

MARKING PERIOD 1

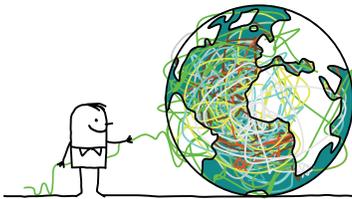
Bulleted concepts in red are graded on the report card for Marking Period 1.

Fluency (Creative Thinking Skill)—Generating multiple responses to a problem or an idea.

- **Generate** ideas using multiple strategies.
- **Ask** questions in a variety of ways.

Collaboration (Academic Success Skill)—Working effectively and respectfully to reach a group goal.

- **Demonstrate** teamwork by working productively with others.
- **Define** and identify steps to reach a group goal.
- **Identify** and analyze options for sharing responsibility to reach a group goal.
- **Demonstrate** the characteristics of both a group leader and a group member.



SOCIAL STUDIES

- **Civics:** Democratic skills and attitudes; relationships among rights, responsibilities, and democratic ideas; organizations and leaders help the community; effects of personal choices.
- **Culture:** Effective social interactions; multiple perspectives—conflict and compromise.



SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Earth Space Sciences:** Description of Earth materials—properties of rocks, soil, water; description of Earth's surface and atmosphere—water, natural features of continents, natural features of the ocean floor.



PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Travel while changing locomotor skills, directions, and pathways; relationships with others (lead, follow, mirror, match, meet, part).
- **Personal and Social Responsibility:** Rules and safety (safe, fun, fair, and inclusive).

The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing.



READING/LANGUAGE ARTS

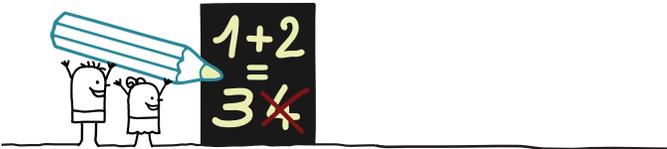
- **Literature:** Traditional stories; fiction; poetry; Junior Great Books; ask and answer questions; describe how characters respond to events and challenges and overall structure of a story; use information from illustrations and words in print to demonstrate understanding.
- **Informational Text:** Ask and answer questions; determine the meaning of words/phrases; know and use text features.
- **Language/Vocabulary:** Participate in collaborative conversations; tell a story or recount key details; determine or clarify the meaning of unknown words/phrases and multiple meaning words; demonstrate understanding of word relationships/meanings.

FLUENCY AND COLLABORATION



WRITING

- **Informative/Explanatory:** Introduce a topic, develop points, and provide a conclusion.
- **Narrative:** Recount a well-elaborated sequence of events, include details, use temporal words to signal event order, and provide closure.
- **Process, Production, and Research:** Focus on a topic, revise and edit to strengthen writing; use digital tools to produce and publish writing; participate in shared research and writing projects; use experiences or gather information from sources to answer a question.
- **Use of Language:** Recount an experience; complete sentences; adjectives and adverbs; expand and rearrange sentences; spelling patterns; capitalization; use of commas; consult reference materials to check spelling.
- **Opinion:** Introduce topic, state opinion, provide reasons to support opinion, and provide a conclusion.



MATHEMATICS

- **Measurement and Data:** Categorical data (bar graphs and picture graphs).
- **Number and Operations in Base Ten:** Counting within 1000; place value (hundreds, tens, and ones); numerals to 1000; expanded form; comparison of 3-digit numbers ($<$, $>$, $=$).
- **Operations and Algebraic Thinking:** Addition and subtraction situations with unknown in all positions (within 100); mental strategies (sums to 20).



ART

- **Analyzing and Responding to Art/Creating Art:** Line, shape, color; communicate ideas and feelings; space—overlapping, background, foreground, horizon line; evaluation of art.



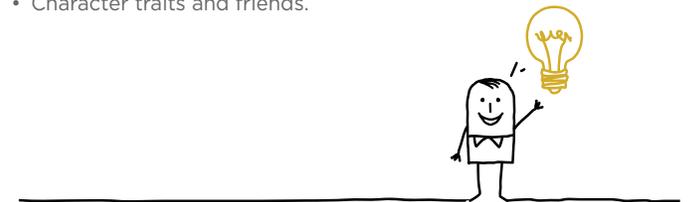
GENERAL MUSIC

- **Analyzing and Responding to Music:** Classify classroom and orchestral instruments; demonstrate steady beat through movement.
- **Performing Music:** Sing with appropriate vocal technique and intonation.
- **Reading and Notating Music:** Music reading—/a.



HEALTH EDUCATION

- Decision-making factors and choices.
- Communication for specific situations.
- Reporting and responding to an emergency.
- Emotions and emotional response.
- Promoting well-being and cooperation skills.
- Health issues created by pollution.
- Nutrients, food groups, Nutrition Facts Label.
- Safety around others and accessing help.
- Outdoor safety.
- Physical growth.
- Character traits and friends.



INFORMATION LITERACY

- Circulation policies, procedures.
- Personal and assigned information need.
- Resource identification and location.
- Source evaluation.
- Note taking, citing sources.
- Product development (personal connections, format).