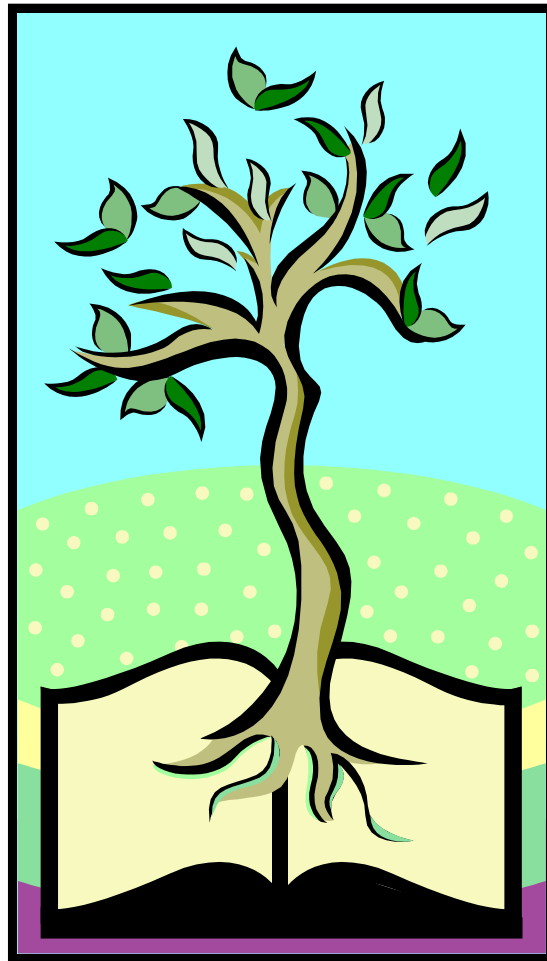


Elementary
Parent Curriculum Guide
South Lyon Community Schools
2011 – 2012



Curriculum
Instruction

CITA

South Lyon Community Schools

Technology
Assessments

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ART

Elementary art teachers have worked with secondary art teachers to develop a curriculum and instruction that is aligned with Michigan Standards and Benchmarks. The following are the State Standards and Benchmarks:

Content Standards

1. Apply skills and knowledge to perform in the arts K-5

Benchmarks

- ✍ Use materials, techniques, media, technology, and processes to communicate ideas and experiences
- ✍ Use art materials and tools safely and responsibly
- ✍ Use visual characteristics and organizational principles of art to communicate ideas
- ✍ Be involved in the process and presentation of a final product or exhibit

2. Apply skills and knowledge to create in the arts K-5

Benchmarks

- ✍ Apply knowledge of materials, techniques, and processes to create artwork.
- ✍ Apply knowledge of how visual characteristics and organizational principles communicate ideas
- ✍ Explore and understand prospective subject matter, ideas, and symbols for works of art
- ✍ Select and use subject matter, symbols, and ideas to communicate meaning
- ✍ Know different purposes of visual art to creatively convey ideas
- ✍ Use technology as a tool for creative expression

3. Analyze, describe, and evaluate works of art K-5

Benchmarks

- ✍ Generalize about the effects of visual structures and functions and reflect upon these effects in personal work
- ✍ Identify various methods for creating works of visual art
- ✍ Understand there are different responses to specific artworks
- ✍ Describes and compare the characteristics of personal artwork

4. Understand, analyze, and describe the arts in their historical, social, and cultural contexts K-5

Benchmarks

- ✍ Know that the visual arts have a history and specific relationships to various cultures
- ✍ Identify specific work of art as belonging to particular cultures, times, and places
- ✍ Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

5. Recognize, analyze, and describe connections among the arts, between the arts and other disciplines, and between the arts and everyday life K-5

Benchmarks

- ✍ Explain how visual arts have inherent relationships to everyday life
- ✍ Identify various careers in the visual arts
- ✍ Understand and use comparative characteristics of the visual arts and other arts disciplines
- ✍ Identify connections between the visual arts and other disciplines in the curriculum

English Language Arts

READING

Definition of Reading

Reading is the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation. (MRA, 1984)



From this perspective, a good reader is no longer defined as one who demonstrates mastery of a series of isolated skills, but rather as one who can apply these skills independently and flexibly in a variety of reading situations. This means that readers need to know how to employ certain skills, when and why to apply their skills, and that they must be willing and able to apply their skills spontaneously. Good readers must be able to apply their knowledge and skills as they construct meaning for different texts under a variety of reading conditions.

Good readers should be able to integrate information within a story to identify a central theme, or to use titles and subtitles within an informational passage (e.g. science, social studies, etc.) to identify the author's central purpose. Good readers also must have knowledge about the purposes for reading, the skills and strategies they can use, and about how different reader, text, and contextual factors can influence their reading. For example, it is important for readers to understand how the structure of stories may differ from the structures of different content area materials. Finally, good readers are those who have developed positive attitudes about reading and positive self-perceptions about themselves as readers. It is also important for readers to develop an interest in reading a variety of materials for a variety of purposes.

Developmental Stages of Literacy

Reading development is a process of growth and change. The process varies among individuals due to physical growth, outside interests, attitudes toward reading and learning, and previous experiences. The nature of the process alters as readers mature. Changes occur in what individuals can do, and these changes help determine what they are expected to do. The ability and motivation to become an independent, self-directed reader occurs in stages over a long period of time.

The stages described below suggest characteristics of a reader at various stages. Background knowledge and vocabulary are essential at all stages and are continuously developed and refined through a variety of experiences and wide reading. The stage descriptors and characteristics need to be thought of as general guidelines. The stages cannot be accurately defined by grade level since students in a single class could be at varying stages, depending upon the task, the text, and the students' experiences. During early stages students are more dependent. With guidance and instruction, students move from dependence to independence.

Emergent Reading

The Emergent Reading stage is characterized by natural, unstructured learning. The emergent reader engages in a variety of language tasks determined, to a great extent, by their immediate environment. The relationship between children and their environment is emulative rather than instructional. Modeling and reinforcement shape much of young children's learning in language as well as in behavior. An initial exploration of print through imitative writing, drawing, and questioning occurs at this stage.

Beginning Reading

The Beginning Reading stage is characterized by the young reader tackling the written language system. The environment which remains important is likely to include an instructor and text, although the former may be a parent and the latter a storybook. As youngsters are thoughtfully introduced to the written language and as they are encouraged to use their previously developed language learning strategies, they begin to learn word families. This stage is characterized by gaining word identification skills for determining the meaning of unfamiliar words. Children begin to monitor their word recognition by checking to see if what they read makes sense.

Reading for Consolidation

The Reading for Consolidation stage is characterized by the fluency readers now have in identifying unfamiliar words and predicting their meaning. Both of these skills should be done automatically at this stage. Also, readers are learning to recognize various text structures including the characteristics of stories and the organization of informational books. These readers enjoy reading in a variety of settings, and they use their prior knowledge and experiences to pursue individual interests in reading.

Reading to Learn the New

Reading to Learn the New is characterized by readers adapting to changes in the kinds of text read and the purposes for reading. Prior to this stage, familiar topics were used in the instructional materials to aid comprehension. As familiar subjects and different kinds of texts make different demands on them, readers at this stage are able to tackle a range of reading materials for different purposes, use background knowledge to aid in comprehension, apply some general strategies for aid in comprehension, and apply some general strategies for remembering information.

Reading for Independence

Reading for Independence is the stage in which readers refine their abilities to work with subject matter. Readers are now more aware of text style and organization and can use text features as an aid in comprehension or remembering. They can analyze the task and determine appropriate strategies. Readers at this stage can be expected to evaluate more than one viewpoint, consider opposing evidence, and integrate a variety of research material.

Mature Readers

Mature Readers can reconstruct meanings or shape ideas for their own uses. Readers at this stage are capable of dealing with a high level of abstraction. Reading strategies are independently applied to difficult and complex texts to meet the demands of their personal and career situations. They read in order to gain new information or insights from others and create new viewpoints and generalizations.



WRITING

Pre-Writing

Pre-writing is the stage in which writers generate and discover ideas and consider the purpose and audience for their writing.

Virtually all experiences within the school setting and outside of school may serve as pre-writing activities. Some examples are using journals, reading, researching, discussing, brainstorming, free-writing, listening to music, and so on. These activities may stimulate thinking, generate ideas, extend vocabulary, and deepen concepts.

Developmental Stages for Pre-Writing

Beginning Writers tend to be egocentric. They tend to enjoy their own ideas and to have the confidence to share what they are thinking.

Developing Writers tend to become aware of audience and, therefore, benefit from small group work. Pre-writing fills a particular need to developing writers to try out ideas before committing them to paper.

Drafting

Written composition is the development, organization and recording of the thoughts initiated in the pre-writing stage. Drafting is discovering thoughts, as well as communicating them. Students may write the first draft with little concern for form or mechanics, or they may dictate ideas to a scribe. This stage would include informal sharing with peers or adults.

Developmental Stages for Drafting

Beginning Writers tend to produce a single draft of most writing. Fatigue may interrupt the flow of their ideas; conclusions are often abrupt. They assume the understanding of their readers.

Beginning writers write freely and take risks to get their best thought down on paper.

Developing Writers have internalized some of the mechanics of writing so they can focus more on ideas. They select language more consciously and begin to organize more knowingly.

Revising

Revision is the "re-seeing" of the content of a piece of writing. At its best, revision entails reorganization and development of subject matter, as well as stylistic changes made to suit a writer's purpose and intended audience. Only selected pieces of writing should be subjected to close analysis of content and form, depending upon the particular purpose or audience. Students will revise if they care about the piece they have written. Because of its substantive nature, revision should be seen as distinct from proofreading.

Developmental Stages for Revising

Beginning Writers tend to view revision as unnecessary and are confused as to where to start.

Consequently, they see revision simply as recopying or as "adding on." Frequently, they need help in "re-seeing" their ideas.

Developing Writers start to recognize the needs of their readers. They consider not only what is said but also how it is said. Developing writers revise when they are encouraged to do so by peers or the teacher.

Proofreading

Proofreading is the stage of the writing process in which the writer attends to correctness in punctuation, spelling, word choice, usage, and so on. Correctness is not only a courtesy the writer owes the reader, but also the lack of correctness may affect communication.

Developmental Stages for Proofreading

Beginning Writers tend to overlook mechanical errors or they may be very discouraged by their inability to meet standards they do not understand. They need help in accepting their efforts and help in finding only a few prominent or repeated errors that they can correct.

Developing Writers become aware of correct standards but often are frustrated by the extent of their problems. They need help in searching their writing for selected types of errors and help in keeping records on their most common problems.

Publishing

Only selected pieces of writing will be taken to the final stage of publishing in the classroom. Some publishing is beneficial for young writers, although, only limited time, effort, and value should be given to it in contrast to time, effort, and value given to pre-writing, drafting, and sharing. Perfection should not be expected in published writing, particularly in the writing of beginning and developing writers.

Developmental Stages for Publishing

Beginning Writers are more motivated to write when their attempts are posted in the classroom, the school, or when they are shared in a special way with parents. Individual or class booklets of student writing should be shared with the class, the school, and the community.

Developing Writers will make special efforts in revision and proofreading in order to publish their work for the class, the school, and the community. Because they are frequently discouraged by the magnitude of the task, they need help, encouragement, and recognition.

A copy of the K-5 Reading and Writing GLCE's may be found at the State website <http://www.michigan.gov/glce> or obtained through the office at your student's school.

HEALTHY SEXUALITY (REPRODUCTIVE HEALTH)

The South Lyon Community Schools Reproductive Health Committee has developed a Healthy Sexuality unit for Fifth graders that encompasses:

- ❖ A positive attitude toward the process of maturation
- ❖ An awareness of body changes that occur during puberty
- ❖ An awareness of and need for personal hygiene
- ❖ An awareness of AIDS/HIV and its transmission
- ❖ An information base to facilitate discussion with a parent/trusted individual

During the fifth grade year, each student is afforded the opportunity to participate in a Healthy Sexuality unit. Teachers in these classes have been provided additional training in the areas of Healthy Sexuality and HIV/AIDS education. Parents are notified by letter prior to classroom instruction. Parents are given the opportunity to exclude their child from participating if so desired. To do so parents request in writing that their child be removed from the classroom prior to lessons being taught. A variety of videos and instructional materials are used in the classroom. Parents may request (through the building office or classroom teacher) to pre-view these materials. Parents with additional questions are encouraged to contact the building administrator or classroom teacher.

HEALTH

Health n' Me! curriculum is based upon the National Health Education Standards to address today's important health issues. The program is endorsed by the Michigan Department of Education, Oakland Community Health, and Oakland Schools. This is not a reproductive health program. Growing Up Healthy in Grade 5 addresses the issues of reproductive health and AIDS education (as required under state law).

After extensive public review by teachers and parents the South Lyon Community Schools Health n' Me! Curriculum was adopted by the school board. Lessons for each grade level are outlined as follows. Parents who wish to review materials for this curriculum may contact their student's teacher or principal to do so.

Kindergarten

Introductory Unit: Being Well

- It's Fun to Be Well
- Alike and Different

Unit I: Awareness, Exploration

- Learning About Feelings
- Strong Feelings

Unit II: Appreciation and Discovery

- Safe From Poisons
- Safety Around Dangerous Objects
- Safe When Walking
- Safe When Riding

Unit III: Structure and Function – Extending Your Knowledge

- Health Habits for Me
- Teeth to Talk, Smile, and Chew With
- Stopping Tooth Decay
- Brushing Right
- Rest, Sleep, Exercise
- Five-A-Day for Better Health

Unit IV: What Can Go Wrong – Consequences

- A Visit to Kumquat
- Preventing the Spread of Germs

Unit V: Application of Skills and Knowledge

- Courtesy to Friends
- Health Helpers – Families
- Health Helpers – Police Officers
- Health Helpers – Firefighters
- Health Helpers – Doctors
- Health Helpers – Nurses
- The Emergency Phone Call
- Showing What We Know



First Grade

Introductory Unit: Being Well

- On Our Way
- Reflections of Me
- Families
- Lots of Feelings
- The Food Groups

Unit I: Awareness, Exploration

- Animal Senses
- Awareness of Our Senses
- Central Control for the Senses: - the Brain

Unit II: Appreciation and Discovery

- A Tasty Test
- Your Nose Knows



- The Sense of Touch

Unit III: Structure and Function – Extending Your Knowledge

- Pedestrian Safety
- Bicycle Safety
- Seat Belt Safety
- Fire Safety
- Emergencies

Unit IV: What Can Go Wrong – Consequences

- Preventing the Spread of Germs Through Coughing and Sneezing
- Nicotine

Unit V: Application of Skills and Knowledge

- Keeping Ourselves Well
- Exercise
- Showing Courtesy and Respect to Friends
- Healthy Snacks From the Main Food Groups



Second Grade

Introductory Unit: Being Well

- Feelings – Our Own and Others
- My Friends – Keeping Me Well
- Health Habits That Keep Us Well
- Nutritious Food to Keep Us Well

Unit I: Awareness Exploration

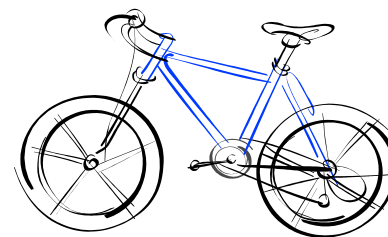
- Safe Walking and Biking

Unit IV: What Can Go Wrong – Consequences

- Respecting People With Hearing Impairments
- Visual Impairments
- Safe Use of Medicines
- Personally Safe, Parent Letter will be sent out

Unit V: Applications of Skills and Knowledge

- Eye Safety



Third Grade

Introductory Unit: Being Well

- Choosing Healthy Habits
- Safe Behaviors to Stay Well
- Asking for Help to Stay Well

Unit III: Structure and Function – Extending Your Knowledge

- Body in Balance
- Understanding Others Who Are Differently-Abled
- Bicycling Safety

Unit IV: What Can Go Wrong – Consequences

- Safety at Home
- The Assertive “No” - Parent Letter will be sent
- Showing and Telling

Fourth Grade

Introductory Unit: Being Well

- Being Well is Important
- Different Kinds of Control
- Self-control Through Learning to Listen
- Responsibility to Others
- Accepting Others
- Friends: What to Look For
- Understanding Our Feelings

Unit V: Application of Skills and Knowledge

- Avoiding Danger
- Safety While Home Alone

Fifth Grade

Introductory Unit: Being Well

- Staying Well: Working Together to Gather Nuggets of Knowledge
- Positive Relationships With Family and Friends
- Stages of Life
- Feelings
- Assets: Building Blocks of the Future
- Decision Making
- Understanding Bullies

Unit I: Awareness, Exploration

- Pollution in the Environment
- Radon: the Basics

Unit II: Appreciation and Discovery

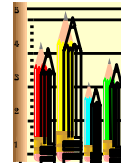
- Stress and Relief
- Safety Rules

Unit V: Application of Skills and Knowledge

- Advertising
- Learning to Resist Peer Pressure
- Practicing Refusal Skills
- Sharing Our Knowledge and Attitudes



MATHEMATICS



All students will:

- ◆ learn to think and reason mathematically
- ◆ develop operational knowledge and conceptual understanding in mathematics
- ◆ construct new meaning in mathematics by actively building from prior knowledge

Communicate Mathematically

Students will read, write, and discuss mathematics using signs, symbols, and vocabulary. Students will demonstrate their mathematical literacy in three areas: computational (includes vocabulary), mathematical reasoning (conceptual understanding), and problem solving. There is a powerful connection between developing a strong mathematical vocabulary and developing meaningful mathematical knowledge. Students use math vocabulary to explain their mathematical reasoning, ask and understand questions, evaluate and verbalize conjectures, and communicate solutions.

Parents can assist students in learning their vocabulary by asking them to verbally explain their algorithmic thinking with the use of their vocabulary. Simple and complex vocabulary can become second nature to a student through frequent use. A functional knowledge and usage of mathematical vocabulary will empower your student to communicate and reason with more confidence. For many students, understanding and using math vocabulary is essential to their development of a deeper understanding of the math concepts.

“I am a word person. Numbers don’t mean anything to me unless there are words behind them- reasons I can verbalize.”

Anne, eighth grader

Mathematical Reasoning

Students will learn to gather evidence, make conjectures, and come to logical conclusions using critical thinking skills. When students can connect mathematical ideas, their understanding is deeper and more lasting. Students learn to:

- ❖ recognize and use connections among mathematical ideas
- ❖ understand how mathematical ideas interconnect and build on one another
- ❖ explain their reasoning and look for evidence or proof (justify) that their understandings will apply consistently over time

Students as Mathematical Problem Solvers

Students will have opportunities to solve a wide variety of problems in their mathematics class. Some of these problems could be long-term, solved by a group working together, or suggested by students to replicate problems needing solution in daily living. Students refine, over the K-5 experience, their ability to systematically and with confidence attack difficult mathematical problems. Students learn to apply Habits of Mind in the classroom. *Persistence* and *Communicating with Accuracy and Precision* are two Habits of Mind that students apply while using problem solving strategies to solve algorithmic problems and investigations.

Our mathematics curriculum involves content and the processes used to master the content at each grade level. In grades K-4 students are immersed in mathematics in real-world scenarios as they journey through Mathematical Investigations. These challenge students in all three areas of math literacy: computation, math reasoning, and problem solving. In 5th grade students continue using mathematics in real-world context through the use of Connected Mathematics (CMP2).

Parents should note that due to Grade Level Content Expectations for 5th grade the CMP2 book has been adjusted down one level for alignment to these State of Michigan Expectations.

Kindergarten Mathematics Units of Study:

- Manipulating Math in My World: Patterns, Shapes and Number Sense
- Describing and Representing Math in My World: Shapes and Number Sense
- Seeing Math in My World: Measurement, Pattern, Number Sense and Numeration

First Grade Mathematics Units of Study:

- What Comes Next? (Patterns, including Number Patterns)
- Games and Graphs (Data Analysis, Classification, Comparing Numbers, Operations)
- Shapes All Around (Geometry)
- Are We There Yet? (Measurement, Time, and Money)



Second Grade Mathematics Units of Study:

- Number Sense, Place Value, and Numeration
- Addition, Subtraction, Regrouping and Number Lines
- Pictographs and Coordinate Grids
- Measurement, Time, and Money
- Multiplication
- Division
- Fractions
- Geometry

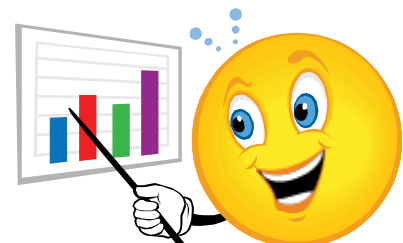


Third Grade Mathematics Units of Study:

- A Cut Above the Rest: Place Value, Fractions, Data and Graphing
- Shaping Up (Two and Three-Dimensional Geometry)
- Growing Groups (Multiplication) and Going, Going, Gone (Division)
- What Do You Make of This? (Measurement)

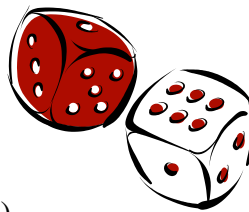
Fourth Grade Mathematics Units of Study:

- What Does It Mean? (Number Sense)
- Shapes and Pictures (Geometry)
- From Here to There (Measurement)
- That's Not All (Fractions and Decimals)



Fifth Grade Mathematics Units of Study:

- How Likely Is It? (Probability)
- Data About Us (Statistics)
- Prime Time (Number Theory)
- Bits and Pieces I (Fractions, Decimals and Percents)
- Shapes and Design (Two-Dimensional Geometry)
- Bits and Pieces II (Fraction Operations)
- Covering and Surrounding (Two-Dimensional Measurement)
- Bits and Pieces III (Decimal and Percent Operations)

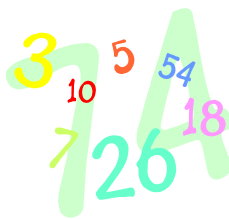


A copy of the K-5 Mathematics GLCE's may be found at the State website <http://www.michigan.gov/glce> or obtained through the office at your student's school.

Helping Your Fifth Grade CMP2 Student:

You can do a great deal to help your student succeed in mathematics. Here are some strategies that can be used through the year with many of the mathematics units.

- Encourage your child to do their homework on a regular basis. Provide a regular place and time to do homework.
- Have your child show you their mathematics notebook and explain to you what they have been doing in class. *It is very important that students take responsibility to safeguard this notebook; it is an important instructional tool used in their development of mathematical literacy.*
- Help them to be more organized. Look for sections in the notebook that contain class notes, vocabulary, homework, and assessment pieces.
- Have your child explain the words in the vocabulary list or the solution to a problem.
- Encourage your child by explaining that you believe that they can succeed through trying and working hard at the assignments.



What Can All Families Do? Fostering your child's success in school mathematics

 **Be positive!**

If you have a negative attitude about mathematics, chances are your son or daughter will, too. Help your child have a “can do” attitude by praising your child's efforts as well as their accomplishments. Acknowledge the facts that mathematics can be challenging at times and that persistence and hard work are the keys to success. Relate mathematics learning to other endeavors that require hard work and persistence, such as playing a sport, learning to play an instrument, or learning a new language. Struggling at times in mathematics is normal and is actually necessary and valuable in understanding mathematics.

😊 Link mathematics with daily life

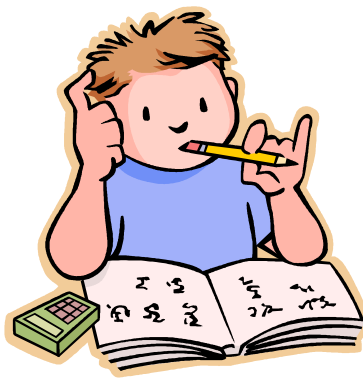
Every day, people face situations that involve mathematics, such as deciding whether one has enough money to purchase a list of items at the store, building a budget, developing a seating plan for a party or function, or analyzing data and information to determine how many employees to schedule for the following week. Help your child realize that mathematics is a significant part of everyday life. Suggestions for discussing mathematics with your elementary, middle school, or high school child during everyday activities are listed at the end of this section.

😊 Support homework, don't do it!

Homework is an area that can cause trouble in most households. Relax, and remember whose homework it is. If you take over doing homework for your child, you encourage your son/daughter to easily give up or seek help when working on a challenging problem. If you start to panic when you do not know how to do the mathematics, you may signal negative thoughts about mathematics to your child. Your child is not likely to be resourceful, persistent, or confident if you react in either of these ways.

Think of yourself as more of a guide rather than your child's teacher. Your role is not only to support him/her but also to help them take responsibility for themselves. You can facilitate your child's homework by:

- ✓ Asking good questions that cannot be answered with a yes or no.
- ✓ Listen to your child. *The simple act of having your child explain something out loud can often help them figure out the problem.*
- ✓ Encourage your child. Let them know you understand that sometimes it will be difficult by that with persistence they will learn.
- ✓ Have them show all their calculations.
- ✓ Have them explain their thinking or reasoning process on paper to support the solution to a problem. *This recording gives the student something to look back on, either for review or to spot and fix a mistake. It can also furnish the teacher with useful information related to the student's reasoning and understanding.*
- ✓ Assist them in vocabulary development by asking them to explain their reasoning to you using vocabulary words.



"The first teachers are the parents, both by example and conversation."
Lamar Alexander

Questions and comments to support mathematics homework

- ✚ What is the problem you're working on?
- ✚ What do the directions say?
- ✚ What words (vocabulary) can you use to explain the problem or your thinking?
- ✚ Where do you think you should begin?
- ✚ Are there other possibilities?
- ✚ What would happen if.....?
- ✚ What do you already know that can help you work through the problem (schema)?
- ✚ What have you done so far?
- ✚ Have you solved similar problems that would help?
- ✚ Can you draw a diagram or picture of the problem?
- ✚ How can you organize the information? Table? Chart? Graph? Columns?
- ✚ Do you see any patterns or relationships that will help solve this?
- ✚ Can you explain what the teacher asked you to do?
- ✚ Can you tell me where you are stuck?
- ✚ How does this relate to.....?
- ✚ What assumptions are you making?
- ✚ Can you re-state the problem another way?
- ✚ What math strategies have you used in the past?
- ✚ Can you think of a math strategy that you can try here?
- ✚ Is there another possibility or strategy that would work?
- ✚ Could you use any materials e.g., buttons, navy beans, paper strips, spaghetti, blocks, etc to help you work the problem?
- ✚ Can this problem be "acted out"?
- ✚ Do you have any notes or papers in you notebook that can help you?
- ✚ What did you try that did not work?
- ✚ Can you go to another problem and come back to this one later?
- ✚ How do you know your solution is reasonable?
- ✚ Help me understand this part.....
- ✚ How can you convince me your answer makes sense?

Resource

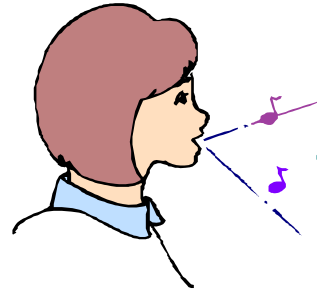
A Family's Guide: Fostering your child's success in school mathematics. Pre-kindergarten to Grade 12, National Council of Teachers of Mathematics

MUSIC

At the elementary school level, students will:

Vocal Technique

- ◆ sing a repertoire of songs of varied styles, ethnic and national songs.
- ◆ Sing with appropriate dynamics, contrasts.
- ◆ Participate eagerly, within a group and individually.
- ◆ Recognize instruments by sight and sound.
- ◆ Sing with clear diction.
- ◆ Demonstrate good concert behavior in class and auditorium.
- ◆ Recognize parts of a song: refrain, verse, solo, chorus.

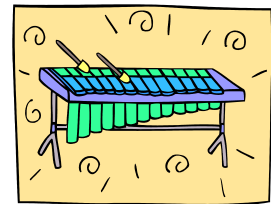


Instrumental Technique

- ◆ Identify by sound and appearance the standard instruments of the orchestral family.
- ◆ Participate in playing simple rhythmic and harmonic instruments.
- ◆ Select appropriate instruments for accompaniment to dance or song.
- ◆ Choose environmental sounds effects for a story or poem.

Further Musical Concepts

- ◆ Differentiate male from female singing voices.
- ◆ Differentiate vocal from instrumental music.
- ◆ Create short musical examples.
- ◆ Perform folk and square dances.
- ◆ Express preferences for listening to various styles of music.
- ◆ Identify by sound ~ theme and variations.



Rhythm Concepts

- ◆ Respond to tempo changes.
- ◆ Use an elementary music vocabulary.
- ◆ Recognize same/different rhythms.
- ◆ Move to a beat.
- ◆ Play and sing simple rhythm patterns.

Pitch Concepts

- ◆ Sing rote songs.
- ◆ Experience major, minor, and pentatonic mode songs.
- ◆ Demonstrate awareness of differences in high and low.
- ◆ Identify melodic phrases as same or different.
- ◆ Recognize up/down movement, high and low notes on a staff.
- ◆ Perform rounds, descants, or partner songs.



PHYSICAL EDUCATION

Your child may or may not work on all areas. Each grade level has specific objectives. Some of the examples given were for lower elementary and some for upper elementary. Each quarter your child will receive an update that will explain what he/she has been doing for the past nine weeks.

Your child will be working on (depending on grade level) the following skills:

Activity Related Knowledge

- ◆ Personal space
- ◆ Body parts
- ◆ Benefits of exercise
- ◆ Safety practices and procedures
- ◆ Benefits and detriments of physical activity
- ◆ Value of an active lifestyle
- ◆ Related Academics – Math, Science, Geography, Health, Music, and Careers



Fitness

- ◆ Cardiovascular endurance
- ◆ Strength
- ◆ Flexibility
- ◆ Fitness testing (excluding kindergarten)

Motor Skill Development

- ◆ Jumping
- ◆ Throwing
- ◆ Catching
- ◆ Balancing
- ◆ Forehand strike
- ◆ Running, etc.



Personal / Social Characteristic Traits

- | | |
|------------------------|----------------------------|
| ◆ Following directions | ◆ Responsibility |
| ◆ Best efforts | ◆ Respect |
| ◆ Cooperation | ◆ Self Control |
| ◆ Compassion | ◆ Constructive Competition |

SCIENCE



The concept of science as a way of explaining the world includes knowledge, explanation, and the idea that science has a particular way or unique methods that scientists use. Science is both content knowledge and the process by which scientists come to obtain that knowledge. The definition of scientific literacy is: The ability to construct scientific knowledge, reflect on scientific knowledge, and use science knowledge to describe, explain, and make predictions about real-world events, phenomena, and systems.

From this perspective, a scientifically literate student is no longer defined as one who demonstrates mastery of a series of isolated skills and benchmarks, but rather as one who can apply these skills and knowledge base independently and in a variety of situations. Good science students must be able to apply their content knowledge and process skills as they construct meaning for different events. Students need to integrate Life Science, Physical Science, and Earth Science knowledge, reflect on new and learned science knowledge to apply problem solving strategies in a scientific context. Below we have summarized what the three categories mean for your student.

❖ ***Constructing New Scientific Knowledge***

- Students generate questions about the world based upon observations.
- They develop solutions to problems through reasoning, observation, and investigations.
- Students manipulate simple devices/equipment that aid in observation, data collection, and measurement.
- Students develop strategies and skills for information gathering and problem solving.
- They construct charts and graphs and prepare summaries of observations.
- Students develop the skills necessary during laboratory and inquiry activities to conduct safe and appropriate investigations.

❖ ***Reflect on Scientific Knowledge***

- Students develop an awareness of the need for evidence in making decisions scientifically.
- They show how science concepts can be illustrated through creative expression such as language arts and fine arts.
- Students describe ways in which technology is used in everyday life.
- They develop an awareness of and sensitivity to the natural-world, and of the contributions made to science by people of diverse backgrounds and cultures.
- Students reflect on both the content knowledge they have acquired and the construction of new meaning to answer problems, situations, and phenomena not encountered in the past.

❖ **Using Science Knowledge**

- Students develop a conceptual understanding of the Life Science, Physical Science, and Earth Science. The units of study provide students with the opportunities for learning through a cohesive standards based program.
- There is a powerful connection between developing a strong science vocabulary and developing meaningful science knowledge. Students use science vocabulary to explain their thinking, ask and understand questions, evaluate and verbalize connections across science concepts, and communicate conclusions. Parents can assist students in learning their science vocabulary and science concepts by asking them to verbally explain their observations of natural phenomena outside of class using their science vocabulary. Practicing the use of vocabulary reinforces their conceptual understanding of science.

Science as Inquiry

The concept of science as a way of explaining the world includes knowledge, explanation, and the idea that science has a particular way or unique methods that scientists use. Science is both content knowledge and the process by which scientists come to obtain that knowledge. Students use scientific inquiry processes such as observations, experiments, analyzing data, and drawing conclusions based upon evidence to construct their own scientific knowledge. It is inquiry that is the thread that binds scientific literacy. The science curriculum committee has reviewed educational research and best practices. The committee has recommended to the school board science programs that are inquiry based and grounded in the development of scientific thinking and literacy.

The established fundamental goals for science education are:

- Emphasize understanding over content coverage
- Emphasize learning that is useful and relevant
- Promote science literacy for *all* students
- Engage *all* learners in thinking scientifically

Because inquiry and constructing knowledge is so important, students are actively engaged in laboratory activities and investigations during science instruction. School attendance is critical to achievement of these academic standards. When students are not in class due to an absence from school they may miss essential instruction where laboratory activities are scheduled. Due to the nature of laboratory work not all of these experiences will be offered as make-up opportunities.

To facilitate this inquiry-based approach, the students will construct knowledge from investigations within science kits. These kits are purchased from companies that are recognized by the National Science Foundation and are developed with scientific research about best educational practices in mind.

Kindergarten Units of Study:

- Properties
- Ant Homes Underground
- Trees
- Animals Defenses



First Grade Units of Study:

- Pebbles, Sand and Silt
- Weather
- Solids and Liquids
- Tree Homes
- Life Cycle of Butterflies



Second Grade Units of Study:

- Air and Weather
- Changes
- Buzzing a Hive
- Soil
- Magnets

Third Grade Units of Study

- Plant Growth and Development
- Animal Studies
- Sound
- Fossils
- Finding the Moon



Fourth Grade Units of Study:

- Land and Water
- Ecosystems
- Motion and Design
- Earth, Sun and Moon

Fifth Grade Units of Study:

- Convection Currents
- Rock Cycle and Fossils
- Electrical Circuits
- Energy and Motion
- Matter and Molecules



A copy of the K-5 Science GLCE's may be found at the State website <http://www.michigan.gov/glce> or obtained through the office at your student's school.

SOCIAL STUDIES

SEQUENCE OF STUDY

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-----------------|----------------------|-------------------|------------------|-----------------------|-----------------------------------|
| Myself & Others | Families and Schools | Local Communities | Michigan Studies | United States Studies | Integrated Early American History |

Kindergarten: Myself and Others

The kindergarten social studies curriculum is designed to help students gain an increased awareness of themselves and the world around them. Using the framework of “Myself and Others,” students learn about the social studies disciplines of history, geography, civics and government, and economics. Using events from their own lives they begin to explore and learn the basic historical concept of time and to distinguish past, present, and future. They develop the geographic concept of space by learning positional words and recognizing that maps and globes represent places in the world. To lay the foundation for the study of civics and government, students identify the flag as an important symbol of the United States. They also act as classroom citizens by following appropriate rules for individual and group activities and decision making. An awareness of economics is developed as students connect familiar economic wants to how those wants are met. Throughout the year students are introduced to simple core values of democracy as they learn to respond appropriately to classroom issues and individual responses.

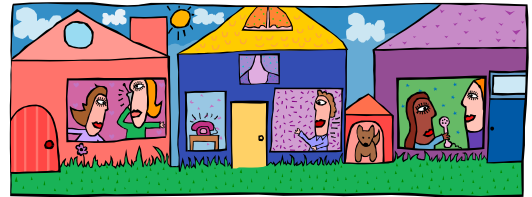
- Unit 1** Who Am I?
- Unit 2** Where Am I?
- Unit 3** How Do I Get What I Need and Want?
- Unit 4** How Do I Get Along With Others?



First Grade: Families and Schools

The first grade social studies curriculum uses the context of “Families and Schools” to guide students in the study of history, geography, civics and government, and economics. Using family histories, students develop historical thinking skills as they explore how life today (present) is like or different from family life in the past. As they use ideas of time and chronology, students also learn about the people and events that are celebrated as part of the national holidays of the United States. Students address geographic concepts and develop spatial skills through map construction and visual representations. In addition, students begin to develop an understanding of how humans interact with their environments and some of the consequences of those interactions. In civics and government, school is used as a context for learning about why people create rules, what is authority in a school setting, and the characteristics of citizenship. Economic principles are explored using the context of family. Students investigate ways in which families consume goods and services, how people make a living, and how scarcity and choice affect economic decisions. Students continue to develop an understanding of public issues, the importance of citizen action, and begin to communicate their positions on public issues.

- | | |
|---------------|-------------------------------------|
| Unit 1 | What is a Family? |
| Unit 2 | How Do We Get What We Need or Want? |
| Unit 3 | How Do We Learn About Places? |
| Unit 4 | How Do We Learn About the Past? |
| Unit 5 | What is a Citizen? |



Second Grade: Local Communities

The second grade social studies curriculum addresses concepts in geography, history, government, and economy through the lens of the local community. Students examine what is a community, how citizens live and work together in community, how communities change over time, and the role of citizens in a community. Using historical thinking, students create timelines of key events from their community’s past, explore changes over time, and investigate how descriptions of common events can differ. Students draw upon prior knowledge of spatial awareness, physical and human systems, and human-environment interaction from earlier grades to create more complex understandings and apply these concepts to the local community. They begin to understand how people, goods, and services move within the community. Students are also introduced to local government and its functions. By exploring the role local businesses in the community, students learn how people cannot produce everything they want and depend on trade to meet those wants. Through an examination of local public issues, students practice public discourse and decision making around community issues.

- | | |
|---------------|--|
| Unit 1 | What is a Community? |
| Unit 2 | Where is My Community and What is it Like There? |
| Unit 3 | How Do Citizens Live Together in a Community? |
| Unit 4 | How Do People Work Together in a Community? |
| Unit 5 | How Do Communities Change? |

Unit 6 How Can a Citizen Affect a Community?

Third Grade: Michigan Studies

The third grade social studies curriculum introduces the history, geography, government, and economy of Michigan. Students learn about people and events from the past that have influenced the state in which they live. They study the geography of Michigan including the physical and cultural characteristics of different areas of the state. Using the context of their state, students explore human-environment interactions and their consequences. Using a geographic lens, students also examine the movement of people, products, and ideas across the state, and investigate how Michigan can be divided into distinct regions. Economic concepts are applied to the context of Michigan as students explore how Michiganders support themselves through the production, consumption, and distribution of goods and services. By studying economic ties between Michigan and other places, students discover how their state is an interdependent part of both the national and global economies. The purposes, structure, and functions of state government are introduced. Students explore the relationship between rights and responsibilities of citizens. They examine current issues facing Michigan residents and practice making and expressing informed decisions as citizens. Throughout the year, students locate, analyze, and present data pertaining to the state of Michigan.

- Unit 1** The Geography of Michigan
- Unit 2** The Economy of Michigan
- Unit 3** The Early History of Michigan
- Unit 4** The Growth of Michigan
- Unit 5** The Government of Michigan
- Unit 6** Public Issues Facing Michigan Citizens



Fourth Grade: United States Studies

The fourth grade social studies curriculum introduces students to geographic, economic, governmental concepts through the lens of the United States. They study the physical geography of the United States as well as the cultural characteristics of regions of the country. Students analyze human systems in the United States by exploring the interaction between the people and their natural environments, the movement of people, products, and ideas, and the distinguishing features of various regions within the country. By focusing on the characteristics of the U.S. economy, students learn fundamental economic concepts and apply these to their own lives. They study economic ties between the United States and other places, and discover how their country is an interdependent part of the global economy. Students are introduced to the purposes, structure, and function of our federal government. They also examine the relationship between the rights and responsibilities of citizens in a democratic republic. Students examine current issues facing the United States and practice making and expressing informed decisions as citizens.

- Unit 1** Foundations in Social Studies
- Unit 2** The United States in Spatial Terms
- Unit 3** Human Geography in the United States
- Unit 4** Exploring Economics
- Unit 5** Our Federal Government

Unit 6 Rights and Responsibilities of Citizenship

Fifth Grade: Integrated Early American History

The fifth grade social studies curriculum is a chronological study of early American history through the adoption of the United States' Bill of Rights. By applying the tools of historians, including the use of primary and secondary sources, students explore how significant events shaped the nation. They begin with an introduction to the United States Constitution which, as the first unit of study, retrospectively frames their study of the early history of the nation. As they study the meeting of "Three Worlds" they explore interactions among American Indians, Africans, and Europeans in North America. Students also examine how these interactions affected colonization and settlement. They explore how geography of North America influenced daily life and economic activities as the three distinct English colonial regions developed. Throughout the course, students learn how ideas about government, colonial experiences with self-government, and interactions with Great Britain influenced the decision to declare independence. Within the historical study emphasis is placed on ideas about government as reflected in the Declaration of Independence, Articles of Confederation, the U.S. Constitution, and the Bill of Rights. Students examine how and why the Founders gave and limited the power of government through the principles of separation of powers, checks and balances, federalism, protection of individual rights, popular sovereignty, and the rule of law (core democratic values). Throughout the course students develop capacity for responsible citizenship as they apply the values and principles of constitutional democracy in the United States to contemporary issues facing the nation.

- Unit 1** Our Government
- Unit 2** Three Worlds Meet
- Unit 3** Colonization and Settlement
- Unit 4** Life in Colonial America
- Unit 5** Road to Revolution
- Unit 6** The American Revolution
- Unit 7** A New Nation



| Lower Elementary Overview | | | Michigan Educational Technology Standards (METS) - Elementary Checklist |
|---------------------------|------|------|---|
| Gr K | Gr 1 | Gr 2 | Grades One through Two - Technology Standards and Expectations - (by the end of Grade 2) |
| | | | As Distributed in South Lyon Community Schools - Revised: 03/06/06 |
| | | | 1. Basic Operations and Concepts. |
| | | | 1.a. Students demonstrate a sound understanding of the nature and operation of technology systems. |
| X | X | X | 1.a.1. Students understand that people use many types of technologies in their daily lives (e.g., computers, cameras, audio/video players, phones, televisions). |
| X | X | X | 1.a.2. Students identify common uses of technology found in daily life. |
| | X | X | 1.a.3. Students recognize, name, and label the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, and printer). |
| | | X | 1.b.1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors). |
| X | X | X | 1.a.5. Students discuss the basic care of computer hardware and various media types (e.g., diskettes, CDs, DVDs, videotapes). |
| | X | X | 1.a.6. Students proofread and edit their writing using appropriate resources including dictionaries and a class developed checklist both individually and as a group. |
| | | | 1.b. Students are proficient in the use of technology. |
| | X | X | 1.b.1. Students use various age-appropriate technologies for gathering information (e.g., dictionaries, encyclopedias, audio/video players, phones, web resources). |
| X | X | X | 1.b.2. Students use a variety of age-appropriate technologies for sharing information (e.g., drawing a picture, writing a story). |
| | X | X | 1.b.3. Students recognize the functions of basic file menu commands (e.g., new, open, close, save, print). |
| | | | 2. Social, ethical, and human issues. |
| | | | 2.a. Students understand the ethical, cultural, and societal issues related to technology. |
| X | X | X | 2.a.1. Students identify common uses of information and communication technologies. |
| X | X | X | 2.a.2. Students discuss advantages and disadvantages of using technology. |
| | | | 2.b. Students practice responsible use of technology systems, information, and software. |
| | X | X | 2.b.1. Students recognize that using a password helps protect the privacy of information. |
| X | X | X | 2.b.2. Students discuss scenarios describing acceptable and unacceptable uses of age-appropriate technology (e.g., computers, phones, 911, internet, email) at home or at school. |
| X | X | X | 2.b.3. Students discuss the consequences of irresponsible uses of technology resources at home or at school. |

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| | | | 2.c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. |
| X | X | X | 2.c.1. Students understand that technology is a tool to help them complete a task. |
| | X | X | 2.c.2. Students understand that technology is a source of information, learning and entertainment. |
| X | X | X | 2.c.3. Students can identify places in the community where one can access technology. |
| | | | 3. Technology productivity tools. |
| | | | 3.a. Students use technology tools to enhance learning, increase productivity, and promote creativity. |
| | X | X | 3.a.1. Students know how to use a variety of productivity software (e.g., word processors, drawing tools, presentation software) to convey ideas and illustrate concepts. |
| | X | X | 3.a.2. Students will be able to recognize the best type of productivity software to use for a certain age-appropriate tasks (e.g., word-processing, drawing, web browsing). |
| | | | 3.b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. |
| | X | X | 3.b.1. Students are aware of how to work with others when using technology tools (e.g., word processors, drawing tools, presentation software) to convey ideas or illustrate simple concepts relating to a specified project. |
| | | | 4. Technology communications tools |
| | | | 4.a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. |
| | X | X | 4.a.1. Students will identify procedures for safely using basic telecommunication tools (e.g., e-mail, phones) with assistance from teachers, parents, or student partners. |
| | | | 4.b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. |
| | X | X | 4.b.1. Students know how to use age-appropriate media (e.g., presentation software, newsletters, word processors) to communicate ideas to classmates, families, and others. |
| | X | X | 4.b.2. Students will know how to select media formats (e.g., text, graphics, photos, video), with assistance from teachers, parents, or student partners, to communicate and share ideas with classmates, families, and others. |
| | | | 5. Technology research tools |
| | | | 5.a. Students use technology to locate, evaluate, and collect information from a variety of sources. |
| X | X | X | 5.a.1. Students know how to recognize the Web browser and associate it with accessing resources on the internet. |
| | X | X | 5.a.2. Students will use a variety of technology resources (e.g., CD-ROMs, DVDs, search engines, websites) to locate or collect. |
| | | | 5.b. Students use technology tools to process data and report results. |

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| X | X | X | 5.b.1. Students will interpret simple information from existing age-appropriate electronic databases (e.g., dictionaries, encyclopedias, spreadsheets) with assistance from teachers, parents, or student partners. |
| | | | 5.c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. |
| | X | X | 5.c.1. Students can provide a rationale for choosing one type of technology over another for completing a specific task. |
| | | | 6. Technology problem-solving and decision-making tools |
| | | | 6.a. Students use technology resources for solving problems and making informed decisions. |
| X | X | X | 6.a.1. Students discuss how to use technology resources (e.g., dictionaries, encyclopedias, search engines, websites) to solve age-appropriate problems. |
| | | | 6.b. Students employ technology in the development of strategies for solving problems in the real world. |
| X | X | X | 6.b.1. Students identify ways that technology has been used to address real-world problems (personal or community). |

Upper Elementary Overview

Michigan Educational Technology Standards (METS) - Elementary Checklist

| Gr 3 | Gr 4 | Gr 5 | Grades Three through Five – Technology Standards and Expectations – (by the end of Grade 5) |
|--------|--------|------|---|
| | | | As Distributed in South Lyon Community Schools - Revised: 03/06/06 |
| | | | 1. Basic Operations and Concepts. |
| | | | 1.a. Students demonstrate a sound understanding of the nature and operation of technology systems. |
| X | X | X | 1.a.1. Students discuss ways technology has changed life at school and at home. |
| | X | X | 1.a.2. Students discuss ways technology has changed business and government over the years. |
| Middle | School | Only | 1.a.3. Students recognize and discuss the need for security applications (e.g., virus detection, spam defense, popup blockers, firewalls) to help protect information and to keep the system functioning properly. |
| | | | 1.b. Students are proficient in the use of technology. |
| | X | X | 1.b.1. Students know how to use basic input/output devices and other peripherals (e.g., scanners, digital cameras, video projectors). |
| Middle | School | Only | 1.b.2. Students know proper keyboarding positions and touch-typing techniques. |
| X | X | X | 1.b.3. Students manage and maintain files on a hard drive or the network. |
| X | X | X | 1.b.4. Students demonstrate proper care in the use of hardware, software, peripherals, and storage media. |
| X | X | X | 1.b.5. Students know how to exchange files with other students using technology (e.g., e-mail attachments, network file sharing, diskettes, flash drives). |
| X | X | X | 1.b.6. Students identify which types of software can be used most effectively for different types of data, for different information needs, or for conveying results to different audiences. |
| X | X | X | 1.b.7. Students identify search strategies for locating needed information on the internet. |
| | X | X | 1.b.8. Students proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, and writing references) and grade level appropriate checklists both individually and in groups. |
| | | | 2. Social, ethical, and human issues. |
| | | | 2.a. Students understand the ethical, cultural, and societal issues related to technology. |
| | X | X | 2.a.1. Students identify cultural and societal issues relating to technology. |
| X | X | X | 2.a.2. Students discuss how information and communication technology supports collaboration, productivity, and lifelong learning. |
| | | X | 2.a.3. Students discuss how various assistive technologies can benefit individuals with disabilities. |

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| X | X | X | 2.a.4. Students discuss the accuracy, relevance, appropriateness, and bias of electronic information sources. |
| | | | 2.b. Students practice responsible use of technology systems, information, and software. |
| | X | X | 2.b.1. Students discuss scenarios describing acceptable and unacceptable uses of technology (e.g., computers, digital cameras, cell-phones, PDAs, wireless connectivity) and describe consequences of inappropriate use. |
| X | X | X | 2.b.2. Students discuss basic issues regarding appropriate and inappropriate uses of technology (e.g., copyright, privacy, file sharing, spam, viruses, and plagiarism) and related laws. |
| X | X | X | 2.b.3. Students use age-appropriate citing of sources for electronic reports. |
| X | X | X | 2.b.4. Students identify appropriate kinds of information that should be shared in public chat rooms. |
| X | X | X | 2.b.5. Students identify safety precautions that should be taken while on-line. |
| | | | 2.c. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. |
| X | X | X | 2.c.1. Students explore various technology resources that could assist them in pursuing personal goals. |
| | X | X | 2.c.2. Students identify technology resources and describe how those resources improve the ability to communicate, increase productivity, or help them achieve personal goals. |
| | | | 3. Technology productivity tools. |
| | | | 3.a. Students use technology tools to enhance learning, increase productivity, and promote creativity. |
| X | X | X | 3.a.1. Students know how to use menu options in applications to print, format, add multimedia features; open, save, manage files; and use various grammar tools (e.g., dictionary, thesaurus, and spell-checker). |
| X | X | X | 3.a.2. Students know how to insert various objects (e.g., photos, graphics, sound, and video) into word processing documents, presentations, or web documents. |
| X | X | X | 3.a.3. Students use a variety of technology tools and applications to promote [their] creativity. |
| X | X | X | 3.a.4. Students understand that existing (and future) technologies are the result of human creativity. |
| | | | 3.b. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. |
| X | X | X | 3.b.1. Students collaborate with classmates using a variety of technology tools to plan, organize, and create a group project. |
| | | | 4. Technology communications tools |
| | | | 4.a. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. |
| | X | X | 4.a.1. Students use basic telecommunication tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students. |
| | | | 4.b. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. |

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| | X | X | 4.b.1. Students use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences. |
| | X | X | 4.b.2. Students identify how different forms of media and formats may be used to share similar information, depending on the intended audience (e.g., presentations for classmates, newsletters for parents). |
| | | | 5. Technology research tools |
| | | | 5.a. Students use technology to locate, evaluate, and collect information from a variety of sources. |
| X | X | X | 5.a.1. Students use Web search engines and built-in search functions of other various resources to locate information. |
| X | X | X | 5.a.2. Students describe basic guidelines for determining the validity of information accessed from various sources (e.g., web site, dictionary, on-line newspaper, CD-ROM). |
| | | | 5.b. Students use technology tools to process data and report results. |
| X | X | X | 5.b.1. Students know how to independently use existing databases (e.g., library catalogs, electronic dictionaries, encyclopedias) to locate, sort, and interpret information on an assigned topic. |
| X | X | X | 5.b.2. Students perform simple queries on existing databases and report results on an assigned topic. |
| | | | 5.c. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. |
| X | X | X | 5.c.1. Students identify appropriate technology tools and resources by evaluating the accuracy, appropriateness, and bias of the resource. |
| | X | X | 5.c.2. Students compare and contrast the functions and capabilities of the word processor, database, and spreadsheet for gathering data, processing data, performing calculations, and reporting results. |
| | | | 6. Technology problem-solving and decision-making tools |
| | | | 6.a. Students use technology resources for solving problems and making informed decisions. |
| | X | X | 6.a.1. Students use technology resources to access information that can assist [them] in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase). |
| | | | 6.b. Students employ technology in the development of strategies for solving problems in the real world. |
| X | X | X | 6.b.1. Students use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving real-life problems (personal or community). |