



Fairbanks North Star Borough School District

PARENT'S GUIDE TO ELEMENTARY CURRICULUM



2023 – 2024

2023 – 2024 FNSBSD CALENDAR



2023-24 Academic Calendar

WWW.K12NORTHSTAR.ORG • DISTRICT OFFICE: (907) 452-2000 • 520 FIFTH AVE

JULY

3-4 Holiday (Schools & District Offices Closed)

AUGUST

10 Teacher Work Day (No School)
11 Professional Development
14-15 (No School)
17 First Day of School

SEPTEMBER

1 Professional Development (No School)
4 Holiday (Schools & District Offices Closed)
28 Early Dismissal
29 Professional Development (No School)

OCTOBER

13 End of 1st Quarter (Early Dismissal)
1st Quarter: 44 Days
30-31 Parent-Teacher Conferences (No School)

NOVEMBER

23-24 Holiday (Schools & District Offices Closed)

DECEMBER

20-22 Early Dismissal
22 End of 2nd Quarter/
1st Semester
*2nd Quarter: 48 Days
1st Semester: 92 Days*
25-29 Winter Break (Schools Closed)
25-26 District Offices Closed

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JANUARY

1 Holiday (Schools & District Offices Closed)
1-5 Winter Break (Schools Closed)
8 Teacher Work Day (No School)
15 Holiday (Schools & District Offices Closed)
22 Early Dismissal

FEBRUARY

19-20 Parent-Teacher Conferences (No School)
21 Professional Development (No School)

MARCH

8 End of 3rd Quarter (Early Dismissal)
3rd Quarter: 43 Days
11-15 Spring Break (No School)
14-15 District Offices Closed
25-29 Statewide Testing Window

APRIL

1-26 Statewide Testing Window
26 Early Dismissal

MAY

15-17 Early Dismissal
17 Last Day of School
End of 4th Quarter/2nd Semester
*4th Quarter: 45 Days
2nd Semester: 88 Days*
20 Teacher Work Day
21-23 Tentative Make-Up Days for Inclement Weather
27 Holiday (Schools and District Offices Closed)

NUTRITION SERVICES

(907) 451-1004
(free & reduced meal application, menus, nutrition and allergy info)
k12northstar.org/food

TRANSPORTATION

Durham Dispatch - (907) 206-7789
(drop off/pick up issues, late bus, missed stops, lost items, etc.)
FNSBSD - (907) 452-2000 ext. 4
(bus stop, route info)
k12northstar.org/bus

Revised by School Board: May 2, 2023

The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as a tobacco and nicotine-free learning and work environment.

SYMBOL KEY

- District Offices Closed
- Early Dismissal
- Holiday (No School)
- Parent-Teacher Conferences (No School)
- Professional Development (No School)
- Teacher Work Day (No School)
- Testing Window

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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 at www.k12northstar.org/Page/8852. 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 (ELA), Mathematics, and Science 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. The ELA and mathematics standards were adopted by the State Board of Education in 2012, and the science standards were adopted in 2019. These standards indicate how well students at a particular age are expected to perform in reading, writing, mathematics, and science. 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, educators, parents, students, the Board Curriculum Committee, and the School Board.

Fairbanks North Star Borough School District
Department of Teaching & Learning

Chane Beam
Executive Director of Teaching & Learning

Mackenzie Staiger
Elementary Curriculum Coordinator

Jennifer Morgan
Materials Development Specialist

Elementary Curriculum

KINDERGARTEN

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

Grade-Level Competencies (adopted 2022):

- Symbolic Expression (grades K-2): The learner will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for different purposes.

- Numbers and Number Systems (grades K-2): The learner will demonstrate an understanding of the nature of numbers, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers.
- Reasoning and Strategic Thinking (grades K-2): The learner will apply additive reasoning using multiple strategies (algorithms, models, & manipulatives) to solve authentic applied problems. The learner will use reasoning and self-monitoring to analyze and explain a solution pathway.
- Measurement (grades K-2): The learner will use standard and nonstandard measurement tools, units, and attributes to describe and compare objects, authentic applied situations or events, and to solve measurement problems.
- Algebraic Functions, Patterns, and Relations (grades K-2): The learner will make use of structure to represent, interpret, and analyze change or patterns in various contexts using models, rules, and explanations.
- Geometry (grades K-2): The learner will recognize and use attributes of two- and three-dimensional figures to solve problems.
- Data, Analysis, Probability, and Statistics (grades K-2): The learner will gather, represent, and interpret data related to a particular/ single unit scale, including authentic applications.

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 2020)

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

Grade-Level Competencies (adopted 2020):

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

- ✓ Strategies for listening and responding to social studies materials and for increasing social studies vocabulary.
- ✓ Understand and be able to demonstrate what it means to be a responsible citizen within their classroom.
- ✓ Share and discuss events within their classroom.
- ✓ Demonstrate an understanding of past events and their connection to the present and future.
- ✓ Responsibly use current technology to express their understanding of geography, culture, history, government, and/or current events.
- ✓ Compare and contrast their community with others.
- ✓ Demonstrate an understanding of how and why cultures continue and change over time.
- ✓ Understand and be able to identify their place in their world.
- ✓ Be able to introduce geography and geographical problems through the use of different resources.
- ✓ Develop financial skills with an understanding of making choices with limited resources.

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.

One hour per week is required for 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

Become familiar with the following Alaska Native artists:

- ✓ Dixie Alexander
- ✓ Hannah Solomon
- ✓ Delores Sloan

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

FIRST GRADE

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.

Grade-Level Competencies (adopted 2022):

- Symbolic Expression (grades K-2): The learner will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for different purposes.

- Numbers and Number Systems (grades K-2): The learner will demonstrate an understanding of the nature of numbers, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers.
- Reasoning and Strategic Thinking (grades K-2): The learner will apply additive reasoning using multiple strategies (algorithms, models, & manipulatives) to solve authentic applied problems. The learner will use reasoning and self-monitoring to analyze and explain a solution pathway.
- Measurement (grades K-2): The learner will use standard and nonstandard measurement tools, units, and attributes to describe and compare objects, authentic applied situations or events, and to solve measurement problems.
- Algebraic Functions, Patterns, and Relations (grades K-2): The learner will make use of structure to represent, interpret, and analyze change or patterns in various contexts using models, rules, and explanations.
- Geometry (grades K-2): The learner will recognize and use attributes of two- and three-dimensional figures to solve problems.
- Data, Analysis, Probability, and Statistics (grades K-2): The learner will gather, represent, and interpret data related to a particular/ single unit scale, including authentic applications.

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 2020)

Overview: First grade learners 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 learners will understand rules, fairness, and collective decision-making. Learners will also make and use simple maps and timelines.

Grade-Level Competencies (adopted 2020):

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

- ✓ Strategies for listening and responding to social studies materials and for increasing social studies vocabulary.
- ✓ Understand and be able to identify their place in their school and the world.
- ✓ Share and discuss current events within their school.
- ✓ Understand and be able to demonstrate what it means to be a responsible citizen within their school.
- ✓ Compare and contrast their community with others.
- ✓ Demonstrate an understanding of past events and their connection to the present and future.
- ✓ Demonstrate an understanding of how and why cultures continue and change over time.
- ✓ Discuss geography and geographical problems through the use of different sources.
- ✓ Responsibly use current technology to express their understanding of geography, culture, history, government, and/or current events.
- ✓ Develop financial skills with an understanding of making choices with limited resources.

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.

One hour per week is required for 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

Become familiar with the following Alaska Native artist:

- ✓ Sonya Kelliher-Combs

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

SECOND GRADE

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

Grade-Level Competencies (adopted 2022):

- Symbolic Expression (grades K-2): The learner will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for different purposes.
- Numbers and Number Systems (grades K-2): The learner will demonstrate an understanding of the nature of numbers, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers.
- Reasoning and Strategic Thinking (grades K-2): The learner will apply additive reasoning using multiple strategies (algorithms, models, & manipulatives) to solve authentic applied problems. The learner will use reasoning and self-monitoring to analyze and explain a solution pathway.
- Measurement (grades K-2): The learner will use standard and nonstandard measurement tools, units, and attributes to describe and compare objects, authentic applied situations or events, and to solve measurement problems.
- Algebraic Functions, Patterns, and Relations (grades K-2): The learner will make use of structure to represent, interpret, and analyze change or patterns in various contexts using models, rules, and explanations.
- Geometry (grades K-2): The learner will recognize and use attributes of two- and three-dimensional figures to solve problems.
- Data, Analysis, Probability, and Statistics (grades K-2): The learner will gather, represent, and interpret data related to a particular/ single unit scale, including authentic applications.

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 2020)

Overview: Second grade students will develop a conceptual understanding of community. They will be introduced to the domains of social studies (history, geography, culture, civics, economics, and government) through the lens of their local community. Learners will explore how people, geography, and events have shaped the Fairbanks area communities throughout history. In addition, they will become acquainted with local government and current issues.

Grade-Level Competencies (adopted 2020):

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

- ✓ Acquire strategies for reading social studies materials and for increasing social studies vocabulary at the second grade level.
- ✓ Compare and contrast their community with other nearby communities.
- ✓ Demonstrate an understanding of past events and their connection to the present and future.
- ✓ Demonstrate an understanding of how and why cultures continue and change.
- ✓ Share and discuss current events within their community.
- ✓ Understand and be able to demonstrate what it means to be a responsible citizen

within their community.

- ✓ Understand and be able to identify their place in the community.
- ✓ Use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events.
- ✓ Discuss and recognize local geography and geographical problems through the use of different sources.
- ✓ Develop financial skills with an understanding of making choices with limited resources.

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.

One hour per week is required for 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

Become familiar with the following Alaska Native artist:

- ✓ Denise Wallace

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

THIRD GRADE

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

Grade-Level Competencies (adopted 2022):

- Symbolic Expression (grades 3-4): The learner will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for a variety of purposes, including variables.
- Numbers and Number Systems (grades 3-4): The learner will demonstrate an understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers, fractions, and decimals.
- Reasoning and Strategic Thinking (grades 3-4): The learner will apply additive, multiplicative, and fractional reasoning using multiple strategies (algorithms, models, & manipulatives) to solve authentic applied problems. The learner will use reasoning and self-monitoring to analyze and justify one or more solution pathways.
- Measurement (grades 3-4): The learner will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.
- Algebraic Functions, Patterns, and Relations (grades 3-4): The learner will make use of structure to represent, analyze, and generalize change or patterns in various contexts using models and justification.
- Geometry (grades 3-4): The learner will use attributes of two-dimensional shapes and complex figures to solve authentic applied problems.
- Data, Analysis, Probability, and Statistics (grades 3-4): The learner will gather, represent, and interpret data related to a particular/ single context, including authentic applications.

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 2020)

Overview: Third grade students will focus on Alaska - past, present, and future. Learners will compare and contrast various cultures and regions within the state. They will also focus on the study of Alaska's history, geography, culture, civics, economics, and government. Learners will explore the Indigenous cultures of Alaska, including why and how the first Alaska Natives and other people came to the area, the United States' purchase of Alaska, and how Alaska became a state. The learners will also explain the history and importance of natural resources to Alaska's people and economies.

Grade-Level Competencies (adopted 2020):

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

- ✓ Share and discuss current events within their community and their state.
- ✓ Understand and be able to identify their place in the community and state.
- ✓ Demonstrate an understanding of past events and their connection to the present and future.
- ✓ Demonstrate an understanding of how and why cultures continue to change over time.
- ✓ Acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level.
- ✓ Use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events.
- ✓ Understand and be able to demonstrate what it means to be a responsible citizen within their community, including government.
- ✓ Compare and contrast their community with other communities statewide.
- ✓ Discuss and recognize state geography and geographical problems through the use of different resources.
- ✓ Develop financial skills with an understanding of making choices with limited resources.

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.

One hour per week is required for 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

Become familiar with the following Alaska Native artist:

- ✓ James Schoppert

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-D¹
- ✓ 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)

FOURTH GRADE

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

Grade-Level Competencies (adopted 2022):

- Symbolic Expression (grades 3-4): The learner will reason abstractly and quantitatively, recognizing and making appropriate use of mathematical symbols and expressions for a variety of purposes, including variables.
- Numbers and Number Systems (grades 3-4): The learner will demonstrate an understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using whole numbers, fractions, and decimals.
- Reasoning and Strategic Thinking (grades 3-4): The learner will apply additive, multiplicative, and fractional reasoning using multiple strategies (algorithms, models, & manipulatives) to solve authentic applied problems. The learner will use reasoning and self-monitoring to analyze and justify one or more solution pathways.
- Measurement (grades 3-4): The learner will use measurement tools, units, and attributes to describe and compare objects, situations, or events, and to solve authentic applied measurement problems.
- Algebraic Functions, Patterns, and Relations (grades 3-4): The learner will make use of structure to represent, analyze, and generalize change or patterns in various contexts using models and justification.
- Geometry (grades 3-4): The learner will use attributes of two-dimensional shapes and complex figures to solve authentic applied problems.
- Data, Analysis, Probability, and Statistics (grades 3-4): The learner will gather, represent, and interpret data related to a particular/ single context, including authentic applications.

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 2020)

Overview: This yearlong study helps develop knowledge of the geography of the United States, continents, and oceans to lay the foundation for further social studies explorations. The learners will examine the factors, both physical and cultural, that help define regions in the United States. Learners will explore the idea of financial and civic responsibility. Throughout their social studies exploration, learners will focus on developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action.¹

Grade-Level Competencies (adopted 2020):

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

- ✓ Acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level.
- ✓ Acquire strategies for writing informational texts at the appropriate grade level.
- ✓ Share and discuss the relationship between social studies and science, technology, and/or society, especially as it relates to current events.
- ✓ Understand and be able to demonstrate what it means to be a responsible citizen of the United States.
- ✓ Demonstrate an understanding of how and why cultures continue and change over time.
- ✓ Use current technology responsibly to demonstrate and/or enhance their understanding of geography, culture, history, government, and/or current events.
- ✓ Compare and contrast their state with others.
- ✓ Interpret geography and analyze geographical problems through the use of different resources.
- ✓ Develop personal financial skills with an understanding of making choices with limited resources.

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.

One hour per week is required for art.

¹ “College, Career, & Civic Life (C3) Framework for Social Studies State Standards.” National Council for the Social Studies, < <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>>. Accessed 9 Aug. 2019.

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

Become familiar with the following Alaska Native artist:

- ✓ Ron Senungetuk

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 B₁-E^b₁
- ✓ 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

In addition to general music, students may have the opportunity to participate in organized instrumental and choral groups. Course fees might apply.

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

FIFTH GRADE

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

Grade-Level Competencies (adopted 2022):

- Symbolic Expression (grades 5-6): The learner will reason abstractly and manipulate symbolic expressions to represent relationships and interpret expressions and equations in terms of a given context for determining an unknown value.
- Numbers and Number Systems (grades 5-6): The learner will expand their understanding of number systems, thinking flexibly and attending to precision and reasonableness when solving problems using rational numbers.
- Reasoning and Strategic Thinking (grades 5-6): The learner will expand the use of computational strategies, algorithms, and proportional reasoning to rational numbers. The learner will use reasoning and metacognitive skills through making conjectures, justifying, and communicating mathematical solutions and arguments.
- Measurement (grades 5-6): The learner will use tools and apply precision and reasoning to solve measurement problems in authentic applied contexts.
- Algebraic Functions, Patterns, and Relations (grades 5-6): The learner will make use of structure to describe and compare situations that involve change or patterns, and use the information to make conjectures and justify conclusions/ solutions.
- Geometry (grades 5-6): The learner will solve problems involving reasoning using properties two- and three- dimensional shapes to analyze, represent, and model geometric relationships in authentic applied contexts.
- Data, Analysis, Probability, and Statistics (grades 5-6): The learner will design investigations and gather data involving populations (data sets).

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 2020)

Overview: In fifth grade, learners will continue to build their understanding of the location of the United States in the context of the world, learn the history of our current governmental system, and learn how they can further explore their economic and civic responsibilities. It is important to note that U.S. history will be re-visited in depth in eighth grade, so learners should leave fifth grade with a strong foundation in the following four topics:

- Geography - continents and oceans (relative and absolute location of each), Polar region perspectives, and our place in the world.
- How our government works and opportunities for civic engagement.
- History of the United States, focusing on European colonization, positive and negative interactions with Indigenous peoples, and the foundations of the United States government, as it relates to today.
- Understanding of economics, how money works, and how that integrates with society, culture, and the environment.

Grade-Level Competencies (adopted 2020):

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

- ✓ Acquire strategies for reading social studies materials and for increasing social studies vocabulary at the appropriate grade level.
- ✓ Demonstrate an understanding of how the United States government functions.
- ✓ Demonstrate an understanding of how and why cultures continue and change over time.
- ✓ Show an understanding of how humans interpret history.
- ✓ Show an understanding of how to connect the past with the present.
- ✓ Share and discuss the relationship between social studies and science, technology, and/or society, especially as it relates to current events.
- ✓ Demonstrate an understanding of what it means to be a responsible citizen of the United States.
- ✓ Use current technology responsibly to demonstrate their understanding of geography, culture, history, government, and/or current events.
- ✓ Develop personal financial skills with an understanding of making choices with limited resources.

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.

One hour per week is required for 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

Become familiar with the following Alaska Native artist:

- ✓ Alvin Amason

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^b₁-E¹
- ✓ 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 may have the opportunity to participate in organized instrumental and choral groups. Course fees might apply.

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

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	
a	I	all	men	about	people	after	much	also	line
and	in	are	my	an	said	air	new	again	must
as	is	but	one	been	set	back	off	almost	number
at	it	by	or	boy	some	called	old	another	part
be	no	come	see	could	than	down	only	any	place
big	not	day	she	each	them	find	our	around	put
can	of	do	so	first	then	get	over	away	right
did	on	end	tell	her	there	give	say	because	same
for	the	from	they	him	these	good	small	between	saw
go	to	has	that	how	time	here	take	came	should
had	up	have	this	into	two	home	their	different	side
he	you	if	was	it's	were	just	too	does	still
his		like	with	life	what	know	took	even	such
		look	us	make	when	land	use	every	think
		man	we	many	which	last	very	feet	three
		me	will	more	who	little	water	found	through
				now	would	long	way	girl	well
				other	yes	made	where	great	went
				out	your	may	words	help	why
						most	write	its	work

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.

K Minimum of 15 words	1st Grade Instant Recognition Words 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 (lesson 16) 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

2nd Grade Instant Recognition Words

300 Words (includes 150 1st 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

3rd 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

3rd 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

RECOMMENDED INSTRUCTIONAL TIMES

Subject	Kindergarten	Grades 1-5
Average Instructional Minutes Per Day	180 min.	290 min.
Language Arts (includes reading, writing, grammar, spelling, and handwriting) Adopted material: <i>Into Reading</i> (HMH)	60-90 min.	90-120 min.
Math Adopted material: <i>iReady/ Ready Classroom</i>	45-60 min.	75-90 min.
Science Adopted material: <i>Science: A Closer Look</i> (MacMillan/ McGraw Hill)	15 min.	30 min.
Social Studies Adopted material: <i>Nystrom/ Exploring Where and Why</i>	15 min.	30 min.
Remaining minutes in the day for: <ul style="list-style-type: none"> • Art • Health • Interventions • Oral Reading • Recess (beyond 30 minute lunch recess) • Technology (also integrated within instruction) 	0-45 min.	20-80 min.
Teachers are expected to use adopted curriculum materials.		

ELEMENTARY COURSE FEES

All course fees are standard throughout the District. If a fee is to be charged, it will be listed below as the maximum allowed each semester.*


AREA	COURSE	Fee
Music	Advanced Band**	\$15 (\$7.50 per quarter)
	Advanced Orchestra**	\$15 (\$7.50 per quarter)
	Beginning Band**	\$15 (\$7.50 per quarter)
	Beginning Bass/ Cello**	\$15 (\$7.50 per quarter)
	Beginning Brass **	\$15 (\$7.50 per quarter)
	Beginning Guitar **	\$15 (\$7.50 per quarter)
	Beginning Orchestra **	\$15 (\$7.50 per quarter)
	Beginning Violin/ Viola **	\$15 (\$7.50 per quarter)
	Beginning Woodwind **	\$15 (\$7.50 per quarter)
	Chamber Ensemble**	\$15 (\$7.50 per quarter)
	Drum Percussion **	\$15 (\$7.50 per quarter)
	Elementary Keyboard**	\$15 (\$7.50 per quarter)
	Fiddling **	\$15 (\$7.50 per quarter)
	Guitar & Song Writing **	\$15 (\$7.50 per quarter)
	Handbell Choir**	\$15 (\$7.50 per quarter)
	Intermediate Band**	\$15 (\$7.50 per quarter)
	Intermediate Orchestra**	\$15 (\$7.50 per quarter)
	Intermediate Band**	\$15 (\$7.50 per quarter)
	Intermediate Orchestra**	\$15 (\$7.50 per quarter)
	Introduction to Band**	\$15 (\$7.50 per quarter)
	Introduction to Orchestra**	\$15 (\$7.50 per quarter)
	Jazz Band**	\$15 (\$7.50 per quarter)
	Uke Can Do It **	\$15 (\$7.50 per quarter)

*Note: FNSBSD AR1025-G: Student Fees - Family Limit

Regardless of financial or economic status, a family whose gross school district receipts exceeds \$100 per child or \$250 per family in a school year can have further fees waived upon request and presentation of receipts to the building principal. A provision should also be in place for those students with financial hardships. Contact your school principal for additional information.

**This fee only applies to students using a school district instrument.

PUBLIC NOTICE OF NON-DISCRIMINATION



PUBLIC NOTICE

Fairbanks North Star Borough School District

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 or any other basis of discrimination prohibited by local, state, or Federal law.

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:

Allison Baldock
Employment and Educational Opportunity Officer
520 Fifth Avenue
3rd Floor, Suite C
Fairbanks, Alaska 99701
(907) 452-2000 ext. 11466
Fax (907) 451-6008
eeo@k12northstar.org

May 2021



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as a tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701