

MILLER PLACE UFSD

Your Child and Fifth Grade

Dear Parents:

This booklet outlines the Fifth Grade program, which is based on the Miller Place UFSD curriculum guides and the **New York State Learning Standards**. It is designed to assist you in becoming familiar with the academic and cultural experiences of fifth grade students and will provide a helpful reference throughout the school year.

In implementing this program, it is the goal of the fifth grade staff to offer diverse experiences while teaching important basic skills. The collaborative effort of both parents and educators will expand learning, stimulate a variety of interests, and develop good work-study habits.

In a rapidly changing global society students must be prepared to meet the challenges of the twenty-first century. By incorporating the **New York State Learning Standards**, our children will be able to access and incorporate knowledge to solve problems competently and compete effectively in the work force.



MILLER PLACE SCHOOLS

Striving for Excellence

The Miller Place School District's mission is to educate all students to their fullest potential by providing opportunities for learning that is challenging and effective.

The education will enable all students to master the knowledgeable skills, strategies, and attitudes necessary to become lifelong learners and responsible citizens.

AN UNDERSTANDING OF SYSTEMS

Students will possess the ability to understand and apply systems of reasoning and logic to solve problems and create new concepts

COMMUNICATION SKILLS

Using the standards and conventions of written and spoken English, students will read, write, listen and speak clearly, confidently and effectively for information and understanding, for critical analysis and evaluation, for literary response and expression, and for social interaction.

CULTURAL AND ARTISTIC AWARENESS

Students will know, recognize, and understand artistic, cultural, and intellectual accomplishments of past and present civilizations, and will have the skills for personal artistic expression.

ENVIRONMENTAL STEWARDSHIP

Students will understand the ecological and economic consequences of choices in the use of the environment and natural resources.

CAREER PREPARATION

Students will be able to identify career and employment opportunities related to their aptitude and interest and will be prepared to enter upon post/secondary education and/or career level employment.

CITIZENSHIP

Students will possess the skills, knowledge, understanding and attitudes necessary to participate in our democratic society.

INTERPERSONAL RELATIONSHIP SKILLS

Students will have the skills and understanding of how to work cooperatively as a contributing member of a group.

LIFE-LONG LEARNERS

Students will be self-directed learners having the motivation, capacity and skills for under-taking new studies and synthesizing new knowledge and experiences.

GLOBAL UNDERSTANDING

Students will be able to understand, analyze, compare, contrast, and evaluate political, economic, and social systems, past and present of this country and other countries.

TECHNOLOGICAL SKILLS

Students will understand the use of diverse technologies in personal academic, and work environments to compete in a global economy and to enhance the quality of life.

THE ABILITY TO ACQUIRE AND USE INFORMATION

Students will possess the ability to locate, manage, evaluate, integrate, and expand information using a variety of print and non-print resources and information facilities.

PROBLEM SOLVING

Students will use intellectual skills critically, and creatively for analysis, synthesis, and evaluation when planning and developing goals, solving problems and making decisions.

SOCIAL RESPONSIBILITY

Students will take responsibility for their actions and demonstrate ethical behavior towards self and others.

WELLNESS

Students will possess the knowledge and responsibility needed for physical, intellectual and emotional wellness in their daily lives.

The Miller Place School District believes that:

- Children are our community's most valuable asset.
- All children can succeed in learning.
- Every individual has inherent worth.
- Children learn at different rates and in different ways.
- Learning is a lifelong process.
- Our democratic form of government thrives upon an educated citizenry.
- Parents bear primary responsibility for the welfare and development of their children.
- Excellence in learning is directly related to excellence in teaching.
- The school district is accountable to the public.
- Understanding and appreciation of cultural diversity are critical to world peace and harmony.
- Education is shared responsibility of the school, student, family, government, and the entire community.
- A core of common values and ethical conduct are fundamental to sustaining our society.
- All children have the capacity to become responsible citizens.
- Each individual is entitled to equal opportunities.

ENGLISH LANGUAGE ARTS

New York State Standards for English Language Arts

Standard 1: Language for Information and Understanding

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English Language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English Language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follow the accepted conventions of the English Language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

ENGLISH LANGUAGE ARTS

Goals and Outcomes

The goals and outcomes of the English Language Arts program are organized into five categories or domains. The domains represent the major areas of literature based, integrated language arts instructing and assessment. Within each domain, there are sub-categories of specific strategies and skills.

The instructional design of the program is a recursive one; that is, the same major strategies and skills are taught across units in a grade level and across grade levels of the series.

The emphasis is on progress; the progress students are making in applying strategies in more sophisticated context. The emphasis is also on students personalizing strategies and transferring them to different contexts; not only other reading contexts, but also other curriculum area contexts.

Reading

Comprehension Strategies
Vocabulary Strategies
Decoding and Phonics
Print Literacy

Writing

Written Expression
Conventions of Language

Listening, Speaking, and Viewing

Multicultural Perspectives
Writer's Craft/Artist's Craft
Personal Interest and Attitudes

Study Skills and Information Resource

Study Skills
Information Resources

The Literacy Collaborative

In addition to being a basal district, the Miller Place School District is currently involved in the Lesley University Literacy Collaborative. The Literacy Collaborative is a thoroughly researched model of literacy instruction. The teachers at the primary level have received extensive staff development in order to successfully implement this type of instruction. We are in the process of training the intermediate level teachers. In addition to the classroom literacy program, there are various safety nets available to the child who needs support such as Reading Recovery and Remedial Reading.

The instructional framework used at both the elementary and intermediate levels consist of many literacy experiences that provide for a tremendous amount of authentic reading and writing. A key principle of the Literacy Collaborative is that children are engaged in different types of experiences. These activities range from those which require a high level of teacher support, to activities which require a level of student independence. The ultimate goal of the program is to make the student's successful independent readers and writers as they advance through the grades.

At the primary level, the instructional framework includes the following types of reading experiences: reading aloud to children, shared reading, guided reading, and independent reading. Guided reading gives teachers the opportunity to work with students on their individual level. All students are assessed to determine their level. The students then meet in leveled groups for practice and instruction.

Students are also engaged in many different types of writing experiences: language experience/shared writing, interactive writing, writing workshop, independent writing, phonics and word study. These reading and writing elements are connected through the systematic study of letters, words, and how they work. They are integrated through a variety of themes, assessed through documentation of progress, and linked to families through home involvement.

At the intermediate level the instructional framework includes three blocks: reading, writing, and language/word study. Students engage in three kinds of reading: independent reading, guided reading, and literature study. They also engage in three kinds of writing: independent writing, guided writing, and writing in the content areas. The language/word study block includes a variety of language, word, and text experiences usually conducted with a group. The elements of the intermediate framework are connected through oral, visual, and technological communication, assessed through documentation of progress, and linked to families through home involvement.

READING PROGRAM GOALS

The ultimate goal of the reading instruction is to produce individuals who value reading, who seek out books because books expand their understanding and transport them to another time or place, or allow them to see or feel with fresh insight.



ENGLISH LANGUAGE ARTS LEARNING EXPECTATIONS

READING

- I. Comprehension Strategies
 - A. Using Pre-Reading Strategies
 1. Preview
 2. Activate prior knowledge
 3. Set purposes
 - B. Using Comprehension Monitoring (Fix-up Strategies)
 1. Ask questions
 2. Paraphrase
 3. Visualize
 4. Relate to personal and/or literary experiences
 5. Change perspective
 6. Adjust reading rate
 7. Re-read
 8. Use decoding and vocabulary strategies
 - C. Using Comprehension Strategies to Relate Ideas
 1. Make inferences
 2. Make, confirm, or review predictions
 3. Analyze story elements (character, plot, setting, narrative or character's point of view, tone, mood, theme, style)
 4. Recognize literary genres (narrative, expository, fiction, nonfiction)
 - D. Organize Information
 1. Main idea and supporting details
 2. Cause and effect
 3. Problem and solution
 4. Categories
 5. Sequence of events
 6. Steps in a process
 7. Compare and contrast
 8. Spatial relationships
 9. Use illustrations, photos, headings, subheadings
 - E. Using Comprehension Strategies-Synthesize Ideas
 1. Summarize
 2. Make, confirm, or revise predictions
 3. Draw conclusions
 4. Form generalizations

F. Evaluate Ideas

1. Distinguish between important and unimportant information
2. Make judgments and decisions
3. Distinguish between fantasy and reality
4. Evaluate fact and opinion/nonfact
5. Recognize techniques of persuasion and propaganda
6. Evaluate evidence and sources of information

G. Generate and Apply Ideas

1. Reflect and respond to literature
2. Extend meaning

II. Vocabulary Strategies:

A. Context Clues for:

1. Unfamiliar words
2. Multiple-meaning words
3. Homophones
4. Figurative language
5. Content-area and specialized vocabulary

B. Structural Clues

1. Inflectional endings (-er, -est, -s, -es, -ed, -ing)
2. Plurals (regular and irregular)
3. Compound words
4. Contractions
5. Possessives
6. Prefixes and suffixes
7. Root words and combining forms/etymology

C. Related Words and Concepts

1. Synonyms & Antonyms
2. Denotation and Connotation
3. Word categories
4. Analogies

III. Word Analysis, Word Attack Skill

A. Phonics Skills

1. Review of syllabication, vowel sounds, and accenting

B. Dictionary Skills

1. Review of alphabetization, guide words, diacritical markings, key to pronunciation, phonetic spelling, secondary accents
2. Introduction to cross referencing
3. Understand and apply multiple meanings

C. Context Clues

1. To define words read in context
2. Use of context clues
3. Understand sentence structure

IV. Types of Reading Materials

- A. Library books, fiction, non-fiction, biographies, poems, plays, etc.
- B. Basal readers
- C. Authentic literature
- D. Textbooks
- E. Newspapers and magazines
- F. Reference and resource materials
- G. Maps, graphs, charts, and outlines
- H. Atlas and almanacs
- I. Electronically produced text

WRITING

I. Written Expression

A. Use Composition Strategies

B. Pre-writing

1. Generate ideas (brainstorm, visualize, make a list, etc.)
2. Choose and narrow topics
3. Identify purpose and audience
4. Select writing mode: narrative, descriptive
5. Expository, persuasive

C. Writing a First Draft

1. Draft compositions for specific purposes and audiences, and to capture ideas
2. Use different organizational techniques to support and develop a central idea.

D. Revising

1. Evaluate content, organization, topic development, transition, clarity and appropriateness of language, word and sentence variety, appropriateness to the purpose and audience.

E. Revise a First Draft Composition

1. Add information and ideas
2. Elaborate upon topics
3. Eliminate unrelated details and sentences
4. Rewrite to include a variety of word choices and sentence type/structures
5. Combine sentences
6. Evaluate revisions made by self and others

F. Proofreading

1. Proofreading and edit a composition
2. Check spelling, punctuation, and capitalization

G. Publishing

1. Share compositions with others
2. Use appropriate manuscript style

H. Select Writing Forms

1. Journal
2. Messages/lists
3. Paragraph
4. Multi-paragraph composition
5. Essay
6. Story
7. Description
8. Personal Narrative
9. Autobiography
10. Biography
11. How-to
12. Play (scene)
13. Advertisement
14. Editorial
15. Summary
16. Critique/review
17. Compare/contrast
18. Book report
19. Report
20. Invitation
21. Thank-you note

J. Select Writing Forms

1. Friendly letter
2. Business letter
3. Gather ideas & information

II. Conventions of Language

A. Use Standard Grammar and Usage

1. Recognize correct word order in sentences
2. Recognize correct sentence order in paragraphs
3. Recognize complete and incomplete sentences
4. Recognize kinds of sentences:
 - Declarative
 - Interrogative
 - Exclamatory
 - Imperative

5. Recognize sentence structure:

- Simple
- Compound
- Complex
- Compound-complex

B. Mechanics

1. Using standard capitalization, punctuation, and spelling

C. Handwriting

1. Using legible handwriting (manuscript, cursive)

LISTENING AND SPEAKING LEARNING EXPECTATIONS

The ability to listen and communicate orally is stressed in all aspects of the Language Arts Program. In addition, these important lifetime skills are included and developed in all subject areas:

- Use appropriate sequences and organizational skills in preparing formal oral presentations.
- Synthesize information from a variety of sources to prepare oral presentations.
- Summarize information that is heard, using effective vocabulary and conventional spoken English.
- Develop and expand expressive vocabulary.
- Listen to literature to determine mood and feeling, to make inferences and to predict outcomes.
- Share personal experiences and appreciate those of others.
- Use critical thinking and problem solving skills.
- Support statements of opinion and values with references to text and outside sources including technology.
- Apply principles of good listening and speaking in a full range of social situations.
- Identify and interpret vocal inflections, body language, visual aids, and figures of speech that facilitate oral message.

ASSESSMENT

The ultimate purpose of assessment in the English Language Arts is to improve learning. All assessment examines the learning that is taking place in the classroom. Assessment of a student's abilities in the integrated language arts begins with the teacher's daily observations of the student's progress in the language arts learning expectations. Daily classroom activities stress the importance of learning language as an

integrated process. The most complete assessment, therefore, tests language in the same way combining aspects of the four language arts domains in one assessment event.

Assessment is embedded in the learning process and not layered on as an afterthought. It is an integral and ongoing part of instruction. A primary result of assessment should be to instill in children knowledge about and confidence in their own learning.

Homework is an important element in a teacher's assessment of a student's abilities. Exercises completed at home as guided practice, independent reading, and research are typical assessments, often assigned as homework.

Typical modes of assessment in the English Language Arts are:

- Oral presentations
- Responses to literature
- Analysis of story elements
- Gathering and reporting information
- Writing directions or instructions
- Teacher observations
- Journal writing
- Homework – including studying and independent reading
- Standardized test

New York State Standards for Mathematics, Science, and Technology

Standard 1: *Analysis, Inquiry and Design*

Students will use mathematical analysis, scientific inquiry, and engineering design as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: *Information Systems*

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: *Mathematics*

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: *Science*

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: *Technology*

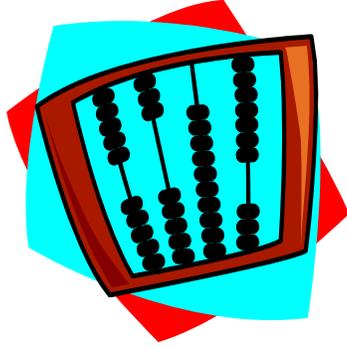
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: *Interconnectedness: Common Themes*

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: *Interdisciplinary Problem Solving*

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.



NEW YORK STATE STANDARDS FOR MATHEMATICS

Standard 1: *Mathematical Reasoning*

Students will use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

Standard 2: *Number and Numeration*

Students will use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

Standard 3: *Operations*

Students will use mathematical operations and relationships among them to understand mathematics.

Standard 4: *Modeling/Multiple Representation*

Students will use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

Standard 5: *Measurement*

Students will use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

Standard 6: *Understanding*

Students will use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

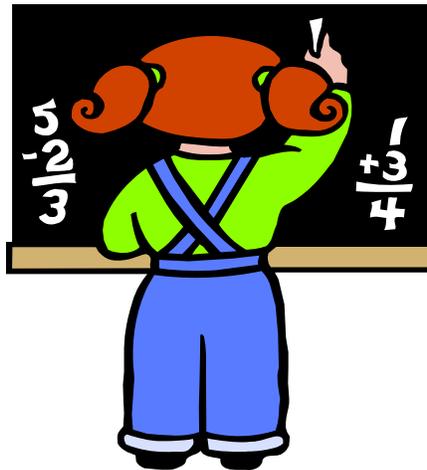
Standard 7: *Patterns/Functions*

Students will use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.



MATHEMATICS PROGRAM GOALS

The Mathematics Program in the Miller Place Elementary Schools recognizes the diversity of our students who come to school with a wide range of abilities and who may pursue multiple pathways to learn effectively. A variety of instructional strategies and materials are employed to enhance student learning. Our curriculum is conceptually oriented, aligned with the National Council of Teachers of Mathematics, and enables students to acquire clear and stable concepts by constructing meaning in the context of physical situations. Students are actively engaged in doing mathematics. Our curriculum includes a broad range of content and makes appropriate use of calculators and computers. Communication with and about mathematics and mathematics reasoning permeates the curriculum.



MATHEMATICS LEARNING EXPECTATIONS

I. NUMBERS & NUMBER THEORY

- Use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematical ideas.
- Use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances.
- Use concrete materials to model numbers and number relationships for whole numbers and common fractions, including decimal fractions.
- Relate counting to grouping and to place-value.
- Recognize the order of whole numbers and commonly used fractions and decimals.
- Demonstrate the concept of percent through problems related to actual situations.
- Identify place value in a number up to ten (10) digits.
- Read and write numbers up to 10 digits, recognizing periods of millions, thousands and hundreds.
- Round a number with up to five digits to the nearest designated place in a whole number position.
- Use decimal numerals to thousandths.
- Use the process of rounding numbers to include decimal place of hundredths.
- Demonstrate the use of prime numbers and composite numbers.
- Demonstrate how a number can be symbolized in many different forms (expanded form, fraction form, decimal form).
- Use calculators to pursue solutions to extended problem solving projects.
- Compare the use of roman numerals and other base systems to decimal system.
- Represent situations numerically in other disciplines.
- Represent and explore number use in other disciplines.
- Relate positive and negative numbers to real situations and games.
- Discuss, read, write, and share mathematical ideas.

II. MEASUREMENT

- Use measurement in both metric and English measure.
- Use tools of measurement in both metric and English measure.
- Make use of standard and non-standard forms of measurement.
- Explore concepts of time.
- Use appropriate manipulatives to solve measurement problems.
- Compare the attributes of area, length, capacity, weight, volume, temperature, and angles.
- Explore perimeter and area.

III. PROBABILITY

- Use ideas of probability to illustrate that mathematics involves more than exactness.
- Collect, organize, and describe data.
- Make test predictions.
- Indicate probability with fractions.
- Create sample space and use it to predict outcomes.

IV. PATTERNS/FUNCTIONS

- Use patterns and functions to develop mathematical power, appreciate mathematics, and construct generalizations that describe patterns simply and efficiently.
- Recognize, describe, extend, and create a wide variety of patterns.
- Represent and describe mathematical relationships.
- Explore and express relationships using variables and open sentences.
- Solve for an unknown using manipulative materials.
- Use a variety of manipulative materials and technologies to explore patterns.
- Interpret graphs.
- Explore and develop relationships among two and three dimensional geometric shapes.
- Discover patterns in nature, art, music, and literature.
- Use and appreciate the function of geometry in everyday life.
- Identify geometric shapes.
- Learn the language of geometry such as polygon, angles, parallel, perpendicular, congruence, and symmetry.
- Investigate patterns with triangles, using devices such as the geoboard.
- Recognize and create plane geometric figures using rulers, a compass, a protractor and computer generated images.
- Use manipulatives to explore concepts of similarity, symmetry and congruence in plane geometric figures.
- Recognize and use geometric terms: point, line, line segment, ray angle, intersecting lines, perpendicular line, parallel lines, circumference, radius and diameter.
- Identify planes and three-dimensional figures.
- Identify polygon figures: pentagon, hexagon and octagon.
- Apply formulas to compute perimeter and area of rectangles and squares.
- Explore solving problems using geometric objects like geoboards, lattices, blocks or graph paper.
- Represent ordered pairs on graph paper.
- Use geometry in solving problems.

V. OPERATIONS OF NUMBERS

- Use operations and relationships to understand mathematics.
- Develop meaning for operations through modeling with manipulative materials.

- Use appropriate technology when performing numerical computations.
- Use technology to check computation.
- Make estimates to solve computations.
- Develop reasonable proficiency with basic facts and algorithms.
- Analyze and solve basic problems present in local environment involving computations.
- Develop number sense to recognize appropriate answers.
- Determine when to use one or more operations.
- Add two or more addends of up to six digits.
- Create subtraction algorithms of up to five digit numbers.
- Create multiplication algorithms with up to three digit factors.
- Create division algorithms with up to four digit dividends and two digit divisors.
- Apply estimation to check the reasonableness of results.
- Compute greatest common factor and least common multiple in sets of whole numbers.
- Use commutative, associative, and distributive properties in computation and problem solving.
- Apply inverse and identity elements.
- Conceptualize and solve problems using workable strategies.
- Explain the use of ratio, proportion, and percent.
- Recognize the relationships between inequalities for fractions.
- Recognize and use the relationship between equivalent fractions.
- Apply factoring techniques to determine common denominations for adding and subtracting fractions.
- Recognize a proper fraction, an improper fraction, and a mixed number.
- Represent all fractions in lowest terms.
- Add and subtract two fractions and reduce to lowest terms.
- Add and subtract two mixed numerals and reduce to lowest terms.
- Multiply a whole number and a mixed number of fractions and reduce to simplest form.
- Divide two proper fractions and reduce to lowest terms.
- Calculate the quotient of a fraction and a mixed numeral or whole number to lowest terms.
- Demonstrate the interrelationship between ratios and fractions.
- Convert percents to fractions.
- Recognize decimal numbers from thousands to thousandth.
- Apply rounding concepts to decimals to the thousandth place.
- Compute the sum of decimal numbers to the thousandth place.
- Compute the quotient of decimal numbers to the thousandth place.
- Calculate the quotient of decimal numbers by two place whole numbers.
- Multiply and divide by powers of ten to powers of a thousand by changing the placement of a decimal point.

- Solve problems using all aforementioned concepts and operations in real life settings.
- Use number lines and manipulatives to conceptualize numbers and situations.

VI. MATHEMATICAL REASONING

- Use mathematical reasoning to analyze mathematical situations and make conjectures.
- Gather evidence, and construct an argument.
- Show the ability to reason inductively and deductively.
- Make connections to understand complex relationships and interrelationships.
- View concepts and situations from multiple perspectives in order to take account of all relevant evidence.
- Apply knowledge to diverse, new problems.
- Apply reasoned action to practical life situations and roles not yet experienced.
- Design problem-solving strategies and seek solutions.
- Ask questions and frame problems using the scientific method, describing and gathering evidence, comparing and contrasting, drawing inferences, hypothesizing, and posing alternatives.
- Re-evaluate existing conventions, customs, and procedures in solving problems.
- Apply mathematical reasoning to create models.
- Choose appropriate technology to solve problems.
- Use a matrix to recognize and apply deductive reasoning.
- Use everyday situations in the solving of problems using various algorithms.
- Use mathematical reasoning, as it is essential to concept and skill development.

VII. GEOMETRY AND GRAPHS

- Study geometric terms and figures.
- Explore the ideas of similarity, congruence, and symmetry.
- Measure plane and solid figures using formulas.
- Use a protractor and a compass.
- Read, interpret, and construct line, bar, picture, and circle graphs.
- Coordinate geometry.

VIII. PROBLEM SOLVING

- Understanding the problem.
- Find and analyze the data.
- Planning what to do.
- Estimate the answer.
- Solve the problem.
- Check the answer.
- Explain the method used.

IX. STATISTICS

- Collect and analyze data.
- Analyze a set of information according to its range, mean, median, and mode.
- Make graphic records of statistical data.

ASSESSMENT FOR MATHEMATICS MAY INCLUDE:

- Periodic practice exercises.
- Written and oral examinations.
- Assigned performance tasks.
- Projects, exhibitions and/or demonstrations.
- Portfolio.
- Terra Nova Standardized Assessment.
- Teacher observation.



SCIENCE PROGRAM GOALS

The science program at the elementary level strives to provide the student with a sense of discovery and excitement for the study of science. It is dedicated to the idea that science has a place in every child's life and extends into adulthood. The program develops the student's ability to use the scientific method, and develop thinking and reasoning skills, in order to solve problems.

Students will acquire knowledge about how science has contributed to our understanding of the natural world. Students will also become knowledgeable about how scientific concepts have developed through history. They will also demonstrate an understanding of the interconnectedness of math, science, and technology. The program aims to promote the ability to use the scientific method to develop critical thinking skills and a logical approach to problem solving.



SCIENCE LEARNING EXPECTATIONS

I. SKILLS OF SCIENCE

- A. Observing
- B. Classifying
- C. Measuring
- D. Reorganizing relationships
- E. Communicating
- F. Inferring
- G. Using variables
- H. Hypothesizing/making models
- I. Interpreting data
- J. Experimenting/problem solving
- K. Defining terms based on observation

II. CONTENT AREAS

- A. Life Sciences
 - 1. Simple living things
 - 2. Animals without backbones
 - 3. Plant growth
 - 4. Biomes
- B. Physical Sciences
 - 1. Classifying matter
 - 2. Motion and forces
 - 3. Changes in the earth
- C. Earth Sciences
 - 1. The solar system
 - 2. Weathering
 - 3. Resources and pollution
 - 4. Predicting weather

III. SKILLS, STRATEGIES AND DISPOSITIONS

- A. Develops Life-long Attitudes that Science is Interesting, Enjoyable, and Relevant
 - 1. Captures wonder and excitement in highly motivating, interactive photos and text
 - 2. Integrates science into the general
 - 3. Focuses student interest on relevant social issues
 - 4. Provides unprecedented teacher support for lessons and activities
- B. Develops Scientific Literacy
 - 1. Builds on a solid foundation of basic concepts
 - 2. Encourages critical thinking using science content
 - 3. Brings students up-to-date on technological advances

4. Emphasizes the relationships between science content and daily life
 5. Focuses on the goal of scientific literacy
- C. Develops Skills for Scientific Thinking
1. Builds competence in applying critical thinking skills to social issues
 2. Integrates skills and content while offering specific lessons to develop and refine skills
 3. Provides skill trace bars so the development of skills can be easily tracked
- D. Provides a Variety of Literature to Support Science
1. Offers high quality science-related literature
 2. Prompts children to interact with the story
 3. Connects science content to the literature selection
 4. Activates prior knowledge for greater understanding and enjoyment
- E. Develops Team Work
1. Promotes student interaction through cooperative learning activities
 2. Suggests additional cooperative learning activities in Teacher Edition
 3. Creates heterogeneous grouping for specific activities
 4. Defines roles to involve all group members
 5. Provides teacher support for cooperative learning activities
- F. Maximize Learning Opportunities for At-Risk Students
1. Captures student interest with highly motivating, interactive text and photos
 2. Utilizes frequent and meaningful analogies to promote understanding
 3. Provides plenty of teacher options for stimulating student participation
 4. Offers cooperative learning activities for heterogeneous grouping
- G. Develops Problem Solving Skills
1. Offers a four-step model for problem solving
 2. Encourages problem solving through open-ended and extended-answer questions
 3. Guides students through different levels of problem solving
 4. Promotes cooperative problem solving in activities
- H. Develops Real-World Perspective of Science, Technology and Society
1. Enhances and expands learning through regular use of STS strategies
 2. Relates current real-world issues to science content
 3. Facilitates critical thinking with open-ended questions
 4. Involves students in the analysis and synthesis of current issues
- I. Develops Reading and Comprehension Skills in Science
1. Defines words through contextual, conceptual and definitional clues
 2. Uses frequent analogies to promote learning
 3. Offers optional reading strategies for each lesson
 4. Links new concepts to prior knowledge

J. Develops Writing Skills in Science

1. Features Writing about Science at the end of each chapter, based on the eight reasons for writing
2. Suggests writing for sharing results and conclusions of activities
3. Offers writing suggestions as response to literature selections

IV. ASSESSMENT

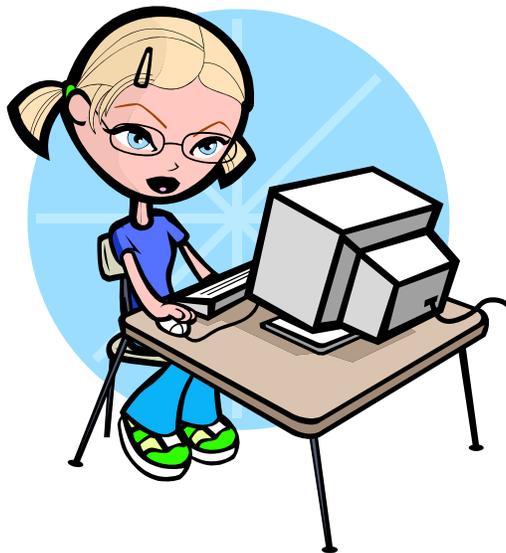
- Group or individual projects
- Class participation
- Oral presentations
- Classroom test
- Use of a variety of hands on experiences
- Teacher observation
- Use of resources for gathering information and solving problems

TECHNOLOGY PROGRAM GOALS

Technology in the Miller Place School District is used as a learning tool. Students retrieve, enter, process, display, and communicate age-appropriate information in various forms using text, tables, pictures, and other sources, as they become available.

Students will demonstrate the ability to ethically utilize technology and critically evaluate technological information. They understand this technology is continually changing and impacts change in society and their environment.

Miller Place students will utilize technology to help them make informed decisions and solve real-life problems. The technology in the classroom allows students to learn in an environment without walls. Students have the ability to access the world in their quest for knowledge.



TECHNOLOGY LEARNING EXPECTATIONS

COMMUNICATION

Students will use technology to communicate effectively and creatively.

1. Students will communicate through application software.
 - Create written documents using word processing skills, writing process steps, and publishing programs.
 - Use electronic spell checker/thesaurus.
 - Use computer graphic programs.
 - Create spreadsheets to manage information and create reports.
 - Use publishing software and scanners to produce layouts.
 - Integrate databases, graphics, and spreadsheets into word-processed documents.
2. Students will communicate visually, graphically, and artistically through multi-media.
 - Produce audio presentations.
 - Use analog and digital equipment.
3. Students will communicate through networks and telecommunication.
 - Use network communication systems (electronic mail).

INFORMATION PROCESSING

Students will use technology to access, retrieve, evaluate, and interpret visual/auditory information.

1. Students will access and retrieve electronic information.
 - Use software for drill and practice and to strengthen skill development.
 - If appropriate, use software for computer assisted instruction.
 - Develop strategies for problem solving and critical thinking.
2. Students will develop basic technology skills.
 - Select and use technology appropriate to needs.
 - Develop keyboarding skills to navigate within the keyboard.
 - Operate peripheral devices.
 - Use an expanded technology vocabulary.
 - Care for technology equipment and use it safely.

- Follow copyright laws.

ASSESSMENT

- Teacher observation
- Class participation
- Group and individual projects

New York State Standards for Social Studies

Standard 1: *History of the United States and New York*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

Standard 2: *World History*

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: *Geography*

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: *Economics*

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: *Civics, Citizenship, and Government*

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



SOCIAL STUDIES PROGRAM GOALS

In social studies classes, students confront questions about the wonders and excitement of humankind in the world. Social Studies students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.

SOCIAL STUDIES LEARNING EXPECTATIONS

The grade five program stresses geographic, economic and social/cultural understandings related to the United States, Canada and Latin America. These perspectives build on and reinforce historic and political content about the United States included in the grade four social studies program.

5TH GRADE SOCIAL STUDIES: THE UNITED STATES, CANADA, AND LATIN AMERICA

- A. HISTORY OF THE UNITED STATES, CANADA, AND LATIN AMERICA**
1. Different ethnic, national, and religious groups, including Native American Indians have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.
 2. Different people living in the Western Hemisphere may view the same event or issue from different perspectives.
 3. The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because when people move from one place to another they carry their ideas and ways of life with them.
 4. Connections and exchanges exist between and among the peoples of Europe, Sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.
 5. Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, content might include: 18th century exploration and encounter; 19th century westward migration and expansion, 20th century rural to urban to suburban population movement.
 6. Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States
 7. Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States

B. GEOGRAPHY OF THE UNITED STATES, CANADA, AND LATIN AMERICA

1. Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America today.
2. Political boundaries change over time and place.
3. Different geological processes shaped the physical environments of the United States, Canada, and Latin America.
4. The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, and regions, physical settings (including natural resources), human systems, and environment and society. A region is an area, which is tied together for some identifiable reason, such as by physical, political, economic, or cultural features.
5. The physical and human characteristics of places in the United States, Canada, and Latin America today.
6. Culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America today.
7. The characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America.

C. THE ECONOMIES OF THE UNITED STATES, CANADA, AND LATIN AMERICAN NATIONS

1. Concepts such as scarcity, supply and demand, markets, opportunity, costs, resources, productivity, economic growth, and systems can be used to study about the economies and economic systems of the United States, Canada, and Latin America.
2. Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
3. Types and availability of resources are important to economic development in the United States, Canada, and Latin America today.
4. The nations of North, Central, and South America depend on one another for various resources and products they need.
5. Production, distribution, exchange, and consumption of goods and services are economic decisions, which the nations of North America must make.
6. Science and technology have influenced the standard of living in nations in North, Central and South America.
7. Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas and Europe and Sub-Saharan Africa have changed life in these regions.
8. Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.
9. As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.

D. THE GOVERNMENTS OF THE UNITED STATES, CANADA, AND LATIN AMERICAN NATIONS

1. Across time and place, the people of the Western Hemisphere have held differing assumptions regarding power, authority, governance, and law.
2. Basic civic values such as justice, due process, equality, and majority rule with respect for minority rights are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America.
3. Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.
4. The rights of citizens in the United States and how they are similar to and different from the rights of citizens in other nations of the Western Hemisphere.
5. The roles of citizenship as defined by different constitutions in the Western Hemisphere.
6. Governmental structures vary from place to place including the structure and functions of governments in the United States, Canada, and Latin American countries today.
7. Concepts such as civic life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from: *Civics Framework for the 1998 NAE*, p.19)
8. Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, and the United States Constitution and the Bill of Rights. In Canada these documents include the British North America Act, and the Canadian Bill of Rights.
9. Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include: Lincoln's Birthday, Washington's Birthday, Independence Day, Dr. Martin Luther King, Jr. Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Election Day, Flag Day, Memorial Day, and Conservation Day.
10. International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight against hunger, disease, and ignorance.

ASSESSMENT FOR SOCIAL STUDIES MAY INCLUDE:

- Group and individual projects
- Class participation
- Classroom tests
- Teacher observation
- Oral presentations
- Terra Nova Standardized Test
- New York State Social Studies Assessment

LEARNING STANDARDS FOR THE ARTS

Standard 1: *Creating, Performing and Participating in the Arts*

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: *Knowing and Using Arts Materials and Resources*

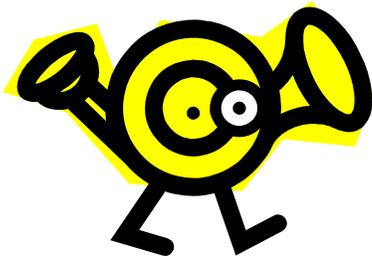
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: *Responding to and Analyzing Works of Art*

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: *Understanding the Cultural Dimensions and Contributions of the Arts.*

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.



ART PROGRAM GOALS

- Provide children with exposure to and experimentation with all available media.
- Instruct children in the elementary use of materials.
- Provide children with opportunities to develop self-expression and creativity through art media.
- Use media to aid in developing eye/hand coordination, spatial relations, and visual perception.

ART LEARNING EXPECTATIONS

I. ARTS AND ARTISTS

Recognize the nature, function, uses and applications of art.

List career paths in art.

Recognize skills needed to become an artist.

Discuss how artists are regarded in different cultures.

II. CREATING ART

Recognize content, image, and idea.

Develop the use of content in creating art.

Recognize the elements of art: space, light, color, shape, form, line textile, motion.

Select and properly use materials (multimedia, tools and elements).

Recognize the principles of design: unity, variety, rhythm, balance, contrast, harmony,

symmetry, proportion, distortion, and perspective.

Demonstrate methods of art: drawing, painting, sculpture, ceramic, construction, print,

collage, calligraphy, film art, computer art, mobile, etc.

Demonstrate the use of structure.

Demonstrate safety and effectiveness with art supplies.

Recognize art in one's environment.

III. VALUING ART

Describe the critical process naming and describing, analyzing, interpreting and evaluating.

IV. VOCABULARY BUILDING

Acquire an art vocabulary.

V. ATTITUDES

Recognize the creativity and uniqueness of others.

Develop a sense of pride in accomplishment.

ASSESSMENT

- Observation
- Discussion
- Displays and exhibits
- Classroom participation

MUSIC PROGRAM GOALS

The Music Education Program strives to offer each student the opportunity to experience the excitement, which can be derived from a full range of musical endeavors. Through its integrated curriculum, students can expand their individual interests and abilities in the field of music. Among its many objectives are: to expand the ability of each student to communicate through music, to acquaint the student with his/her musical heritage, and to develop a sense of awareness and self-esteem.



MUSIC LEARNING EXPECTATIONS

I. Making Music Your Own

1. Children are taught simple songs related to the curriculum and/or holidays in an effort to afford them opportunities to experience the pleasure of group and individual singing.
2. Through the use of recordings, the piano, and a variety of simple rhythm instruments, children begin to develop a sense of rhythm.
3. Children use musical selections as a means of self-expression through simple interpretive dance sessions.
4. Auditory skills and social skills are developed through group participation in musical games.
5. Children are exposed to a variety of classical works related to their age level and interest.

II. Technical

Match pitches; recognize tonal direction; sing with a natural pleasing timbre; develop a rhythmic sense (march or beat in time with music).

A. Mechanics

- Recognize tonal direction
Identify ascending or descending scale line or melody line
- Recognize rhythmic differences.
Respond with body movements to march, waltz, rapid rhythmic passages (or slow ones).
- Recognize high and low pitches.
- Sing together. Start working on intonation (broadly).

B. Aesthetics

- Use appropriate folk material from many cultures for musical games and class singing.
- Use material in major and minor modes.
- Use orchestral and monophonic listening music. Have children identify rhythms. (Use percussion instruments.)

ASSESSMENT

- Teacher observations
- Classroom participation
- Group and individual performances

INSTRUMENTAL LEARNING EXPECTATIONS

Students participating in the elementary music instrumental program meet once a week for small group lessons and participate in orchestra or band.

TONE PRODUCTION

- Demonstrate ability to produce pleasing sound – proper embouchure, breathing technique, bowing and posture.

INTONATION

- Demonstrate correct pitch on all instruments.
- Demonstrate proper embouchure to ensure steady pitch.

MUSIC SYMBOL IDENTIFICATION

- Identify music symbols such as bar line, clefs, key signature.

RHYTHMS – NOTE AND REST VALUES

- Demonstrate steady beat or pulse.
- Count, identify, and perform whole, half, quarter, eighth, and sixteenth notes and rests.

BREATHING, BOWING, PHRASING AND POSITIONING

- Demonstrate: body erect, arms relaxed, elbows away from body, correct and relaxed hand position on instrument.
- Recognize good posture whether in sitting or standing position.
- Develop breathing from diaphragm.
- Perform music in fluid manner.
- Identify musical phrases similar to sentences.

EXPRESSION MARKS – MUSICAL VOCABULARY

- Recognize that musical expression marks are like punctuation and add character to the music.
- Identify and describe expression marks such as tempo, dynamics and articulation.

PROPER CARE OF INSTRUMENTS

- Identify instrumental hygiene.
- Demonstrate assembly and cleaning procedures.

SIGHT READING ABILITY

- Demonstrate sight reading.

EAR TRAINING AND ROTE PLAYING

- String players match pitch with correct finger positions.
- Wind players match pitch/rhythm with instructor.
- Read/memorize songs.

TONAL RANGE

- Demonstrate proper technique for building range.

ELEMENTARY CHORUS LEARNING EXPECTATIONS

REPERTOIRE

- Sing a variety of patriotic, holiday, seasonal, and folk songs from other cultures.
- Participate in vocal performing groups.

RHYTHM

- Recognize meter, beat, accent, and rhythmic patterns.
- Demonstrate note, value, and patterns.

MELODY

- Identify melodic patterns and melodies of familiar songs.

HARMONY

- Sing chants, rounds, descants, and simple two-part songs.

FORM

- Recognize repetition and contrast of phrases or sections, identify various forms of theme and variations.

EXPRESSION

- Sing with appropriate tempo, dynamics, and tone quality.

LISTENING

- Identify melody, harmony, form, and expression.

NEW YORK STATE LEARNING STANDARDS FOR HEALTH AND PHYSICAL EDUCATION

Standard 1: *Personal Health and Fitness*

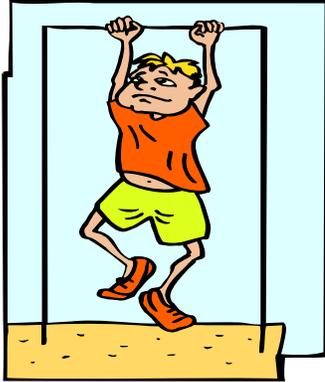
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health

Standard 2: *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: *Resource Management*

Students will understand and be able to manage their personal and community resources.



PHYSICAL EDUCATION

The Physical Education Curriculum in the Miller Place School District is a manifestation of a desire to use a child's natural and societal inclinations toward physical activity as a means of facilitating the achievement of goals for higher than mere physical proficiency. While it is true that motor proficiency to a child, is a crucial factor in the development of self-respect, it is the self-respect with which we are primarily concerned and not so much the motor proficiency in itself. For it is upon the keystone of self-respect that we hope to build a human being capable of understanding life's purpose. Knowledge of, and respect for, one's self makes it more possible for one to know and respect other human beings – indeed all of humanity. Hopefully, a child's knowledge and respect for himself as well as other humans, will lead him to the realization that the service and improvement of mankind – wherever he finds the opportunity – can be the starting point for human happiness. The Physical Education curriculum (both in its content and its methodology) in Miller Place shall strive toward the end described above.

PHYSICAL EDUCATION PROGRAM GOALS

- A. **KNOWLEDGE OF ONE'S SELF** shall be achieved by having the child become familiar with his capabilities and limitations, particularly with respect to his ability to cope with the physical environment as it is described by our society. The classes will be structured so as to guarantee a sanguine self-analysis.
- B. **RESPECT FOR ONE'S SELF** shall be made more likely by deliberate planning of the activities that will guarantee success for all at onetime or another. Such a deliberate plan is **NOT** inconsistent with reality since a child's appreciation of "reality" is incomplete (usually limited to the tangible and obvious). To permit a child to experience unprotected "realism" at such an early age would be to guarantee a totally unrealistic appraisal of his humanity – many aspects of which cannot be known or appreciated at this early age. The psychological scars incurred through such a false appraisal may well preclude any further proper appraisal of his human work – not just his physical ability.
- C. **IMPROVEMENT OF ONE'S SELF** serves to improve a child's self-respect in the form of feed-back from comparison with his/her peers. The child is given a change to increase his ability to handle his own body in the play environment of his age level; to increase his ability to handle objects used in the sports culture of American society; to increase his ability to operate in the social situation of the school. If he can increase his ability in these areas **without** the teacher's direct attention so much the better for the student's appreciation of himself.

PHYSICAL EDUCATION LEARNING EXPECTATIONS

SPECIFIC OBJECTIVES

1. To commence a process that will eventually lead to the development of an independent learner.
2. To provide an opportunity for the student to belong to a group of his peers.

METHODOLOGY

1. Reciprocal teaching—the “Buddy System” and teaching through the individual’s interaction in small peer groups.
2. Student accountability/awareness of performance results and workload required to meet standards and expectations as they relate to grades and outcomes.

A. Cross-Country; Distance Running

Concepts to be appreciated and experienced:

1. Overload through over distance.
2. Gradual buildup to peak performance.
3. Realistic appraisal of self in goal setting.
4. Appreciation of various body types.
5. Interval system of training.
6. Aerobic and anaerobic training regimen.
7. Appreciation of atrophy and loss of condition.

B. Soccer

Concepts to be appreciated and experienced:

1. The use of various parts of the body used in controlling a soccer ball (i.e. dribbling/juggling) and the differences in the application of these parts to the flight of the ball.
2. The bounding of the soccer ball from ground/floor surfaces as it relates to the prediction of flight and the attempt to control the movement of the ball.
3. The importance of accuracy as it applies to the recipient of passing and the attempts at goal scoring.
4. Use of the hands/arms as it applies to goaltending and throw-in technique.
5. The role of vision for decision making in ball controlling situations.
6. Goal scoring and the concept of ‘time’ available in game situations to execute attempts.
7. Player positioning as it relates to offense and defense and support of teammates in a possession or ‘keep away’ situation.

8. Skill areas covered shall include:
 - a) dribbling/driving
 - b) trapping
 - c) heading
 - d) throw-ins
 - e) passing
 - f) shooting
 - g) juggling
 - h) shielding
 - i) skill application of the above skills in game situations
9. Display knowledge of these areas (WRITTEN TEST)

C. Physical Fitness

Concepts to be appreciated and experienced:

1. The effect of aerobic activity (i.e. jump roping) on the cardio-respiratory system.
2. Utilization of designated fitness equipment (i.e. rowers, stationary bicycles, climbers) for specific fitness related goals.
3. Introduction of additional components of fitness such as agility, strength, flexibility.
4. Understanding and evaluation of personal fitness levels in relation to national norms.
5. Self-evaluation and its role in determining future fitness levels and goal setting.

Fitness Activity Areas

1. Jump Roping
 - single rope, single jumper
 - single rope, double jumpers
 - double rope, single jumper
 - double rope, double jumpers

Entering the turning rope... “front door” and “back door”

Double Dutch... turning and jumping techniques

2. Fitness Equipment
 - stationary bicycles
 - alpine climbers
 - rowers
 - climbing ropes
 - chinning bars

Side Jumps and Side Steps (agility)

3. The President's Challenge

Students shall take the following 5 items and will attempt to earn a national or presidential certificate:

- a) pull -ups
- b) curl-ups
- c) shuttle run
- d) sit and reach
- e) 880 yd. run or 1 mile run

4. Obstacle Course- application of learned fitness components in a "timed" event

D. Track and Field

Concepts to be appreciated and experienced:

1. Overload through overweight.
2. Appreciation of capabilities of various body types.
3. Realistic appraisal of self in both goal setting and choice of activity.
4. Power as contrasted with endurance.
5. Analysis of muscular action.

Events to be covered:

1. Sprinting
2. Hurdling
3. Long Jump
4. Triple Jump
5. High Jump
6. Shot Put
7. Relays (baton passing)

HEALTH EDUCATION PROGRAM GOALS

The Health Education program on the elementary level is designed to be an integral part of the curriculum and an essential element in the growth of the child. The goals of the program focus on both the traditional and current issues which affect the health and well being of the student. The health program strives to provide the basis of healthful living for each student, to provide each student with meaningful health experiences, and to provide an atmosphere which will foster good health practices.

HEALTH LEARNING EXPECTATIONS

I. DRUGS, ALCOHOL AND TOBACCO

- Discuss and evaluate some reasons why people use drugs improperly.
- Explain some of the useful functions of drugs.
- Discuss the far reaching effect of alcohol use.
- Discuss the relationship between excessive use of alcoholic beverages and accidents.
- Examine peer pressure and its part in drug decisions.
- List ways to say “NO”.
- Illustrate how decisions will impact on their health.

II. NUTRITION

- Utilize the food pyramid in planning a menu.
- Explain the impact of food choice on cardiovascular health.

III. DENTAL HEALTH

- Explain how teeth aid in digestion.
- Summarize ways of taking care of teeth.
- Develop personal standards of adequate tooth care.

IV. SAFETY

- Master fire prevention and safety procedures in dealing with fires.
- Describe some basic first aid procedures.
- Explain how we can keep ourselves and others safe using first aid techniques.
- Interpret emergency situations, and adopt plans for appropriate action including uncomfortable situations with strangers and non-strangers.

V. GROWTH, FITNESS, AND CARE OF THE BODY

- Explain the major task performed by each of the body systems.
- Discuss cardiovascular fitness and its benefits.
- Demonstrate a basic understanding of puberty and the human reproductive system (with parental permission).
- Recognize that respect for oneself and others is necessary for a healthy life.

VI. DISEASES AND DISORDERS

- Explain body defense mechanisms against infection.
- Identify the chain of infection and demonstrate a knowledge of the term.
- Discuss chain of infection for AIDS.
- Discuss methods of preventing the transmission of AIDS.
- Discuss breaking of the chain of infection, i.e., health care worker wears gloves to avoid contact with blood; when blood is donated, sterile technique is used.
- List modes of transmission, i.e., casual contacts are not modes of transmission.
- List defenses against communicable disease, i.e., good health practices, immune system, and immunizations.

ASSESSMENT

- Classroom tests.
- Group discussion.
- Participation in class.
- Students will discuss harmful effects of drug abuse with parents.
- Students will discuss nutrition, physical and cardiovascular fitness with parents.
- Students will discuss the prevention of the transmission of AIDS with parents.

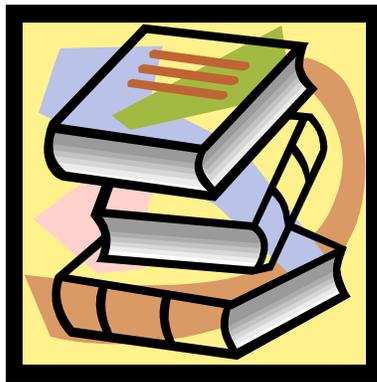
LIBRARY MEDIA

The Library Media program supports and enhances individual student needs and interests. It is a keystone for quality education. Its goals and objectives are consistent with school wide activities, which enrich and implement the learning standards as written in the curriculum guide. Through its wide variety of resources it encourages each student to achieve to the optimum of his/her potential as a learner, as a citizen, and as a human being. With each student as the center of focus, it strives to develop a curiosity and eagerness for life-long learning as well as to develop the ability to examine ideas constructively and creatively. The library media program will remain flexible in order to accommodate the ever-changing role of technology in education.

LIBRARY MEDIA PROGRAM GOALS

The Library Media instructional program is:

- A. Designed to match the developmental stages and specific library and information needs of pupils at each grade level.
- B. Structured to teach the location and interpretation skills necessary to develop freedom of selection, evaluation, and the discriminate use of information sources.
- C. Integrated with the content areas of the curriculum.
- D. Supplemented by extensive individual use of the library media center which will encourage an appreciation of fine literature and a commitment to education.



LIBRARY MEDIA LEARNING EXPECTATIONS

I. LIBRARY ORIENTATION

- Recall rules and demonstrate behavior appropriate to grade level.
- Demonstrate competency in following appropriate procedures to borrow materials and to return them on time.
- Use library time appropriately.
- Demonstrate good appropriate interpersonal skills.
- Model ethical behavior in the use of resources and technology.

II. INFORMATION SKILLS

- Choose and locate appropriate materials.
- Identify the differences between books and periodicals.
- Identify the difference between fiction and non-fiction media: books, video, software, Internet, etc.
- Define, identify and utilize the various forms of technology.
- Recognize use of the catalog to index the library's collections.
- Identify and apply the library's system of classification.
- Compose appropriate questions to access information from available technology.
- Research, analyze and synthesize information from print and non-print sources, i.e., reference books, video, software, the internet, etc.
- Utilize various technologies to access information sources beyond our local school library.

III. LITERATURE

- Compare various examples of children's literature.
- Identify certain authors' and illustrators' works.
- Describe literary award winners.
- Select books appropriate to one's interest and abilities.
- Analyze imaginative stories, i.e., recognize theme, discuss characters and vocabulary.
- Utilize technology to enhance enjoyment of literature.
- Recognize reading as a leisure and self-educating activity.

ASSESSMENT

- Success in circulation of library materials.
- Maintain and respect library materials and demonstrate pride in the library and school environment.
- Satisfactory completion of teacher assigned tasks.
- Work cooperatively to accomplish tasks.
- Independently choose, locate, and utilize appropriate materials.
- Define, identify, and utilize the various forms of technology.
- Successful utilization of library materials for completion of interdisciplinary projects.
- Success in applying learned information skills to other academic areas.
- Successful outcome of school wide reading program.
- Participation in class discussions.

- Student surveys and peer sharing of independent reading.