LINCOLN SCHOOL

PROVIDENCE

Grade 1 Learning Expectations

The Lincoln Lower School Learning Expectations guide teachers as they develop curriculum in what students will know and be able to do by the end of the year. As well, they provide parents with an understanding of their child's school experience, thus creating a strong parent-school partnership.

Language Arts

The overall goals of the Language Arts program are threefold: to build fluent readers and writers who use critical thinking skills to interpret and create texts; to encourage the children to view reading and writing as lifelong habits; and, for the children to use reading and writing to help them to understand their world. While the individual components of Language Arts are addressed at each grade level, teachers, in their instruction, integrate these components for a full literacy experience. The components of our Language Arts program are reading, writing, and language.

Reading

Our reading program is structured around genres. In each grade, students read and respond to texts in various genres, such as realistic fiction, poetry, author study, traditional literature (folktales, myths, and legends) and informational texts. Students learn to identify and to compare the characteristics of specific genres and to explore the crafts and styles of different authors. Students are encouraged to apply this knowledge as they select books for their personal independent reading.

Specific areas of reading that are taught and developed are comprehension and language (vocabulary and word study). Comprehension instruction is based on the research about strategies of proficient readers. These strategies include questioning, making connections, determining important information, visualizing, synthesizing, inferring, and monitoring understanding. Within these general strategies, students also learn to summarize, compare and contrast, and distinguish cause from effect.

Each of the grade levels teaches these strategies in age-appropriate ways. We think about when, why, and how we use these them, and the students practice them as they read, write about, and discuss literature and informational texts, with the end goal of applying them in their independent reading. Thus, on the progress reports, all of the grade level reading expectations for Literature/Poetry and Informational Text include "Uses reading strategies to comprehend texts".

As we respond to texts in writing and discussion, we also teach the students to refer back to the text to support their thinking. Another common expectation on the progress reports therefore is:

- Responds to text with text-based evidence in discussion and written reading responses, when giving evidence to support one's thinking.
- For informational text, refers to details and examples in a text when explaining what a text says and when drawing inferences.

Writing

Writing occurs daily, across the curriculum. Students, for example, explain math processes in their math journals, respond to texts in their reading response journals, and write stories and essays. The foundation of the writing program is the writing process: Prewriting, drafting, revising, editing, and publishing a finished product. In all of the grades, topics are both student- and teacher-generated.

We write for many reasons – to entertain, to express ourselves creatively, to inform – and always to communicate. We want the students to write with clarity and style and, ultimately, to find joy in expression. We teach a variety of strategies for generating ideas. We have the students consider the purpose of a task, and its audience, as they choose a focus and organizational structure, and develop their ideas, and we use graphic organizers to plan their pieces. Through revision, we teach strategies to improve the focus, meaning, and coherence of a piece, as well as to develop further style and voice. Finally, through editing, students learn the power of mechanics and grammar in influencing style and clear communication. Our published pieces are polished, but not always perfect. We want published pieces to reflect evidence of work and improvement in all areas of the writing process and show growth in skill and/or style.

Language

Word study is the area that changes most significantly from grade to grade as children master the code of reading and use that knowledge to support their comprehension. In K-2, the emphases in word study are phonemic awareness, phonics, and sight vocabulary, while in Grades 3-5 the emphasis shifts to word structure (prefixes, suffixes, and roots) and further development of sight vocabulary. Vocabulary development is a critical component at all grade levels and becomes particularly important in Grades 3-5 as students read increasingly complex texts across the curriculum.

Students use their knowledge of spelling and mechanics to draft and edit their written work. Beginning in Grade 1, students receive weekly instruction in spelling, focusing on both spelling patterns and high frequency words. Teachers also instruct in grammar and mechanics, the specifics of which are included in these Learning Expectations.

Handwriting instruction begins with proper pencil grip and letter formation in the younger grades and moves to cursive in Grade 3; cursive continues to be practiced in Grades 4 and 5.

**Language Arts
Grade 1
Learning Expectations**

<u>**Reading**</u>
Uses reading strategies to comprehend texts.
- Monitors comprehension by noticing when difficulties in understanding are encountered and uses strategies to self-correct.
- Makes connections between the text and oneself, other texts, and the world.
- Asks questions that clarify the details of the text and questions that are global (why, how). Makes predictions and sets a purpose for reading.
- Visualizes setting, characters, and events by using imagery, imagination, and prior knowledge, or, in informational text, visualizes people and events by using text details and text features.
  - For informational text, visualizes people and events by using text details and text features.
- Determines the important ideas and the supporting details.
- Makes inferences based on prior knowledge and personal connections.
- Summarizes texts.
- Synthesizes content by gathering information and merging one's individual thinking with it.

In reading, discussing, and writing about literature and poetry:
Names some characteristics of various genres.

Identifies and analyzes story elements (*characters, setting, plot, theme*), story structure, and author's craft (*word choice, point-of-view, use of dialogue and description).*
- Retells stories using beginning, middle, end and other key details.
- Describes characters, settings, and major events in a story, using key details and illustrations.
- Identifies who is telling a story.
- Identifies sensory and feeling words in stories.
- Compares and contrasts the experiences of characters in stories.

Responds to text with text-based evidence, in discussion and written reading responses, when giving examples to support one's thinking.

In reading, discussing, and writing about informational text:
Recognizes and uses nonfiction text features (i.e., *headings, tables of content, glossaries, icons*) to gather information.

Recognizes that informational texts are written in different ways (*compare/contrast, main idea/detail*).

Uses the words and text features in a text to describe the main idea and retell important details.
- Understands the type of information (*main idea, important details, interesting information*) that is provided by text features and the words in a text.

Explains major differences between books that tell stories and books that give information.

Identifies similarities and differences between two texts on the same topic (i.e., *text features, descriptions*).

Refers to details and examples in a text when explaining what a text says and when drawing inferences.

Word Study
Concepts of Print
Demonstrates understanding of the organization and basic features of print.
- Recognizes the distinguishing features of a sentence (i.e., *first word, capitalization, ending punctuation*).

Phonological Awareness
Demonstrates understanding of spoken words, syllables, and sounds.
- Distinguishes long from short vowel sounds in one syllable spoken words.
- Orally produces single-syllable words by blending sounds, including consonant blends.
- Isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words.
- Segments spoken single-syllable words into their complete sequence of individual sounds.

Phonics
Knows and applies phonics and word analysis skills to decode words.
- Knows spelling-sound correspondences for common consonant digraphs (i.e., *dr, bl*)
- Decodes regularly spelled one-syllable words.
- Knows final –e and vowel teams for representing long vowel sounds.
- Determines the number of syllables in a word by using the knowledge that every syllable in a word must have a vowel sound.
- Decodes two-syllable works by breaking into syllables.
- Reads words with inflectional endings (i.e. *–ed, -ing*).
- Recognizes and reads grade-appropriate Word Wall words.

- Uses meaning to self-correct word recognition, rereading as necessary.

Spelling
Learns and applies weekly spelling patterns.

Uses conventional spelling for words with taught common spelling patterns.

Spells Word Wall words correctly.

Spells untaught words phonetically, drawing on spelling conventions and phonemic awareness.

Vocabulary
Determines the meaning of words and phrases in first-grade level texts, using context and picture clues.

Uses new vocabulary in speaking and writing.

Fluency
With successive readings, reads orally with fluency (accuracy, appropriate rate, and expression) in order to support comprehension.

<u>Writing</u>
Writes at least four sentences around a given topic.

The Writing Process
Follows the steps of the writing process: Prewriting, drafting, revising, editing, publishing.
- Prewrites
  - Generates ideas using a topic list.
  - Focuses on one topic.
  - Uses provided graphic organizers such as a story frame to plan and organize the piece.
  - Participates in teacher-led prewriting activities, such as completing story maps, webbing, and paragraph frames.
- Drafts
  - Uses prewriting to draft the piece.
  - Elaborates on the prewriting ideas.
- Revises, with support, to improve focus, organization, and level of detail.
  - Shares writing for feedback.
  - Reread and revise for meaning based on teacher conference.
- Self-edits, with support, for Word Wall words and Grade 1 grammar and usage, punctuation, mechanics, and spelling.

- Uses available resources to edit, such as personal dictionary, Word Wall, and an editing checklist.
- Publishes
- Prepares pieces for publication (i.e., *rewriting, illustrations, page breaks*).
- Presents polished pieces for publishing.

Types of Writing
Writes creative and personal narratives
- With two or more sequenced events.
- Some details to describe the action.
- Words to signal event order (i.e., *next*).
- A sense of closure.

Writes informative (explanatory) texts that
- Name a topic.
- Supply facts.
- Have a sense of closure.

Writes opinion pieces that
- Introduce a topic.
- State an opinion
- Give areason.
- Have a sense of closure.

Writing Conventions
Spelling
Uses conventional spelling for learned spelling patterns and Word Wall words in daily work.

Uses a mix of conventional and invented spelling for unfamiliar words.

Capitalization and punctuation
Capitalizes months and days of the week, names of people, and the beginning of sentences.
Uses end punctuation for sentences.
Uses commas in dates and to separate single words in a series.

Conventions of English grammar and usage
Uses the basic parts-of-speech.
- Uses common, proper, and possessive nouns.
- Uses singular and plural nouns with corresponding verb forms (i.e., *She skips; We skip).*

- Uses personal, possessive, and indefinite pronouns (i.e., *I, me, my; anyone, everything*).
- Uses verbs to convey a sense of past, present, and future.
- Uses common adjectives, conjunctions (i.e., *and, but, because*), and prepositions (i.e., during, toward), determiners (i.e., *a, the; this, these*).

Uses complete simple and compound sentences.
Uses the four types of sentences: declarative, interrogative, imperative, and exclamatory.

Handwriting
Prints all upper- and lowercase letters.
- Forms letters correctly.
- Uses appropriate letter size.
- Uses proper spacing between words.
- Places letters correctly on lined paper.

Mathematics

In grades K-5, we use Singapore Math, in particular the Math In Focus curriculum. Singapore Math is a cohesive, focused, and deep curriculum. The concepts are woven through all the grades and connected within the grade, the curriculum focuses on the most essential mathematics, and the curriculum devotes a longer time to a topic. The intent is to teach a topic thoroughly, to mastery; when a topic appears in a subsequent grade level, it is always treated at a higher level.

Singapore Math has a number of distinct features. All relate to number sense, the ability to understand and to use numbers.
- It is organized around place value and the properties of operations. This builds an understanding of what numbers are, their relationships to one another, and their magnitude.
- Singapore emphasizes a balance between procedural and conceptual/relational learning. An analogy is being able to ride a bike and explaining how the bike works.
    - Being efficient at facts boosts confidence and makes procedural work efficient and more successful.
    - It emphasizes mental arithmetic, a component of number sense. Being efficient at mental math also boosts confidence!
- Problem solving, in particular bar modeling, is a hallmark of the curriculum. Math is ultimately a vehicle for solving complex problems, and being able to apply mathematical knowledge is a measure of proficiency in Singapore Math. The program teaches problem-solving strategies in a carefully sequenced manner, using routine and non-routine problems as well as authentic ones. The curriculum encourages students to try multiple approaches and to evaluate the effectiveness of them.
- Singapore Math expects students to be able to communicate their thinking by showing – in words and through mathematical models – how they reasoned and arrived at an answer.
- Finally, building enthusiasm and metacognition is a central focus of the program. Being able to use a tool, be an empowered problem solver, and self-monitor spurs positive attitudes toward mathematics!

The curriculum also has two distinct teaching approaches.
- First, it uses a concrete-pictorial-abstract (CPA) sequence in teaching a skill or concept. Students first use manipulatives, then move to pictures/diagrams, and finally move to an abstract level.
- Second, the materials are primarily visual and simple in their presentation. The curriculum allows students to work more visually with mathematics than many other curricula.

The Learning Expectations below are organized by topic and list the main learning objectives for each topic.

**Mathematics
Grade 1
Learning Expectations**

Demonstrates understanding of place value in numbers to three digits
Counts, reads, and writes numbers to 120

Compares and orders numbers from 1-100
- Counts, reads, writes in word, standard, and expanded notation, and identifies place values of digits for numbers within 100
- Compares and orders numbers within 100, using symbols and words (same, more, fewer, greater than, less than, equal to, greatest, least)
- Counts and identifies 1 more than, 1 less than, 10 more than, 10 less than a number within 100
- Uses place value mat to show and compare numbers up to 3-digits

Uses ordinal numbers (i.e., first, second) and position words (i.e., before, under, near) to describe order and relative position

Demonstrates understanding of addition and subtraction concepts
Understands number bonds and part-whole concept
- Uses number bonds to add in any order.
Understands the meaning of addition (missing whole, putting together, counting on, using number bonds) and subtraction (missing part, taking away, counting back, using number bonds)
Adds/subtracts numbers within 100
- Adds and subtracts up to two-digit numbers without regrouping
  - Uses place value charts, counting on, making tens, a number line, and the algorithm
- Adds and subtracts up to two-digit numbers with regrouping, using a place value mat
- Finds the sum of three 1-digit numbers
Writes and solves addition and subtraction sentences

Demonstrates understanding of multiplication and division concepts
Uses objects to find the total number of items in groups of the same size or to find the number of items in each group when sharing equally.
Relates repeated addition to the concept of multiplication and sharing equally to the concept of division.
Counts by 1s, 2s, 5s, 10s forward and backward to 100

Demonstrates understanding of money concepts
Identifies and knows the value of coins and bills
- Exchanges a coin of a greater value for a set of coins of equal value

Uses the cent and dollar symbols
Counts combinations of coins and of bills
- Skip counts to find the value of a collection of coins

Adds and subtracts using money
- Adds to find the cost of items
- Subtracts to find the change

Demonstrates understanding of time concepts
Reads a calendar to identify the days of the week, the months of the year, and the seasons
Writes the date
Read and show time to the half hour on a clock and digital clock.

Demonstrates understanding of geometry concepts
Identifies, classifies, describes, and sorts plane and solid shapes
Makes same and different shapes
Combines and separates plane and solid shapes
Uses plane and solid shapes to identify, extend, and create patterns
Identifies shapes in the real world.

Analyzes information in simple picture and bar graphs and tally charts
Collects and displays data
Reads and interprets graphs and charts

Demonstrates proficiency with measurement procedures
Compares and measures using non-standard units
- Length
    - Compares lengths
    - Uses a common starting point when comparing length
- Weight
    - Uses the balance scale
    - Measures and compares weights
    - Arranges objects according to weight

Uses vocabulary such as tall/taller/tallest and greater than/less than
Understands that using non-standard units gives different measurements for the same item
Uses the term "unit" to describe length, weight

Social Studies
Grade 1
Learning Expectations

Units: Now and Long Ago - China
Compares and contrasts various aspects of ancient and modern cultures.
- Identifies and analyzes aspects of ancient and modern culture (i.e., games, food, homes,
    families, clothing, beliefs).
- Understands the impact of location on the way people live(d) in modern and
    ancient times.

Geography
Makes and reads maps.
- Understands how maps depict geographical information in different ways.
- Identifies key components on a map: map key, compass rose, legend.
- Locates places studied on a world map.

Research
Follows the steps of the research process, with assistance.
- Generates research ideas.
    ○ Formulates research questions.
- Uses more than one source (print and non-print).
    - Uses the alphabet to find information.
    - Uses teacher-identified websites.
- Locates information by using indices and tables of content.
- Takes notes using standard note-taking form.
    ○ Paraphrases.
- Organizes information.
    ○ Integrates information from several texts.
    ○ Has a clear focus and sufficient detail.
- Cites sources.
- Publishes in a variety of ways, through written, electronic, and presentation
    means.

Science

In Science, the overall goal is to teach students the habits of mind of a scientists from Kindergarten through Grade 5. the girls are learning how scientists ask questions and find ways to answer them. Along the way, we learn about the steps of the scientific method and why they are important. They learn that science is messy and usually doesn't get it right the first time, but our mistakes help us learn. As a STEAM lab in addition to a science classroom, students are always building, tinkering, and problem solving with a focus on design thinking. Our goal is to mold students into creative problem solvers who are resilient, willing to take risks, and ready to make mistakes.

Content-wise, students are exposed to a wide variety of topics, aiming to cover the main branches of science in every grade level (physical, earth, and life). Our partnership with Save the Bay acts as a springboard for our biology and marine science curriculum in each grade level; students have numerous field experiences throughout the year, focusing on the biology and ecology of Narragansett Bay. The partnership continues to offer our girls authentic, hands-on, and place-based learning experiences that connect our classroom to the larger world.

GRADE 1:

Skills:
- To formulate verbal questions about the topics that we cover in science.
- To describe observations verbally, through drawings, and with some writing
- Make a verbal hypothesis in advance of an experiment, write one sentence for it, and explain the reasoning for the hypothesis.
- To record data during an experiment, including number measurements, written observations of changes, and diagrams.
- To examine simple data to draw a conclusion. Verbally explain the conclusion and reasoning for it, and write a sentence explaining their conclusion.
- To develop an understanding of basic experimental design: change only one variable to compare it to a variable that hasn't changed.
- To design and build prototypes using past experiments as a guide.

Content:
In each of the following units, students are expected:

Life Cycles of Plants and Animals:
- To explain why things are "alive" or "not alive" using basic characteristics of living things (e.g. they eat, respond to their environment, reproduce, grow, etc.)
- To understand that habitat must provide living things all that they need to survive (water, food, shelter/protection, space).
- To describe the function of all the parts of a plant (seed, roots, stem, flower, fruit, leaves).
- To design and carry out an experiment that tests how taking away either air, water, or sun affects a plant's growth.

The World in Motion: Introduction to Physics
- To understand that in order to change the motion of an object, a force must be exerted (a push or pull).
- To develop, through experimentation, the understanding that friction slows down an object.

Weather:
- To demonstrate an understanding of the variables (temperature, precipitation, wind) that make up weather
- To describe how water can exist in three different states of matter: liquid (water), solid (ice), and gas (water vapor).
- To tell temperature using the color coded scale.
- To know that there are two different units for telling temperature: celsius and fahrenheit. Mastery of telling temperature with those scales is not expected.

Bones and Muscles:
- To name the functions of our muscles and bones in the human body.
- To memorize the scientific names of some bones.

Grade 1 Progress Report
Language Arts

Reading: Fiction	
Reads and comprehends literature independently, or with some support, at an end-of-Grade 1 level	
Uses reading strategies to comprehend text	
Names characteristics of genres	
Identifies and analyzes story elements, story structure, and author's craft	
Responds to text with text-based evidence and personal connections	
Retells stories using beginning, middle, and end	
Reading: Informational Text	
Reads and comprehends informational text independently, or with some support, at a Grade 1 level	
Uses reading strategies to deepen understanding of text	
Recognizes and uses nonfiction text features to gather information	
Understands that informational text is written differently than narrative text	
Independent Reading	
Chooses appropriate independent reading books	
Engages in reading as a voluntary activity	
Word Study	
Segments and blends sounds in orally presented words	
Applies grade level phonics in reading and writing words	
Recognizes Word Wall words automatically	
Learns and uses new vocabulary in writing and speaking	
Reads fluently	
Writing	
Follows steps of the writing process, with support	
Writes narratives that include a sequential beginning, middle, and end, using some detail	
Writes informational text using topic, key facts, and a sense of closure	
Writing Conventions	
Uses conventional and invented spelling appropriately	
Uses mechanics (*punctuation, capitalization*) correctly	
Uses conventions of English grammar and usage	
Handwriting	
Writes legibly with correct letter formation, size, spacing, and placement of letters	
Uses correct pencil grip	

Grade 1 Progress Report
Math

Demonstrates mastery of basic facts (addition and subtraction facts to 20)	
Computes mentally using memorized facts and a variety of strategies	
Solves word problems using multiple strategies, including bar modeling	
Explains thinking both orally and in writing using math vocabulary	
Uses manipulatives and models to support concept development	
Demonstrates understanding of place value in numbers to three digits	
Demonstrates proficiency with addition and subtraction procedures	
Demonstrates understanding of multiplication and division concepts	
Demonstrates understanding of money concepts	
Demonstrates understanding of time concepts	
Demonstrates understanding of geometry concepts	
Demonstrates understanding of data analysis concepts	

Social Studies

Compares and contrasts various aspects of ancient and modern cultures	
Makes and reads maps	
Follows the steps of the research process, with assistance	

1st Grade Technology Skills and Examples

	Q1	Q2	Q3	Q4
1. Creativity & Innovation *Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.*	Q1	Q2	Q3	Q4
a. Apply existing knowledge to generate new ideas, products, or processes.	●			
i. Create and original digital product (graphing, patterns, sets, shapes, etc.) using draw/paint software.				
ii. Explore and construct knowledge of groups and/or categorizing objects using graphic organizing software.				
iii. Illustrate knowledge and understanding of curriculum objectives using draw/paint, word processing and multimedia software.				
b. Create original works as a means of personal or group expression.			●	
i. Produce an original work based on an external stimuli (music, art, textile, etc.).				
ii Use draw/paint software to express thoughts and ideas.				
iii. Utilize web based resources to generate an original work.				
2. Communication & Collaboration *Students use digital media and environments to communicate and work collaboratively, to support individual learning & with others.*	Q1	Q2	Q3	Q4
a. Interact and publish with peers, experts, and others as they explore a variety of digital environments and media.				●
i. Explore a variety of digital media to publish ideas.				
ii. Work cooperatively and collaboratively to gather information and communicate results.				
iii. Express ideas through the creation of a digital product.				
iv. Use online resources to gain information from professionals.				
b. Communicate information and ideas using a variety of digital environments and media.				●
i. Create products to communicate understanding of curriculum objectives.				
ii Explore various digital media (e-mail, wikis, blogs, discussions, podcasts, chat, etc.) to communicate and exchange ideas.				
iii. Express understanding of technology using appropriate and accurate vocabulary.				
c. Explore cultural understandings and global awareness.		●		
i. Use digital resource to gain understanding and appreciation of others.				
ii. Exchange individual information with others (family, traditions, background, etc.).				
d. Contribute to group projects.	●			
i. Brainstorm ideas for a group activity.				
ii. Create an individual component of a group activity.				
3. Research & Information Fluency *Students apply digital tools to gather, evaluate and use information.*	Q1	Q2	Q3	Q4
a. Explore strategies to guide inquiry.			●	
i. Develop a question.				
ii. Experience the process of locating and collecting information.				
iii. Explore digital information resources.				
b. Gather data and share results.				●
i. Contribute information for data collection.				
ii. Observe the data collected.				
iii. Discuss data.				
iv. Illustrate results.				
c. Locate, organize, and ethically use information.		●		
i. Use teacher-selected digital resources to locate information.				
ii. Display information using graphic-organizing software.				
iii. Discuss and respect ownership of resources.				
4. Critical Thinking, Problem Solving, and Decision Making *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using digital tools.*	Q1	Q2	Q3	Q4
a. Plan and complete a project.		●		
i. Discuss items relevant to teacher-selected topic.				
ii. Explore and use necessary tools to create a project..				
iii. Make modifications.				
b. Use multiple processes to explore solutions.				●
i. Explore problem-solving strategies (patterns, tables, work backwards, guess and check, draw, list, reason, write, etc.)				
ii. Use problem-solving skills to enhance learning.				
iii. Troubleshoot and choose appropriate solutions to solve a specific problem.				

5. Digital Citizenship *Students understand human, cultural, and societall issues related to technology and practice ethical behavior.*	Q1	Q2	Q3	Q4
a. Practice responsible use of information and technology.	●	●	●	●
i. Discuss correct and responsible use and care of technology.				
ii. Know possible consequences of inappropriate use.				
iii. Follow school rules for safe use of technology.				
iv. Practice the basics of ergonomics.				
b. Practice safe and legal use of information and technology.				●
v. Understand the importance and use of a password.				
iv. Know the purpose of media messages. (inform, persuade, entertain, collect personal information, etc.)				
c. Exhibit a positive attitude toward using technology that supports learning and productivity.	●	●	●	●
i. Respect the work of others.				
ii. Demonstrate positive social and ethical behaviors when using technology.				
d. Be aware of personal responsibility for lifelong learning.				●
i. Discuss the use of technology in today's world.				
ii. Acknowledge ownership of created works.				
6. Technology Operations & Concepts *Students demonstrate a sound understanding of technology concepts, systems, and operations.*	Q1	Q2	Q3	Q4
a. Understand and use technology.		●		
i. Log in and log out to use a computer.				
ii. Name the parts of a computer system.				
iii. Recognize the components of the operating system (desktop, dock/task bar, window, icon, cursor/I-beam, etc.).				
iv. Use the components of windows (icons, scroll bars, title bar, menu bar, etc.).				
v. Identify application, folder, hard drive, and trash icons.				
b. Select and use applications.			●	
i. Explore interactions between hardware and the operating systems.				
ii. Open and/or create a document, file and folder.				
iii. Launch and quit an application.				
iv. Save, locate, and/or print a file/document.				
v. Use the mouse and/or arrow keys to move cursor.				
vi. Perform undo/redo functions.				
c. Understand introductory technology vocabulary.				●
i. Know terms and concepts related to computer system.				
ii. Understand terms and concepts related to applications.				
iii. Identify and define terms and concepts related to word processing (center, choose font, change style and size, create new paragraph, tab, etc.).				
iv. Recognize the purpose of basic file menu options (new, open, save, quit, print, undo, redo, etc.).				
d. Create and edit computer graphics.	●			
i. Use draw/paint tools.				
ii. Select and use colors from a palette.				
iii. Copy and paste.				
e. Explore the basics of keyboarding and word processing.				●
i. Identify location of and use letter and number keys.				
ii. Use special keys (return/enter, space bar, command, shift, delete/backspace, tab etc.).				
iii. Practice concepts related to word processing (select text, insert characters/words, modify font/size/style/color, alignment, etc.).				

World Languages

In the Lower School, the overall goal is to help students develop an ability to express themselves in a different language. From Kindergarten to Grade 5, students are learning to recognize that there are different ways to communicate. They discover a variety of different cultures and they acquire vocabulary and structures which will enable them to produce oral and written short messages to express likes and dislikes, describe a person or an event, or familiar topics in the target language. Our vocabulary units are based on needs and interests of the students and vary from year to year. However, we revisit these units regularly and scaffold information in order to allow students to grow and remain confident in their knowledge.

We follow the World-Readiness Standards for Learning Languages established by Actfl: (https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf) In Grades 3 to 5 in Spanish we use *Lola y Leo 1* and *Lola y Leo 2,* Difusion, Spain. In Grades 4 and 5 in French we use *Tip Top 1* and *Tip Top,* Didier France. Upon leaving Grade 5, students will have reached level A1, novice.

We recognize that students have different learning styles and needs, and to ensure success for each one of them we make sure our lessons include a variety of strategies and activities to teach skills and content. Our ultimate goal is to help students become independent lifelong learners able to compare and contrast cultures and proficient in the language they have chosen.
Some of the methodologies that we use in class are **TPR** (Total Physical Response) and **TPRS** (Teaching Proficiency through Reading and Storytelling). We also perform skits and songs, play games, and cook traditional recipes.

Grade 1

Skills
Listening
- Listens attentively to the spoken word in the target language
- Understands classroom directions in target language
- Demonstrates confidence in acquiring language aurally

Speaking
- Demonstrates confidence in producing language orally
- Speaks with correct pronunciation
- Remembers and uses previously learned expressions

Content
Vocabulary
- Shapes
- Parts of the body
- Topics based on students' interest and motivation

Grammar
- Masculine / Feminine
- Singular / Plural

Songs, rhymes, games

Culture studies
- Festivals and celebrations

Lower School Library Learning Expectations

The Lower School Library offers a welcoming environment for students to explore, collaborate, access information, and cultivate passions for reading and learning. The Library program aims to develop independent library users, enthusiastic readers, curious researchers, critical thinkers, and ethical users and creators of information. The library collection includes an extensive selection of literature, nonfiction, parenting resources, and research materials designed to enrich the Lower School curriculum. Students and parents are always welcome to browse and check out books and other materials from the library.

The Library curriculum follows the American Association of School Libraries Standards Framework and emphasizes literature appreciation, information literacy, and lifelong learning. The Library also uses the Super 3 research model. The Super 3 is an informational problem solving model for children. The Super 3 gives students a process for tackling both school and everyday tasks. The Super 3 are:

1. Plan
   What am I supposed to do?
   What do I need to get the job done?
   What do I want it to look like when I am done?

2. Do
   I must locate the things I will need.
   I need to ask questions, read and take notes.
   I need to use information I find to create something.

3. Review
   Did I do what I was supposed to?
   Am I proud of what I have done?
   Is there something else I should do before I am done?

Lower School students attend weekly library classes to build essential skills and work with library materials for a variety of intended outcomes, with lessons focused on library skills, reading engagement, and information and research. Additional library sessions are scheduled throughout the year to support classroom learning and offer opportunities for students to apply library skills to specific projects.

Library Skills
- Demonstrates library etiquette
- Becomes an independent library user
- Understands library organization
- Successfully locates books and other materials using the online catalog
- Practices good stewardship of shared library spaces and materials

Reading engagement

- Develops lifelong love of books and reading
- Demonstrates ability to analyze literature
- Understands how books are created and evaluated
- Explores a variety of genres and formats
- Selects and interprets high quality children's literature

Information & Research
- Defines an information need
- Locates appropriate materials
- Uses reference materials effectively
- Demonstrates effective methods of searching internet and database sources
- Follows SUPER3 problem solving models
- Practices inquiry based research
- Demonstrates ethical use of information

Kindergarten Library Skills

Library Skills
1. Demonstrates Library Etiquette
   - Respect library space and patrons
   - Listens when the librarian is speaking
2. Demonstrates basic understanding of library layout and organization
3. Follows library routines and procedures
   - Selects books
   - Uses shelf markers
   - Follows check in/check out process

Reading Engagement
1. Demonstrates ability to listen to a story
2. Recalls information from a story
3. Recognizes purpose of authors and illustrators

Information and Research
1. Recognizes a basic information task
   - With guidance, asks questions to understand what is required to complete the task
2. Can identify features and formats of a book such as title and author
3. Investigates teacher selected sources guided by questions and prior knowledge

First Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   - Respects library space and patrons
   - Listens when the librarian is speaking

2. Demonstrates growing understanding of library layout and organization
   ○ Identifies locations of picture books, early readers, fiction and nonfiction sections
3. Follows library routines and procedures
   ○ Selects appropriate books
   ○ Uses shelf markers
   ○ Follows check in/check out process

Reading Engagement
1. Demonstrates attention and engagement during read-alouds/storytime
2. Distinguishes fiction from nonfiction
3. Recalls and analyzes story elements and makes connections to outside information/knowledge
   ○ Describes details such as characters, setting, and plot or facts
4. Identifies features and parts of a book such as title, author, and table of contents
5. Explains the roles of authors and illustrators

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information needed
   ○ Asks questions to understand what is required to complete the task
3. Explores encyclopedias and the nonfiction section of the collection
   ○ Understands different source types and consults multiple resources to gather information
   ○ Uses table of contents and indexes in print resources to locate information
4. Proactively seeks information on topics of personal interest

Second Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   ○ Respect library space and patrons
   ○ Listens when the librarian is speaking
   ○ Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
   ○ Identifies locations of picture books, early readers, fiction and nonfiction sections
3. Follows library routines and procedures with increasing independence
   ○ Selects appropriate books
   ○ Uses shelf markers
   ○ Follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction
2. Recalls and analyzes story elements and makes connections to outside information/knowledge

- ○ Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book, such as title, author, table of contents, title page
4. Explains the roles of authors and illustrators
5. Identifies and critiques award-winning books in a Caldecott unit

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information needed
   - ○ Asks questions to understand what is required to complete the task
3. Consults multiple resources, both teacher selected and self selected
4. Demonstrates use of table of contents and indexes in print resources, locates encyclopedias, uses key words and the Dewey Decimal System
5. Summarizes main points from source material

Third Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   - ○ Respect library space and patrons
   - ○ Listens when the librarian is speaking
   - ○ Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
   - ○ Identifies locations of picture books, early readers, fiction and nonfiction sections, and reference materials including encyclopedias, dictionaries and magazines
   - ○ Uses the online catalog
   - ○ Is able to recognize call numbers as the shelf address of a book with help
3. Follows library routines and procedures with increasing independence
   - ○ Selects appropriate books
   - ○ Uses shelf markers
   - ○ Follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
   - ○ Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary.
4. Participates in Readers Theater unit
   - ○ Develops reading fluency
   - ○ Participates and cooperates in a group setting
5. Writes book recommendations and includes supportive reasons for the opinion

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information needed
   ○ Asks questions to understand what is required to complete the task
3. Investigates teacher-selected or self-selected sources, guided by questions and prior knowledge
4. Demonstrates use of table of contents, indexes in print resources, master the encyclopedia both print and online, uses key words and can locate sources in the collection
5. Summarizes main points from source material

Fourth Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   ○ Respect library space and patrons
   ○ Cares for books and other materials in the library
   ○ Listens when the librarian is speaking
   ○ Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
   ○ Knows locations of picture books, early readers, fiction and nonfiction sections Reference materials including encyclopedias, dictionaries and magazines
   ○ Uses the online catalog and Destiny Quest independently
   ○ Locates and accesses materials through the library catalog by searching for author, title or subject, and call number
   ○ Is able to recognize call numbers as the shelf address of a book independently
3. Follows library routines and procedures with increasing independence
   ○ Selects appropriate books
   ○ Understands and follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction and demonstrates understanding of genre
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
   ○ describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary.
4. Participates in discussions about the Battle of the Books (BOB) books
   ○ Completes reading of assigned materials
   ○ Accesses and uses the Google Classroom (BOB Blogs)
   ○ Contributes to Blog discussions using the Google Classroom

Information and Research

1. Recognizes an information task
2. Identifies and interprets the information need
   ○ Asks questions to understand what is required to complete the task
3. Brainstorms, identifies, and explains a range of possible information sources. Consults at least 3 sources
4. Accesses information in the library catalog, databases, and web browsers using selected keyword, subject, author, title and series terms
5. Locates sources in the collection independently
6. Cites sources appropriately

Fifth Grade Library Skills

Library Skills
1. Demonstrates Library Etiquette
   ○ Respect library space and patrons
   ○ Cares for books and other materials in the library
   ○ Listens when the librarian is speaking
   ○ Returns items in good condition and on time
2. Demonstrates growing understanding of library layout and organization
   ○ Identifies locations of picture books, early readers, fiction and nonfiction sections Reference materials including encyclopedias, dictionaries and magazines
   ○ Uses the online catalog and Destiny Quest
   ○ Locates and accesses materials through the library catalog by searching for author, title or subject, and call number
   ○ Is able to recognize call numbers as the shelf address of a book independently
3. Follows library routines and procedures with increasing independence
   ○ Understands and follows check in/check out process

Reading Engagement
1. Distinguishes fiction from nonfiction and demonstrates understanding of genre
2. Recalls and analyzes story elements and makes connections to outside information/knowledge
   ○ Describes details such as characters, setting, and plot or facts
3. Identifies features and parts of a book such as title, author, table of contents, title page, glossary
4. Participates in discussions about the Rooster Games books
   ○ Completes reading of assigned materials
   ○ Accesses and uses the Rooster Games Blog
   ○ Contributes to Blog discussions appropriately with Wheeler/Hamilton Schools

Information and Research
1. Recognizes an information task
2. Identifies and interprets the information need
   ○ Asks questions to understand what is required to complete the task.

- Evaluates quality of information sources and chooses appropriate level of material for information tasks/research
3. Brainstorms, identifies, and explains a range of possible information sources
4. Demonstrates use of the library catalog, databases, and web browsers using selected keyword, subject, author, title and series terms and can locate sources in the collection.
5. Masters the reference section including encyclopedias, CultureGrams and almanacs
5. Cites sources appropriately

Visual Arts Program

OVERARCHING CONTENT: Students will unlock their own visual and creative problem-solving potential through Discipline Based Arts Education (DBAE). DBAE focuses on the following four areas of study: Artmaking, Art Criticism, Art History, and Aesthetics. Visual Arts students will have the opportunity to expand their arts language and knowledge-base through the exploration and investigation of the following topics as seen through a DBAE lens: the Elements of Arts (form, shape, line, color, value, space, pattern, and texture); local and globally recognized artists throughout various time periods of both the past and the present; the arts of various cultures--both globally and locally; hands-on investigations of various media and techniques with a strong emphasis on observation drawing; a wide range of arts-based professions; as well as arts-related technology.

STEAM: STEAM-based learning is ongoing in the Visual Arts classroom. *How will gravity impact my sculpture? How can I make something that is both aesthetically pleasing yet still functional? How can I solve this visual problem with limitations?* These questions challenge students to expand their design-based thinking and creative problem-solving skills as part of their project learning goals.

CROSS-CURRICULAR: Also, in addition to the Visual Arts Curriculum outlined above, cross-curricular opportunities with classroom teachers allow students to further expand their knowledge-base in core subjects while making valuable connections to the arts. This provides a well-rounded view of their education, allowing students to see the world as a whole and not as separate areas of study.

JOURNALING: While creating a journal at the beginning of the year, students will see their visual progress grow and flourish as they make a record of their learning throughout the school year. The journal will be a place for workshops such as materials exploration and a place to create rough drafts. The workshop series allows students to add to their skill-base through the use of various tools and techniques. As Lower School students encounter a variety of creative problems in their art classroom, their self-created knowledge bank will enable them to platform their learning as they express themselves in a more informed way.

GRADE 1:
ELEMENTS OF ART SKILLS:
- Recognize/Identify/Create various LINE types to convey movement.
- Recognize/Identify/Create Complex Geometric SHAPES (pentagon, hexagon,

etc.).
- Recognize/Identify/Create Symmetrical and Asymmetrical SHAPES
- Recognize/Identify the Primary/Secondary COLORS. -Create Secondary COLORS through mixing Primary COLORS. Recognize/Identify Warm/Cool COLORS.
- Review of Grade K TEXTURE Benchmark
- Review of Grade K PATTERN Benchmark
- Recognize/Identify/Utilize SPACE concepts: Foreground, Background, Middleground

CONTENT: In each of the following units, Grade 1 students will explore:
ARTMAKING:
- Drawing Skills: Drawing from Reference Sheets and Utilize How-to-Draw books from Independent Art center. (Intro to observational drawing)
- Painting Skills: Proper Care and Cleaning of Brushes
- Printmaking Skills: Making prints from multiple surfaces; Identify: Brayer, Ink, Inking surface
- Ceramic Skills: Pinch and Pull Methods
- Mixed Media Skills: Use a variety of surfaces to create a final cohesive artwork
- Review safe use of scissors

ART HISTORY
- Recognize/Identify/Utilize the art of ancient Egypt

ART CRITICISM:
    SELF-REFLECTION:
- Understanding learning goals for each art project
- Evaluate work in progress and adjust as necessary
- Self-evaluate when/if the goals are reached

    PEER REVIEW
- Recognize/Identify/Utilize Constructive Criticism when evaluating a peer

    EXAMINING EXISTING ART
- Recognize/Identify/Discuss the Elements of Art when viewing existing artwork

AESTHETICS:
    PERSONAL PREFERENCE
- Differentiate between opinion and observations
- Identify likes and dislikes for art in a general way (i.e. I like pictures of birds. I don't like sculptures of people)

    WHAT IS ART?
- Begin conversations about the nature of art

LINCOLN SCHOOL

P R O V I D E N C E

Performing Arts Curriculum
Lincoln Lower School

An arts curriculum is cyclical in nature. Students revisit fundamental concepts and experiences in each grade, spiraling higher in their understanding, deepening their awareness and broadening their skills. Kindergarten through Grade Five content areas include:

Presentation Skills   A.k.a public speaking, a.k.a 'spoken word'. At an age-appropriate level, students practice vocal projection, articulation, vocal timbre, pacing, body language, and 'delivery', both extemporaneous and memorized.

Musical Elements   Steady beat and beat subdivision, meter, pitch, in-tune singing, timbre, and musical form.   Mathematical and musical intelligences are closely correlated.

Vocal and Instrumental Skills

>   All grades: Solfeggio hand signs and syllables (an aid to in-tune
>   singing), pitched and unpitched percussion, Orff xylophones, variety of hand drums.

>   Grade Three: Penny whistle, Soprano recorder, xylophones, hand drums

>   Grades Four--Five: Half year. Ukulele, soprano recorder, and xylophones, hand drums

Musical Literacy

>   Grades K—Two: Pre-literacy skills. Building a visual and kinesthetic
>   context for symbols representing pitch and rhythm.

>   Grade Three: Introduction to standard western musical notation in
>   the treble clef.

>   Grades Four—Five: Increasing complexity in reading and writing musical
>   notation. More experienced students work at an appropriate level.

Music Appreciation: At each grade level, exposure to a broad array of musical listening experiences, with a focus on classical, folk and world musics.

Early Childhood Performing Arts Program

When the children come to my room, truly they are engaged in all manners of expression through the Performing Arts curriculum. From dancing and dramatic play to singing and storytelling, from open-tuned guitars to pitched and unpitched percussion, children weave the threads of imagination, expression and communication into their tapestries of discovery.

Musical intelligence has been identified as one of the key forms of intelligence. Our early childhood music program is based on the principles of Hungarian composer and educator Zoltan Kodaly. We focus on the voice as the primary musical instrument and pursue the acquisition of two fundamental musical elements: the ability to hear and sing the pitches 'Sol' and 'Mi', and the internalization and expression of steady beat.

My job with the children is to find one thousand one engaging ways to present these two basic elements. When a child can express steady beat with motor movement both large and small, and sing the interval 'sol' and 'mi' with correct intonation (in –tune), then progress to a wider range of pitch intervals and rhythmic concepts is swift indeed. Children move at their own pace within the group context.

Later, when and if a child becomes curious about piano, or trumpet, or violin, the instrument becomes a natural extension of his or her innate musicality. The process of transferring these internalized musical skills to an instrument can be natural and far more quickly and easily than without this Kodaly-based introduction to music.

Performing Arts Criteria

Nursery

- Matches the pitches So and Mi with the voice.
- Expresses steady beat with small and/or large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.

Pre-K

- Matches pitches So and Mi and La with the voice.
- Expresses steady beat with small and/or large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.

Kindergarten

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitch in the pentatonic (Do-Re-Mi-So-La) scale.
- Expresses steady beat with small and large motor movements.
- Expresses steady beat with percussion instruments.
- Participates in creative movement and dramatic play.
- Uses age-appropriate presentational skills with confidence. (Introduces self in a clear, well-projected voice)

Grade One

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitches with the voice within a full octave major scale.
- Expresses steady beat. Distinguishes between steady beat and rhythm.
- Explores the best methods of sound production using hand-held percussion
- Identifies musical pre-literacy symbols and produces the correlated sound
- Participates in creative movement and dramatic play.
- Uses age-appropriate presentational skills with confidence. (Introduces a friend and a few facts in a clear, well-projected voice; body language, eye contact, pacing, timbre. Delivers jokes and/or short memorized poems.

Grade Two

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Matches pitches with the voice within a full octave major scale.
- Expresses steady beat. Distinguishes between steady beat and rhythm.
- Explores the best methods of sound production using hand-held percussion.
- Identifies musical pre-literacy symbols and produces the correlated sound.
- Participates in creative movement and dramatic play.

- Uses age-appropriate presentational skills with confidence. (Introduces a friend and a few facts in a clear, well-projected voice; Body language, eye-contact, pacing, timbre. Delivers jokes and/or short memorized poems.

Grade Three

Musical Skills

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation.
- Sounds out familiar melodies by ear on the recorder and/or penny whistle.
- Improvises within a given framework (xylophones, recorder/whistle).
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills

- Understands and accurately performs rhythm notation at grade level. (Meters of 3 and 4; measures and measure lines, repeat and 'Fine' signs; quarter note and quarter note rest, half note, dotted-half note, whole note and whole note rest).
- Understands and accurately performs pitch notation at grade level. (Treble clef pitch notation for B, A, G, low E).
- Visually tracks melodic score notation as music moves through time.

Instrumental Skills (soprano recorder)

- Plays with pleasing tone.
- Uses correct ergonomic technique.

Presentational Skills
- Uses age-appropriate presentational skills with confidence. (All of Grade Two/Three expectations and: introduce people and or/presentations in a formal stage context)

Grade Four

Musical Skills

- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation. Vocal range up to a Major Tenth.
- Sounds out familiar melodies by ear on the recorder and/or ukulele.
- Improvises within a given framework.
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills

- Understands and accurately performs rhythm notation at grade level. (all Grade Three expectations and: paired eighth notes, half note rest, dotted half note rest.)
- Understands and accurately performs pitch notation at grade level. (G pentatonic scale pitches: B, A, G, D and E. As time and the group permit: Middle C, high C and high D.
- Visually tracks two-part melodic score as music moves through time.

Instrumental Skills (ukulele, soprano recorder)

- Plays with pleasing tone.
- Uses correct ergonomic techniques.

Presentational Skills

- Uses age-appropriate presentational skills with confidence. (All of Grade Four expectations and: introduce people and or/presentations in a formal stage context. Speak a short passage from memory; speak extemporaneously)

Grade Five

Musical Skills
- Uses Solfeggio hand signs and syllables to aid with in-tune singing.
- Sings major and minor mode song material with accurate intonation. Vocal range up to a Major 10th.
- Sounds out familiar melodies by ear on the recorder and/or ukulele.
- Improvises within a given framework.
- Listens critically and responds to music using grade level concepts and vocabulary.

Musical Literacy Skills
- Understands and accurately plays rhythm notation at grade level. (All of Grade Four expectations and: Meter of 2, pick-up quarter note, D.C. al Coda, Segno and Dal Segno signs.
- Understands and accurately plays pitch notation at grade level. (C Major scale and high D and E as time and the group permit.)
- Visually tracks two-part melodic score with ancillary piano score included, as music moves through time.

Instrumental Skills (ukulele, soprano recorder)
- Plays with pleasing tone.
- Uses correct ergonomic techniques.

Presentational Skills

Physical Education

The overarching goal of the Physical Education program is to build the confidence, knowledge and skills of all students to live a physically active lifestyle through broad exposure to various activities. Beginning in Early Childhood, students are encouraged to value movement and build upon skills year after year so that they can successfully participate in increasingly complex movement activities. We follow the National Standards and grade level outcomes put forth by the Society of Health and Physical Educators; these can be found online at https://www.shapeamerica.org/standards/pe/ .

Movement concepts such as space, speed, and direction are introduced in the Early Childhood years, as well as creative movement and having fun through movement. This is built by introducing locomotor movements such as hopping, skipping, galloping, running, sliding, and leaping. Manipulative skills such as throwing, catching, volleying, dribbling, kicking, and striking are introduced later. Skills, drills and introductory activities occur in all grade levels, and more realistic gameplay is generally introduced in grades 3, 4, and 5, with increasing difficulty and expectations as the years progress. The units are generally structured around the sports seasons with the flexibility to be driven by student interest. An emphasis is placed on cooperation, good sportsmanship and personal best.

Grade 1

<u>**Skills**</u>

Throwing and Catching Techniques
 -Throws underhand demonstrating some elements of correct form (facing target, arm back, step with opposite foot as throwing arm moves forward, releases ball between knee and waist level and follows through with arm toward the target)
 -Catches self-tossed ball before it bounces

Locomotive Skills
 -Hops, gallops and slides
 -Moves in self space and general space to beats/rhythms
 -Travels in low, middle and high levels
 -Differentiates between fast and slow movements
 -Travels in relationship to objects (over, under, through)

Hand-eye and Footwork Skills

-Dribbles in self-space using dominant hand
-Dribbles with feet while walking in general space
-Moves towards a stationary ball and kicks it forward

Good Sportsmanship and Teamwork
-Uses equipment and space appropriately
-Responds appropriately to feedback from a teacher
-Works in small and large teacher directed groups
-Follows the rules and perimeters of the learning environment

Content
-Soccer
-Field hockey
-Basketball
-Handball
-Base running games
-Chasing and Fleeing games
-Cooperative activities
-Jump Rope
-Throwing and catching