	far
to	they	will	people	work	line	must	play	below	close	night	Indian
go	at	up	than	know	right	big	spell	country	something	walk	real
like	be	other	first	place	too	even	air	plant	seem	white	almost
you	this	about	water	years	means	such	away	last	next	sea	let
have	from	out	been	live	old	because	animal	school	hard	began	above
we	or	many	called	back	any	turn	house	father	open	grow	girl
on	one	then	who	give	same	here	point	keep	example	took	sometimes
do	had	them	oil	most	tell	why	page	tree	begin	river	mountains
see	words	these	sit	very	boy	ask	letter	never	life	four	cut
look	but	so	now	after	follow	went	mother	start	always	carry	young
for	not	some	find	things	came	men	answer	city	those	state	talk
was	what	her	long	our	want	read	found	earth	both	once	soon
all	were	would	down	just	show	need	study	eyes	paper	book	list
it	when	make	day	name	also	land	still	light	together	hear	song
is	your	him	did	good	around	different	learn	thought	got	stop	being
and	said	into	get	sentence	form	home	should	head	group	without	leave
can	there	time	made	man	three	us	America	under	often	second	family
come	she	has	may	think	small	move	world	story	run	late	it's

### 3<sup>rd</sup> Grade Instant Recognition Words

500 Words (includes 300 2nd grade I.R.W.)

body	order	listen	farm	done	decided	plane	filled
music	read	wind	pulled	English	contain	system	heat
color	door	rock	draw	road	course	behind	full
stand	sure	space	voice	half	surface	ran	hot
sun	become	covered	seen	ten	produce	round	check
questions	top	fast	cold	fly	building	boat	object
fish	ship	several	cried	gave	ocean	game	am
area	across	hold	plan	box	class	force	rule
mark	today	himself	notice	finally	note	brought	among
dog	during	toward	south	wait	nothing	understand	noun
horse	short	five	sing	correct	rest	warm	power
birds	better	step	war	oh	carefully	common	cannot
problem	best	morning	ground	quickly	scientists	bring	able
complete	however	passed	fall	person	inside	explain	six
room	low	vowel	king	became	wheels	dry	size
knew	hours	true	town	shown	stay	though	dark
since	black	hundred	I'll	minutes	green	language	ball
ever	products	against	unit	strong	known	shape	material
piece	happened	pattern	figure	verb	island	deep	special
told	whole	numeral	certain	stars	week	thousands	heavy
usually	measure	table	field	front	less	yes	fine
didn't	remember	north	travel	feel	machine	clear	pair
friends	early	slowly	wood	fact	base	equation	circle
easy	waves	money	fire	inches	ago	yet	include
heard	reached	map	upon	street	stood	government	built

# DIGITAL RESOURCES: LEARNING LINKS

FNSBSD—DEPT. OF  
TEACHING AND LEARNING  
452-2000 EXT. 11243

## Digital Resources - LEARNING LINKS

<http://www.k12northstar.org/resources>



Perform and organize research using the following websites:



**Noodle Tools**

<http://www.noodletools.com/>

Username: **northstar**

Password: **noodle**



<http://infotrac.galegroup.com/>

Username: **fair41506**

Password: **galedb**



[www.worldbookonline.com](http://www.worldbookonline.com)

Username: **libmedia**

Password: **worldbook**

## E-BOOK RESOURCES

Funded by the FNSBSD

### Elementary



<http://www.mackin.com>

Mix of fiction & non-fiction

See your library staff for login and password information or call Library Media Services at 452-2000 ext. 11243

Ebooks may be found when searching in the Destiny catalog. If searching from a remote site, logins and/or passwords will be required. Login using your s# or f# and password to <http://www.k12northstar.org/resources> to see the required login information.



### Secondary

<http://northstar.lib.overdrive.com>

Primarily fiction

Use your s# or f# and password to read online or checkout books; most may be downloaded to your digital devices.

Available to students at Eielson, Hutchison, Lathrop, North Pole High, North Pole Middle, Randy Smith, Tanana, West Valley and all staff districtwide.

<http://www.mackin.com>

Mix of fiction & non-fiction

Includes Gale Virtual Reference Library (see GALE box above)







## Statewide Library Electronic Doorway

Funded by UA & the Alaska State Library

[http://lam.alaska.gov/databases/a\\_z](http://lam.alaska.gov/databases/a_z)

### Brain Pop

Username: **alaskalib**

Password: **19statehood59**

BrainPOP creates animated, curricular content that engages students, supports educators, and bolsters achievement. In traditional, blended, and flipped learning settings, BrainPOP supports individual, team and whole-class learning. At school and in informal learning environments, our characters help introduce new topics and illustrate complex concepts.



### Live Homework Help

Username: **alaskalib**

Password: **19statehood59**

Free online help from real tutors for Alaskan students in grades K-12, and intro level college students, seven days a week from 1PM to 10 PM Alaska Time.



### Teen Health and Wellness

An online resource that provides middle and high school students with nonjudgmental, straightforward, standards-aligned, curricular and self-help support. Topics include diseases, drugs, alcohol, nutrition, mental health, suicide, bullying, green living, financial literacy, and more.

Username: **alaskasl**

Password: **alaskasl**

### EBSCO Host

Username: **alaskalib**

Password: **19statehood59**

Full text magazines, newspapers, images, reference content and more. Includes an Auto Repair Reference Center, NoveList, health databases, and content in German and Spanish languages. Four new databases being added, Biography Reference Center, History Reference Center, Science Reference Center, and Points of View Reference Center.



### Gale Testing & Education Reference Center

Create your own account to keep track of your progress. Find colleges, graduate schools, specialty and career programs, and test preparation materials.



### Heritage Quest Online

Username: **alaskalib**

Password: **19statehood59**

### Oxford Premium Reference Collection

Username: **alaskalib**

Password: **19statehood59**

More than 100 reference titles and 50,000 in-depth scholarly entries from the Oxford Companion series. Also includes the Oxford Dictionary of Quotations.

### Alaska's Digital Archives

Alaska's Digital Archives presents a wealth of historical photographs, albums, oral histories, moving images, maps, documents, physical objects, and other materials from libraries, museums and archives throughout our state.

Funded by FNSBSD



### Discovery Education Streaming Videos

Discovery Education Streaming provides teachers and students access to a digital media resource of more than 111,000 standards-aligned digital assets. More than 6,200 videos, 50,000 video clips, 22,000 images, 1,200 clip art and much more.

User Name: **northstarstudents**

Password: **northstarstudents**

Staff should login to their personal account

## Literacy Resources

452-2000 ext. 11243

Funded by FNSBSD



### TumbleBooks Library

Username: **northstar**  
Password: **books**

Read-along animated picture books for young readers in English, French or Spanish, plus interactive games and puzzles. Our Premium subscription now gives us access to the new math stories, graphic novels and National Geographic film clips. Also check out the 'lessons/unit plans' button.



### TumbleBookCloud Jr.

Username: **northstar**  
Password: **login**

An online collection of ebooks and read-a-long chapter books, non-fiction books, graphic novels, educational videos and audio books. This database is a great option for adventurous young readers who wish to read beyond the picture book collection in the Tumble Books Library. It is designed specifically for kids in grades 3-6.



### TeachingBooks.net

Password: **northstar**

A portal for exploring children's and young adult books and their authors. Includes video clips of authors' comments and short readings of their works as well as links to additional teaching guides and classroom activities.



**Culture Grams**—Concise, reliable and up to date reports on more than 200 countries, each U.S. state and all 13 Canadian provinces and territories.

Login: **northstar**  
Password: **northstar**



**Pebble Go**, the award winning PreK-3 database for reading and research, offers four specific database es for early readers. With

hundreds of topic and content areas, Pebble Go Animals, Earth and Space, Biographies and Social Studies will entice the youngest of readers to explore and learn independently. In addition, **Pebble Go Next** provides information about our 50 states as well as their indigenous native populations.

PebbleGo is available at these 19 elementary schools:

Anderson	Anne Wien
Arctic Light	Badger Road
Barnette Magnet	Crawford
Denali	Hunter
Joy	Ladd
Nordale	North Pole Elementary
Pearl Creek	Salcha
Ticasuk Brown	Two Rivers
University Park	Weller
Woodriver	

See your elementary Library Associate for User ID and Password

<http://www.pebblego.com/login>

<http://www.pebblegonext.com/login>



<http://destiny.k12northstar.org>

### PUPPET KITS

These are very popular with young children. Kits contain high quality hand or finger puppets with multiple picture books relating to the puppet enclosed.

Approximately 175 to choose from.

### DVD LIBRARY

We house a large collection of DVDs to support the curriculum. We also maintain access to the Discovery Education streaming videos and purchased a district wide license to Movie Licensing USA.

### ALASKANA COLLECTION/KITS

We house an extensive collection of Alaska non-fiction and picture books as well as numerous kits and professional resources to support teaching of the Alaska Studies curriculum at all grade levels.

### BOOK SETS

These kits include multiple copies of one title. They include primary through 12th grade reading level titles in a variety of topics. This collection includes 100 plus Big Books for preschool & primary grades.

### ENGLISH LANGUAGE LEARNERS LIBRARY

This collection includes bilingual materials for all ages in a variety of languages as well as resources for the teaching of English as a second language.

### CURRICULUM KITS/MODELS

We maintain a collection of approximately 425 resource kits to support the teaching of all areas of the curriculum. Teachers may book these kits in advance to ensure availability.



Check availability by searching the 'District Library' or 'District Media' at - <http://destiny.k12northstar.org/>

### PROFESSIONAL COLLECTION

LMS houses a large professional collection in the development of librarianship and teaching skills available for check out. We are continually adding new material to align with district programs such as MTSS and Professional Learning Communities.

### OTHER SERVICES

AccuCuts - We maintain an extensive collection of die-cuts and hand operated die cut machines that cut out letters and shapes in an instant. Bring your own paper to LMS on the 2nd floor of the FNSBSD Admin Building.

Laminating Machine - We have a 25" width laminator to help with your FNSBSD laminating projects. Call ahead for availability and warm up time.

VariQuest Poster Maker - We have a variable size poster making machine that has endless possibilities for posters and banners for district and district related projects. Use the ready made templates or make your own. You may call for associated fee information.

# 2018 – 2019 ASSESSMENT CALENDAR

## Elementary Assessment Legend

**AIMSweb Plus K-2**

**\*8/20/18-9/7/18**

**Elementary MAP GROWTH**

**Kindergarten Profile**

**PEAKS {RED} Grade 3-6 window**

**ACCESS 2.0\*2/1-3/31, 2019\* DLM**

**#3/18 – 4/26, 2019#**

**August**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19*	20	21	22	23	24	25
26	27	28	29	30	31	

**September**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7*	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**October**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**November**

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**December**

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## 2018-19 Elementary Assessment Date



### 2018

#### August

9, 15 Teacher Work Days  
10-14 Professional Development  
16 First Day for Students

#### September

3 Labor Day (holiday)  
27 Staff Training Day (early out)  
28 Professional Development

#### October

12 End of 1<sup>st</sup> Quarter (early dismissal)  
25-26 Parent-Teacher Conferences

#### November

9 Staff Training Day (early out)  
12 Professional Development  
22-23 Thanksgiving (holiday)

#### December

19-21 Last 3 Days (early dismissal)  
21 End of 2<sup>nd</sup> Quarter (early dismissal)  
24 Winter Break - Begin

### 2019

#### January

4 Winter Break - End  
7 Teacher Work Day (no school)  
21 Martin Luther King Jr. (holiday)  
31 Staff Training Day (early out)

#### February

1 Professional Development  
18-19 Parent-Teacher Conferences

#### March

8 End of 3<sup>rd</sup> Quarter (early dismissal)  
11-15 Spring Break  
25-29 Testing Window

#### April

1-30 Testing Window

#### May

15-17 Last 3 Days - Early Dismissal  
17 Last Day for Students  
20 Teacher Work Day

Revised 5/21/2018

### 2019

#### January

S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

#### February

S	M	T	W	T	F	S
					*	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

#### March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17#	18	19	20	21	22	23
24	25	26	27	28	29*	30
31						

3<sup>rd</sup> Quarter: 43 days

#### April


S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26#	27
28	29	30				

#### May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- School Start/End
- End of Quarter (early dismissal)
- { } Testing Window
- Last 3 days (early dismissal)
- ◇ Staff Training Day (early dismissal)
- ◆ Professional Development
- Vacation/Holiday (no school)
- ▲ Parent-Teacher Conferences (no school)
- Teacher Work Day (no school)
- Tentative Make-Up
- Days for Bad Weather

# PUBLIC NOTICE OF NON-DISCRIMINATION



Fairbanks North Star Borough School District

## PUBLIC NOTICE

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The Fairbanks North Star Borough School District does not discriminate on the basis of race, ethnicity, color, religion, creed, sex, age, national origin, physical or mental disability, marital status, changes in marital status, pregnancy, parenthood, sexual orientation, gender identity or veteran status.

The Fairbanks North Star Borough School District does not discriminate on the basis of sex in violation of Title IX of the Education Amendments of 1972 in the educational programs or activities which it operates.

The Fairbanks North Star Borough School District does not discriminate on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973. This includes admission or access to, or treatment or employment in its programs, services, and activities.

Individuals requiring further information should contact the designated compliance director:

Mrs. Tanya Coty  
Employment and Educational Opportunity Director  
520 Fifth Avenue  
4th Floor, Suite A  
Fairbanks, Alaska 99701  
(907) 452-2000 ext. 11466  
Fax (907) 452-3172  
[tanya.coty@k12northstar.org](mailto:tanya.coty@k12northstar.org)

February 2017

