

Greenwich Public Schools Elementary Standards Based Report Card Parent Handbook



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Introduction

This Parent Handbook is designed to assist parents in gaining a greater understanding of the Greenwich Public Schools' K-5 elementary level standards-based report card.

The Greenwich Public Schools have designed curricula that directly align with the State and National educational standards. In addition, departments have designed assessments to measure student progress towards meeting these standards.

Under each standard, the district has identified specific grade-level expectations that should be mastered in each subject for each trimester. For example, although a standard in math would be consistent across the K-5 grade levels, a kindergarten student would have different grade-level expectations than a third grade student for meeting that standard. Additionally, that kindergarten student would have different grade-level expectations to master that same standard in the spring trimester than he/she had in the fall trimester.

The standards-based report card reflects the expectations embedded within the district's curriculum and assessments. This tool is designed to measure your child's current level of performance in comparison to a common standard of performance. This allows parents to better understand how their child is actually performing relative to identified grade-level expectations for each trimester.

The purpose of this handbook is to provide parents with a reference for determining the grade-level expectations for each subject. For your convenience, this handbook is divided into grade-level sections.

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Advanced Learners Program (ALP)

Modified Above Grade Level Objectives for Students

The academic standards listed on the report card are consistent for all GPS students.

Students participating in the Advanced Learning Program for Math/Reading & Science (Interdisciplinary) are expected to meet or exceed their current grade level objectives.

ALP students will be evaluated on their ability to successfully meet above grade level standards. For non- ALP subjects, students are graded on their current grade level standard.

When reviewing your child's performance in their ALP strands of Math, Reading and/or Science (Interdisciplinary), please refer to the ALP Grading Rationale Rubric.

ALP Grading Rationale Rubric - For Standards Report Card

	GRADING RATIONALE
Exceeds	
5	Student performance <u>exceeds</u> the ALP above grade level standard for most learning objectives.
4	Student performance <u>meets</u> the ALP above grade level standard for <u>all</u> learning objectives and <u>exceeds</u> this standard for <u>some</u> learning objectives.
Meets	
3	Student performance <u>meets</u> the ALP above grade level standard for <u>most</u> learning objectives
Below	
2	Student performance <u>meets</u> the ALP above grade level standard for <u>some</u> learning objectives and is <u>below</u> the ALP standards for <u>other</u> learning objectives.
1	Student performance <u>below</u> the ALP standard for <u>most</u> learning objectives

Modified Grade Level Objectives for Students with Disabilities (Special Education/504 Plans)

Students who have an I.E.P. (Individual Education Plan) or a Section 504 Accommodation Plan, may require modifications to the grade level objectives in one or more of the content areas. This means that the grade level objectives for this student, as described in the Parent Handbook, will be different from the objectives for the other students in that grade.

A check beside a standard on the report card indicates that the student's IEP or Section 504 Team has determined that the grade level objectives in that content area have been modified for this student. Parents should refer to their child's IEP/Section 504 Plan and/or ask their child's special education or classroom teacher, how the grade level objectives have been modified. The intent of a modified grade level objective is to give a more accurate report of a student's individual progress and academic achievement, even though he or she is not achieving the grade level objectives.

The goal is to have all students strive toward achieving the grade level objectives, but also to acknowledge that due to the impact of a disability, modifications that have been made to the objectives for this particular student.

English Language Learners (ELLs)

English Language Learners (ELLs) represent a diverse group of students within the Greenwich Public Schools. These students come from a variety of countries and speak a wide array of languages. In addition, they represent all levels of language proficiency, from a new learner with very limited oral and written skills in English to a student who is near-native in all language skills. Given this range, ELLs are eligible for an English Speakers of Other Languages (ESOL) report card if they are currently placed in ESOL levels 1 or 2. For students who have more English skill, they may receive the same standards-based report card as all the other students. The ESOL specialist in the building will consult with the classroom teacher when determining the standard met. Please note that students are expected to meet the same standards, and, as a result, a student who is still acquiring English skills may not reach that expected standard. However, if your student is making adequate progress in English, this will be noted on the report card. Over time, as the child acquires additional language and increased competency in reading and writing in English, s/he will most likely be able to meet the standards.

Kindergarten

Language Arts – Kindergarten Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Strategic Reading
Students apply strategies to recognize words, to read fluently, to monitor and correct reading, and to comprehend text.
Concepts about Print: refers to a student's ability to handle a book, identify where on a page to begin reading, differentiate between a letter and a word and his/her ability to demonstrate awareness that print carries meaning.
Letter Knowledge: a student's ability to recognize uppercase and lowercase letter names and shapes.
Phonemic Awareness: a student's ability to detect, identify and manipulate (segment & blend) phonemes in spoken words.
Phonics: a student's ability to understand the systematic relationship between the letters and letter combinations in written language and how to use these relationships to read and spell words.
High Frequency Words & Vocabulary: High Frequency word recognition refers to a student's ability to recognize regular and irregular grade-level words in text (rule-breakers). Vocabulary refers to a student's knowledge of words and word meanings.
Reading Comprehension: refers to a student's ability to extract and construct meaning from grade-level, written text utilizing a variety of word-learning, comprehension and fix-up strategies (e.g. questioning, visualizing, making predictions and connections).
Standard 2: Reads and Responds with Understanding
Students respond to a variety of texts (literary, informational, and persuasive) presented in a variety of multimedia formats.
Oral Response to Text: a student's ability to participate in student/teacher directed text discussions before, during and after reading to focus thinking about the text at a deeper level (questions, making predictions and connections).
Retelling: a student's ability to elicit important characteristics of narrative text to summarize a story by restating the events (beginning, middle and end).
Reading Reflection and/or Behaviors: a student's ability to choose appropriate/engaging texts that he/she can read with stamina, and his/her ability to enjoy reading, work on improving skills and find satisfaction in successful reading.
Standard 3: Communication with Others
Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.
Written Communication: a student's ability to utilize the writing process and the traits of writing to communicate his/her thoughts and ideas in writing using different text structures for a variety of purposes and audiences.
Oral Communication: a student's ability to initiate and engage in group discussions to support grade-level texts and conceptual topics, identify claims and support with evidence and incorporate a variety of visual displays and digital media to support the discourse.

Standard 4: Applying Language Conventions

Students apply the conventions of Standard English in oral, written and visual communication.

Spells High Frequency Words: a student's ability to spell High Frequency words in context during daily class work (e.g. Readers' and Writers' notebooks, Word Study daily student work).

Writes First and Last Name: a student is able to appropriately write his/her first and last name on student work.

Handwriting: a student applies developmentally appropriate handwriting skills during class work.

Math - Kindergarten Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards and the corresponding objectives.

Standard 1: Number Sense and Operations	These objectives answer the question: How are the base ten number system and fractions, decimals, percents and ratios related
Perform rote counting to 100 Understand concepts of ordinal numbers (e.g. <i>first</i> and <i>last</i>) Identify and construct sets of objects from 0-30 Know the meaning of <i>estimation</i> Read any number 30 or less Participate in oral number stories Understand the basic meaning of <i>addition</i> and <i>subtraction</i>	
Standard 2: Measurement	These objectives answer the question: How do geometric relationships and measurements help us to solve problems and make sense of our world?
Compare sizes of objects Know name and value of a penny, nickel and dime Identify and use measuring tools	
Standard 3: Geometry	These objectives answer the question: How do geometric relationships and measurements help us to solve problems and make sense of our world?
Recognize circle, square, triangle and rectangle Construct and interpret a simple graph Describe events using the terms certain, possible and impossible	
Standard 4: Data and Statistics	These objectives answer the question: How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?
Sort and classify objects Generate and continue a pattern	
Standard 5: Algebra	These objectives answer the question: How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
Generate and continue a pattern Sort and classify objects	

Science - Kindergarten Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:

K.1: Objects have properties that can be observed and used to describe the similarities and differences

- Match each of the five senses with its associated body part and the kind of information it perceives.
- Make scientific observations using the senses, and distinguish between an object's observable properties and its name or its uses.
- Classify organisms or objects by one and two observable properties and explain the rule used for sorting (e.g., size, color, shape, texture or flexibility).
- Use simple tools and nonstandard units to estimate or predict properties such as size, heaviness, magnetic attraction and float/sink.
- Describe properties of materials such as wood, plastic, metal, cloth or paper, and sort objects by the material from which they are made.
- Count, order and sort objects by their observable properties.

Standard 2:

K.2: Many different kinds of living things inhabit the Earth.

- Observe and describe differences between living and nonliving things in terms of growth, offspring and need for energy from "food."
- Sort, count, and classify living and nonliving things in the classroom, the schoolyard and in pictures.
- Use nonstandard measures to estimate and compare the height, length or weight of different kinds of plants and animals.
- Observe and write, speak or draw about similarities and differences between plants and animals.
- Match pictures or models of adults with their offspring (animals and plants).
- Classify varied individuals of the same species by one and two attributes (e.g., rabbits or cats with different fur colors; rabbits or dogs with upright or floppy ears, etc.)

Standard 3:

K.3: Weather conditions vary daily and seasonally.

- Use the senses to observe daily weather conditions and record data systematically using organizers such as tables, charts, picture graphs or calendars.
- Analyze weather data collected over time (during the day, from day to day, and from season to season) to identify patterns and make comparisons and predictions.
- Observe, compare and contrast cloud shapes, sizes and colors, and relate the appearance of clouds to fair weather or precipitation.
- Write, speak or draw ways that weather influences humans, other animals and plants.
- Make judgments about appropriate clothing and activities based on weather conditions.

Standard 4:

K.4: Some objects are natural, while others have been designed and made by people to improve the quality of life.

- Conduct simple tests to compare the properties of different materials and their usefulness for making roofs, windows, walls or floors (e.g., waterproof, transparent, strong).
- Seek information in books, magazines and pictures that describes materials used to build shelters by people in different regions of the world.
- Compare and contrast the materials used by humans and animals to build shelters.

Social Studies - Kindergarten Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
1. <u>Content Knowledge:</u> Knowledge of concepts, themes and information from history and social studies is necessary to promote understanding of our nation and our world.
Selected objectives:
<ul style="list-style-type: none">● Recognize events that reoccur and the frequency of the reoccurrence.● Use terms such as before and after to compare events.● Discuss how people's actions affect the environment.● Explain the reason for rules related to basic safety and fairness and responsibilities that students have to classmates and school community.● Identify cultural characteristics of self and family.
Standard 2:
<u>History/Social Studies Literacy Skills:</u> Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
Selected objectives:
<ul style="list-style-type: none">● Find a relevant source of information related to a specific topic.● Share and interpret information gathered from senses, print or media sources in a variety of ways.● Draw and write in journals to reflect on one's own histories.● Share personal past and future events or experiences through group discussions and dramatization.● Represent geographic or community locations, including relevant details, using classroom materials
Standard 3:
<u>Civic Engagement:</u> Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.
Selected objectives:
<ul style="list-style-type: none">● Predict how another person might feel given a simple scenario.● Solve conflicts and classroom issues using appropriate strategies.

World Language – Kindergarten Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards and corresponding objectives.

Standard 1: Communication (Interpersonal Mode): Engages in conversation and correspondence, provides and obtains information, expresses opinion and feelings
Speaks in complete sentences with prompting Uses learned vocabulary in familiar topic areas Communicates in everyday social and academic situations with prompting
Standard 2: Communication (Interpretive Mode): Understands and interprets spoken and written language on a variety of topics
Understands spoken language at a normal rate of speech with strong contextual support and repetition
Standard 3: Communication (Presentational Mode): Presents information, concepts, and ideas to listeners or readers on a variety of topics
Gives individual or group brief oral presentations on personal or content-based topics, using complete sentences with some hesitation, and may require prompting
Standard 4: Connections (Interdisciplinary Mode): Reinforces and expands knowledge of other disciplines through the world language
Uses specific vocabulary to discuss some social studies- and science- related topics Applies previously learned language to expand and/or elaborate on content area topics

Music – Kindergarten Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&4: Performing and Literacy (Readiness)
Identify, demonstrate, and differentiate between the four different ways of using the voice—speaking, singing, shouting, and whispering.
Echo song fragments and rhymes.
Explore pitch using vocal sliding activities (<i>glissandi</i>).
Sing songs/say rhymes while maintaining a steady beat.
Maintain teacher-generated steady beat on their bodies or age-appropriate classroom instruments.
Standard 2: Creating
Create a steady beat to familiar songs/rhymes on their bodies or age-appropriate instruments.
Create (improvise) Level 1 ‘ariosos’ (child-created songs without words) on a neutral syllable using a minimum of 2-3 pitches.
Discover different ways they can move their bodies.
Standard 3 & 5: Responding and Connections
Hear sounds that are high and low, loud and soft, and fast and slow.
Listen and respond to teacher-performed ‘song tales.’
Use age-appropriate movements (based on suggested movement repertoire) to recorded music.
Move to the beat in 2’s and 3’s to recorded music, familiar songs, and rhymes by following the teacher’s lead.
Recognize patterns in movements.
Make connections between the vocal sounds and movements they make in class to other disciplines (math, language arts, P.E., art) and to their daily lives.
Make connections between music they hear in class and music/activities in their daily lives.

Physical Education – Kindergarten Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
Motor Skills and Movement Patterns
Selected Objectives:
<ul style="list-style-type: none"> • Demonstrates proper technique for a hop, jump, skip, gallop, slide, run. • Demonstrates rhythmic patterns which combine locomotor skills. • Demonstrates object control skills – dribble, bounce, catch, throw, strike, volley.
Standard 2:
Application of Concepts and Strategies
Recognition of the Benefits of Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Listens and physically responds to directions and feedback with regard to motor skill performance. • Develops a movement vocabulary. • Identifies benefits and positive feelings associated with participation in physical activity in class and outside of school.
Standard 3:
Physical Fitness and Engagement in Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Performs selected activities which develop physical fitness and identifies exercises for different areas of the body (ex. ¼ mile jog, curl-up, ABC push-ups, stretching, vertical jump, balancing, agility run). • Develops an initial understanding that exercise is related to heart health and why it is important to be active. • Participates in moderate to vigorous physical activity in a PE setting and identifies change in heart rate during exercise and rest. • Demonstrates large-muscle coordination in locomotor and non-locomotor skills and performs a variety of activities requiring body management.
Standard 4:
Social Responsibility, Team Building and Working with Others through Physical Activity.
Selected Objectives:
<ul style="list-style-type: none"> • Participates in activities cooperatively and enthusiastically with respect for the rights and feelings of others. • Demonstrates self-control and follows established safety rules while participating in physical activities.

Visual Arts - Kindergarten Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&2: Making Meaningful Expression/Performing and Making Connections to and Through the Arts
Recognizes works of art inspired by nature and the environment.
Paints a picture reflecting one’s own emotions, feelings experiences or stories.
Recognizes the use of the primary colors, geometric shapes and lines in one’s own artwork and the artwork of master artists introduced in class.
Recognizes patterns in art and the environment.
Standard 3&4: Expressing Personal Ideas/Creating and Interpreting Symbolic Expression/Literacy
Identifies a work of art by media, techniques and processes.
Creates a non-objective artwork using lines, shapes and colors.
Names a variety of media, tools and materials (e.g. crayon, paintbrush, clay, markers, scissors, glue).
Identifies and uses the primary colors.
Mixes primary colors of paint to create other colors.
Develops cutting and gluing techniques.
Identifies the following elements of art: line, shape, and color..
Creates basic 3-dimensional sculpture (e.g. wood, paper, or modeling clay).
Cleans and cares for art supplies safely and in a timely fashion both independently and cooperatively (e.g. cleans one’s own paintbrushes, workspace, organizes materials and carries scissors appropriately).
Paints on 2-dimensional and 3-dimensional surfaces.
Standard 5: Responding to the Arts
Discusses works of art with teacher and classmates.
Recognizes that classmates may have different opinions about art.
Describes what qualities make an artwork 2-dimensional.
Describes what qualities make an artwork 3-dimensional.

First Grade

Language Arts - First Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Strategic Reading Students apply strategies to recognize words, to read fluently, to monitor and correct reading, and to comprehend text.
Phonemic Awareness: a student's ability to detect, identify and manipulate (segment & blend) phonemes in spoken words.
Phonics: a student's ability to understand the systematic relationship between the letters and letter combinations in written language and how to use these relationships to read and spell words.
High Frequency Words & Vocabulary: High Frequency word recognition refers to a student's ability to recognize regular and irregular grade-level words in text (rule-breakers). Vocabulary refers to a student's knowledge of words and word meanings.
Fluency: a student's ability to read grade-level text accurately, at an appropriate rate and with good expression.
Reading Comprehension: refers to a student's ability to extract and construct meaning from grade-level, written text utilizing a variety of word-learning, comprehension and fix-up strategies (e.g. questioning, visualizing, making predictions and connections).
Standard 2: Reads and Responds with Understanding Students respond to a variety of texts (literary, informational and persuasive) presented in a variety of multimedia formats.
Written or Drawn Response to Text: a student's ability to construct meaning, then express opinions and interpretations about a text and provide insight about literary tools in either written or drawn formats.
Oral Response to Text (independent reading/read aloud): a student's ability to participate in student/teacher directed text discussions before, during and after reading to focus thinking about the text at a deeper level (questions, making predictions and connections).
Retelling: a student's ability to elicit important characteristics of narrative text to summarize a story by restating the events (beginning, middle and end).
Group Discussion: a student's ability to discuss text before and after reading and his/her ability to generate higher order questions to focus a group's thinking about text at deeper levels.
Reading Reflection and/or Behaviors: a student's ability to choose appropriate/engaging texts that he/she can read with stamina, and his/her ability to enjoy reading, work on improving skills and find satisfaction in successful reading.

<p>Standard 3: Communication with Others Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.</p>
<p>Written Communication: a student’s ability to utilize the writing process and the traits of writing to communicate their thoughts and ideas in writing using different text structures for a variety of purposes and audiences.</p>
<p>Oral Communication: a student’s ability to initiate and engage in group discussions to support grade-level texts and conceptual topics, identify claims and support with evidence and incorporate a variety of visual displays and digital media to support the discourse.</p>
<p>Standard 4: Applying Language Conventions Students apply the conventions of Standard English in oral, written and visual communication.</p>
<p>Spells High Frequency Words: a student’s ability to spell High Frequency words in context during daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Applies Phonetic Patterns to Spell Words in Daily Writing: a student applies grade-level appropriate phonetic patterns in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Applies Grade-level Appropriate Capitalization and Punctuation: a student applies grade-level appropriate capitalization and punctuation in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Handwriting: a student applies developmentally appropriate handwriting skills during class work.</p>

Math - First Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives.

<u>Standard 1:</u> Number Sense and Operation	<u>These objectives answer the question:</u> How are the base ten number system and fractions, decimals, percents and ratios related
Count on by 1s, 2s, 5s and 10s past 100 Read, write and model whole numbers up to 100 (1st MP to 50) Identify, name, and know value of pennies, nickels, dimes and quarters Estimate the number of objects in a set using benchmark numbers Solve addition and subtraction problems Calculate the values of combinations of pennies, nickels, dimes, quarters Order and compare numbers and quantities up to 100 Understand place value for ones, tens, hundreds and thousands Find equivalent names for numbers Identify fractional parts	
<u>Standard 2</u> Measurement	
Tell time to the nearest hour, half hour and quarter hour Use standard units for measuring length; measure to the nearest inch and centimeter Use greater than, less than and equal to symbols Use a thermometer to measure temperature in Fahrenheit scales Use unit squares to find area	
<u>Standard 3</u> Geometry	<u>These objectives answer the question:</u> <u>How do geometric relationships and measurements help us to solve problems and make sense of our world?</u>
Identify and describe plane and solid figures (1 st MP – familiar shapes) Draw and measure a line segment Identify shapes having symmetry	
<u>Standard 4</u> Data and Statistics	<u>These objectives answer the question:</u> <u>How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?</u>
Collect and organize data to create tally charts and bar graphs	
<u>Standard 5</u> Algebra	<u>These objectives answer the question:</u> <u>How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?</u>
Create simple number patterns and rules Find the rule and complete “What’s my Rule” table	

Science - First Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
1.1: The sun appears to move across the sky in the same way every day, but its path changes gradually over the seasons.
<ul style="list-style-type: none">• Compare and contrast the relative positions of objects using words (in front of, behind, next to, inside of, above or below) and numbers (by measuring its distance from another object).
<ul style="list-style-type: none">• Apply direct and indirect pushes and pulls to cause objects to move (change position) in different ways (e.g., straight line, forward and backward, zigzag, in a circle).
<ul style="list-style-type: none">• Classify objects by the way they move (e.g., spinning, rolling, bouncing).
<ul style="list-style-type: none">• Conduct simple experiments and evaluate different ways to change the speed and direction of an object's motion.
<ul style="list-style-type: none">• Observe, record and predict the sun's position at different times of day (morning, noon, afternoon or night).
<ul style="list-style-type: none">• Conduct simple investigations of shadows and analyze how shadows change as the relative position of the sun (or an artificial light source) changes.
Standard 2:
1.2: Living things have different structures and behaviors that allow them to meet their basic needs.
<ul style="list-style-type: none">• Infer from direct observation and print or electronic information that most animals and plants need water, food and air to stay alive.
<ul style="list-style-type: none">• Identify structures and behaviors used by mammals, birds, amphibians, reptiles, fish and insects to move around, breathe and obtain food and water (e.g., legs/wings/fins, gills/lungs, claws/fingers, etc.).
<ul style="list-style-type: none">• Sort and classify plants (or plant parts) by observable characteristics (e.g., leaf shape/size, stem or trunk covering, flower or fruit).
<ul style="list-style-type: none">• Use senses and simple measuring tools to measure the effects of water and sunlight on plant growth.
<ul style="list-style-type: none">• Compare and contrast information about animals and plants found in fiction and nonfiction sources.
Standard 3:
1.3: Organisms change in form and behavior as part of their life cycles.
<ul style="list-style-type: none">• Explain that living things experience a life cycle that includes birth, growth, reproduction and death.
<ul style="list-style-type: none">• Distinguish between animals that are born alive (e.g., humans, dogs, cows) and those that hatch from eggs (e.g., chickens, sea turtles, crocodiles).
<ul style="list-style-type: none">• Compare and contrast the changes in structure and behavior that occur during the life cycles of animals that undergo metamorphosis with those that do not.
<ul style="list-style-type: none">• Analyze recorded observations to compare the metamorphosis stages of different animals and make predictions based on observed patterns.
Standard 4:

1.4: The properties of materials and organisms can be described more accurately through the use of standard measuring units.

- Use nonstandard and standard measurements to describe and compare the weight, length, and size of objects and organisms.
- Show approximate size of a centimeter, meter, inch, foot and yard using referents such as a finger, a hand or a book.
- Select appropriate tools for measuring length, height weight or liquid volume.
- Use metric and customary rulers to measure length, height or distance in centimeters, meters, inches, feet and yards.
- Use balances and scales to compare and measure the heaviness of objects and organisms in kilograms, grams, pounds and ounces.
- Use graduated cylinders, beakers and measuring cups to measure the volume of liquids in milliliters, liters, cups and ounces.
- Use thermometers to measure air and water temperature in degrees Celsius and degrees Fahrenheit.
- Make graphs to identify patterns in recorded measurements such as growth or temperature over time.

Social Studies - First Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: 1. <u>Content Knowledge:</u> Knowledge of concepts, themes and information from history and social studies is necessary to promote understanding of our nation and our world.
Selected objectives:
<ul style="list-style-type: none"> ● Explain the significance of historical figures and/or history-related holidays. ● Use map and symbols to locate critical features of one’s town and locate major physical features. ● Identify the changes humans have made one’s town or neighborhood and how they affect environment. ● Describe characteristics and examples of good citizenship. ● Compare and contrast producers and consumers and identify examples of goods and services and describe how people obtain them.
Standard 2: <u>History/Social Studies Literacy Skills:</u> Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
Selected objectives:
<ul style="list-style-type: none"> ● Access and gather information from non-print materials with teacher support. ● Interpret information from pictures, graphs and chart and explain basic symbols on a map. ● Write to describe one’s personal experienced as they relate to social studies topics. ● Participate in group discussions of past or present events, people and/or places. ● Create simple representations of human and natural features in one’s immediate environment.
Standard 3: <u>Civic Engagement:</u> Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.
Selected objectives:
<ul style="list-style-type: none"> ● Describe different points of view of an event. ● Give examples of how people’s feelings and views can change over time. ● Identify contemporary issues and analyze one’s responsibility for resolving them.

World Language - First Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards and corresponding objectives.

Standard 1: Communication (Interpersonal Mode): Engages in conversation and correspondence, provides and obtains information, expresses opinion and feelings
Speaks in complete sentences with prompting
Uses learned vocabulary in familiar topic areas
Communicates in everyday social and academic situations with prompting
Standard 2: Communication (Interpretive Mode): Understands and interprets spoken and written language on a variety of topics
Understands spoken language at a normal rate of speech with strong contextual support and repetition
Standard 3: Communication (Presentational Mode): Presents information, concepts, and ideas to listeners or readers on a variety of topics
Gives individual or group brief oral presentations on personal or content-based topics, using complete sentences with some hesitation, and may require prompting
Standard 4: Connections (Interdisciplinary Mode): Reinforces and expands knowledge of other disciplines through the world language
Uses specific vocabulary to discuss some social studies- and science- related topics
Applies previously learned language to expand and/or elaborate on content area topics

Music - First Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&4: Performing and Literacy (Readiness)
Echo song fragments and rhymes.
Explore pitch using vocal sliding activities (<i>glissandi</i>).
Sing songs/say rhymes while maintaining a steady beat.
Maintain teacher-generated steady beat on their bodies or age-appropriate classroom instruments.
Establish and maintain a steady beat to familiar songs and rhymes on their bodies or age-appropriate instruments.
Move to the beat in 2's and 3's to recorded music, familiar songs, and rhymes by following the teacher's lead.
Standard 2: Creating
Create (improvise) Level 1, 2, and 3 'ariosos' (child-created tunes) using a minimum of 2-3 pitches.
Demonstrate an awareness of heavy/light, and high/middle/low levels through age-appropriate movement activities (based on suggested movement repertoire).
Standard 3 & 5: Responding and Connections
Distinguish between sounds that are high and low, loud and soft, and fast and slow.
Listen and respond to teacher-performed 'song tales.'
Respond to music by using different ways of using their bodies based on age-appropriate movement vocabulary.
Demonstrate an awareness of heavy/light, and high/middle/low levels through age-appropriate movement activities (based on suggested movement repertoire).
Make connections between music they hear in class to other disciplines (math, language arts, P.E., art) and to their daily lives.

Physical Education - First Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
Motor Skills and Movement Patterns
Selected Objectives:
<ul style="list-style-type: none"> • Demonstrates proper technique for the locomotor skills of jumping, galloping, skipping, hopping, sliding and leaping over designated distances. • Repeats a basic rhythmic pattern of at least two locomotor skills. • Demonstrates the object control skills of throwing, bouncing, catching, kicking, striking and volleying utilizing established parameters. • Jumps from a height of 32" and to a height of 4".
Standard 2:
Application of Concepts and Strategies
Recognition of the Benefits of Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Physically responds to directions and feedback with regard to motor skill performance. • Demonstrates an awareness of personal space. • Identifies the benefits and positive feelings associated with participation in individual or group physical activities. • Develops a movement vocabulary.
Standard 3:
Physical Fitness and Engagement in Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Performs selected activities which develop physical fitness and identifies exercises for different areas of the body (ex. modified push-ups, static holds, rope climbing, stretching, partial curl-ups, ¼ mile run, vertical jump, agility run). • Develops an initial understanding that exercise is related to heart health, (activities that increase heart rate) and why it is important to be active. • Participates in moderate to vigorous physical activity in a PE setting and identifies changes in heart rate during exercise and rest.
Standard 4:
Social Responsibility, Team Building and Working with Others through Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Participates in activities cooperatively and enthusiastically with respect for the rights and feelings of others. • Demonstrates self-control and follows established safety rules while participating in physical activities. • Works independently on skills for a short period of time.

Visual Arts - First Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&2: Making Meaningful Expression/Performing and Making Connections to and Through the Arts

Identifies and describes the artworks of master artists studied in class.
Relates art to everyday life through observation and discussion.
Describes the qualities of a non-objective work of art.

Standard 3&4: Expressing Personal Ideas/Creating and Interpreting Symbolic Expression/Literacy

Demonstrates the use of and manipulates a variety of art media, tools and techniques.
Creates original artwork reflecting one's own interests.
Identifies and describes the elements of art; line, shape and color in one's own artwork and the artwork of master artists studied in class.
Describes the importance of and demonstrates how to clean and care for art supplies.
Expresses individual ideas, thoughts and feelings through choosing mixed media, textiles and fibers for one's own work.
Recognizes and creates artwork incorporating a variety of patterns with colors, lines and shapes
Identifies the secondary colors and uses only the primary colors to mix colors and create a painting.
Describes that lines, shapes and colors create objects in artworks.
Creates 2-Dimensional artworks using a variety of art media.
Compares 2-Dimensional artworks to 3-Dimensional artworks.
Creates 3-Dimensional artworks using a variety of modeling and mixed-media materials.

Standard 5: Responding to the Arts

Forms questions to ask about classmates' work.
Identifies a personal preference for a specific work of art introduced in class.
Discusses why others might prefer different works of art.
Describes one's own artwork and the work of others as being 2-dimensional or 3-dimensional.
Reflects upon artwork presented and relates it to personal experience.

Second Grade

Language Arts - Second Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Strategic Reading Students apply strategies to recognize words, to read fluently, to monitor and correct reading, and to comprehend text.
Phonics: a student's ability to understand the systematic relationship between the letters and letter combinations in written language and how to use these relationships to read and spell words.
High Frequency Words & Vocabulary: High Frequency word recognition refers to a student's ability to recognize regular and irregular grade-level words in text (rule-breakers). Vocabulary refers to a student's knowledge of words and word meanings.
Fluency: a student's ability to read grade-level text accurately, at an appropriate rate and with good expression.
Reading Comprehension: refers to a student's ability to extract and construct meaning from grade-level, written text utilizing a variety of word-learning, comprehension and fix-up strategies (e.g. questioning, visualizing, making predictions and connections).
Standard 2: Reads and Responds with Understanding Students respond to a variety of texts (literary, informational and persuasive) presented in a variety of multimedia formats.
Written or Drawn Response to Text: a student's ability to construct meaning, then express opinions and interpretations about a text and provide insight about literary tools in either written or drawn formats.
Oral Response to Text: a student's ability to participate in student/teacher directed text discussions before, during and after reading to focus thinking about the text at a deeper level (questions, making predictions and connections).
Retelling: (beginning, middle and end): a student's ability to elicit important characteristics of narrative text to summarize a story by restating the events.
Group Discussion: a student's ability to discuss text before and after reading and his/her ability to generate higher order questions to focus a group's thinking about text at deeper levels.
Reading Reflection and/or Behaviors: a student's ability to choose appropriate/engaging texts that he/she can read with stamina, and his/her ability to enjoy reading, work on improving skills and find satisfaction in successful reading.
Standard 3: Communication with Others Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.
Written Communication: a student's ability to utilize the writing process and the traits of writing to communicate his/her thoughts and ideas in writing using different text structures for a variety of purposes and audiences.
Oral Communication: a student's ability to initiate and engage in group discussions to support grade-level texts and conceptual topics, identify claims, support with evidence and incorporate a variety of visual displays and digital media to support the discourse.

<p>Standard 4: Applying Language Conventions Students apply the conventions of Standard English in oral, written and visual communication.</p>
<p>Spells High Frequency Words: a student’s ability to spell High Frequency words in context during daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Spells Words with Common Patterns and some Irregular Sight Words in Daily Writing: a student applies grade-level appropriate spelling patterns and sight words in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Grade-level Appropriate Capitalization and Punctuation: a student applies grade-level appropriate capitalization and punctuation in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Editing: during the writing process, a student applies appropriate editing strategies to his/her own writing.</p>
<p>Handwriting: a student applies developmentally appropriate handwriting skills during class work.</p>

Math - Second Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives.

Standard 1 Number Sense and Operations	<u>These objectives answer the question:</u> How are the base ten number system and fractions, decimals, percents and ratios related?
Count on by 1s, 2s, 5s, 10s (1 st MP), 25s and 100s, past 1,000 Know addition and subtraction facts through 20 Find the value of a collection of coins Compare and order whole numbers to 10,000 Identify place values to thousands Use a variety of strategies to solve simple addition and subtraction number stories Construct fact families for addition and subtraction Use the trade first method to solve 2-digit subtraction problems Solve a word problem involving fractions Understand fractions as names for equal parts of a region or set Compare fractions, using <i>greater than</i> , <i>less than</i> or <i>equal to</i> Make a ballpark estimate and write a number model	
Standard 2 Measurement	<u>These objectives answer the question:</u> How do geometric relationships and measurements help us to solve problems and make sense of our world?
Tell and write the time to 15 minute intervals on analog and digital clocks Read and write temperature on both the Fahrenheit and Celsius scales Measure to the nearest inch and centimeter Find area and perimeter concretely Use a ruler, tape measure and meter/yardstick correctly Demonstrate calendar concepts and skills	
Standard 3 Geometry	<u>These objectives answer the question:</u> How do geometric relationships and measurements help us to solve problems and make sense of our world?
Identify 3-dimensional shapes, such as rectangular prisms, cylinders, pyramids, cones and spheres Identify symmetrical shapes Draw line segments Identify 2-dimensional shapes	
Standard 4 Data and Statistics	<u>These objectives answer the question:</u> How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?
Interpret bar graphs to ask and answer simple questions and draw conclusions Collect and organize data to create tally charts, tables, bar graphs and line plots Use a graph to find maximum, minimum, mode and median of a set of data Use basic language of probability to describe the likeliness of a situation occurring	

Standard 5 Algebra	These objectives answer the question: How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
Create simple number patterns and complete "What's my Rule?" table Write a number model Read, write and explain expressions and number sentences using the symbols +, -, =, < and >	

Science - Second Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
2.1: Materials can be classified as solid, liquid or gas based on their observable properties.
<ul style="list-style-type: none">• Compare and contrast the properties that distinguish solids, liquids and gases.• Classify objects and materials according to their state of matter.• Measure and compare the sizes of different solids.• Measure and compare the volume of a liquid poured into different containers.• Design a fair test to compare the flow rates of different liquids and granular solids.
Standard 2:
2.2: Plants change their forms as part of their life cycles.
<ul style="list-style-type: none">• Use senses and simple tools to observe and describe the roots, stems, leaves, flowers and seeds of various plants (including trees, vegetables and grass).• Use magnifiers to observe and diagram the parts of a flower.• Describe the functions of roots, stems, leaves, flowers and seeds in completing a plant's life cycle.• Record observations and make conclusions about the sequence of stages in a flowering plant's life cycle.• Compare and contrast how seeds of different plants are adapted for dispersal by water, wind or animals.• Conduct a fair test to explore factors that affect seed germination and plant growth.
Standard 3:
2.3: Earth materials have varied physical properties that make them useful in different ways.
<ul style="list-style-type: none">• Use senses and simple tools (e.g., sieves and settlement tests) to separate soil into components such as rock fragments, water, air and plant remains.• Classify soils by properties such as color, particle size (sand, silt or clay), or amount of organic material (loam).• Explain the importance of soil to plants, animals and people.• Evaluate the quality of different soils in terms of observable presence of air, water, living things and plant remains.• Conduct fair tests to investigate how different soil types affect plant growth and write conclusions supported by evidence.

Standard 4:

2.4: Human beings, like all other living things, have special nutritional needs for survival.

- Explain that food is a source of carbohydrates, protein and fats-nutrients that animals (including humans) convert to energy they use to stay alive and grow.
- Classify foods into groups based on their source, and relate common foods to the plant or animal from which they come.
- Give examples of ways people can improve soil quality and crop growth (e.g., irrigation, fertilizer, pest control).
- Compare and contrast how different cultures meet needs for basic nutrients by consuming various foods.
- Evaluate the nutritional value of different foods by analyzing package labels.

Social Studies - Second Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
1. <u>Content Knowledge:</u> Knowledge of concepts, themes and information from history and social studies is necessary to promote understanding of our nation and our world.
Selected objectives:
<ul style="list-style-type: none"> ● Explain the roles that significant events and people play in shaping town/city history. ● Investigate one’s own family heritage, making comparisons to classmates and community members. ● Compare and contrast manmade and physical characteristics and rural and suburban areas, using one’s own town or a neighboring town. ● Explain how rules and laws help to establish order and ensure safety in one’s town and how people elect a government by voting. ● Identify social institutions and explain how they contribute to the well-being of the community.
Standard 2:
<u>History/Social Studies Literacy Skills:</u> Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
Selected objectives:
<ul style="list-style-type: none"> ● Gather information with teacher support using reference materials and electronic media. ● Identify and explain symbols on the map. ● Write to describe historical events people and/or places. ● Present basic information about past or present events, people and/or places. ● Create visual presentations on social studies topics.
Standard 3:
<u>Civic Engagement:</u> Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.
Selected objectives:
<ul style="list-style-type: none"> ● Explain why there are different points of view of an event. ● Analyze how a situation affects the way a person will feel. ● Identify a local contemporary issue and participate in a class or school wide resolution of the identified issue.

World Language - Second Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards and corresponding objectives.

Standard 1: Communication (Interpersonal Mode): Engages in conversation and correspondence, provides and obtains information, expresses opinion and feelings
Speaks in complete sentences with prompting
Uses learned vocabulary in familiar topic areas
Communicates in everyday social and academic situations with prompting
Standard 2: Communication (Interpretive Mode): Understands and interprets spoken and written language on a variety of topics
Understands spoken language at a normal rate of speech with strong contextual support and repetition
Standard 3: Communication (Presentational Mode): Presents information, concepts, and ideas to listeners or readers on a variety of topics
Gives individual or group brief oral presentations on personal or content-based topics, using complete sentences with some hesitation, and may require prompting
Standard 4: Connections (Interdisciplinary Mode): Reinforces and expands knowledge of other disciplines through the world language
Uses specific vocabulary to discuss some social studies- and science- related topics
Applies previously learned language to expand and/or elaborate on content area topics

Music - Second Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&4: Performing and Literacy
Chant rhythmic patterns and sing/play songs/rhymes using ‘ta’ and ‘ta-ti’ (quarter note, paired eighth notes).
Con conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using “ta” and “ta-ti.”
Read, create and write (compose) rhythmic patterns using “ta” and “ta-ti.”
Chant rhythmic patterns and sing/play songs/rhymes using “ta” and “ta-to-te” (dotted quarter and three-beamed eighth notes).
Write stems, note heads, and beams properly.
Con conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using “ta” and “ta-to-te.”
Echo/perform tonal patterns using a neutral syllable.
Echo/perform tonal patterns using “mi-re-do.”
Con conversationally decode familiar tonal patterns and songs, phrase by phrase, using “mi-re-do.
Perform/respond to music by using age-appropriate movements and movement themes.
Perform a variety of age-appropriate folk dance movements and folk dances while singing.
Standard 2: Creating
Con conversationally create (improvise) rhythmic patterns using “ta” and “ta-ti.”
Read, create and write (compose) rhythmic patterns using “ta” and “ta-ti.”
Con conversationally create (improvise) rhythmic patterns using “ta” and “ta-to-te.”
Standard 3 & 5: Responding and Connections
Perform/respond to music by using age-appropriate movements and movement themes.
Recognize patterns in movements and their connection to musical form.
Make connections between movements and dances to other disciplines (math, language arts, social studies, geography, P.E., art), cultures and their daily lives.
Visually identify the four families of the orchestra and visually identify all the string instruments.
Aurally identify the string and percussion families.
Use age-appropriate words to describe the mood of the pieces listened to in class.
Apply the principles of concert etiquette during the YP concert. Discuss the role of the conductor.

Physical Education - Second Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
Motor Skills and Movement Patterns
Selected Objectives:
<ul style="list-style-type: none"> • Demonstrates object control with both the hands and feet, both in place and while changing directions. • Demonstrates proper technique for throwing overhand, catching and kicking a rolled ball with the established parameters. • Demonstrates the functional gymnastics skills of a forward roll and weight transfer. • Demonstrates side orientation and proper grip when striking a ball from a tee. • Demonstrates a rhythmic pattern using locomotor skills around obstacles.
Standard 2:
Application of Concepts
Recognition of the Benefits of Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Physically responds to directions and feedback with regard to motor skill performance. • Moves safely alone and with others in a variety of games and activities. • Identifies the benefits and positive feelings that result from participation in physical activities. • Develops a movement vocabulary in the areas of spatial awareness, locomotor/non-locomotor skills and manipulative/non-manipulative skills.
Standard 3:
Physical Fitness and Engagement in Physical Activity
<ul style="list-style-type: none"> • Performs a variety of activities to improve flexibility, cardio-respiratory endurance, muscular strength and endurance (ex. push-ups, flexed arm hang, partial curl-ups, ½ mile run) • Understands that exercise is related to heart health and quality of life and participates in physical activities that increase the heart rate. • Explains that warm-up prepares the body for activity and cool down allows the body to recover.
Standard 4:
Social Responsibility, Team Building and Working with Others through Physical Activity
<ul style="list-style-type: none"> • Participates in activities cooperatively and enthusiastically with respect for the rights and feelings of others. • Uses identified procedures and safety procedures with little or no reinforcement during individual and group activities. • Demonstrates the ability to work independently and with others for a sustained period of time (ex. individual practice, group station work).

Visual Arts – Second Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&2: Making Meaningful Expression/Performing and Making Connections to and Through the Arts
Produces a landscape.
Uses symbols and motifs from various cultures to create artwork
Identifies the cultural origins of artwork from selected cultures (e.g. Ghana, Japan or Mexico).
Creates a piece of art as a personal response to one’s own family.
Recognizes and demonstrates environmental awareness by using recycled materials to create visual art.
Standard 3&4: Expressing Personal Ideas/Creating and Interpreting Symbolic Expression/Literacy
Describes a work of art by media (e.g. drawing, painting, collage, sculpture, print, photography and computer art).
Uses and mixes warm and cool colors.
Demonstrates modeling using the additive process (i.e. score and slip).
Combines two or more media (e.g. wire, paper, foam) to create a 3-dimensional sculpture.
Discusses how specific elements of art (i.e. line, shape, color) are connected with and applied to specific organizational principles of art (i.e. pattern, texture, rhythm).
Creates an artwork illustrating the concept of foreground, middle ground, and background (e.g. landscape, seascape, cityscape).
Standard 5: Responding to the Arts
Evaluates the quality of one’s own artwork and feels a sense of pride in superior accomplishments.
Articulates feelings about one’s own artwork.
Describes the differences between realistic and abstract works of art
Demonstrates respect for another’s point of view by listening and responding to classmates’ comments with non-judgmental statements (e.g. I agree because..., I disagree because...).

Third Grade

Language Arts - Third Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Strategic Reading Students apply strategies to recognize words, to read fluently, to monitor and correct reading, and to comprehend text.
Phonics & Word Study: a student understands the basic phonics principles and utilizes these skills to recognize syllables and multi-letter patterns/chunks to read longer, multisyllabic words.
High Frequency Words & Vocabulary: High Frequency word recognition refers to a student's ability to recognize regular and irregular grade-level words in text (rule-breakers). Vocabulary refers to a student's knowledge of words and word meanings.
Fluency: a student's ability to read grade-level text accurately, at an appropriate rate and with good expression.
Reading Comprehension: refers to a student's ability to extract and construct meaning from grade-level, written text utilizing a variety of word-learning, comprehension and fix-up strategies (e.g. questioning, visualizing, making predictions and connections).
Standard 2: Reads and Responds with Understanding Students respond to a variety of texts (literary, informational and persuasive) presented in a variety of multimedia formats.
Written or Drawn Response to Text: a student's ability to construct meaning, then express opinions and interpretations about a text and provide insight about literary tools in either written or drawn formats.
Oral Response to Text: a student's ability to participate in student/teacher directed text discussions before, during and after reading to focus thinking about the text at a deeper level (questions, making predictions and connections).
Group Discussion: a student's ability to discuss text before and after reading and his/her ability to generate higher order questions to focus a group's thinking about text at deeper levels.
Reading Reflection and/or Behaviors: a student's ability to choose appropriate/engaging texts that he/she can read with stamina, and his/her ability to enjoy reading, work on improving skills and find satisfaction in successful reading.

Standard 3: Communication with Others

Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.

Written Communication: a student's ability to utilize the writing process and the traits of writing to communicate his/her thoughts and ideas in writing using different text structures for a variety of purposes and audiences.

Oral Communication: a student's ability to initiate and engage in group discussions to support grade-level texts and conceptual topics, identify claims and support with evidence and incorporate a variety of visual displays and digital media to support the discourse.

Standard 4: Applying Language Conventions

Students apply the conventions of Standard English in oral, written and visual communication.

Spells High Frequency Words: a student's ability to spell High Frequency words in context during daily class work (e.g. Readers' and Writers' notebooks, Word Study daily student work).

Spells Words by Generalizing Common Patterns: a student applies grade-level appropriate spelling patterns in daily class work (e.g. Readers' and Writers' notebooks, Word Study daily student work).

Grade-level Appropriate Capitalization and Punctuation: a student applies grade-level appropriate capitalization and punctuation in daily class work (e.g. Readers' and Writers' notebooks, Word Study daily student work).

Editing: during the writing process, a student applies appropriate editing strategies to his/her own writing.

Handwriting: a student applies developmentally appropriate handwriting skills during class work.

Math - Third Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards and the corresponding objectives.

Standard 1 Number Sense and Operations	These objectives answer the question: How are the base ten number system and fractions, decimals, percents and ratios related
Read, write and compare whole numbers up to 1,000,000 (1 st MP to 1,000) Apply place value concepts in 3- and 4-digit whole numbers Meet grade 3 basic facts expectations (addition through 20) Meet grade 3 basic facts expectations (subtraction through 20) Solve a multiplication number story (2 nd MP = simple; 3 rd MP = multi-digit) Write equivalent names for whole numbers Calculate and compare money amounts Estimate and solve problems involving addition and subtraction of single and multi-digit numbers Read, write, order and compare decimals through hundredths Solve an equal sharing problem Use basic facts to solve extended facts Find equivalent fractions for given fractions Identify fractional parts of sets Compare and order fractions Meet grade 3 basic facts expectations (multiplication to 10s) Solve a multi-digit multiplication problem Estimate and solve simple word problems using multiplication and division Identify fractional parts of a region or a spinner	
Standard 2 Measurement	These objectives answer the question: How do geometric relationships and measurements help us to solve problems and make sense of our world?
Tell and show times to the nearest minute on analog and digital clocks Estimate length and measure line segments to the nearest $\frac{1}{2}$ centimeter and $\frac{1}{2}$ inch Find the perimeter and area of a rectangle Know and use correct units of measure for length, weight and capacity	
Standard 3 Geometry	These objectives answer the question: How do geometric relationships and measurements help us to solve problems and make sense of our world?
Identify, describe, model and compare plane and solid figures Identify, draw and name line segments (parallel/intersecting), lines and rays Draw a line of symmetry Identify right angles and right triangles	

Standard 4 Data and Statistics	<u>These objectives answer the question:</u> How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?
Use basic probability terms Predict outcomes in simple experiments Use data to complete a frequency table and create a line plot	
Standard 5 Algebra	<u>These objectives answer the question:</u> How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
Complete “Frames-and-Arrows” puzzles Read, write, solve and explain number sentences using the symbols +, -, x, ÷, =, < and > Extend numerical patterns Solve problems involving parentheses	

Science - Third Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
3.1: Materials have different properties that can be identified and described through the use of simple tests.
<ul style="list-style-type: none">• Compare and contrast the properties of solids, liquids and gases.
<ul style="list-style-type: none">• Demonstrate that solids, liquids and gases are all forms of matter that take up space and have weight.
<ul style="list-style-type: none">• Carry out simple tests to determine if materials dissolve, sink or float in water, conduct heat or attract to magnets.
<ul style="list-style-type: none">• Classify materials based on their observable properties, including state of matter.
<ul style="list-style-type: none">• Design and conduct fair tests to investigate the absorbency of different materials, write conclusions based on evidence, and analyze why similar investigations might produce different results.
<ul style="list-style-type: none">• Explain the role of heating and cooling in changing matter from one state to another during freezing, melting, evaporation and condensation.
Standard 2:
3.2: Organisms can survive and reproduce only in environments that meet their basic needs.
<ul style="list-style-type: none">• Compare and contrast the external features and behaviors that enable different animals and plants (including those that are extinct) to get food, water and sunlight; find mates; and be protected in specific land and water habitats.
<ul style="list-style-type: none">• Explain how behaviors such as hibernation, dormancy and migration give species advantages for surviving unfavorable environmental conditions.
<ul style="list-style-type: none">• Give examples of ways animals benefit from camouflage.
<ul style="list-style-type: none">• Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment.
<ul style="list-style-type: none">• Design a model of an organism whose adaptations give it an advantage in a specific environment.

Standard 3:
3.3: Earth materials have different physical and chemical properties.
<ul style="list-style-type: none"> Differentiate between rocks and minerals.
<ul style="list-style-type: none"> Use the senses and simple measuring tools to gather data about various rocks and classify them based on observable properties (e.g., shape, size, color, weight, visible markings).
<ul style="list-style-type: none"> Conduct simple tests to determine properties of different minerals (e.g., color, odor, streak, luster, hardness, magnetism), organize data in a table, and use the data and other resources to identify unknown mineral specimens.
<ul style="list-style-type: none"> Summarize nonfiction text to compare and contrast the conditions under which igneous, metamorphic and sedimentary rocks are formed.
<ul style="list-style-type: none"> Observe and analyze rock properties (e.g., crystal size or layers) to infer the conditions under which the rock was formed.
<ul style="list-style-type: none"> Evaluate the usefulness of different rock types for specific applications (e.g., buildings, sidewalks, stone walls, statues or monuments).
Standard 4:
3.4: Earth materials provide resources for all living things, but these resources are limited and should be conserved.
<ul style="list-style-type: none"> Describe ways people use earth materials, such as fossil fuels, trees, water, soils and rocks as natural resources to improve their lives.
<ul style="list-style-type: none"> Summarize nonfiction text to explain how humans use technology to access and use natural resources to produce electricity or other products (e.g., paper or concrete).
<ul style="list-style-type: none"> Explain advantages and disadvantages of renewable and nonrenewable energy sources that can be used for making electricity, fueling cars or heating homes.
<ul style="list-style-type: none"> Design and conduct experiments to evaluate the effectiveness of different insulating materials for keeping a substance (or space) warm or cold (i.e., conducting heat).
<ul style="list-style-type: none"> Use mathematics to estimate, measure and graph the quantity of a natural resource (e.g., water, paper) used by an individual (or group) in a certain time period.
<ul style="list-style-type: none"> Evaluate the environmental advantages and disadvantages of reducing, reusing, recycling and replacing as conservation methods.

Social Studies - Third Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: 1. <u>Content Knowledge:</u> Knowledge of concepts, themes and information from history and social studies is necessary to promote understanding of our nation and our world.
Selected objectives:
<ul style="list-style-type: none"> ● Explain the significance of events surrounding historical figures. ● Identify and examine connections between events in local and regional history. ● Evaluate ways in which people affect the environment and create a presentation including relevant geographic features. ● Identify one’s rights and responsibilities as a citizen and compare the relationship between residents and government in one’s own town. ● Explain characteristics that help define an ethnic group.
Standard 2: <u>History/Social Studies Literacy Skills:</u> Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
Selected objectives:
<ul style="list-style-type: none"> ● Gather information from and answer questions about content from print and non-print sources. ● Explain different points of view expressed in fiction and nonfiction materials. ● Use graphic organizers to create written work based on information gathered, citing one source. ● Present information and respond to questions on a social studies topic with clarity, voice and fluency. ● Prepare maps and timelines of one’s town depicting relevant information and important events.
Standard 3: <u>Civic Engagement:</u> Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.
Selected objectives:
<ul style="list-style-type: none"> ● Use evidence to examine different points of view of an event. ● Predict various points of view people might have on a contemporary issue. ● Identify a contemporary issue and develop a plan for resolving the issue.

World Language - Third Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards and corresponding objectives.

Standard 1: Communication (Interpersonal Mode): Engages in conversation and correspondence, provides and obtains information, expresses opinion and feelings
Communicates in complete sentences orally and in writing
Uses learned vocabulary in familiar topic areas
Communicates in everyday social and academic situations with some prompting
Standard 2: Communication (Interpretive Mode): Understands and interprets spoken and written language on a variety of topics
Understands spoken language at a normal rate of speech with strong contextual support, including questions and commands that focus on newly learned vocabulary and concepts
Understands and interprets written language on familiar topics in familiar contexts
Standard 3: Communication (Presentational Mode): Presents information, concepts, and ideas to listeners or readers on a variety of topics
Gives individual or group short oral presentations on personal or content- based topics, using complete sentences with some hesitation, and may require prompting
Creates original written sentences, using newly learned and previously studied vocabulary and grammatical structures
Standard 4: Connections (Interdisciplinary Mode): Reinforces and expands knowledge of other disciplines through the world language
Uses specific vocabulary to discuss some social studies- and science- related topics
Applies previously learned language to expand and/or elaborate on content area topics

Library Media/Technology - Third Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
<u>Research & Information Fluency: Locates, evaluates, and synthesizes information.</u>
Uses online catalog to select resources by using keyword, author, title, and subject .
Locates selected sources in appropriate areas of media center.
Locates and identifies parts of a book (cover, spine label, call number, title page, author/illustrator, table of contents, glossary, and index).
Plan a strategy to answer a research question using the Super 3 (Plan, Do, Review).
Uses multimedia technology (PowerPoint) to organize, create, and present information.
Standard 2:
<u>Communication and Innovation: Communicates information using digital and visual media.</u>
Uses a storyboard or other graphic organizer) to plan a multimedia project.
Standard 3:
<u>Technology Operations and Concepts: Uses technologies for productivity, problem solving, and learning.</u>
Uses basic operational features of hardware and software.
Uses word processing application to write, edit, illustrate, print and save a simple assignment.
Demonstrates beginning keyboarding skills by identifying, locating and practicing the use of letters and numbers and common keys on the keyboard.
Demonstrates beginning ability to use databases and spreadsheets.
Uses menus and icons to visit pre-selected websites.
Standard 4:
<u>Digital Citizenship: Practices responsible, legal, and ethical use of information resources and technology.</u>
Demonstrates proper care of materials.
Respects and observes laws and guidelines for the use of intellectual property by citing original sources.
Identifies, discusses, and practices appropriate and safe behaviors online (for example, AUP) .
Standard 5:
<u>Literary Appreciation: Reads widely for personal growth, independent learning, and enjoyment.</u>
Determines and selects materials appropriate to personal abilities and interests.
Recognizes and identifies various genres of literature.
Identifies award-winning books and their selection criteria and attributes .

Music - Third Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&4: Performing and Literacy
Chant rhythmic patterns and sing/play songs/rhymes using “ta” and “ta-to-te” (dotted quarter and three-beamed eighth notes).
Con conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using “ta” and “ta-to-te.”
Read, create and write (compose) rhythmic patterns using “ta” and “ta-to-te,” and tonal syllables.
Write stems, note heads, and beams properly.
Chant rhythmic patterns and sing/play songs/rhymes using “ta,” “ta-to-te,” and “ta-te,” and tonal syllables.
Con conversationally decode familiar and unfamiliar rhythmic patterns and songs, phrase by phrase, using “ta,” “ta-to-te,” and “ta-te,” and tonal syllables (<i>mi-re-do</i>), when applicable.
Read, create and write (compose) rhythmic patterns using “ta,” “ta-to-te,” and “ta-te.”
Echo/sing tonal patterns and songs using <i>mi-re-do</i> .
Echo/play tonal patterns and songs on the recorder using the notes B-A-G.
Con conversationally decode familiar and unfamiliar tonal patterns and songs, singing <i>mi-re-do</i> and playing B-A-G.
Read, write and create (compose) tonal patterns and songs singing <i>mi-re-do</i> and playing B-A-G.
Perform/respond to music by using age-appropriate movements and movement themes.
Perform a variety of age-appropriate folk dance movements and folk dances while singing.
Standard 2: Creating
Con conversationally create (improvise) rhythmic patterns using “ta” and “ta-to-te.
Read, create and write (compose) rhythmic patterns using “ta” and “ta-to-te,” and tonal syllables.
Con conversationally create (improvise) rhythmic patterns using “ta,” “ta-to-te,” and “ta-te.”
Read, create and write (compose) rhythmic patterns using “ta,” “ta-to-te,” and “ta-te.”
Con conversationally create (improvise) tonal patterns using <i>mi-re-do</i> .
Create (improvise) tonal patterns using B-A-G on the recorder.
Read, write and create (compose) tonal patterns and songs singing <i>mi-re-do</i> and playing B-A-G.
Standard 3 & 5: Responding and Connections
Perform/respond to music by using age-appropriate movements and movement themes.
Recognize patterns in movements and their connection to musical form.
Make connections between movements and dances to other disciplines (math, language arts, social studies, geography, P.E., art), cultures and their daily lives.
Visually identify all the instruments of each family of the orchestra and aurally identify the brass and woodwind families.
Use age-appropriate words to describe the mood of the pieces listened to in class.
Apply the principles of concert etiquette during the YP concert. Discuss the role of the conductor.

Physical Education - Third Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Motor Skills and Movement Patterns
Selected Objectives:
<ul style="list-style-type: none"> • Demonstrates a mature pattern of locomotor skills while moving at different speeds, levels and directions (ex. soccer game). • Demonstrates the functional gymnastics skills of a forward roll, backward roll, squat on vault and transfer of weight skill (ex. cartwheel, handstand). • Demonstrates proper technique for an overhand throw, catching and dribbling, (hand) and striking using established parameters. • Applies motor skills to a specific sport or activity (ex. soccer, dance, diamond sports).
Standard 2: Application of Concepts and Strategies
Recognition of the Benefits of Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Applies feedback from teachers and peers to modify his/her performance. • Explains how skill competency leads to enjoyment of movement and physical activity. • Differentiates between the role of offensive and defensive players and identifies basic strategies associated with each. • Identifies basic rules and regulations of sports taught in class.
Standard 3: Physical Fitness and Engagement in Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Identifies the importance of maintaining a healthy lifestyle throughout one’s life. • Develops goals and strategies for improvement or maintenance of a healthy lifestyle (based on self-reflection) and personal fitness goals. • Demonstrates knowledge of and the ability to perform a variety of exercises that improve the four major components of physical fitness (flexibility, muscular strength, muscular endurance and cardio-respiratory endurance). • Participates in fitness assessments and interprets results as an indicator of his/her personal fitness level.
Standard 4: Social Responsibility, Team Building and Working with Others through Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Demonstrates appropriate conflict resolution skills in game situations. • Understands that there are consequences if game rules and codes of conduct are not followed when participating in athletics. • Respects the strengths, weaknesses and different skill levels of classmates when participating in physical education activities (ex. skill work, competitive games). • Demonstrates teamwork where appropriate.

Visual Arts – Third Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&2: Making Meaningful Expression/Performing and Making Connections to and Through the Arts
Recognizes that art content comes from a variety of sources
Analyzes how artists from different eras and cultures explore and express similar themes
Explains the connection between stories and Narrative Art
Makes connections between art media techniques and expressing personal ideas
Makes connections between personal artwork and artists studied in class
Incorporates and explains the use of elements of art in personal artwork
Identifies places in the community where the arts can be viewed or performed.
Standard 3&4: Expressing Personal Ideas/Creating and Interpreting Symbolic Expression/Literacy
Classifies works of art by art medium (media)
Identifies and describes similar and different qualities of a variety of art media
Develops ideas through preliminary sketches
Plans and creates artwork based on personal experiences and original ideas
Explains how subject matter evolves from initial planning to final artwork
Selects how the elements of art are used to communicate specific, personal ideas or feelings
Recognizes the use of symbols and images in the motifs and themes of the art of different cultures
Applies strategies for creating depth in a 2-D artwork
Applies additive and subtractive methods of construction for 3-D artwork
Standard 5: Responding to the Arts
Responds to works of art in a variety of ways (e.g. writing, discussion, visual interpretation)
Demonstrates the ability to use appropriate art vocabulary in verbal and/or written sources
Revises and edits work based on verbal and/or written feedback
Describes subject matter through a variety of written and/or verbal responses
Recognizes artwork can be created for a variety of purposes
Describes the difference between abstract and realistic artworks.

Fourth Grade

Language Arts - Fourth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Strategic Reading Students apply strategies to recognize words, to read fluently, to monitor and correct reading, and to comprehend text.
Phonics & Word Study: a student understands the basic phonics principles and utilizes these skills to recognize syllables and multi-letter patterns/chunks to read longer, multisyllabic words.
High Frequency Words & Vocabulary: High Frequency word recognition refers to a student's ability to recognize regular and irregular grade-level words in text (rule-breakers). Vocabulary refers to a student's knowledge of words and word meanings.
Fluency: a student's ability to read grade-level text accurately, at an appropriate rate and with good expression.
Reading Comprehension: refers to a student's ability to extract and construct meaning from grade-level, written text utilizing a variety of word-learning, comprehension and fix-up strategies (e.g. questioning, visualizing, making predictions and connections).
Standard 2: Reads and Responds with Understanding Students respond to a variety of texts (literary, informational and persuasive) presented in a variety of multimedia formats.
Written or Drawn Response to Text: a student's ability to construct meaning, then express opinions and interpretations about a text and provide insight about literary tools in either written or drawn formats.
Oral Response to Text: a student's ability to participate in student/teacher directed text discussions before, during and after reading to focus thinking about the text at a deeper level (questions, making predictions and connections).
Group Discussion: a student's ability to discuss text before and after reading and his/her ability to generate higher order questions to focus a group's thinking about text at deeper levels.
Reading Reflection and/or Behaviors: a student's ability to choose appropriate/engaging texts that he/she can read with stamina, and his/her ability to enjoy reading, work on improving skills and find satisfaction in successful reading.
Standard 3: Communication with Others Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.
Written Communication: a student's ability to utilize the writing process and the traits of writing to communicate his/her thoughts and ideas in writing using different text structures for a variety of purposes and audiences.
Oral Communication: a student's ability to initiate and engage in group discussions to support grade-level texts and conceptual topics, identify claims and support with evidence and incorporate a variety of visual displays and digital media to support the discourse.

<p>Standard 4: Applying Language Conventions Students apply the conventions of Standard English in oral, written and visual communication.</p>
<p>Spells High Frequency Words: a student’s ability to spell High Frequency words in context during daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Spells Words by Generalizing Common Patterns: a student applies grade-level appropriate spelling patterns in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Grade-level Appropriate Capitalization and Punctuation: a student applies grade-level appropriate capitalization and punctuation in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Editing: during the writing process, a student applies appropriate editing strategies to his/her own writing.</p>
<p>Handwriting: a student applies developmentally appropriate handwriting skills during class work.</p>

Math - Fourth Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives.

Standard 1 Number Sense and Operations	These objectives answer the question: How are the base ten number system and fractions,
<p>Give equivalent names for whole numbers Meet grade 4 basic fact expectations (addition and subtraction through 20) Solve multi-digit addition and subtraction problems Read, write and compare decimals to hundredths (1st MP) and thousandths (2nd MP) Make reasonable estimates for whole number and decimal addition and subtraction problems Solve 1- and 2-place decimal addition and subtraction problems Read, write and compare numbers to billions Use a variety of strategies to solve multi-digit multiplication problems Rename fractions with denominators of 10 and 100 as decimals and percents Compare and order fractions and explain strategies Meet grade 4 basic fact expectations (multiplication and division to 10s) Estimate and solve fraction and decimal problems (addition and subtraction, like/unlike denominators) Find a fraction of a whole number (“fraction of” problems) Add positive and negative integers; compare integers between 100 and -100</p>	
Standard 2 Measurement	These objectives answer the question: How do geometric relationships and measurements help us to solve problems and make sense of our world?
<p>Draw and measure line segments to the nearest ½ inch and nearest ½ centimeter Estimate and measure angles Draw angles less than or greater than 90° Plot points in the first quadrant of a coordinate graph Express metric measures with decimals Find the volume of a stack of centimeter cubes</p>	
Standard 3 Geometry	These objectives answer the question: How do geometric relationships and measurements help us to solve problems and make sense of our world?
<p>Explain the properties of polygons Name, draw and label line segments, lines and rays Name, draw and label angles, triangles and quadrangles Find areas and perimeters of rectangles, parallelograms and triangles Identify lines of symmetry, lines of reflection, rotation and translations of figures Describe properties of geometric solids</p>	

Standard 4 Data and Statistics	<u>These objectives answer the question:</u> How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?
Identify the maximum, minimum, range, median and mode of a set of data Use data “landmarks” and a bar graph to draw conclusions about a set of data Collect and organize data or use given data to create charts, tables and graphs Use basic terms to describe the probability of an event occurring Express the probability of an event as a fraction Draw conclusions from a data representation	
Standard 5 Algebra	<u>These objectives answer the question:</u> How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
Solve open number sentences Use rules to complete “What’s my Rule?” tables Describe and use the commutative and associative properties of addition Describe and use the commutative and distributive properties of multiplication Describe a pattern and use it to solve problems Insert grouping symbols to make a number sentence true	

Science - Fourth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
4.1: The position and motion of objects can be changed by pushing or pulling.
<ul style="list-style-type: none">• Demonstrate that a force can cause an object to start moving, stop, or change speed or direction.
<ul style="list-style-type: none">• Use measurement tools and standard units to compare and contrast the motion of common objects such as toy cars, balls, model rockets or planes in terms of change in position, speed and direction.
<ul style="list-style-type: none">• Design and conduct experiments to determine how the motion of an object is related to the mass of the object and the strength of the force applied.
<ul style="list-style-type: none">• Describe how friction forces caused by air resistance or interactions between surface materials affect the motion of objects.
<ul style="list-style-type: none">• Predict the effect of an object's mass on its motion.
Standard 2:
4.2: All organisms depend on the living and nonliving features of the environment for survival.
<ul style="list-style-type: none">• Give examples of ways that living and nonliving things are interdependent within an ecosystem.
<ul style="list-style-type: none">• Draw diagrams showing how the sun's energy enters and is transferred from producers to consumers in a local land or aquatic food chain.
<ul style="list-style-type: none">• Design and conduct simple investigations to record interactions among producers, consumers, herbivores, carnivores, omnivores and decomposers in an ecosystem.
<ul style="list-style-type: none">• Analyze food webs to describe how energy is transferred from plants to various animals in an ecosystem.
<ul style="list-style-type: none">• Distinguish between naturally occurring changes in ecosystems and those caused by human activity.
<ul style="list-style-type: none">• Predict the effect an environmental change, such as drought or forest destruction, might have on the community of living things.

Standard 3:
4.3: Water has a major role in shaping the Earth's surface.
<ul style="list-style-type: none"> Describe the role of heat energy (i.e., heating and cooling) in the continuous cycling of water between the Earth and the atmosphere through evaporation, condensation and precipitation.
<ul style="list-style-type: none"> Use models to demonstrate that topography causes precipitation landing on Earth to move in streams and rivers from higher to lower elevations.
<ul style="list-style-type: none"> Design and conduct simple investigations to determine how moving water (flowing downhill or in ocean waves) causes changes to the land, the coastline or the course of a stream or river.
<ul style="list-style-type: none"> Pose testable questions and employ simple equipment and measuring tools to collect data about factors that affect erosion (e.g., type of earth material in an area, volume of moving water, slope of land, vegetation coverage).
<ul style="list-style-type: none"> Present evidence to support a scientific claim about the relationship between the amount and speed of moving water and the size of earth materials moved (e.g., sand, silt, pebbles, boulders).
Standard 4:
Electrical and magnetic energy can be transferred and transformed.
<ul style="list-style-type: none"> Construct complete (closed) and incomplete (open) series circuits in which electrical energy is transformed into heat, light, sound and/or motion energy.
<ul style="list-style-type: none"> Draw labeled diagrams of complete and incomplete circuits, explain necessary components and how components can be arranged to make a complete circuit.
<ul style="list-style-type: none"> Predict whether diagrammed circuit configurations will light a bulb.
<ul style="list-style-type: none"> Develop a method for testing conductivity and analyze data to generalize that metals are generally good electrical conductors and nonmetals are not.
<ul style="list-style-type: none"> Observe magnetic effects associated with electricity and investigate factors that affect the strength of an electromagnet.
<ul style="list-style-type: none"> Describe materials that are attracted by magnets.
<ul style="list-style-type: none"> Design procedures to move objects and separate mixtures of solids using magnets.
<ul style="list-style-type: none"> Investigate how magnets react with other magnets and analyze findings to identify patterns in the interactions between north and south poles of magnets.
<ul style="list-style-type: none"> Give examples of uses of magnets (e.g., motors, generators, household devices).

Social Studies - Fourth Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

<p>Standard 1: Content Knowledge: Knowledge of concepts, themes and information from history and social studies is necessary to promote understanding of our nation and our world.</p>
<p>Selected objectives:</p>
- Identify and analyze the impact of individuals, groups and events on Connecticut history including the impact of colonization on Native American peoples.
- Explain the influences that contributed to European exploration and colonization in Connecticut.
- Trace and explain Connecticut immigration settlement patterns over time.
- Explain how state government’s structure provided basic services and how a constitution provides structure for a government.
- Explain significant characteristics of an effective and responsible resident and explain the process for making and implementing laws in Connecticut.
<p>Standard 2: History/Social Studies Literacy Skills: Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</p>
<p>Selected objectives:</p>
- Identify primary and secondary sources and summarize information from each.
- Interpret text distinguishing cause and effect, fact and opinion, main idea and supporting details.
- Using information from created outlines and organizers, create written work to describe historical events using evidence.
- Present information orally and answer questions about a social studies topic.
- Prepare accurate charts or graphs depicting relevant social studies information.
<p>Standard 3: Civic Engagement: Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.</p>
<p>Selected objectives:</p>
- Evaluate the evidence related to different points of view of an event.
- Cite evidence to explain the various feelings/points of view of people in a historical situation.
- Analyze articles from appropriate sources that propose solutions to contemporary issues.

World Language - Fourth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards and corresponding objectives.

<p>Standard 1: Communication (Interpersonal Mode): Engages in conversation and correspondence, provides and obtains information, expresses opinion and feelings</p>
Communicates in complete sentences orally and in writing
Uses learned vocabulary in familiar topic areas and some original sentences
Communicates in everyday social and academic situations with some hesitation
<p>Standard 2: Communication (Interpretive Mode): Understands and interprets spoken and written language on a variety of topics</p>
Understands spoken language at a normal rate of speech with some contextual support, including questions and commands that focus on newly learned vocabulary and concepts
Understands and interprets written language on familiar topics in familiar contexts
<p>Standard 3: Communication (Presentational Mode): Presents information, concepts, and ideas to listeners or readers on a variety of topics</p>
Gives individual or group oral presentations on personal or content- based topics, using complete sentences with some hesitation
Creates short original pieces of writing, using newly learned and previously studied vocabulary and grammatical structures
<p>Standard 4: Connections (Interdisciplinary Mode): Reinforces and expands knowledge of other disciplines through the world language</p>
Uses specific vocabulary to discuss some social studies- and science- related topics
Applies previously learned language to expand and/or elaborate on content area topics

Library Media/Technology - Fourth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
Research & Information Fluency: Locates, evaluates, and synthesizes information.
Uses online catalog to select resources by using keyword, author, title, and subject
Locates selected sources in appropriate areas of media center.
Locates and identifies parts of a book (cover, spine label, call number, title page, author/illustrator, table of contents, glossary, and index)
Plan a strategy to answer a research question using the Big6 (Question, Plan, Search/Evaluate, Synthesize, Communicate, Reflect).
Uses multimedia technology (PowerPoint) to organize, create, and present information.
Standard 2:
Communication and Innovation: Communicates information using digital and visual media.
Uses a storyboard or other graphic organizer) to plan a multimedia project.
Standard 3:
Technology Operations and Concepts: Uses technologies for productivity, problem solving, and learning.
Uses basic operational features of hardware and software.
Uses word processing application to write, edit, illustrate, print and save a simple assignment.
Demonstrates beginning keyboarding skills by identifying, locating and practicing the use of letters and numbers and common keys on the keyboard .
Demonstrates beginning ability to use databases and spreadsheets.
Uses menus and icons to visit pre-selected websites.
Standard 4 - Digital Citizenship: Practices responsible, legal, and ethical use of information resources and technology.
Demonstrates proper care of materials.
Respects and observes laws and guidelines for the use of intellectual property by citing original sources (4.1).
Identifies, discusses, and practices appropriate and safe behaviors online (for example, AUP).
Standard 5 - Literary Appreciation: Reads widely for personal growth, independent learning, and enjoyment.
Determines and selects materials appropriate to personal abilities and interests.
Recognizes and identifies various genres of literature.
Identifies award-winning books and their selection criteria and attributes.

Music - Fourth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&4: Performing and Literacy
Echo tonal patterns and songs using "do-re-mi-so."
Con conversationally decode familiar and unfamiliar tonal patterns and songs using "do-re-mi-so."
Read, create and write (compose) tonal patterns using "do-re-mi-so," and the corresponding letter names in the keys of F and G.
Chant, sing/play, and conversationally decode rhythmic patterns, songs, and rhymes that use half notes, quarter notes, quarter rests, and two eighth notes and tonal syllables.
Read, create and write (compose) rhythmic patterns that use half notes, quarter notes, quarter rests, and two eighth notes.
Chant, sing/play, and conversationally decode rhythmic patterns, songs, and rhymes that use dotted quarter notes, three eighth notes, quarter and single eighth notes and tonal syllables and dotted quarter rests.
Read, create and write (compose) rhythmic patterns that use dotted quarter notes, three-beamed eighth notes, quarter notes and single eighth notes and dotted quarter rests.
Perform/respond to music by using age-appropriate movements and movement themes.
Perform a variety of age-appropriate folk dance movements and folk dances while singing.
Standard 2: Creating
Con conversationally create (improvise) tonal patterns using "do-re-mi-so."
Read, create and write (compose) tonal patterns using "do-re-mi-so," and the corresponding letter names in the keys of F and G.
Con conversationally create (improvise) rhythmic patterns that use half notes, quarter notes, quarter rests, and two eighth notes.
Read, create and write (compose) rhythmic patterns that use half notes, quarter notes, quarter rests, and two eighth notes.
Con conversationally create (improvise) rhythmic patterns that use dotted quarter notes, three eighth notes, quarter and single eighth notes and dotted quarter rests.
Read, create and write (compose) rhythmic patterns that use dotted quarter notes, three-beamed eighth notes, quarter notes and single eighth notes and dotted quarter rests.
Standard 3 & 5: Responding and Connections
Perform/respond to music by using age-appropriate movements and movement themes.
Recognize patterns in movements and their connection to musical form.
Make connections between movements and dances to other disciplines (math, language arts, social studies, geography, P.E., art), cultures and their daily lives.
Visually identify the four families of the orchestra and the individual instruments of each.
Aurally identify the families of the orchestra and a minimum of two instruments from each.
Describe how the musical elements (dynamics, timbre, tempo, tonality, meter, etc) create the mood
Discuss the role of the conductor and practice conducting patterns (2/4, 3/4, and 4/4).
Identify the style period for the composers represented at the Young People's concert.

Physical Education - Fourth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
Motor Skills and Movement Patterns
Selected Objectives:
<ul style="list-style-type: none"> • Demonstrates mature locomotor patterns and transfers them to modified games and sports. • Demonstrates proper technique for the volleyball bump, set and serve during skill work and modified game play. • Demonstrates proper technique for the functional gymnastics skills of a forward roll, backward roll, cartwheel, hurdle onto a springboard and squat on/through vault. • Participates in a variety of track and field events (ex. dashes, ¼ mile, ½ mile, mile, standing long jump, "shot" put and discus).
Standard 2:
Application of Concepts and Strategies
Recognition of the Benefits of Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Identifies strategies used in modified games and activities. • Demonstrates knowledge of rules, boundaries, terminology and scoring used in volleyball (ex. ball landing on the line is "good"). • Applies corrections based on teacher feedback to improve his/her performance and understands each student makes progress at different rates.
Standard 3:
Physical Fitness and Engagement in Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Monitors own heart rate in a variety of physical activities. • Performs selected activities which develop components of fitness and identifies that each conditions different areas of the body (ex. right angle push-ups, pacer test, curl-ups, hurdler's stretch).
Standard 4:
Social Responsibility, Team Building and Working with Others through Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Demonstrates appropriate conflict resolution skills during skill work and in game situations and takes responsibility for his/her own actions. • Understands that there are consequences if game rules and codes of conduct are not followed when participating in athletics. • Respects the strengths, weaknesses and different skill levels of classmates while participating in physical education activities (ex. skill work, competitive games). • Demonstrates teamwork in game situations.

Visual Arts – Fourth Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&2: Making Meaningful Expression/Performing and Making Connections to and Through the Arts
Discusses how artists portrayed personal views and emotions.
Connects visual arts with social studies
Understands that artists are human beings by learning about the life and times of several artists.
Classifies works of art according to style.
Recognizes important works of art.
Recognizes the style of individual artists.
Produces a piece of artwork that illustrates one’s own written work.
Compares music to visual arts.
Standard 3&4: Expressing Personal Ideas/Creating and Interpreting Symbolic Expression/Literacy
Designs and creates portraits.
Alters and creates colors
Expands upon drawing techniques.
Explores fiber arts.
Creates sculpture, using additive and subtractive techniques.
Expresses preferences among works of master artists and has a favorite artist.
Describes different visual effects created by various techniques, processes and media.
Standard 5: Responding to the Arts
Interprets one’s own and others’ work.
Discusses peers’ work and offers constructive feedback.
Describes and evaluates works of art.

Fifth Grade

Language Arts - Fifth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Strategic Reading Students apply strategies to recognize words, to read fluently, to monitor and correct reading, and to comprehend text.
Phonics & Word Study: a student understands the basic phonics principles and utilizes these skills to recognize syllables and multi-letter patterns/chunks to read longer, multisyllabic words.
High Frequency Words & Vocabulary: High Frequency word recognition refers to a student's ability to recognize regular and irregular grade-level words in text (rule-breakers). Vocabulary refers to a student's knowledge of words and word meanings.
Fluency: a student's ability to read grade-level text accurately, at an appropriate rate and with good expression.
Reading Comprehension: refers to a student's ability to extract and construct meaning from grade-level, written text utilizing a variety of word-learning, comprehension and fix-up strategies (e.g. questioning, visualizing, making predictions and connections).
Standard 2: Reads and Responds with Understanding Students respond to a variety of texts (literary, informational and persuasive) presented in a variety of multimedia formats.
Written or Drawn Response to Text: a student's ability to construct meaning, then express opinions and interpretations about a text and provide insight about literary tools in either written or drawn formats.
Oral Response to Text: a student's ability to participate in student/teacher directed text discussions before, during and after reading to focus thinking about the text at a deeper level (questions, making predictions and connections).
Group Discussion: a student's ability to discuss text before and after reading and his/her ability to generate higher order questions to focus a group's thinking about text at deeper levels.
Reading Reflection and/or Behaviors: a student's ability to choose appropriate/engaging texts that he/she can read with stamina, and his/her ability to enjoy reading, work on improving skills and find satisfaction in successful reading.
Standard 3: Communication with Others Students produce written, oral and visual texts to express, develop, and substantiate ideas and experiences.
Written Communication: a student's ability to using the writing process and the traits of writing to communicate his/her thoughts and ideas in writing using different text structures for a variety of purposes and audiences.
Oral Communication: a student's ability to initiate and engage in group discussions to support grade-level texts and conceptual topics, identify claims and support with evidence, and incorporate a variety of visual displays and digital media to support the discourse.

<p>Standard 4: Applying Language Conventions Students apply the conventions of Standard English in oral, written and visual communication.</p>
<p>Spells High Frequency Words: a student’s ability to spell High Frequency words in context during daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Spells Words by Generalizing Common Patterns: a student applies grade-level appropriate spelling patterns in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Grade-level Appropriate Capitalization and Punctuation: a student applies grade-level appropriate capitalization and punctuation in daily class work (e.g. Readers’ and Writers’ notebooks, Word Study daily student work).</p>
<p>Editing: during the writing process, a student applies appropriate editing strategies to his/her own writing.</p>
<p>Handwriting: a student applies developmentally appropriate handwriting skills during class work.</p>

Math - Fifth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives.

<u>Standard 1</u> Number Sense and Operations	<u>These objectives answer the question:</u> How are the base ten number system and fractions, decimals, percents and ratios related
	<p>Read and write whole numbers and decimals, identify place value and use expanded notation</p> <p>Identify prime and composite numbers</p> <p>Use repeated addition, area and arrays to model multiplication and division</p> <p>Meet grade 5 basic facts expectations (addition and subtraction through 20; multiplication and division to 10s)</p> <p>Identify even and odd numbers</p> <p>Find the factors of numbers</p> <p>Find the product of multi-digit whole numbers and decimals</p> <p>Find the sum and difference of multi-digit whole numbers and decimals</p> <p>Find the quotient and remainder of a whole number divided by a 2-digit whole number</p> <p>Order and compare fractions</p> <p>Convert between fractions, percents and mixed numbers</p> <p>Find equivalent fractions</p> <p>Add and subtract fractions with like denominators</p> <p>Add and subtract fractions with unlike denominators</p> <p>Find common denominators</p> <p>Solve problems involving ratios, rates and percents</p> <p>Compare and order integers</p>
<u>Standard 2 & 3</u> Geometry and Measurement	
	<p>Identify, describe and draw types of triangles</p> <p>Know properties of polygons</p> <p>Identify, describe and draw right, acute, obtuse, straight and reflex angles</p> <p>Identify and plot ordered pairs on all four quadrants of a coordinate grid</p> <p>Identify the base and height of triangles and parallelograms</p> <p>Use formulas to find the volume of prisms and cylinders</p> <p>Use formulas to find the area of polygons and circles</p>

Standard 4 Data and Statistics	<u>These objectives answer the question:</u> How can collecting, organizing and displaying data help us analyze information and make reasonable predictions and informed decisions?
Predict probabilities using standard words or phrases Identify the maximum, minimum, median, mode and mean for a data set Understand how sample size affects results Read and construct circle graphs Interpret line plots and graphs Compute the probability of outcomes	
Standard 5 Algebra	<u>These objectives answer the question:</u> How do patterns and functions help us describe data and physical phenomena and solve a variety of problems?
Write a number sentence that models number word problems Understand and apply order of operations to evaluate expressions and solve number sentences Understand the function and placement of parentheses in number sentences Describe and apply properties of arithmetic Write algebraic expressions to represent situations	

Science - Fifth Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
5.1: Sound and light are forms of energy.
<ul style="list-style-type: none"> Generalize that vibrating objects produce sound if the vibrations are transferred from the object through another material (e.g., air, a solid, or a liquid).
<ul style="list-style-type: none"> Demonstrate how the loudness, pitch and quality/timbre of sound can be varied.
<ul style="list-style-type: none"> Design and conduct investigations to determine factors that affect pitch.
<ul style="list-style-type: none"> Describe the properties of materials that reflect or absorb sound.
<ul style="list-style-type: none"> Analyze properties of materials that cause sound to be reflected or absorbed, then apply findings to design a device that reflects or absorbs sound.
<ul style="list-style-type: none"> Construct simple musical instruments (e.g., rubber band guitars, drums, etc.) that produce sounds with various pitches, volume and timbres.
<ul style="list-style-type: none"> Provide evidence that light travels in straight lines away from a source in all directions.
<ul style="list-style-type: none"> Investigate how light is refracted as it passes through a lens or through one transparent material to another.
<ul style="list-style-type: none"> Demonstrate that white light is composed of many colors.
<ul style="list-style-type: none"> Explain that all visible objects are reflecting some light to the human eye.
<ul style="list-style-type: none"> Contrast the way light is reflected by a smooth, shiny object (e.g., mirror or pool of water) and how light is reflected by other objects.
<ul style="list-style-type: none"> Measure angles to predict the path of light reflected by a mirror.
<ul style="list-style-type: none"> Determine whether a material is opaque, transparent or translucent based on how light passes through it.
<ul style="list-style-type: none"> Design and conduct light absorption experiments that vary the size, length, direction and clarity of a shadow by changing the position of the light-blocking object or the light source.
Standard 2:
5.2: Perceiving and responding to information about the environment is critical to the survival of organisms.
<ul style="list-style-type: none"> Explain the role of sensory organs in perceiving stimuli (e.g., light/dark, heat/cold, flavors, pain, etc.).
<ul style="list-style-type: none"> Pose testable questions and design experiments to determine factors that affect human reaction time.
<ul style="list-style-type: none"> Conduct simple tests to explore the capabilities of the human senses.
<ul style="list-style-type: none"> Summarize nonfiction text to explain the role of the brain and spinal cord in responding to information received from the sense organs.

<ul style="list-style-type: none"> Identify the major structures of the human eye, ear, nose, skin and tongue, and explain their functions.
<ul style="list-style-type: none"> Draw diagrams showing the straight path of light rays from a source to a reflecting object to the eye, allowing objects to be seen.
<ul style="list-style-type: none"> Describe the properties of different materials and the structures in the human eye that enable humans to perceive color.
<p>Standard 3:</p>
<p>5.3: Most objects in the solar system are in a regular and predictable pattern.</p>
<ul style="list-style-type: none"> Explain the motion of the Earth relative to the sun that causes Earth to experience cycles of day and night.
<ul style="list-style-type: none"> Construct models demonstrating Earth's rotation on its axis, the moon's revolution around the Earth and the Earth and moon revolving around the sun.
<ul style="list-style-type: none"> Distinguish between the sun as a source of light and the moon as a reflection of that light.
<ul style="list-style-type: none"> Observe and record the moon's appearance over time and analyze findings to describe the cyclical changes in its appearance from Earth (moon phases).
<ul style="list-style-type: none"> Relate the moon phases to changes in the moon's position relative to the Earth and sun during its 29 day revolution around the Earth.
<p>Standard 4:</p>
<p>5.4: Humans have the capacity to build and use tools to advance the quality of their lives.</p>
<ul style="list-style-type: none"> Generalize that optical tools, such as binoculars, telescopes, eyeglasses or periscopes, change the path of light by reflecting or refracting it.
<ul style="list-style-type: none"> Construct simple periscopes and telescopes, and analyze how the placement of their lenses and mirrors affects the quality of the image formed.
<ul style="list-style-type: none"> Evaluate the best optical instrument to perform a given task.
<ul style="list-style-type: none"> Design and conduct simple investigations to determine how the shape of a lens or mirror (concave, convex, flat) affects the direction in which light rays travel.
<ul style="list-style-type: none"> Explain how eyeglasses or contact lenses improve vision by changing the path of light to the retina.
<ul style="list-style-type: none"> Analyze the similarities and differences between structures of the human eye and those of a simple camera.

Social Studies - Fifth Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1:
1. <u>Content Knowledge:</u> Knowledge of concepts, themes and information from history and social studies is necessary to promote understanding of our nation and our world.
Selected objectives:
- Compare and contrast the economic, political and/or religious differences that contributed to conflicts.
- Compare and contrast settlement patterns in specific areas of the 13 colonies and describe how early colonists had to adapt to their new environment.
- Describe our national government’s purpose, structure, functions, sharing of power and how citizens can contribute to influence the government.
- Demonstrate one’s rights and responsibilities as a citizen.
- Analyze how businesses use limited resources to create goods and services and how trade has linked different parts of the world.
Standard 2:
<u>History/Social Studies Literacy Skills:</u> Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.
Selected objectives:
- Locate and gather information from primary and secondary sources.
- Describe an author’s point of view using relevant social studies information.
- Using information from created outlines and organizers, create written work to describe historical events using evidence.
- Give oral presentations on social studies events, issues, or debates using evidence.
- Create maps and timelines from historically significant events.
Standard 3:
<u>Civic Engagement:</u> Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills and perspective.
Selected objectives:
- Identify and explain different points of view and support judgments about a historical event.
- Describe views and feelings of people in the past using personal experience and/or outside readings.
- Assess the potential impact of proposed solutions to contemporary issues.

World Language - Fifth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards and corresponding objectives.

Standard 1: Communication (Interpersonal Mode): Engages in conversation and correspondence, provides and obtains information, expresses opinion and feelings
Communicates in complete sentences orally and in writing
Uses learned vocabulary in original sentences
Communicates in everyday social and academic situations with little hesitation
Standard 2: Communication (Interpretive Mode): Understands and interprets spoken and written language on a variety of topics
Understands spoken language at a normal rate of speech, including questions and commands that focus on newly learned vocabulary and concepts
Understands and interprets written language on familiar topics in a variety of contexts
Standard 3: Communication (Presentational Mode): Presents information, concepts, and ideas to listeners or readers on a variety of topics
Gives individual or group oral presentations on personal or content- based topics, using complete sentences with minimal hesitation
Creates original pieces of writing, using newly learned and previously studied vocabulary and grammatical structures
Standard 4: Connections (Interdisciplinary Mode): Reinforces and expands knowledge of other disciplines through the world language
Uses specific vocabulary to discuss some social studies- and science- related topics
Applies previously learned language to expand and/or elaborate on content area topics

Library Media/Technology - Fifth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1 - Research and Information Fluency: Locates, evaluates, and synthesizes information
Uses online catalog to select resources by using keyword, author, title, subject, and series.
Uses electronic searching strategies such as keyword and Boolean searching or advanced searching.
Uses browser navigational tools to visit websites, online databases, and preselected curriculum units such as webquests.
Uses the GPS research cycle (BIG 6) to answer a research question.
Evaluates information based on accuracy, authority, currency, and point of view.
Identifies, locates, and understands a wide range of resources and their purposes.
Standard 2 - Communication and Innovation: Communicates information using digital and visual media.
Selects and uses digital media (e.g., digital video, podcasting, and/or Web 2.0 tools) to organize, create, and present information
Uses a storyboard or other graphic organizer) to plan a multimedia project
Standard 3 - Technology Operations and Concepts: Uses technologies for productivity, problem solving, and learning.
Uses basic operational features of hardware and software.
Uses word processing application to write, edit, illustrate, print and save a simple assignment.
Demonstrates appropriate keyboarding techniques and skills (20 wpm and 90% accuracy)
Uses a spreadsheet program to organize and display information
Identifies and defines common spreadsheet terms and functions
Demonstrates an understanding of navigating a webpage
Demonstrates ability to format a document
Standard 4 - Digital Citizenship: Practices responsible, legal, and ethical use of information resources and technology
Demonstrates proper care of materials
Respects and observes laws and guidelines for the use of intellectual property by citing original sources
Identifies, discusses, and practices appropriate and safe behaviors online (for example, AUP)
Recognizes the possible risks associated with different types of online communications
Analyzes, questions, evaluates, and thinks critically about select media and their messages
Standard 5 -Literary Appreciation: Reads widely for personal growth, independent learning, and enjoyment.
Determines and selects materials appropriate to personal abilities and interests.
Recognizes and identifies various genres of literature

Music - Fifth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&4: Performing and Literacy
Chant, sing/play, and conversationally decode familiar and unfamiliar rhythmic patterns, songs, and rhymes that use dotted half notes, dotted quarter notes, three-beamed eighth notes, quarter and single eighth notes and tonal syllables, and dotted quarter rests.
Read, create and write (compose) rhythmic patterns that use dotted half notes, dotted quarter notes, three-beamed eighth notes, quarter notes and single eighth notes and dotted quarter rests.
Echo tonal patterns and songs using "do-re-mi-so-la."
Conversationally decode familiar and unfamiliar tonal patterns and songs using "do-re-mi-so-la."
Read, create and write (compose) tonal patterns using "do-re-mi-so-la," and the corresponding letter names in the keys of F and G.
Chant, sing/play, and conversationally decode rhythmic patterns, songs, and rhymes that use sixteenth notes, paired sixteenth note and eighth note combinations, quarter notes, quarter rests, and two eighth notes and tonal syllables.
Read, create and write (compose) rhythmic patterns that use sixteenth notes, paired sixteenth note and eighth note combinations, quarter notes, quarter rests, and two eighth notes.
Perform/respond to music by using age-appropriate movements and movement themes
Perform a variety of age-appropriate folk dance movements and folk dances while singing.
Standard 2: Creating
Conversationally create (improvise) rhythmic patterns that use dotted half notes, dotted quarter notes, three-beamed eighth notes, quarter and single eighth notes and dotted quarter rests.
Read, create and write (compose) rhythmic patterns that use dotted half notes, dotted quarter notes, three-beamed eighth notes, quarter notes and single eighth notes and dotted quarter rests.'
Conversationally create (improvise) tonal patterns using "do-re-mi-so-la."
Read, create and write (compose) tonal patterns using "do-re-mi-so-la," and the corresponding letter names in the keys of F and G.
Conversationally create (improvise) rhythmic patterns that use sixteenth notes, paired sixteenth note and eighth note combinations, quarter notes, quarter rests, and two eighth notes.
Read, create and write (compose) rhythmic patterns that use sixteenth notes, paired sixteenth note and eighth note combinations, quarter notes, quarter rests, and two eighth notes.
Standard 3 & 5: Responding and Connections
Recognize patterns in movements and their connection to musical form.
Make connections between movements and dances to other disciplines (math, language arts, social studies, geography, P.E., art), cultures and their daily lives.
Visually identify the four families of the orchestra and the individual instruments of each.
Aurally identify the families of the orchestra and a minimum of two instruments from each.
Describe how the musical elements (dynamics, timbre, tempo, tonality, meter, etc) create the mood
Discuss the role of the conductor and practice conducting patterns (2/4, 3/4, and 4/4).
Identify the style period for the composers represented at the Young People's concert.

Physical Education - Fifth Grade Report Card

In order to assist in evaluating your child's progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student's progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1: Motor Skills and Movement Patterns
Selected Objectives:
<ul style="list-style-type: none"> • Designs and demonstrates a rhythmic pattern of jumps with a short rope using a minimum of three different skills. • Demonstrates a variety of basketball specific sport skills in isolation as well as in the context of modified game play (ex. dribbling, pivoting, passing, catching, shooting). • Participates in a variety of adventure activities including icebreakers, problem-solving initiatives and cooperative challenges. • Locates checkpoints on both indoor and outdoor course through proper map orientation and identification of landmarks using a maps legend.
Standard 2: Application of Concepts and Strategies Recognition of the Benefits of Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Analyzes the performance of self and others to improve performance. • Demonstrates knowledge of rules, boundaries, terminology and scoring used in basketball (ex. travelling, double dribble). • Explains/applies that there are many ways to successfully complete a challenge and identifies that everyone, regardless of their athletic ability, is an important part of problem solving. • Identifies that orienteering is an international sport that can be used to increase cardio-respiratory fitness and utilizes map reading skills that carry over to reading road maps, city maps, etc.
Standard 3: Physical Fitness and Engagement in Physical Activity
Selected Objectives:
<ul style="list-style-type: none"> • Explains the benefits of and performs exercises that improve fitness in each of the four component areas. • Analyzes personal lifestyle as it relates to his/her fitness level and monitors progress toward personal fitness goals. • Identifies how to monitor heart rate and does so in a variety of physical activities. • Performs the mile run, right angle push-ups, modified curl-ups and a sit and reach at or above the health level of CT fitness standards for age and gender.
Standard 4: Social Responsibility, Team Building and Working with Others through Physical Activity.
<ul style="list-style-type: none"> • Demonstrates appropriate conflict resolution skills during skill work and in game situations and takes responsibility for his/her own actions. • Understands that there are consequences if game rules and codes of conduct are not followed when participating in athletics. • Respects the strengths and weaknesses and different skill levels of classmates while participating in physical education activities (ex. skill work, competitive games). • Demonstrates team work in team situations.

Visual Arts – Fifth Grade Report Card

In order to assist in evaluating your child’s progress, the report card objectives are categorized below by the standards. Teachers use a variety of data to determine a student’s progress toward a standard. Listed below are the standards, corresponding objectives, and definitions or examples.

Standard 1&2: Making Meaningful Expression/Performing and Making Connections to and Through the Arts
Plans and creates works of art inspired by nature.
Compares and contrasts art that reflects one's own experiences.
Interprets a current or historical event in a work of art.
Compares and contrasts the artwork of artists from different historical periods and cultures.
Identifies proportion as an organization principle of design.
Discusses and evaluates the work of artists, whose artwork addresses current social issues.
Standard 3&4: Expressing Personal Ideas/Creating and Interpreting Symbolic Expression/Literacy
Chooses vocabulary related to media, techniques, processes, tools and equipment in order to communicate their intended meaning.
Demonstrates knowledge of printmaking techniques and processes.
Selects from a variety of materials (e.g. papier maché, plaster, or cardboard) in order to create advanced assemblages.
Recognizes technology as a tool for acquiring knowledge, and as a resource for art making (e.g. interactive software for art making) and the internet for artistic research.
Respects and appreciates the artwork of others.
Creates a 3-Dimensional work of art incorporating personal symbols (e.g. decorative designs on clay sculpture, textile design, product design).
Identifies and compares styles of art (e.g. impressionism, realism, surrealism, cubism).
Creates a linear composition (drawing) that demonstrates an understanding of the design concepts of line, value, texture, emphasis, space, rhythm, unity and balance.
Standard 5: Responding to the Arts
Analyzes and decodes selected works of art and artifacts using appropriate art vocabulary.
Differentiates interpreting a work of art using elements of art and organizational principles versus an interpretation based upon cultural criteria.
Evaluates one’s own work according to a rubric developed by the instructor and makes revisions based on analysis.
Assesses one’s own artistic growth over time in relation to specific criteria (e.g. instructor developed rubrics, written responses, sketchbook, and portfolio).