

	First	Second	Third	Fourth	Fifth	Sixth
L A N G U A G E  A R T S	Alphabetize a series of words to the first letter.	Daily Oral Language (DOL) grammar.	Daily Oral Language (DOL) grammar.	Daily Oral Language (DOL) grammar.	Daily Oral Language (DOL) grammar.	Daily Oral Language (DOL) grammar.
	Distinguish between uppercase and lowercase letters.	Alphabetize a series of words to the second letter.	Alphabetize a series of words to the third letter.	. Use knowledge of root words and affixes to determine the meaning of unknown words.	Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional, persuasive, expressive and expository texts.	Write a 5 paragraph essay including a strong beginning, middle and ending, elaboration of details and logical sequence of events.
	Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).	Recognize the distinguishing features of a sentence.	Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	PO 2. Use context to determine the relevant meaning of a word.	Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer’s notebook, group discussion, printed material).	Practice personal, expository, narrative, persuasive, and descriptive writing.
	Identify the title, author, and table of contents of a book	Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.	Read multi- syllabic words fluently, using letter-sound knowledge.	Determine the difference between figurative language and literal language.	Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.
	Generate a series of rhyming words, including consonant blends.	Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).	Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	Identify figurative language, including similes, personification, and idioms.	Write simple and compound sentences that flow together and sound natural when read aloud.	Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.
	Orally segment a multi-syllable word into its syllables.	Read multi-syllabic words fluently, using letter-sound knowledge.	Apply knowledge of the following common spelling patterns to read words:	Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries,	Write a narrative based on imagined or real events, observations, or memories.	Expressive writing includes personal narratives, stories, poetry, songs, and
	Recognize the new spoken word when a specified phoneme is added, changed or removed.	Apply knowledge of basic syllabication rules when decoding two- or three-syllable written	• that drop the final e and add endings such as: –ing,		Write in a variety of expressive forms (e.g.,	
	Distinguish between initial, medial, and final sounds in single-syllable words.					
	Distinguish between					

<p>long and short vowel sounds in orally stated single-syllable words.</p> <p>Generate sounds from letters and letter patterns, including consonant blends and long- and short-vowel patterns to combine those sounds into recognizable words.</p>	<p>words (e.g., su/per, sup/per, fam/i/ly).</p> <p>Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p> <p>Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.</p> <p>Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.</p>	<p>-ed, or –able (e.g., use/using/used/usable)</p> <ul style="list-style-type: none"> <li>with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)</li> <li>that require changing the final y to i (e.g., baby/babies)</li> <li>that end in –tion, –sion, (e.g., election, vision)</li> <li>with complex word families (e.g., -ight, -ought); and</li> </ul>	<p>thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>Identify antonyms, synonyms, and homonyms for given words within text.</p> <p>Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>	<p>poetry, skit or song).</p> <p>Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic at hand.</p> <p>Paraphrase information from a variety of sources (e.g., Internet, reference materials).</p> <p>Use knowledge of root words and affixes to determine the meaning of unknown words.</p>	<p>dramatic pieces. Writing may be based on real or imagined events.</p> <p>Write a variety of functional texts (e.g., directions, recipes, procedures, rubrics, labels, posters, graphs/tables).</p> <p>Write persuasive text (e.g., essay, paragraph, and written communications) that establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, and excludes irrelevant information.</p>
<p>Blend spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs.</p>	<p>Recognize high frequency words and irregular sight words</p> <p>Read common contractions fluently.</p>	<ul style="list-style-type: none"> <li>that include common prefixes, suffixes and root words.</li> </ul> <p>Read common abbreviations (e.g., Wed., Sept.) fluently.</p>	<p>Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>	<p>Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p>	
<p>Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds.</p>	<p>Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p>	<p>Recognize high frequency words and irregular sight words.</p>	<p>Identify the main problem or conflict of a plot.</p>	<p>Determine the difference between figurative language and literal language.</p>	<p>Write a response to literature that presents several clear ideas, supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media, and relates own ideas to supporting details in a clear and logical manner.</p>
<p>Decode regularly spelled two syllable words fluently by applying the most common letter sound correspondences, including the sounds represented by:</p>	<p>Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>Use knowledge of</p>	<p>Use knowledge of word order (syntax) and context to confirm decoding.</p> <p>Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.</p>	<p>Identify the resolution of a problem or conflict in a plot.</p> <p>Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends).</p> <p>Distinguish</p>	<p>Determine the meaning of figurative language, including similes, personification, and idioms.</p> <p>Determine the meanings, pronunciations,</p>	

<ul style="list-style-type: none"> <li>• Single letters</li> <li>• Consonant blends</li> <li>• Consonant digraphs</li> <li>• Vowel digraphs and diphthongs.</li> </ul> <p>Use knowledge of inflectional endings to identify base words.</p> <p>Use knowledge of base words to identify compound words.</p> <p>Read words with common spelling patterns.</p> <p>Recognize high frequency words and irregular sight words.</p> <p>Read common contractions fluently (e.g., I'm, I'll, can't).</p> <p>Use knowledge of word order and context to confirm decoding.</p> <p>Recognize base words and their inflections (e.g., look, looks, looked, looking).</p>	<p>simple prefixes (e.g., un-, re-) to determine the meaning of words.</p> <p>Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.</p> <p>Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p>Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).</p> <p>Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>Consistently read grade level text with at least 90 percent accuracy.</p> <p>Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.</p> <p>Use punctuation, including commas, periods, and question</p>	<p>Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p> <p>Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).</p> <p>Identify the words that comprise a contraction (e.g., can't=can not, it's=it is, aren't=are not).</p> <p>Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p> <p>Determine the meaning of common synonyms, antonyms, and homonyms.</p> <p>Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p> <p>Consistently read</p>	<p>between major characters and minor characters.</p> <p>Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).</p> <p>Identify the speaker or narrator in a literary selection.</p> <p>Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).</p> <p>Compare (and contrast) the characters, events, and setting in a literary selection.</p> <p>Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.</p> <p>Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography,</p>	<p>syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and Internet when available.</p> <p>Identify antonyms, synonyms, and homonyms for given words within text.</p> <p>Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p> <p>. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</p> <p>Confirm predictions about text for accuracy.</p> <p>Generate clarifying questions in order to comprehend text.</p> <p>Use graphic organizers in order to clarify the meaning of the text.</p> <p>Connect information and events in a text to experience and to</p>	<p>Determine the effect of affixes on root words.</p> <p>Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</p> <p>Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</p> <p>Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</p> <p>Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</p> <p>Read from a variety of genres with accuracy,</p>
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Classify common words into conceptual categories.	marks to guide reading for fluency.	grade level text with at least 90 percent accuracy.	drama) based upon their characteristics.	related text and sources.	automaticity (immediate recognition), and prosody (expression).
Identify the words that comprise contractions.	Predict what might happen next in a reading selection.	Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	Describe the historical and cultural aspects found in cross-cultural works of literature.	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
Recognize that two words can make a compound word.	Compare a prediction about an action or event to what actually occurred within a text.	. Predict events and actions, based upon prior knowledge and text features.	Identify the main idea and supporting details in expository text.	Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	Confirm predictions about text for accuracy.
Consistently read grade-level text with at least 90 percent accuracy.	Ask relevant questions in order to comprehend text.	Compare a prediction about an action or event to what actually occurred within a text.	Distinguish fact from opinion in expository text.	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	Generate clarifying questions in order to comprehend text.
Read aloud with fluency in a manner that sounds like natural speech.	Relate information and events in a reading selection to life experiences and life experiences to the text	Ask relevant questions in order to comprehend text.	Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.	Distinguish between major characters and minor characters.	Use graphic organizers in order to clarify the meaning of the text.
Predict what might happen next in a reading selection.	Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.	Answer clarifying questions in order to comprehend text.	Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)	Analyze how a character's traits influence that character's actions.	Connect information and events in text to experience and to related text and sources.
Relate information and events in a reading selection to life experiences and life experiences to the text.	Describe characters (e.g., traits, roles, similarities) within a literary selection.	Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.		Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.
Identify the plot of a literary selection, heard or read.	Sequence a series of events in a literary selection.	Connect information and events in text to experience and to related text and sources.		Predict text content using prior knowledge and text features (e.g.,	Use reading
Describe characters within a literary selection, heard or read.	Identify cause and effect of specific events in a literary selection.	Compare (and contrast) literary			
Sequence a series of events in a literary	Identify words that the author selects in a literary selection to				

selection, heard or read.	create a graphic visual experience.	elements across stories, including plots, settings, and characters.	Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose. (Connected to Research Strand in Writing)	illustrations, titles, topic sentences, key words).	strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.
Determine whether a literary selection, heard or read, is realistic or fantasy.	Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.	Describe characters (e.g., traits, roles, similarities) within a literary selection.	Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)	Confirm predictions about text for accuracy.	Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).
Participate in the reading of poetry by responding to the rhyme and rhythm.	Identify differences between fiction and nonfiction.	Sequence a series of events in a literary selection.	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Generate clarifying questions in order to comprehend text.	Identify the theme in works of prose, poetry, and drama.
Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	Use graphic organizers in order to clarify the meaning of the text.	Connect information and events in a text to experience and to related text and sources.	Describe the motivations of major and minor characters.
Identify the topic of expository text, heard or read.	Identify the main idea in expository text.	Identify the speaker or narrator in a literary selection.	Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.
Answer questions about expository text, heard or read.	Locate facts in response to questions about expository text.	Identify rhyme, rhythm, repetition, and sensory images in poetry.	Distinguish cause and effect.	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution
Identify organizational features of expository text.	Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing)	Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.	Draw valid conclusions based on information gathered from expository text.	Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.
Follow a set of written multi-step directions with picture cues to assist.			Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search	Distinguish between major characters and	
Determine whether a specific task is completed, by checking to make sure all the steps	Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic	Compare events, characters and conflicts in literary selections from a variety of cultures to			

<p>were followed in the right order, with picture cues to assist.</p> <p>State the meaning of specific signs.</p> <p>Apply grammar and language conventions to communicate effectively.</p> <p>Individualized reading instruction.</p> <p>Learn to write as a process using 6+1 Traits of writing.</p> <p>Develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>Develop and apply enabling strategies and skills to read and write.</p> <p>Make connections through the use of oral language, written language, and media and</p>	<p>sources, textbooks) that may be used to answer specific questions and/or gather information. (Connected to Research Strand in Writing)</p> <p>Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of expository text. (Connected to Research Strand in Writing).</p> <p>Follow a set of written multi-step directions.</p> <p>Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.</p> <p>State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p> <p>Use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <p>Demonstrate the ability to use the skills and strategies of the writing</p>	<p>their experiences</p> <p>Individualized guided reading of texts and chapter books.</p> <p>Work on writing as a process using 6+1 Traits of Writing and paragraph writing.</p> <p>Write to express thoughts, information, feelings, and experiences in a variety of forms for a variety of purposes and audiences.</p> <p>Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.</p> <p>Generate ideas through a variety of activities (e.g., brainstorming, graphic organizers, drawing, writer's notebook, group discussion, printed material).</p> <p>Organize content in a selected format. (e.g., friendly letter, narrative, expository text).</p> <p>Write simple and compound sentences that that flow together and sound natural when read aloud.</p> <p>Write</p>	<p>engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p> <p>Determine the author's position regarding a particular idea, subject, concept, or object.</p> <p>Identify persuasive vocabulary (e.g., loaded/emotional words, exaggeration) used to influence readers' opinions.</p> <p>Work on sentence diagramming.</p> <p>Work on writing as a process.</p> <p>Individualized guided reading.</p> <p>Work on parts of an essay.</p>	<p>minor characters.</p> <p>Analyze how a character's traits influence that character's actions.</p> <p>Describe the historical and cultural aspects found in cross-cultural works of literature</p> <p>Identify the main idea and supporting details in expository text.</p> <p>Distinguish fact from opinion in expository text, using supporting evidence from text.</p> <p>Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text.</p> <p>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</p> <p>Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas,</p>	<p>Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).</p> <p>Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p> <p>Describe the historical and cultural aspects found in cross-cultural works of literature.</p> <p>Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures</p> <p>Restate the main idea (explicit or implicit) and supporting details in expository text.</p> <p>Summarize the main idea and critical details of expository text, maintaining</p>
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<p>technology.</p>	<p>process.</p> <p>Write and speak correctly, using conventions of standard written and spoken English.</p> <p>Use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to reflect on human experience, and to communicate feelings, knowledge, and opinions.</p>	<p>communications such as thank-you notes, friendly letters, formal letters, messages, and invitations.</p> <p>Write a response to a literature selection that connects the text to self, world and text to text.</p>	<p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p> <p>Acquire and use new vocabulary in relevant contexts.</p> <p>Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.</p>	<p>almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</p> <p>Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text. (Connected to Research Strand in Writing)</p> <p>Identify cause and effect relationships (stated and implied).</p> <p>Draw valid conclusions based on information gathered from expository text.</p> <p>Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p>Interpret details functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).</p>	<p>chronological or logical order.</p> <p>Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>Identify the author's stated or implied purpose(s) for writing expository text.</p> <p>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</p> <p>Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</p> <p>Interpret graphic features (e.g., charts,</p>
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Determine an author's position regarding a particular idea, subject, concept, or object, using supporting evidence from the text.

Identify the intended effect of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms) that the author uses to influence readers' opinions.

Identify the intended effect of persuasive strategies (e.g., peer pressure, bandwagon, repetition) that the author uses to influence readers' perspectives.

maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)

Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.

Draw valid conclusions about expository text, supported by text evidence.

Use information from text and text features to determine the sequence of activities needed to carry out a procedure.

Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.

Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure,

						<p>to answer questions).</p> <p>Determine the author's specific purpose for writing the persuasive text.</p> <p>Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.</p> <p>Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p>
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<b>M A T H</b>	Learn basic concepts of time, money, fractions, and geometry.	Work on numbers and graphing.	Begin data, fact, and graph interpretation.	Study data and graphs	Study data and graphs.	Study decimal, fraction, percents, ratios, rate, and proportions.
	Practice addition and subtraction concepts.	Improve Addition and Subtraction strategies.	Expand knowledge of place value/ time, and money.	Study place value and time.	Learn place value to billions.	Study Integers.
	Practice working with numbers in every day situations.	Learn place value, and money/time.	Learn multiplication and division concepts/facts.	Expand multiplication and division abilities.	Learn to multiply and divide whole numbers and decimals.	Expand study of Geometry, and measurement.
		Learn simple measurement, Geometry, and	Expand knowledge of	Expand knowledge of Geometry and	Expand knowledge of geometry and fractions.	Expand study of

Express whole numbers 0 to 100, in groups of tens and ones using and connecting multiple representations	fractions.	geometry, measurement, and metrics.	fractions.	Learn length, perimeter, and area. Learn ratio, percent, and probability.	data, graphs, and probability.
Count forward to 100 and backward from 100 by 1s and 10s using different starting points, and count forward to 100 by 2s and 5s.	Begin multiplication and division.		Learn probability.		Begin learning Algebra.
Identify numbers which are 10 more or less than a given number to 90.	Express whole numbers 0 to 1000, in groups of hundreds, tens and ones using and connecting multiple representations	Express whole numbers through six digits using and connecting multiple representations	Compose and decompose whole numbers using factors and multiples	Determine equivalence by converting between benchmark fractions, decimals, and percents.	Convert between expressions for positive rational numbers, including fractions, decimals, percents, and ratios.
Compare and order whole numbers through 100 by applying the concepts of place value.	Count forward to 1000 and backward from 1000 by 1s, 10s, and 100s using different starting points.	Compare and order whole numbers through six digits by applying the concept of place value	Express fractions as fair sharing, parts of a whole, parts of a set, and locations on a real number line.	Differentiate between prime and composite numbers; differentiate between factors and multiples for whole numbers.	Use prime factorization to <ul style="list-style-type: none"> <li>express a whole number as a product of its prime factors and determine the greatest common factor and least common multiple of two whole numbers.</li> </ul>
Recognize and compare ordinal numbers, first through tenth.	Identify numbers which are 100 more or less than a given number to 900.	Count and represent money using coins and bills to \$100.00.	Compare and order decimals to hundredths.	Locate integers on a number line.	
Solve contextual problems using multiple representations for addition and subtraction facts	Compare and order whole numbers through 1000 by applying the concept of place value.	Sort whole numbers into sets and justify the sort	Use simple ratios to describe problems in context.	Compare and order positive fractions, decimals, and percents.	
Demonstrate addition and subtraction of numbers that total less than 100 by using various representations that connect to place value concepts.	Count money to \$1.00.	Express benchmark fractions as fair sharing, parts of a whole, or parts of a set.	Add and subtract decimals through hundredths including money to \$1000.00 and fractions with like denominators.	Use ratios and unit rates to model, describe and extend problems in context.	Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.
Develop and use multiple strategies for addition facts to 10+10 and their related subtraction facts.	Sort whole numbers through 1000 into odd and even, and justify the sort.	Compare and order benchmark fractions.	Use multiple strategies to multiply whole numbers <ul style="list-style-type: none"> <li>two-digit by two-digit and</li> </ul>	Express or interpret positive and negative numbers in context.	
	Solve contextual problems using multiple representations involving <ul style="list-style-type: none"> <li>addition and subtraction with one-and/or two-digit numbers,</li> <li>multiplication for 1s, 2s, 5s, and 10s,</li> </ul>	<b>Add and subtract whole numbers to four digits.</b>	multi-digit by one-digit.	Add and subtract decimals through thousandths and fractions expressing solutions in simplest form.	Compare and order integers; and positive fractions, decimals, and percents.
		Create and solve word problems based on addition, subtraction, multiplication, and division.	Demonstrate fluency of multiplication and division facts	Multiply multi-digit whole numbers.	Express that a number's distance from zero on the number line is its
		<b>Demonstrate the concept of multiplication and division using multiple</b>		Divide multi-digit whole numbers by whole number divisors with and without remainders.	

Create word problems based on addition and subtraction facts.	and	<b>models.</b>	through 12.		absolute value.
Apply properties to solve addition/subtraction problems	<ul style="list-style-type: none"> <li>adding and subtracting money to \$1.00.</li> <li>Demonstrate the ability to add and subtract whole numbers (to at least two digits) and decimals (in the context of money)</li> </ul>	Demonstrate fluency of multiplication and division facts through 10.	Use multiple strategies to divide whole numbers. Apply associative and distributive properties to solve multiplication and division problems.	Apply the associative, commutative, and distributive properties to solve numerical problems.	Express the inverse relationships between exponents and roots for perfect squares and cubes.
<ul style="list-style-type: none"> <li>identity property of addition/subtraction and</li> <li>commutative property of addition</li> </ul>	<ul style="list-style-type: none"> <li>with up to three addends and</li> <li>to \$1.00.</li> </ul>	Apply and interpret the concept of multiplication and division as inverse operations to solve problems.	Apply order of operations with whole numbers.	Simplify numerical expressions (including fractions and decimals) using the order of operations with or without grouping symbols.	Apply and interpret the concepts of addition and subtraction with integers using models.
Use estimation to determine if sums are more or less than 5, more or less than 10, or more or less than 20.	Demonstrate fluency of addition and subtraction facts.	Describe the effect of operations (multiplication and division) on the size of whole numbers	Use benchmarks as meaningful points of comparison for whole numbers, decimals, and fractions.	Make estimates appropriate to a given situation or computation with whole numbers, fractions, and decimals.	Multiply multi-digit decimals through thousandths.
Collect, record, organize, and display data using tally charts or pictographs.	Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.	Apply commutative, identity, and zero properties to multiplication and apply the identity property to division	Make estimates appropriate to a given situation or computation with whole numbers and fractions.	Collect, record, organize, and display data using multi-bar graphs or double line graphs.	Divide multi-digit whole numbers and decimals by decimal divisors with and without remainders.
Ask and answer questions by interpreting simple displays of data, including tally charts or pictographs.	Create and solve word problems based on addition and subtraction of two-digit numbers	Make estimates appropriate to a given situation or computation with whole numbers.	Collect, record, organize, and display data using double bar graphs, single line graphs, or circle graphs.	Formulate and answer questions by interpreting and analyzing displays of data, including multi-bar graphs or double line graphs.	Multiply and divide fractions.
Use Venn diagrams to sort, classify, and count objects and justify the sorting rule.	Demonstrate the concept of multiplication for 1s, 2s, 5s, and 10s.	Collect, record, organize, and display data using frequency tables, single bar graphs, or single line graphs.	Formulate and answer questions by interpreting and analyzing displays of data, including double bar graphs, single line graphs, or circle graphs.	Use mean, median, mode, and range to analyze and describe the distribution of a given data set.	Provide a mathematical argument to explain operations with two or more fractions or decimals.
Recognize, describe, extend, create, and record repeating patterns.	Describe the effect of operations (addition and subtraction) on the size of whole numbers.	Formulate and answer questions by interpreting and analyzing displays of data, including frequency tables,	Use median, mode, and range to describe the distribution of a given data set.	Describe the theoretical probability of events and represent the probability as a fraction, decimal, or percent.	Apply the commutative, associative, distributive, and identity properties to evaluate numerical expressions involving whole
Recognize, describe, extend, create, and record growing	Apply properties to solve addition/subtraction			Explore probability when performing experiments by <ul style="list-style-type: none"> <li>predicting the outcome,</li> </ul>	

patterns.	problems	single bar graphs, or single line graphs.	Compare two sets of related data.	<ul style="list-style-type: none"> <li>recording the data,</li> <li>comparing outcomes of the experiment to predictions, and comparing the results of multiple repetitions of the experiment.</li> </ul>	numbers.
Record equivalent forms of whole numbers to 100 by constructing models and using numbers.	<ul style="list-style-type: none"> <li>identity property of addition/subtraction,</li> <li>commutative property of addition, and</li> <li>associative property of addition.</li> </ul>	Represent all possibilities for a variety of counting problems using arrays, charts, and systematic lists; draw conclusions from these representations.	Describe elements of theoretical probability by listing or drawing all possible outcomes of a given event and predicting the outcome using word and number benchmarks.	Analyze relationships among representations and make connections to the multiplication principle of counting	Simplify numerical expressions (involving fractions, decimals, and exponents) using the order of operations with or without grouping symbols.
Compare expressions using spoken words and the symbols = and $\neq$ .	. Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.	Represent all possibilities for a variety of counting problems using arrays, charts, and systematic lists; draw conclusions from these representations.	Construct tree diagrams to solve problems in context by <ul style="list-style-type: none"> <li>representing all possibilities for a variety of counting problems,</li> <li>explaining how its properties relate to the problem,</li> <li>representing the same counting problem in multiple ways, and</li> </ul>	Solve a variety of counting problems and explain the multiplication principle of counting.	Use benchmarks as meaningful points of comparison for rational numbers.
Represent a word problem requiring addition or subtraction facts using an equation.	Collect, record, organize, and display data using pictographs, frequency tables, or single bar graphs.	Color complex maps using the least number of colors and justify the coloring	<ul style="list-style-type: none"> <li>representing all possibilities for a variety of counting problems,</li> <li>explaining how its properties relate to the problem,</li> <li>representing the same counting problem in multiple ways, and</li> </ul>	Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> <li>Euler paths,</li> <li>Euler circuits, and</li> <li>degree of a vertex.</li> </ul>	Make estimates appropriate to a given situation and verify the reasonableness of the results.
Identify and draw 2-dimensional geometric figures based on given attributes regardless of size or orientation.	Formulate and answer questions by interpreting displays of data, including pictographs, frequency tables, or single bar graphs.	Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> <li>circuits in a graph,</li> <li>weights on edges, and</li> </ul>	drawing conclusions.	Solve problems related to Euler paths and circuits.	Solve problems by selecting, constructing, and interpreting displays of data, including histograms and stem-and-leaf plots.
Compare and sort basic 2-dimensional figures (including irregular figures) using attributes and explain the reasoning for the sorting.	List all possibilities in counting situations.	shortest path between two vertices.	Justify that all possibilities have been enumerated without duplication.	Recognize, describe, create, and analyze a numerical sequence involving fractions and decimals using addition and subtraction.	Formulate and answer questions by interpreting, analyzing, and drawing inferences from displays of data, including histograms and stem-and-leaf plots.
Describe the results of composing and decomposing 2-dimensional figures.	Solve a variety of problems based on the addition principle of counting.	Solve problems using vertex-edge graphs.	Demonstrate the connection between map coloring and vertex coloring.	Create and solve two-step equations that can be solved using inverse operations with whole numbers.	
Compare and order objects according to length, capacity, and weight.	Color simple pictures or maps using the least number of colors and	Recognize, describe, extend, create, and find missing terms in a numerical sequence		Describe patterns of change including constant rate and increasing or decreasing	Use extreme values, mean, median, mode, and range to
Measure and compare the length of objects		Explain the rule for a given numerical sequence and verify	Construct vertex-edge		

using the benchmark of one inch.	justify the coloring.	that the rule works.	graphs to represent concrete situations and identify paths and circuits.	rate.	analyze and describe the distribution of a given data set.
Sequence the days of the week and the months of the year.	. Build vertex-edge graphs using concrete materials and explore simple properties of vertex-edge graphs	Recognize and describe a relationship between two quantities, given by a chart, table, or graph, in which the quantities change proportionally, using words, pictures, or expressions.	Solve conflict problems by constructing and coloring vertex-edge graphs.	Draw and label 2-dimensional figures given specific attributes including angle measure and side length.	Compare two or more sets of data by identifying trends.
Identify the question(s) asked and any other questions that need to be answered in order to find a solution.	<ul style="list-style-type: none"> <li>• number of vertices and edges,</li> <li>• neighboring vertices, and</li> <li>• paths in a graph.</li> </ul>	Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pictorial.	Recognize, describe, create, extend, and find missing terms in a numerical sequence involving whole numbers using all four basic operations.	Solve problems by understanding and applying the property that the sum of the interior angles of a triangle is $180^\circ$ .	Use data collected from multiple trials of a single event to form a conjecture about the theoretical probability. Use theoretical probability to <ul style="list-style-type: none"> <li>• predict experimental outcomes,</li> <li>• compare the outcome of the experiment to the prediction, and</li> <li>• replicate the experiment and compare results.</li> </ul>
Identify the given information that can be used to find a solution.	Construct simple vertex-edge graphs from simple pictures or maps.	Record equivalent forms of whole numbers to six digits by constructing models and using numbers.	Explain the rule for a given numerical sequence, verify that the rule works, and use the rule to make predictions.	Classify quadrilaterals by their properties.	
Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.	Recognize, describe, extend, create, and find missing terms in a numerical or symbolic pattern.	Use a symbol to represent an unknown quantity in a given context. Create and solve simple one-step equations that can be solved using addition and multiplication facts.	Use a symbol to represent an unknown quantity in a simple algebraic expression involving all operations.	Compare attributes of 2-dimensional figures with 3-dimensional figures by drawing and constructing nets and models.	Determine all possible outcomes (sample space) of a given situation using a systematic approach.
Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	Explain the rule for a given numerical or symbolic pattern and verify that the rule works.			Solve problems using elapsed time.	Build and explore tree diagrams where items repeat.
Explain and clarify mathematical thinking.	Describe a rule that represents a given relationship between two quantities using words or pictures.			State an appropriate measure and degree of accuracy in a given context.	
Determine whether a solution is reasonable.	Record equivalent forms of whole numbers to 1000 by constructing models and using numbers.	Describe sequences of 2-dimensional figures created by increasing the number of sides, changing size, or changing orientation	Create and solve one-step equations that can be solved using addition, subtraction, multiplication, and division of whole	Measure angles between 0 and 360 degrees.	Explore counting problems with Venn diagrams using three attributes
		Recognize similar		Solve problems involving the area of 2-dimensional figures by using the properties of parallelograms and triangles.	. Investigate properties of vertex-edge graphs <ul style="list-style-type: none"> <li>• Hamilton paths,</li> <li>• Hamilton circuits, and</li> <li>• shortest route.</li> </ul>
				Solve problems involving area and	

Compare expressions using spoken words and the symbols =, ≠, <, and >.	figures.	numbers.	perimeter of regular and irregular polygons using reallocation of square units.	Solve problems related to Hamilton paths and circuits.
Represent a word problem requiring addition or subtraction through 100 using an equation.	Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms.	Identify the change in a quantity over time and make simple predictions.	Analyze common algorithms for adding and subtracting fractions and decimals using the associative, commutative, and distributive properties.	Recognize, describe, create, and analyze a numerical sequence involving fractions and decimals using all four basic operations.
Identify the value of an unknown number in an equation involving an addition or subtraction fact.	Describe and compare attributes of two- and three-dimensional figures.	Draw and describe the relationships between points, lines, line segments, rays, and angles including parallelism and perpendicularity.	Develop an algorithm or formula to calculate areas and perimeters of simple polygons.	Recognize and describe a relationship between two quantities, given by a chart, table, or graph, using words and expressions.
Describe and compare the attributes of polygons up to six sides using the terms side, vertex, point, and length.	Identify a translation, reflection, or rotation and model its effect on a 2-dimensional figure.	Justify which objects in a collection match a given geometric description.	Analyze a problem situation to determine the question(s) to be answered.	
Identify, with justification, whether a 2-dimensional figure has lines of symmetry.	Identify, with justification, all lines of symmetry in a 2-dimensional figure	Describe and classify triangles by angles and sides.	Identify relevant, missing, and extraneous information related to the solution to a problem.	Use an algebraic expression to represent a quantity in a given context.
Tell time to the nearest minute using analog and digital clocks.	Determine elapsed time <ul style="list-style-type: none"> <li>across months using a calendar</li> </ul> by hours and half hours using a clock	Recognize which attributes (such as shape or area) change and which do not change when 2-dimensional figures are cut up or rearranged.	Select and use one or more strategies to efficiently solve the problem and justify the selection.	Create and solve two-step equations that can be solved using inverse properties with fractions and decimals
Apply measurement skills to measure the attributes of an object (length, capacity, weight).	Apply measurement skills to measure length, weight, and capacity using US Customary units. Convert units of length, weight, and capacity <ul style="list-style-type: none"> <li>inches or feet to yards,</li> <li>ounces to pounds, and</li> <li>cups to pints, pints to quarts, quarts to gallons.</li> </ul>	Recognize and draw congruent figures, and match them in a given collection.	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	Translate both ways between a verbal description and an algebraic expression or equation.
Read temperatures on a thermometer using Fahrenheit and Celsius.			Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	Evaluate an
Demonstrate unit		Draw right, acute, obtuse, and straight		

conversions		angles and identify these angles in other geometric figures.		expression involving the four basic operations by substituting given fractions and decimals for the variable.
Identify the question(s) asked and any other questions that need to be answered in order to find a solution.	Determine the area of a rectangular figure using an array model.		Summarize mathematical information, explain reasoning, and draw conclusions.	
Identify the given information that can be used to find a solution.	Measure and calculate perimeter of 2-dimensional figures.	Recognize the relationship between a 3-dimensional figure and its corresponding net(s).	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.	Determine a pattern to predict missing values on a line graph or scatterplot.
Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.	Analyze a problem situation to determine the question(s) to be answered.	Name, locate, and graph points in the first quadrant of the coordinate plane using ordered pairs.	Make and test conjectures based on data or information collected from explorations and experiments.	Define $\pi$ (pi) as the ratio between the circumference and diameter of a circle and explain the relationship among the diameter, radius, and circumference.
Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	Identify relevant, missing, and extraneous information related to the solution to a problem.	Plot line segments in the first quadrant of the coordinate plane using a set of ordered pairs in a table.	Identify simple valid arguments using <i>if...then</i> statements based on graphic	Solve problems using properties of supplementary, complementary, and vertical angles.
Explain and clarify mathematical thinking.	Select and use one or more strategies to efficiently solve the problem and justify the selection.	Construct geometric figures with vertices at points on the coordinate plane.	Construct <i>if... then</i> statements to generalize rules for computation, geometric properties and algebraic functions.	Identify a simple translation or reflection and model its effect on a 2-dimensional figure on a coordinate plane using all four quadrants.
Determine whether a solution is reasonable.	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.	Compute elapsed time to the minute.		
	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.	Apply measurement skills to measure length, mass, and capacity using metric units.		
	Summarize mathematical information, explain reasoning, and draw conclusions.	Solve problems involving conversions within the same measurement system.		Draw a reflection of a polygon in the coordinate plane using a horizontal or vertical line of reflection.
	Analyze and evaluate whether a solution is			

reasonable, is mathematically correct, and answers the question.

Make and test conjectures based on data (or information) collected from explorations and experiments.

Solve problems involving perimeter of 2-dimensional figures and area of rectangles.

Describe the change in perimeter or area when one attribute (length or width) of a rectangle changes.

Analyze common algorithms for computing (adding, subtracting, multiplying, and dividing) with whole numbers using the associative, commutative, and distributive properties.

Analyze a problem situation to determine the question(s) to be answered.

Identify relevant, missing, and extraneous information related to the solution to a problem

Select and use one or more strategies to efficiently solve the problem and justify the selection.

Determine whether a problem to be

Graph ordered pairs in any quadrant of the coordinate plane.

State the missing coordinate of a given figure on the coordinate plane using geometric properties to justify the solution.

Determine the appropriate unit of measure for a given context and the appropriate tool to measure to the needed precision (including length, capacity, angles, time, and mass).

Solve problems involving conversion within the U.S. Customary and within the metric system.

Estimate the measure of objects using a scale drawing or map.

Solve problems involving the area of simple polygons using formulas for rectangles and triangles

Solve problems involving area and perimeter of regular and

solved is similar to previously solved problems, and identify possible strategies for solving the problem.

Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols. Summarize mathematical information, explain reasoning, and draw conclusions.

Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.

Make and test conjectures based on data (or information) collected from explorations and experiments.

irregular polygons.

Describe the relationship between the volume of a figure and the area of its base

Analyze algorithms for multiplying and dividing fractions and decimals using the associative, commutative, and distributive properties.

Create and justify an algorithm to determine the area of a given compound figure using parallelograms and triangles.

Analyze a problem situation to determine the question(s) to be answered.

Identify relevant, missing, and extraneous information related to the solution to a problem.

Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a

problem.

Apply a previously used problem-solving strategy in a new context.

Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.

Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical

Isolate and organize mathematical information taken from symbols, diagrams, and graphs to make inferences, draw conclusions, and justify reasoning.

Make and test conjectures based on information collected from explorations and experiments.

Solve simple logic problems, including conditional statements, and justify solution methods and reasoning.

S C I E N C E	Be exposed to hands-on physical, life, and Earth sciences.	Formulate relevant questions about the properties of objects, organisms, and events in the environment.	Formulate relevant questions about the properties of objects, organisms, and events of the environment using observations and prior knowledge.	Differentiate inferences from observations.	Formulate a relevant question through observations that can be tested by an investigation.	Differentiate among a question, hypothesis, and prediction.
	Learn discovery methods.	Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle).	Predict the results of an investigation based on observed patterns, not random guessing.	Formulate a relevant question through observations that can be tested by an investigation.	Formulate predictions in the realm of science based on observed cause and effect relationships.	Formulate questions based on observations that lead to the development of a hypothesis.
	Participate in simple science experiments.	Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.	Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.	Formulate predictions in the realm of science based on observed cause and effect relationships.	Locate information (e.g., book, article, website) related to an investigation.	Locate research information, not limited to a single source, for use in the design of a controlled investigation.
	Compare common objects using multiple senses.	Participate in guided investigations in life, physical, and Earth and space sciences.	Plan a simple investigation (e.g., one plant receives adequate water, one receives too much water, and one receives too little water) based on the formulated questions.	Locate information (e.g., book, article, website) related to an investigation.	Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry	Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, and organisms) in all science inquiry.
	Ask questions based on experiences with objects, organisms, and events in the environment.	Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units).	Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and Earth and space sciences.	Demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, and organisms) in all science inquiry.	Plan a simple investigation that identifies the variables to be controlled.	Design an investigation to test individual variables using scientific processes.
	Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials).	Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).	Use metric and U.S. customary units to measure objects.	Plan a simple investigation that identifies the variables to be controlled.	Conduct simple investigations (e.g., related to forces and motion, Earth processes) based on student-developed questions in life, physical, and Earth and space sciences.	Conduct a controlled investigation using scientific processes.
	Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.	Organize data using graphs (i.e., pictograph, tally chart), tables, and journals.		Conduct controlled investigations (e.g., related to erosion, plant life cycles, weather, magnetism) in life,	Measure using appropriate tools (e.g., ruler, scale, balance) and units of measure (i.e., metric, U.S. customary).	Perform measurements
	Participate in guided investigations in life, physical, and Earth and space sciences.	Construct reasonable explanations of			Record data in an organized and appropriate format	
	Use simple tools such as rulers,					

<p>thermometers, magnifiers, and balances to collect data (U.S. customary units).</p> <p>Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper).</p> <p>Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.</p> <p>Compare the results of the investigation to predictions made prior to the investigation.</p> <p>Communicate the results of an investigation using pictures, graphs, models, and/or words.</p> <p>Communicate with other groups to describe the results of an investigation.</p> <p>Give examples of how diverse people (e.g., children, parents, weather reporters, cooks,</p>	<p>observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?).</p> <p>Compare the results of the investigation to predictions made prior to the investigation.</p> <p>Generate questions for possible future investigations based on the conclusions of the investigation.</p> <p>Communicate the results and conclusions of an investigation (e.g., verbal, drawn, or written).</p> <p>Communicate with other groups to describe the results of an investigation.</p> <p>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</p> <p>Identify science-related career opportunities.</p> <p>Identify components of familiar systems (e.g., organs of the digestive system, bicycle).</p> <p>Identify the following</p>	<p>Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).</p> <p>Organize data using the following methods with appropriate labels:</p> <ul style="list-style-type: none"> <li>• bar graphs</li> <li>• pictographs</li> <li>• tally charts</li> </ul> <p>Construct reasonable interpretations of the collected data based on formulated questions.</p> <p>Compare the results of the investigation to predictions made prior to the investigation.</p> <p>Generate questions for possible future investigations based on the conclusions of the investigation.</p> <p>Record questions for further inquiry based on the conclusions of the investigation.</p> <p>Communicate investigations and explanations using evidence and appropriate terminology.</p> <p>Describe an investigation in ways that enable others to</p>	<p>physical, and Earth and space sciences.</p> <p>Measure using appropriate tools (e.g., ruler, scale, balance) and units of measure (i.e., metric, U.S. customary).</p> <p>Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).</p> <p>Analyze data obtained in a scientific investigation to identify trends.</p> <p>Formulate conclusions based upon identified trends in data.</p> <p>Determine that data collected is consistent with the formulated question.</p> <p>Determine whether the data supports the prediction for an investigation.</p> <p>Develop new questions and predictions based upon the data collected in the</p>	<p>(e.g., t-chart, table, list, written log).</p> <p>Analyze data obtained in a scientific investigation to identify trends and form conclusions</p> <p>Analyze whether the data is consistent with the proposed explanation that motivated the investigation.</p> <p>Evaluate the reasonableness of the outcome of an investigation.</p> <p>Develop new investigations and predictions based on questions that arise from the findings of an investigation.</p> <p>Identify possible relationships between variables in simple investigations (e.g., time and distance; incline and mass of object).</p> <p>Communicate verbally or in writing the results of an inquiry.</p> <p>Choose an appropriate graphic representation for collected data:</p> <ul style="list-style-type: none"> <li>• bar graph</li> <li>• line graph</li> <li>• Venn diagram</li> <li>• model</li> </ul>	<p>using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).</p> <p>Keep a record of observations, notes, sketches, questions, and ideas using tools such as written and/or computer logs.</p> <p>Analyze data obtained in a scientific investigation to identify trends.</p> <p>Form a logical argument about a correlation between variables or sequence of events (e.g., construct a cause-and-effect chain that explains a sequence of events).</p> <p>Evaluate the observations and data reported by others.</p> <p>Interpret simple tables and graphs produced by others.</p> <p>Analyze the results</p>
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<p>healthcare workers, gardeners) use science in daily life.</p> <p>. Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</p> <p>Identify various technologies (e.g., automobiles, radios, refrigerators) that people use.</p> <p>Describe how suitable tools (e.g., magnifiers, thermometers) help make better observations and measurements.</p> <p>Identify the following as characteristics of living things:</p> <ul style="list-style-type: none"> <li>• growth and development</li> <li>• reproduction</li> <li>• response to stimulus</li> </ul> <p>Compare the following observable features of living things:</p> <ul style="list-style-type: none"> <li>• movement – legs, wings</li> <li>• protection – skin, feathers, tree bark</li> <li>• respiration – lungs, gills</li> <li>• support – plant</li> </ul>	<p>characteristics of a system:</p> <ul style="list-style-type: none"> <li>• consists of multiple parts or subsystems</li> <li>• parts work interdependently</li> </ul> <p>Identify parts of a system too small to be seen (e.g., plant and animal cells).</p> <p>Analyze how various technologies impact aspects of people’s lives (e.g., entertainment, medicine, transportation, communication).</p> <p>Describe important technological contributions made by people, past and present:</p> <ul style="list-style-type: none"> <li>• automobile – Henry Ford</li> <li>• airplane – Wilbur and Orville Wright</li> <li>• telephone – Alexander G. Bell</li> </ul> <p>Identify a simple problem that could be solved by using a suitable tool.</p> <p>Identify animal structures that serve different functions (e.g., sensory, defense, locomotion).</p> <p>Identify the following major parts of:</p> <ul style="list-style-type: none"> <li>• the digestive system – mouth, esophagus, stomach, small and</li> </ul>	<p>repeat it</p> <p>Communicate with other groups to describe the results of an investigation.</p> <p>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</p> <p>Describe science-related career opportunities.</p> <p>Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.</p> <p>Explain why a system may not work if a component is defective or missing.</p> <p>Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs).</p> <p>Describe the beneficial and harmful impacts of natural events and human</p>	<p>investigation.</p> <p>Communicate verbally or in writing the results of an inquiry.</p> <p>Choose an appropriate graphic representation for collected data:</p> <ul style="list-style-type: none"> <li>• bar graph</li> <li>• line graph</li> <li>• Venn diagram</li> <li>• model</li> </ul> <p>Communicate with other groups or individuals to compare the results of a common investigation.</p> <p>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</p> <p>Describe science-related career opportunities.</p> <p>Explain the role of experimentation in scientific inquiry.</p> <p>Describe the interaction of components in a system (e.g.,</p>	<p>Communicate with other groups or individuals to compare the results of a common investigation.</p> <p>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</p> <p>Provide examples that support the premise that science is an ongoing process that changes in response to new information and discoveries (e.g., space exploration, medical advances).</p> <p>Explain the cycle by which new scientific knowledge generates new scientific inquiry</p> <p>Describe how scientific knowledge is subject to modification and/or change as new information/technology challenges prevailing theories.</p> <p>Compare collaborative approaches that scientists use for investigations (e.g., teams, individual with peer review).</p> <p>Describe qualities of the scientists’ habits of mind (e.g., openness, skepticism, integrity, tolerance).</p>	<p>from previous and/or similar investigations to verify the results of the current investigation.</p> <p>Formulate new questions based on the results of a completed investigation.</p> <p>Choose an appropriate graphic representation for collected data:</p> <ul style="list-style-type: none"> <li>• line graph</li> <li>• double bar graph</li> <li>• stem and leaf plot</li> <li>• histogram</li> </ul> <p>Display data collected from a controlled investigation.</p> <p>Communicate the results of an investigation with appropriate use of qualitative and quantitative information.</p> <p>Create a list of instructions that others can follow in carrying out a procedure (without the use of personal</p>
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<p>stems, tree trunks</p> <p>Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.</p> <p>Identify stages of human life (e.g., infancy, adolescence, adulthood).</p> <p>Identify similarities and differences between animals and their parents.</p> <p>Identify some plants and animals that exist in the local environment.</p>	<p>large intestines</p> <ul style="list-style-type: none"> <li>respiratory system – nose, trachea, lungs, diaphragm</li> <li>circulatory system – heart, arteries, veins, blood</li> </ul> <p>Describe the basic functions of the following systems:</p> <ul style="list-style-type: none"> <li>digestive – breakdown and absorption of food, disposal of waste</li> <li>respiratory – exchange of oxygen and carbon dioxide</li> <li>circulatory – transportation of nutrients and oxygen throughout the body</li> </ul>	<p>activities on the environment (e.g., forest fires, flooding, pesticides).</p> <p>Identify ways that people use tools and techniques to solve problems.</p> <p>Describe the development of different technologies (e.g., communication, transportation, medicine) in response to resources, needs, and values.</p> <p>Design and construct a technological solution to a common problem or need using common materials.</p>	<p>flashlight, radio).</p> <p>Explain various ways scientists generate ideas (e.g., observation, experiment, and collaboration, theoretical and mathematical models).</p> <p>Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dams).</p> <p>Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion).</p> <p>Describe how science and technology (e.g., computers, air conditioning, and medicine) have improved the lives of many people.</p>	<p>Explain the impacts of natural hazards on habitats (e.g., global warming, floods, asteroid or large meteor impacts).</p> <p>Propose a solution, resource, or product that addresses a specific human, animal, or habitat need.</p> <p>Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal, or habitat needs.</p> <p>Describe the relationship between science and technology.</p> <p>Explain how scientific knowledge, skills, and technological capabilities are integral to a variety of careers.</p> <p>Design and construct a technological solution to a common problem or need using common materials.</p> <p>Identify the functions and parts of the skeletal system:</p> <ul style="list-style-type: none"> <li>protection – rib cage, cranium</li> <li>support – vertebrae</li> <li>movement – pelvis, femur, hip</li> </ul> <p>Identify the following types of muscles:</p>	<p>pronouns).</p> <p>Communicate the results and conclusion of the investigation.</p> <p>Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations.</p> <p>Describe how a major milestone in science or technology has revolutionized the thinking of the time (e.g., Cell Theory, sonar, SCUBA, underwater robotics).</p> <p>Analyze the impact of a major scientific development occurring within the past decade.</p> <p>Describe the use of technology in science-related careers.</p> <p>Describe how science is an ongoing process that changes in</p>
<p>Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.</p> <p>Describe how plants and animals within a habitat are dependent on each other.</p> <p>Classify objects by the following observable properties:</p> <ul style="list-style-type: none"> <li>shape</li> <li>texture</li> <li>size</li> <li>color</li> </ul>	<p>Describe the life cycles of various insects.</p> <p>Describe the life cycles of various mammals.</p> <p>Compare the life cycles of various organisms.</p> <p>Describe objects in terms of measurable properties (e.g., length, volume, weight, temperature) using scientific tools.</p> <p>Classify materials as solids, liquids, or gases.</p> <p>Demonstrate that water can exist as a:</p> <ul style="list-style-type: none"> <li>gas – vapor</li> </ul>	<p>Describe the function of the following plant structures:</p> <ul style="list-style-type: none"> <li>roots – absorb nutrients</li> <li>stems – provide support</li> <li>leaves – synthesize food</li> <li>flowers – attract pollinators and produce seeds for reproduction</li> </ul> <p>Compare life cycles of various plants (e.g., conifers, flowering plants, ferns).</p> <p>Explain how growth,</p>	<p>Evaluate the consequences of environmental occurrences that happen either rapidly (e.g., fire, flood, tornado) or over a long period of time (e.g., drought, melting ice caps, the greenhouse effect, erosion).</p> <p>Describe how science and technology (e.g., computers, air conditioning, and medicine) have improved the lives of many people.</p>	<p>Describe the relationship between science and technology.</p> <p>Explain how scientific knowledge, skills, and technological capabilities are integral to a variety of careers.</p> <p>Design and construct a technological solution to a common problem or need using common materials.</p> <p>Identify the functions and parts of the skeletal system:</p> <ul style="list-style-type: none"> <li>protection – rib cage, cranium</li> <li>support – vertebrae</li> <li>movement – pelvis, femur, hip</li> </ul> <p>Identify the following types of muscles:</p>	<p>Describe how a major milestone in science or technology has revolutionized the thinking of the time (e.g., Cell Theory, sonar, SCUBA, underwater robotics).</p> <p>Analyze the impact of a major scientific development occurring within the past decade.</p> <p>Describe the use of technology in science-related careers.</p> <p>Describe how science is an ongoing process that changes in</p>

<ul style="list-style-type: none"> <li>weight</li> </ul> <p>Classify materials as solids or liquids.</p> <p>Demonstrate the various ways that objects can move (e.g., straight line, zigzag, back-and-forth, round-and-round, fast, slow).</p> <p>Describe the following basic Earth materials:</p> <ul style="list-style-type: none"> <li>rocks</li> <li>soil</li> <li>water</li> </ul> <p>Compare the following physical properties of basic Earth materials:</p> <ul style="list-style-type: none"> <li>color</li> <li>texture</li> <li>capacity to retain water</li> </ul> <p>Identify common uses (e.g., construction, decoration) of basic Earth materials (i.e., rocks, water, soil).</p> <p>Identify the following as being natural resources:</p> <ul style="list-style-type: none"> <li>air</li> <li>water</li> <li>soil</li> <li>trees</li> <li>wildlife</li> </ul> <p>Identify ways to conserve natural</p>	<ul style="list-style-type: none"> <li>liquid – water</li> <li>solid – ice</li> </ul> <p>Demonstrate that solids have a definite shape and that liquids and gases take the shape of their containers.</p> <p>Measure weather conditions (e.g., temperature, precipitation).</p> <p>Record weather conditions (e.g., temperature, precipitation).</p> <p>Identify the following types of clouds:</p> <ul style="list-style-type: none"> <li>cumulus</li> <li>stratus</li> <li>cirrus</li> </ul> <p>Analyze the relationship between clouds, temperature, and weather patterns.</p>	<p>death, and decay are part of the plant life cycle.</p> <p>Identify the living and nonliving components of an ecosystem.</p> <p>Examine an ecosystem to identify microscopic and macroscopic organisms.</p> <p>Explain the interrelationships among plants and animals in different environments:</p> <ul style="list-style-type: none"> <li>producers – plants</li> <li>consumers – animals</li> <li>decomposers – fungi, insects, bacteria</li> </ul> <p>Describe how plants and animals cause change in their environment.</p> <p>Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism’s ability to grow, reproduce, and thrive.</p> <p>Identify adaptations of</p>	<p>Describe benefits (e.g., easy communications, rapid transportation) and risks (e.g., pollution, destruction of natural resources) related to the use of technology.</p> <p>Design and construct a technological solution to a common problem or need using common materials.</p> <p>Compare structures in plants (e.g., roots, stems, leaves, flowers) and animals (e.g., muscles, bones, nerves) that serve different functions in growth and survival.</p> <p>Classify animals by identifiable group characteristics:</p> <ul style="list-style-type: none"> <li>vertebrates – mammals, birds, fish, reptiles, amphibians</li> <li>invertebrates – insects, arachnids</li> </ul>	<ul style="list-style-type: none"> <li>cardiac – heart</li> <li>smooth – stomach</li> <li>skeletal – biceps</li> </ul> <p>Identify the functions and parts of the nervous system:</p> <ul style="list-style-type: none"> <li>control center – brain</li> <li>relay mechanism – spinal cord</li> <li>transport messages – nerves</li> </ul> <p>Distinguish between voluntary and involuntary responses.</p> <p>Identify that matter is made of smaller units called:</p> <ul style="list-style-type: none"> <li>molecules (e.g., H<sub>2</sub>O, CO<sub>2</sub>)</li> <li>atoms (e.g., H, N, Na)</li> </ul> <p>Distinguish between mixtures and compounds.</p> <p>Describe changes of matter:</p> <ul style="list-style-type: none"> <li>physical – cutting wood, ripping paper, freezing water</li> <li>chemical – burning of wood, rusting of iron, milk turning sour</li> </ul> <p>Describe the following forces:</p> <ul style="list-style-type: none"> <li>gravity</li> <li>friction</li> </ul> <p>Describe the various effects forces can have on an object (e.g., cause motion, halt</p>	<p>response to new information and discoveries.</p> <p>Describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.</p> <p>Evaluate the effects of the following natural hazards:</p> <ul style="list-style-type: none"> <li>sandstorm</li> <li>hurricane</li> <li>tornado</li> <li>ultraviolet light</li> <li>lightning-caused fire</li> </ul> <p>Describe how people plan for, and respond to, the following natural disasters:</p> <ul style="list-style-type: none"> <li>drought</li> <li>flooding</li> <li>tornadoes</li> </ul> <p>Develop viable solutions to a need</p>
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<p>resources (e.g., reduce, reuse, recycle, find alternatives).</p> <p>Identify evidence that the Sun is the natural source of heat and light on the Earth (e.g., warm surfaces, shadows, shade).</p> <p>Compare celestial objects (e.g., Sun, Moon, stars) and transient objects in the sky (e.g., clouds, birds, airplanes, contrails).</p> <p>Describe observable changes that occur in the sky, (e.g., clouds forming and moving, the position of the Moon).</p> <p>Identify the following characteristics of seasonal weather patterns:</p> <ul style="list-style-type: none"> <li>• temperature</li> <li>• type of precipitation</li> <li>• wind</li> </ul> <p>Analyze how the weather affects daily activities.</p>		<p>plants and animals that allow them to live in specific environments.</p> <p>Describe ways that species adapt when introduced into new environments.</p> <p>Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species.</p> <p>Demonstrate that light can be:</p> <ul style="list-style-type: none"> <li>• reflected (with mirrors)</li> <li>• refracted (with prisms)</li> <li>• absorbed (by dark surfaces)</li> </ul> <p>Describe how light behaves on striking objects that are:</p> <ul style="list-style-type: none"> <li>• transparent (clear plastic)</li> <li>• translucent (waxed paper)</li> <li>• opaque (cardboard)</li> </ul> <p>Demonstrate that vibrating objects produce sound.</p> <p>Demonstrate that the pitch of a sound</p>	<p>Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population.</p> <p>Differentiate renewable resources from nonrenewable resources.</p> <p>Analyze the effect that limited resources (e.g., natural gas, minerals) may have on an environment.</p> <p>Describe ways in which resources can be conserved (e.g., by reducing, reusing, recycling, finding substitutes).</p> <p>Recognize that successful characteristics of populations are inherited traits that are favorable in a particular environment.</p> <p>Give examples of adaptations that allow plants and animals to survive.</p> <ul style="list-style-type: none"> <li>• camouflage –</li> </ul>	<p>motion, and change direction of motion, cause deformation).</p> <p>Examine forces and motion through investigations using simple machines (e.g., wedge, plane, wheel and axle, pulley, and lever).</p> <p>Demonstrate effects of variables on an object's motion (e.g., incline angle, friction, and applied forces).</p> <p>Describe how the Moon's appearance changes during a four-week lunar cycle.</p> <p>Describe how Earth's rotation results in day and night at any particular location.</p> <p>Distinguish between revolution and rotation.</p> <p>Describe the role of gravity as an attractive force between celestial objects.</p> <p>Identify the known planets of the solar system.</p> <p>Describe the distinguishing characteristics of the known planets in the solar system.</p> <p>Describe various objects in the sky (e.g., asteroids,</p>	<p>or problem.</p> <p>Propose viable methods of responding to an identified need or problem.</p> <p>Compare possible solutions to best address an identified need or problem.</p> <p>Design and construct a solution to an identified need or problem using simple classroom materials.</p> <p>Describe a technological discovery that influences science.</p> <p>Explain the importance of water to organisms.</p> <p>Describe the basic structure of a cell, including:</p> <ul style="list-style-type: none"> <li>• cell wall</li> <li>• cell membrane</li> <li>• nucleus</li> </ul> <p>Describe the function of each of the following cell</p>
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		<p>depends on the rate of the vibration (e.g., a long rubber band has a lower pitch than a short rubber band).</p> <p>. Identify the layers of the Earth:</p> <ul style="list-style-type: none"> <li>• crust</li> <li>• mantle</li> <li>• core (inner and outer)</li> </ul> <p>Describe the different types of rocks and how they are formed:</p> <ul style="list-style-type: none"> <li>• metamorphic</li> <li>• igneous</li> <li>• sedimentary</li> </ul> <p>Classify rocks based on the following physical properties:</p> <ul style="list-style-type: none"> <li>• color</li> <li>• texture</li> </ul> <p>Describe fossils as a record of past life forms.</p> <p>Describe how fossils are formed.</p> <p>Describe ways humans use Earth materials (e.g., fuel, building materials, and growing food).</p>	<p>horned lizards, coyotes</p> <ul style="list-style-type: none"> <li>• mimicry – Monarch and Viceroy butterflies</li> <li>• physical – cactus spines</li> <li>• mutualism – species of acacia that harbor ants, which repel other harmful insects</li> </ul> <p>Demonstrate that electricity flowing in circuits can produce light, heat, sound, and magnetic effects.</p> <p>Construct series and parallel electric circuits.</p> <p>Explain the purpose of conductors and insulators in various practical applications.</p> <p>Investigate the characteristics of magnets (e.g., opposite poles attract, like poles repel, the force between two magnet poles depends on the distance between them).</p>	<p>comets, stars, meteors/shooting stars).</p> <p>Describe the change in position and motion of the following objects in the sky over time:</p> <ul style="list-style-type: none"> <li>• real motion – Moon, planets</li> <li>• apparent motion (due to the motion of the Earth) – Sun, Moon, stars</li> </ul> <p>Explain the apparent motion of the Sun and stars.</p> <p>Describe efforts to explore space (e.g., Apollo missions, space shuttles, Hubble space telescope, space probes).</p>	<p>parts:</p> <ul style="list-style-type: none"> <li>• cell wall</li> <li>• cell membrane</li> <li>• nucleus</li> </ul> <p>Differentiate between plant and animal cells.</p> <p>Explain the hierarchy of cells, tissues, organs, and systems.</p> <p>Relate the following structures of living organisms to their functions:</p> <ul style="list-style-type: none"> <li>• respiration – gills, lungs</li> <li>• digestion – stomach, intestines</li> <li>• circulation – heart, veins, arteries, capillaries</li> <li>• locomotion – muscles, skeleton</li> <li>• transpiration – stomata, roots, xylem, phloem</li> <li>• absorption – roots, xylem, phloem</li> </ul>
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State cause and effect relationships between magnets and circuitry.

Identify the Earth processes that cause erosion.

Describe how currents and wind cause erosion and land changes.

Describe the role that water plays in the following processes that alter the Earth's surface features:

- erosion
- deposition

Compare rapid and slow processes that change the Earth's surface, including:

- rapid – earthquakes, volcanoes, floods
- slow – wind, weathering

Identify the Earth events that cause changes in atmospheric conditions (e.g., volcanic eruptions, forest fires).

Analyze evidence that indicates life

- response to stimulus (phototropism, hydrotropism, geotropism) – roots, xylem, phloem

Describe how the various systems of living organisms work together to perform a vital function:

- respiratory and circulatory

- muscular and skeletal

- digestive and excretory

Describe how the following environmental conditions affect the quality of life:

- water quality

- climate

- population density

- smog

Identify structural and behavioral adaptations.

Identify various ways in which

and environmental conditions have changed (e.g., tree rings, fish fossils in desert regions, ice cores).

Identify the sources of water within an environment (e.g., ground water, surface water, atmospheric water, glaciers).

Describe the distribution of water on the Earth's surface.

Differentiate between weather and climate as they relate to the southwestern United States.

Measure changes in weather (e.g., precipitation, wind speed, barometric pressure).

Interpret the symbols on a weather map or chart to identify the following:

- temperatures
- fronts
- precipitation

Compare weather conditions in

electrical energy is generated using renewable and nonrenewable resources (e.g., wind, dams, fossil fuels, nuclear reactions).

Identify several ways in which energy may be stored.

Compare the following ways in which energy may be transformed:

- mechanical to electrical
- electrical to thermal

Explain how thermal energy (heat energy) can be transferred by:

- conduction
- convection
- radiation

Describe the properties and the composition of the layers of the atmosphere.

Explain the composition, properties, and

various locations (e.g., regions of Arizona, various U.S. cities, coastal vs. interior geographical regions).

structure of the Earth's lakes and rivers.

Explain the composition, properties, and structures of the oceans' zones and layers.

Analyze the interactions between the Earth's atmosphere and the Earth's bodies of water (water cycle).

Describe ways scientists explore the Earth's atmosphere and bodies of water.

Explain how water is cycled in nature.

Identify the distribution of water within or among the following:

- atmosphere
- lithosphere
- hydrosphere

Analyze the effects that bodies of water have on the climate of a region.

						<p>Analyze the following factors that affect climate:</p> <ul style="list-style-type: none"> <li>• ocean currents</li> <li>• elevation</li> <li>• location</li> </ul> <p>Analyze the impact of large-scale weather systems on the local weather.</p> <p>Create a weather system model that includes:</p> <ul style="list-style-type: none"> <li>• the Sun</li> <li>• the atmosphere</li> <li>• bodies of water</li> </ul>
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**S** Place important life events in chronological order on a timeline.

Place important life events in chronological order on a timeline.

Use timelines to identify the time sequence of historical data.

Use the following to interpret historical data:

- a. timelines – B.C.E. and B.C.; C.E. and A.D.
- b. graphs, tables, charts, and maps

Describe the difference between primary and secondary sources.

Locate information using both primary and secondary sources.

Describe how archaeological research adds to our understanding of the

**A** Retell stories to describe past events, people, and places.

Place historical events from content studied in chronological order on a timeline.

*Recognize how archaeological research adds to our understanding of the past.*

*Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.*

**S** Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.

Recognize how archaeological research adds to our understanding of the past.

*Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source*

Recognize that the development of farming allowed groups of people to settle in one place and develop into

Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source

cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan)	materials (e.g., encyclopedias, biographies) to study people and events from the past.	<i>Retell stories to describe past events, people and places.</i>	past.
Recognize that settlement led to developments in farming techniques (e.g., irrigation), government, art, architecture, and communication in North America.	Recognize that prehistoric Native American mound-building cultures lived in Central and Eastern North America.	Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.	Describe the legacy and cultures of prehistoric people in the Americas: a. characteristics of hunter-gatherer societies b. development of agriculture
Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).	Recognize that American colonists and Native American groups lived in the area of the Thirteen Colonies that was ruled by England.	Recognize that European countries explored the New World for economic and political reasons.	Describe the cultures and contributions of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam (e.g., location, agriculture, housing, arts, trade networks; adaptation and alteration of the environment).
Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag, the First Thanksgiving).	Recognize dissatisfaction with England's rule was a key issue that led to the Revolutionary War.	Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.	Identify other groups (e.g., Patayan, Sinagua, Salado) residing in the Southwest during this period.
Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.	Describe how the colonists demonstrated their discontent with British Rule (e.g., Boston Tea Party, Declaration of Independence, Paul Revere's Ride, battles of Lexington and Concord).	Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).	Identify the early civilizations (e.g., Maya, Aztec, Inca/Inka) that developed into empires in Central and South America.
Recognize that the United States began as the Thirteen Colonies ruled by England.	Discuss contributions of key people (e.g., George Washington, Thomas Jefferson, Benjamin Franklin) in gaining independence during the Revolutionary War. Know that the United States became an independent country as a result of the Revolutionary War.	Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War.	Recognize the achievements and features (e.g., mathematics, astronomy, architecture) of the Mayan, Aztec, and Incan/Inkan civilizations.
Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).	Discuss how the need for a strong central government led to the	Discuss reasons (e.g., famine, political discord, religious persecution, and economic opportunity) why people left their home	Describe the reasons for early Spanish exploration of Mexico and the Southwestern region of the United

	writing of the Constitution and Bill of Rights.	country to start a new life in the United States.	States by: a. Cabeza de Vaca b. Estevan c. Fray Marcos de Niza d. Francisco Vásquez de Coronado
Recognize that Rosa Parks, Martin Luther King Jr., and César Chavez worked for and supported the rights and freedoms of others.	Identify reasons (e.g., economic opportunity, political or religious freedom) for immigration to the United States.	Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries.	Describe the impact of Spanish colonization on the Southwest: a. establishment of missions and presidios b. lifestyle changes of native people c. contributions of Father Kino
Use information from written documents, oral presentations, and the media to discuss current local and state events.	Identify reasons (e.g., economic opportunities, forced removal) why people in the United States moved westward to territories or unclaimed lands.	Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others.	Describe the location and cultural characteristics of Native American tribes (e.g., O'odham, Apache, Hopi) during the Spanish period.
Place important life events in chronological order on a timeline.	Discuss the experiences (e.g., leaving homeland, facing unknown challenges) of the pioneers as they journeyed west to settle new lands.	Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Recognize the change of governance of the Southwest from Spain to Mexico as a result of the Mexican Revolution.
Retell stories to describe past events, people, and places.	Describe how new forms of transportation and communication impacted the westward expansion of the United States: a. transportation (e.g., trails, turnpikes, canals, wagon trains, steamboats, railroads) b. communication (e.g., Pony Express, telegraph)	Use timelines to identify the time sequence of historical data.	Describe the influence of American explorers and trappers (e.g., James O. Pattie, Kit Carson, Bill Williams) on the development of the Southwest.
Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	Discuss the effects (e.g., loss of land, depletion of the buffalo, establishment of reservations, government boarding schools) of Westward Expansion on Native Americans.	<i>Recognize how archaeological research adds to our understanding of the past.</i>	
Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt).		<i>Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.</i>	Describe events that led to Arizona becoming a possession of the United States: a. Mexican – American War b. Mexican Cession (Treaty of Guadalupe-Hidalgo) c. Gadsden Purchase
Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art/architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of the Ancient Egyptian	Use information from written documents, oral presentations, and the media to describe current events.	<i>Retell stories to describe past events,</i>	
	Recognize current Native		

civilization.	American tribes in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce).	<i>people and places.</i>	
Recognize that civilizations in the Americas had similar characteristics to the Egyptians.	Place important life events in chronological order on a timeline.	Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.	Describe the impact of Native Americans, Hispanics, and newcomers from the United States and the world on the culture of Arizona (e.g., art, language, architecture, mining, ranching).
Recognize why England and Spain wanted to rule other areas of the world.	Place historical events from content studied in chronological order on a timeline.	Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.	Describe the conflict of cultures that occurred between newcomers and Arizona Native Americans: a. Indian Wars b. Navajo Long Walk c. formation of reservations
Use information from written documents, oral presentations, and the media to discuss current events.	Recognize how archaeological research adds to our understanding of the past.	Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.	
Identify national symbols and monuments that represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House e. Washington Monument	Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.	Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.	Describe events in Arizona during the Civil War: a. Battle of Picacho Peak b. Battle of Apache Pass c. Arizona becomes a territory
Recognize the Pledge of Allegiance and the National Anthem.	<i>Retell stories to describe past events, people and places.</i>	Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.	Describe the economic development of Arizona: a. mining b. ranching c. farming and dams
Practice examples of democracy in action (e.g., voting, making classroom rules).	Recognize that civilizations developed in China, India, and Japan.	Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.	
Recognize how students work together to achieve common goals.	Recognize how art (e.g., porcelain, poetry), architecture (e.g., pagodas, temples), and inventions (e.g., paper, fireworks) in Asia contributed to the development of their own and later civilizations.	Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.	Describe the advent of innovations in transportation (e.g., steamboats, freighting, stagecoaches, railroads) that helped Arizona's growth and economy.
Discuss the significance of national holidays: a. Thanksgiving b. Presidents' Day c. Martin Luther King,	Describe how expanding trade (e.g., Marco Polo's travels to Asia) led to the	Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.	Identify key

Jr. Day	exchange of new goods (i.e., spices, silk) and ideas.	Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).	individuals and groups (e.g., Charles Poston, Sharlot Hall, Buffalo Soldiers, Geronimo, George W.P. Hunt, Manuelito, Cochise) related to Arizona territorial days and early statehood.
d. Fourth of July			
e. Constitution Day			
Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).	Recognize that people in different places (e.g., American colonies – England, Mexico – Spain) challenged their form of government, which resulted in conflict and change.	Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	Recognize that Arizona changed from a territory to a state on February 14, 1912.
Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.	Use information from written documents, oral presentations, and the media to describe current events.	Describe national symbols and monuments that represent American democracy and values:	Recognize the formation of Native American communities and reservations in Arizona (e.g., Gila River Reservation, Yaquis, Colorado River Indian Tribes).
Identify the current President of the United States and Governor of Arizona.	Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values:	a. Statue of Liberty b. Ellis Island c. Lincoln Memorial d. the U. S. Capitol	
Identify examples of responsible citizenship in the school setting and in stories about the past and present.	a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the U.S. Capitol f. Liberty Bell	Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.	Describe changes in the lives of U.S. and Arizona residents during the Great Depression:
Describe the rights and responsibilities of citizenship:	Connect with: Strand 1 Concept 4		a. poverty b. unemployment c. loss of homes or businesses d. migration.
a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated	Recognize that the U.S. Constitution provides the American people with common laws and protects their rights.	Describe how people in the community and state work together to achieve common goals.	
b. importance of participation and cooperation in a classroom and community	Describe the significance of national holidays:	<i>Describe the significance of national holidays:</i>	Describe the reasons (e.g., German and Japanese aggression) for the U.S. becoming involved in World War II.
c. why there are rules and the consequences for violating them	a. Presidents' Day b. Martin Luther King, Jr. Day c. Veterans' Day d. Memorial Day e. Fourth of July f. Constitution Day	a. Presidents' Day b. Martin Luther King, Jr. c. Veterans' Day d. Memorial Day e. Constitution Day f. Labor Day	
d. responsibility of voting (every vote counts)	<i>Know that people in the United States have varied backgrounds but may share principles, goals, customs</i>	Discuss the three branches of state and national government:	
Discuss the		a. Executive b. Legislative	

importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)	<i>and traditions.</i>	c. Judicial	contributions, POW camps, relocation of Americans).
Recognize different types of maps (e.g., political, physical) serve various purposes.	<i>Recognize how students work together to achieve common goals.</i>	Recognize that there are different levels of government (e.g., local, tribal, county, state, national).	Describe how lives were affected during World War II (e.g., limited goods, women worked in factories, increased patriotism).
Identify characteristics of maps and globes:	Identify the three branches of national government as represented by the President, Congress, and the Supreme Court.	Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).	Describe changes (e.g., population growth, economic growth, and cultural diversity, civil rights) that took place in Arizona during the <u>postwar era.</u>
a. compass rose	<i>Identify current political leaders of the state and nation:</i>	Describe the rights and responsibilities of citizenship:	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>
b. symbols	<i>a. President of the United States</i>	a. good sportsmanship	Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).
c. key/legend	<i>b. Governor of Arizona</i>	b. participation and cooperation	
Construct a map of a familiar place (e.g., classroom, bedroom, and playground) that includes a compass rose, symbols, and key/legend.	Recognize how Arizona and the other states combine to make a nation.	c. rules and consequences	
Recognize characteristics of human and physical features:	<i>Discuss examples of responsible citizenship in the school setting and in stories about the past and present.</i>	d. voting	
a. physical (i.e., ocean, continent, river, lake, mountains, islands)	<i>Describe the rights and responsibilities of citizenship:</i>	<i>Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).</i>	
b. human (i.e., equator, North and	<i>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i>	<i>Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy</i>	
	<i>b. importance of participation and cooperation in a classroom and community</i>	Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.	
	<i>c. why we have rules and the consequences for violating them</i>	<i>Interpret political and physical maps using the following elements:</i>	
	<i>d. responsibility of voting</i>	<i>a. alpha-numeric grids</i>	
	Describe the importance	<i>b. title</i>	

South Poles)	of students contributing to a community (e.g., helping others, working together, service projects).	c. <i>compass rose - cardinal and intermediate directions</i> d. <i>symbols</i> e. <i>legend</i> f. <i>scale</i>	Sandra Day O'Connor, Carl Hayden, Ernest W. McFarland, Barry Goldwater, César Chavez, John McCain) in Arizona.
Locate physical and human features using maps, illustrations, images, or globes: a. physical (i.e., continent, ocean, river, lake, mountains, and islands) b. human (i.e., equator, North and South poles, country)	Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy <i>Recognize different types of maps (e.g., political, physical, thematic) serve various purposes.</i>	<i>Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols, and legend.</i>	Discuss the contributions of diverse populations to Arizona.  . Use the following to interpret historical data: a. timelines – B.C.E. and B.C.; C.E. and A.D. b. graphs, tables, charts, and maps
Locate Arizona on a map of the United States.	Interpret political and physical maps using the following elements: a. alpha numeric grids b. title c. compass rose - cardinal directions d. key (legend) e. symbols	Construct maps using symbols to represent human and physical features.  Construct charts and graphs to display geographic information.	Describe the difference between primary and secondary sources.
Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	Construct a map of a familiar place (e.g., school, home, neighborhood, fictional place) that includes a title, compass rose, symbols and key (legend).	<i>Recognize characteristics of human and physical features:</i> a. <i>physical (i.e., ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)</i> b. <i>human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)</i>	Locate information using both primary and secondary sources.
Discuss physical features (e.g., mountains, rivers, deserts) in the world.	Construct tally charts and pictographs to display geographic information (e.g., birthplace – city or state).	<i>Recognize characteristics of human and physical features:</i> a. <i>physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</i> b. <i>human (i.e., equator, Northern and Southern Hemispheres, North and South Poles)</i>	Describe how archaeological research adds to our understanding of the past. Discuss life in Europe as it existed at the time of the Aztec and Incan/Inkan empires in the Americas: a. life in castles b. knights traveling to new places during the Crusades c. desire for new routes to the Indies
Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.	<i>Recognize characteristics of human and physical features:</i> a. <i>physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert)</i> b. <i>human (i.e., equator, Northern and Southern Hemispheres, North and South Poles)</i> <i>Locate physical and human</i>	<i>Locate physical and human features using maps, illustrations, images, or globes:</i> a. <i>physical (i.e., seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula)</i> b. <i>human (i.e., equator,</i>	
Discuss the ways places change over time.			Describe the reasons (e.g., trade routes, gold) for Spanish and Portuguese explorations of the
Identify, compare, and describe plants			

and animals in various habitats.	<i>features using maps, illustrations, images, or globes:</i>	<i>Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads)</i>	Americas.
Identify the basic properties and uses of earth materials (rocks, soil, water, conservation).	a. <i>physical</i> (i.e., <i>ocean, continent, river, lake, mountain range, coast, sea, desert</i> )	Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.	Describe the impact of European explorers' encounters with the Aztec and Inca/Inka.
Identify objects in the sky (sun, moon, stars, clouds).	b. <i>human</i> (i.e., <i>equator Northern and Southern Hemispheres, North and South Poles, city, state, country</i> )	Describe how physical and human characteristics of places change from past to present.	<i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i>
Understand characteristics of weather patterns and how they affect daily activities.	Identify through images of content studied (e.g., Japan, China, United States) how places have distinct characteristics.	Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).	Describe state and national symbols and monuments that represent American democracy and values:
Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).	<i>Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.</i>	Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).	a. Great Seal of the United States b. Arizona symbols (e.g., seal, flag) c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean, and Vietnam Memorials)
Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.	Discuss physical features (e.g., mountains, rivers, deserts) in the world.	Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, and continent).	<b>Identify the rights and freedoms supported by the following documents:</b>
Describe how people earn a living in the community and the places they work.	Discuss the ways places change over time.	Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied.	a. <b>Preamble of the U.S. Constitution</b> b. <b>Bill of Rights</b> c. <b>Statement of Natural Rights as found in the Declaration of Independence (We hold</b>
Identify ways (e.g., clothing, housing, crops) humans adapt	<b>Measure and record weather conditions, identify clouds and analyze their relationship to temperature and weather pattern.</b>	<i>Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial,</i>	<b>hold</b>
	<b>Discuss housing and land use in urban and rural communities.</b>		
	<b>Describe the reasons-(e.g., jobs, climate, family) for human settlement patterns.</b>		
	<b>Discuss the major</b>		

to their environment.

Identify resources that are renewable, recyclable, and non-renewable.

Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.

Discuss geographic concepts related to current events.

Discuss the difference between basic needs and wants.

Recognize that people need to make choices because of limited resources.

Recognize that some goods are made locally and some are made elsewhere.

Recognize that people are buyers and sellers of goods and services.

Recognize various forms of U.S.

**economic activities and land use (e.g., natural resources, agricultural, industrial, residential, commercial, and recreational) of areas studied.**

**Describe elements of culture (e.g., food, clothing, housing, sports, customs, and beliefs) in a community of areas studied.**

**Discuss that Asian civilizations have changed from past to present. PO 6. Recognize the connections between city, state, country, and continent.**

Identify ways (e.g., agriculture, structures, and roads) in which humans depend upon, adapt to, and impact the earth.

Recognize ways of protecting natural resources.

Discuss geographic concepts related to current events.

*Use geography concepts and skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment.*

Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.

*recreational) of areas studied.*

*Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.*

Describe ways of protecting natural resources.

**Identify resources that are renewable, recyclable, and non-renewable.**

*Discuss geographic concepts related to current events.*

**Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).**

Identify how scarcity requires people to make choices due to their unlimited wants and needs.

Identify opportunity costs in personal decision-making situations.

**Identify goods and**

**these truths to be self evident.....)**

**Describe Arizona's transition from territory to statehood:**

- locations of capital
- founding people
- Arizona's constitution

**Describe the varied backgrounds of people living in Arizona:**

- shared principles, goals, customs and traditions
  - diversity in one's school and community
  - benefits and challenges of a diverse population.
- 

**Describe the three branches of state and national government:**

- Executive
- Legislative
- Judicial

Describe different levels of government (e.g., local, tribal, state, national).

Describe the responsibilities of state government (e.g., making laws, enforcing laws, collecting taxes).

Describe the responsibilities (e.g.,

currency.  
  
Recognize that people save money for future goods and services.

Discuss reasons for personal savings.

Discuss that opportunity cost occurs when people make choices and something is given up (e.g., if you go to the movies, you can't also go to the park).

Identify differences among natural resources (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).

Recognize that people trade for goods and services.

Compare the use of barter and money in the exchange for goods and services (e.g., trade a toy for candy, buying candy with money).

Recognize that some goods are made in the local community and some are made in other parts of the world.

Discuss how people can be both producers and consumers of goods and services.

Discuss costs and benefits of personal savings.

**services (e.g., fire and police protection, immunizations, library) provided by local government.**

**Give examples of trade in the local community (e.g., farmers supply the grocer).**

Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.

Discuss how producers use natural, human, and capital resources to create goods and services.

Discuss different ways individuals can earn money.

Discuss costs and benefits of personal spending and saving choices.

determining land use, enforcing laws, overlapping responsibilities with state government) of the local government.

Describe the possible consequences of violating laws.

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Discuss ways an individual can contribute to a school or community.

*Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.*

Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, jury duty).

Use different types of maps to solve problems (i.e., road maps – distance, resource maps-products, historical maps-boundaries, thematic map- climates).  
**PO 2.** *Interpret political and physical maps using the following map*

*elements:*

- a. *title*
- b. *compass rose*  
*(cardinal and*  
*intermediate*  
*directions)*
- c. *symbols*
- d. *legend*
- e. *scale*
- f. *road map index*
- g. *grid (latitude and*  
*longitude)*

***PO 3.*** *Construct maps using symbols to represent human and physical features.*

***PO 4.*** *Construct charts and graphs to display geographic information.*

***PO 5.*** *Describe characteristics of human and physical features:*

- a. *physical – (i.e.,*  
*river, lake,*  
*mountain, range,*  
*coast,*  
*sea, desert, gulf,*  
*bay,*  
*strait, plain, valley,*  
*volcanoes, isthmus,*  
*canyon, plateau,*  
*mesa,*  
*oasis, dunes)*
- b. *human – (i.e.,*  
*equator,*  
*four hemispheres,*  
*city,*  
*state, country,*  
*harbor,*  
*dams, territory,*  
*county)*

***PO 6.*** *Locate physical and human features using maps, illustrations, images, or globes:*

- a. *physical (i.e., river,*  
*lake,*  
*mountain range,*  
*coast,*

*sea, desert, gulf,  
bay,  
strait)*  
b. *human (i.e.,  
equator  
four hemispheres,  
city,  
state, country,  
roads,  
railroads)*

**PO 7.** Locate physical and human features in Arizona using maps, illustrations, or images:  
a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River)  
b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam)

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Describe how the Southwest has distinct physical and cultural characteristics.

Describe ways in which Arizona has changed over time from statehood to today.

Locate the landform regions of Arizona (plateau, mountain, desert) on a map.

Compare the landform regions of Arizona according to their physical features, plants, and animals.

Describe how regions and places (e.g., Grand Canyon, Colorado

River, Casa Grande Ruin, Canyon de Chelly, Yucatan Peninsula) have distinct characteristics.

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Describe how natural events and human activities impact environments.

Describe uses, types, and conservation of natural resources.

Describe the factors (push and pull) that have contributed to the settlement, economic development (e.g., mining, ranching, agriculture, and tourism), and growth of major Arizona cities.

Describe how Mexico and Arizona are connected by the movement of people, goods, and ideas.

Describe how the building of transportation routes (e.g., trails, stage routes, railroad) resulted in human settlement and economic development in Arizona.

Describe the cultural characteristics (e.g., food, clothing, housing, sports, customs, beliefs) of Arizona's diverse population.

Describe the major economic activities and land use patterns (e.g.,

agricultural, industrial, residential, commercial, recreational, harvesting of natural resources) of regions studied.

Describe elements of culture in areas studied (e.g., Mexico, Central and South America).

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Describe human dependence on the physical environment and natural resources to satisfy basic needs.

Describe the impact of extreme natural events (e.g., fires, volcanoes, floods, droughts) on human and physical environments.

Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.

Describe the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).

***Discuss geographic knowledge and skills related to current***

*events.*

Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).

Explain the decision for a personal spending choice.

**Identify that specialization improves standards of living (e.g., medical care, home building, agriculture).**

. Give examples of how voluntary exchanges of goods and services can be mutually beneficial (e.g., ice cream vendor receives money, child receives ice cream; doctor receives monetary benefit, patient receives care).

Explain how price incentives affect peoples' behavior and choices, such as colonial decisions about what crops to grow and which

products to produce.

Describe why (e.g., schools, fire, police, libraries) state and local governments collect taxes.

Describe how education, skills, and career choices affect income.

Discuss how profit is an incentive to entrepreneurs.

Describe risks that are taken by entrepreneurs.

Identify the role of financial institutions in providing services (e.g., savings accounts, loans).

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Describe how interest is an incentive to saving money.

<b>J U D A I C A</b>	Exposure to weekly Torah portions.	Discover values embedded in the weekly Torah portions.	Discover values embedded in biblical text and identify “parashah.”	Identify “pasuk”, “perek” and “parashah” in biblical text, and discover values in the text.	Relate biblical text to their lives and experiences.	Understand different perspectives about biblical text.
	Familiar with meaning, history, customs, songs, rituals, and blessings for holidays and Erev Shabbat.	Explore biblical characters, and their lives.	Connect the text to one’s own life.	Express personal connections to the text.	Study Passover, Shavuot, and Tu B’Shevat.	Relate Torah stories to other literature, and every day situation.
		Connect Torah concepts to their personal lives.	Articulate knowledge of Shabbat and holiday rituals, songs, and customs, the Jewish calendar, and the prophets.	Explore meaning in holiday and Shabbat rituals and customs.	Examine holidays from a historical and modern day context.	Relate Torah to ethical issues in science and history
		Expand our understanding of holidays and Shabbat.		Expand knowledge of Jewish calendar and life cycles.	Relate the Jewish calendar to lunar and solar cycles.	Study the creation and continuation of rituals.
				Study the prophets.	Study Jewish History and the Holocaust.	Practice prayer skills.
				Study Jewish life cycles.	Study Israel.	

<b>H E B R E W</b>	Learn Hebrew alphabet	Begin reading in Hebrew.	Begin reading in Hebrew.	Expand their ability to read in Hebrew.	Expand their ability to read in Hebrew.	Expand their ability to read in Hebrew.
	Learn Hebrew vowels.	Expand their knowledge of Hebrew vocabulary, sentence structure, and conversation.	Expand their knowledge of Hebrew vocabulary, sentence structure, and conversation.	Expand their Hebrew vocabulary, translation, conversation, and writing abilities.	Expand their Hebrew vocabulary, translation, conversation, and writing abilities.	Expand their Hebrew vocabulary, translation, conversation, and writing abilities.
	Learn simple vocabulary.			Work on Hebrew sentence structure.	Work on Hebrew sentence structure.	Work on Hebrew story writing and journals.
			Work on Hebrew sentence structure.			

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Physical Education

Art

Choir

Kabbalat Shabbat

Teffilah

Reading Buddies

Once a month field trips