

Washington Northeast Supervisory Union

Cabot School  
Twinfield Union School

# Report Card K-6 Guide Book



Dear Parents and Guardians:

We are pleased to share with you this overview of the learning expectations for our elementary students at Cabot and Twinfield Union School. It is our hope that this guide will help you understand the goals for our students at each grade level and in this way allow you to better support your young learner.

The expectations you see outlined here are also what you will find on student report cards. Report cards will be issued four times during the year. Students' progress towards meeting the standards will be indicated by a score of 1 to 4 on the progress rubric. (see page 6 ) There will also be parent –teacher conferences in November and April. We know a strong parent-teacher partnership is one way to help our students succeed and clear communication helps build that partnership. We hope you find this guidebook helpful.

Your children's teachers are always ready to hear from you directly if you have any questions. Wishing you a productive and satisfying school year ahead.

Sincerely,  
Patricia Johnson Knoerl  
Director of Curriculum, Assessment and Professional Development



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## Guiding Principles

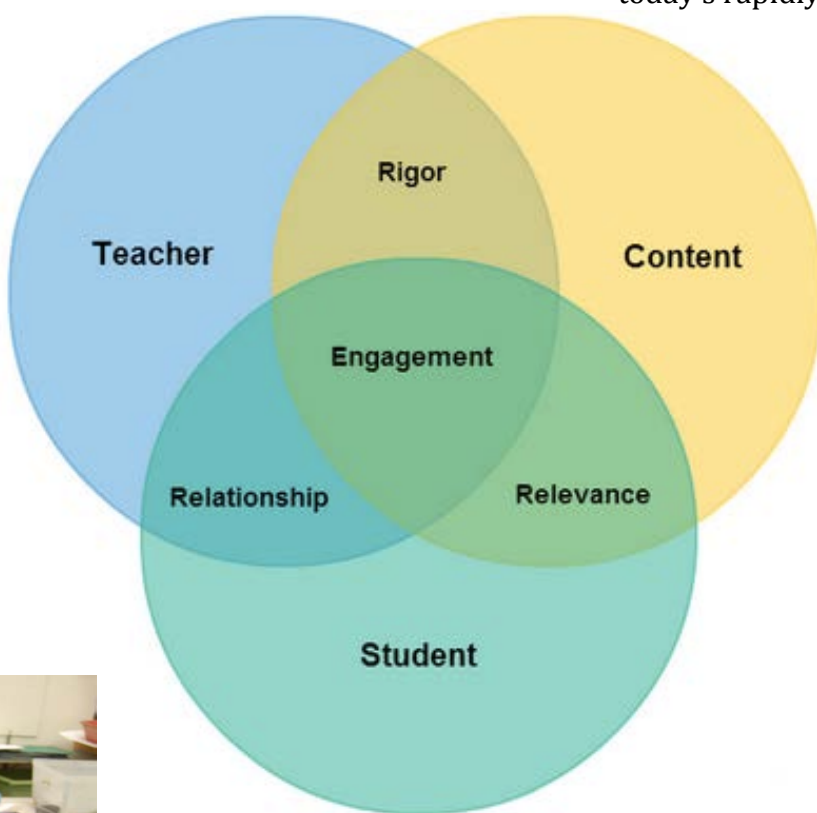


### Rigor

All students have the chance to succeed at challenging classes.

### Relevance

Courses and projects spark student interest and relate to today's rapidly changing world.



### Relationships

All students have adult mentors who know them and push them to achieve.

## **What is a standards-based report card?**

The standards-based elementary report card specifies what students at Twinfield Elementary School and Cabot School are expected to learn and do at each grade. It covers learning standards in English language arts, mathematics, science, and social studies. It also outlines what students learn in fine arts, music, physical education, health, library, technology, guidance, and ECO. Students are expected to meet grade level expectations in each content area while retaining and building on knowledge gained in previous years. These standards represent the knowledge that will allow for middle and high school readiness. The standards-based report card provides parents with a detailed description of each grade's learning expectations. The English language arts and math standards are from the national Common Core State Standards. The science and social studies standards are from Vermont's Framework of Standards and Learning Opportunities.

This report card is beneficial to educators, students, and parents/guardians. It allows teachers to support specific learning needs of individuals and groups because it provides detailed and specific information. It allows students to know precisely what they will need to know and do. A consistent understanding of what each child's learning targets are at each grade will help educators develop curricula and instruct accordingly. This K-6 report card communicates learning expectations and individuals progress. It will help teachers and parents/guardians to take proactive steps to support student learning.

Washington Northeast Supervisory Union's elementary standards-based report card will be issued quarterly, approximately every nine weeks. It includes specific items and skills students should attain by the end of the school year. Standards will be scored to reflect student's level of progression in meeting those standards. Standards can be rated using four numbers ranging from one to four. These numbers correspond to a student's level of learning progress. Educators will use the Learning Progress Rubric to assess student learning.

# Progress Rubric

1	2	3	4
<ul style="list-style-type: none"> <li>• Student has not yet demonstrated an understanding of concepts, skills and processes taught to date and needs consistent support.</li> <li>• The student, with direct instruction, demonstrates below standards/classroom expectations.</li> <li>• Completes tasks with <i>significant</i> teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is beginning to demonstrate an understanding of concepts, skills and processes taught to date.</li> <li>• The student, with direct instruction, demonstrates basic performance of standards/classroom expectations.</li> <li>• Completes tasks with <i>some</i> teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates an understanding of concepts, skills and processes taught to date.</li> <li>• The student regularly demonstrates proficient performance of standards/classroom expectations.</li> <li>• Completes tasks with <i>little</i> teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has an in- depth understanding of concepts, skills, and processes taught to date and exceed the required performance standards.</li> <li>• The student exceeds standards/classroom expectations and is able to independently apply skills in all content areas.</li> <li>• Completes tasks <i>without</i> teacher assistance.</li> </ul>



## Foundational Reading Skills

These standards foster students' basic literacy skills in grades K-5. These skills include an understanding and working knowledge of concepts of print, basic writing conventions, and the alphabetic principle. They are important components of a comprehensive reading program, allowing students to become proficient readers with a capacity to comprehend and read a wide variety of texts that range across all academic areas.



### Kindergarten

- ☉ Demonstrates understanding of print concepts
- ☉ Identifies uppercase and lowercase letters
- ☉ Demonstrates understanding of syllables and sounds in spoken words
- ☉ Demonstrates understanding of phonics and word analysis
- ☉ Reads sight words
- ☉ Reading Benchmark: December Level B; June Level D

### First Grade

- ☉ Applies phonics and word analysis skills to decode words and text
- ☉ Demonstrates understanding of spoken words
- ☉ Reads grade level sight words
- ☉ Reads grade level text orally with accuracy, fluency, and expression
- ☉ Reading Benchmark: Sept. Level D/E; Dec. Level F; June Level J

### Second Grade

- ☉ Applies phonics and word analysis skills to decode words and text
- ☉ Uses context and rereads to self-correct
- ☉ Reads text orally with fluency, accuracy, and expression
- ☉ Reading Benchmark: Sept. Level J; Dec. Level K; June Level M



### Third, Fourth, Fifth, and Sixth Grades

- ☉ Applies phonics and word analysis skills to decode word and grade level texts
- ☉ Reads texts orally with accuracy, fluency, and expression
- ☉ Uses context and rereads to confirm or self-correct as necessary
- ☉ Third Grade Reading Benchmark: Sept. Level M; Dec. Level N; June Level P
- ☉ Fourth Grade Reading Benchmark: Sept. Level P; Dec. Level Q; June Level S
- ☉ Fifth Grade Reading Benchmark: Sept. Level S; Dec. Level T; June Level V
- ☉ Sixth Grade Reading Benchmark: Sept. Level V; Dec. Level W; June Level Y

## Reading Informational Texts

Proficient reading of informational texts provide students with knowledge about the world. These reading skills allow students to read to learn in all academic areas. Ultimately these skills will foster children becoming life-long learners and will prepare them for being successful in college, trade, and life.

### Kindergarten

- Asks and answers questions about main idea, key details and unknown words
- Makes connections between illustrations and texts
- Compares and contrasts texts of the same topic

### First Grade

- Asks and answers questions about the topic, key details, and unknown words
- Uses illustrations and details to describe key ideas
- Uses text features to locate facts or information in a text
- Describes similarities and differences between two texts on the same topic

### Second Grade

- Asks and answers questions about the topic, key details, and content vocabulary
- Describes author's purpose using supporting details from texts and images
- Compares and contrasts points presented by two texts on the same topic

### Fourth Grade

- Refers to details determining main idea and drawing inferences
- Describes the overall structure of informational text
- Explains how reasons and evidence are used to support points in a text
- Interprets information from two texts on the same topic

### Third Grade

- Asks and answers questions to determine main idea, key details, and content vocabulary
- Uses text features to locate information and demonstrate understanding
- Applies phonics and word analysis skills
- Distinguishes own point of view from that of the author of the text
- Compares and contrasts points presented in two texts on the same topic

### Sixth Grade

- Able to determine theme central idea of a text
- Cites textual evidence to support analysis of what the text says
- Determines an author's point of view or purpose of a text

### Fifth Grade

- Asks and answers questions to determine main idea using details and accurate quotations
- Uses text features to locate key facts and explains how they are used to clarify a text
- Summarizes a text and explains how reasons and evidence are used to support points in a text
- Analyzes multiple accounts of the same event or topic





# Reading Literature

The literature standards offer focus for instruction that helps to ensure students gain exposure to a wide range of text genres and tasks. Students read increasingly complex texts as grades advance. The goals of these standards are to give students knowledge of the components of literature, understanding differences and the purposes of various genres, and the ability to be analytical thinkers in relationship to literature. These thinking skills can be applied to learning about and observing the world.



## Kindergarten

- Asks and answers questions about key details
- Retells familiar stories using key details
- Identifies characters, setting, and main events
- Actively engages in group reading activities

## First Grade

- Asks and answers questions illustrating their level of comprehension
- Retells stories including key details that demonstrate understanding of the central message
- Identifies words and phrases in stories and poems that appeal to the senses

## Second Grade

- Asks and answers questions about key details
- Analyzes characters by describing their points of view, responses to challenge, and intent
- Compares and contrasts two or more versions of the same story

## Third Grade

- Asks and answers questions to demonstrate understanding of text, central message, and point of view
- Determines the central message through key details using text-based literature and illustrations
- Describes characters in a story and explains how their actions contribute to a sequence of events
- Determines the meaning of words and phrases and distinguishes between literal and nonliteral language
- Compares and contrasts themes, settings, and plots and determines own point of view

## Fourth Grade

- Refers to details and examples when explaining a text, drawing inferences and making connections
- Summarizes a text and determines a theme
- Describes in depth a character, setting, or event using specific details in text
- Compares and contrasts points of view, themes, topics, and genre

## Fifth Grade

- Ⓢ Asks and answers text-based questions using details and accurate quotations
- Ⓢ Analyzes characters describing actions, point of view, and intent
- Ⓢ Compares and contrasts two or more characters, settings, events, and stories
- Ⓢ Summarizes text and describes the overall structure and author's point of view

## Sixth Grade

- Ⓢ Able to determine theme or central idea
- Ⓢ Describes how a story's plot unfolds and how a character reacts as the plot moves toward a resolution
- Ⓢ Able to analyze how a particular moment in the text contributes to the plot
- Ⓢ Able to read and comprehend stories, poems, and dramas that are appropriate for sixth graders



## Writing

The writing standards outline a range of skills and applications. Students will gain increasing sophistication in all aspects of language use through the grades. As students progress through the grades they will address increasingly demanding content and sources. They are expected to retain developed skills and further develop as they move from one grade to the next.



## Kindergarten

- Ⓢ Writes letters
- Ⓢ Writes first and last name
- Ⓢ Writes initial and ending sounds
- Ⓢ Writes sight words
- Ⓢ Uses capitalization and punctuation correctly
- Ⓢ Writes a narrative
- Ⓢ Writes informative text
- Ⓢ Writes opinion about a topic or a book
- Ⓢ Participates in shared research

## First Grade

- Ⓢ Responds to suggestions to add details to develop writing
- Narrative Writing:**
- Ⓢ Writing is on the same topic.
  - Ⓢ It informs while including details that support the storyline.
  - Ⓢ It ends with a concluding statement.
  - Ⓢ The writer can write about when (s) he did something.
- Opinion Writing:**
- Ⓢ Writing includes a clearly stated opinion, reasons for that opinion, and a supporting conclusion.
- Informational Writing:**
- Ⓢ Writing includes a clear topic sentence; supporting sentences have facts and definitions, and a conclusion that backs up the topic.
  - Ⓢ The writer taught readers about a topic.

## Second Grade

- ☉ Responds to suggestions to add details to develop writing.
- Narrative Writing:**
- ☉ Writing is on the same topic
  - ☉ Writing informs and includes details that support the storyline
  - ☉ Writing includes a concluding statement
- Opinion Writing:**
- ☉ Opinion is clearly stated
  - ☉ Reasons and conclusion support opinion
- Informational Writing:**
- ☉ Topic sentence is clear
  - ☉ Supporting sentences support topic by including facts and definitions
  - ☉ The writer taught the reader some important points about the subject

## Third Grade

- ☉ Writes organized and focused responses to text based questions
  - ☉ Develops and strengthens writing using the writing process of planning, revising, and editing
  - ☉ Writes routinely over a variety of timeframes for a range of tasks, purposes, and audiences
- Narrative Writing:**
- ☉ Writes a narrative that includes experiences, events, and details
- Opinion Writing:**
- ☉ Writes opinion pieces supporting a position with reasons
- Informational Writing:**
- ☉ Writes informative/explanatory texts and research projects to examine a topic and convey ideas

## Fourth Grade

- ☉ Writes organized and focused responses to text-based questions
  - ☉ Develops and strengthens writing using the writing process of planning, revising, and editing
  - ☉ Writes routinely over a variety of timeframes for a range of tasks, purposes, and audiences
  - ☉ Recalls and gathers information from experiences and sources and summarizes notes
- Narrative Writing:**
- ☉ Writes narrative that include relevant experiences, events, and details and can make the distinction between important and unimportant parts
- Opinion Writing:**
- ☉ Writes opinion pieces supporting a position with reasons, reasons are explained
- Informational Writing:**
- ☉ Writes informative/explanatory texts and research projects to examine a topic- uses facts, details, quotes, and ideas





## Fifth Grade

- Writes organized and focused responses to text based questions
- Recalls, gathers, and summarizes information from experiences and sources
- Develops and strengthens writing using the writing process of planning, revising, and editing

### **Narrative Writing:**

- Writes narratives to develop real or imagined experiences or events using descriptive details and well-structured sequences

### **Opinion Writing:**

- Writes opinion pieces supporting a position or claim with reasons and provides a variety of evidence to support each reason

### **Informative Writing:**

- Writes informative/explanatory pieces, reexamines a topic, and conveys ideas in a variety of ways (essays, stories, how to)



## Sixth Grade

- Produces clear and coherent writing appropriate to the purpose and audience
- Conducts short research projects to answer a question, drawing on several sources
- Gathers information from multiple print and digital sources, assesses credibility and provides basic bibliographic information

### **Narrative Writing:**

- Writes narratives that have tension resolution, realistic characters, and convey an idea or lesson

### **Opinion Writing:**

- Writes arguments to support positions with clear reasons, a variety of trustworthy sources, and relevant evidence, but also builds his/her arguments to a conclusion

### **Informative Writing:**

- Writes informative/explanatory pieces to examine a topic and convey ideas, concepts, information, incorporating essays, explanations, stories, and/or procedural passages



# Language

The language standards give students the knowledge and skills they need to articulate their thinking when writing and speaking. They are also an integral part of reading comprehension and understanding the thoughts of others, establishing a foundation for communication.



## Kindergarten

- ☉ Uses correct grammar when writing or speaking

## First Grade

- ☉ Understands and uses correct grammar when writing and speaking
- ☉ Determines or clarifies the meaning of unknown and multi-meaning words and phrases
- ☉ Uses capitalization, punctuation, and correct spelling when writing
- ☉ Uses words and phrases acquired through conversations and books read

## Second Grade

- ☉ Uses knowledge of standard English grammar and conventions when speaking and writing
- ☉ Determines or clarifies the meaning of unknown and multi-meaning words and phrases
- ☉ Uses standard English, capitalization, punctuation, and spelling when writing

## Third and Fourth Grades

- ☉ Utilizes language and its conventions when writing, speaking, reading, and listening
- ☉ Determines or clarifies the meaning of unknown multi-meaning words and phrases
- ☉ Acquires and uses domain-specific words and phrases that signal spatial and temporal relationships

## Fifth and Sixth Grades

- ☉ Uses knowledge of language and its conventions when writing, speaking, reading, or listening
- ☉ Uses digital media to research, answer questions, clarify meaning, and communicate





# Speaking and Listening

The mastery of speaking and listening standards allow students to both gain and share knowledge. Students learn to be open and engaged listeners. They become able to refine their understanding by communicating it to others through discussion, writing, and other media. Through the grades students will increase their ability to elaborate and effectively describe their thinking and listen with a critical ear.



## Kindergarten

- ☉ Listens to understand content and information
- ☉ Expresses ideas, opinions and shares information

## First Grade

- ☉ Participates in conversations, asking questions to seek information or clarify understanding
- ☉ Describes people, places, and events using details

## Second Grade

- ☉ Participates in conversations with partners applying appropriate roles for discussions
- ☉ Asks and answers questions for clarification, comprehension and to deepen understanding
- ☉ Tells a story or recounts an experience sequentially using appropriate facts and details
- ☉ Describes key details from texts read aloud or through other media

## Third Grade

- ☉ Participates in discussions with diverse partners, building on others' ideas
- ☉ Asks and answers questions promoting comprehension and offering elaboration and detail
- ☉ Tells a story or recounts an experience using appropriate language, pacing, and audio and visual displays

## Fourth Grade

- ☉ Participates in discussions with diverse partners, building on others' ideas
- ☉ Identifies evidence a speaker provides to support particular points
- ☉ Gives organized oral presentations for different tasks using digital media to



## Fifth and Sixth Grades

- ☉ Participates in discussions with partners building on the ideas of others
- ☉ Summarizes points of a speaker and explains evidence to support claims
- ☉ Gives oral presentations for different tasks using appropriate English and multimedia components

# Mathematics

The Common Core Standards put an emphasis on students' ability to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of patterns and structure, and look for and express regularity in repeated reasoning. Students will develop knowledge of counting and cardinality, operations and algebraic thinking, operations in base ten and place value, measurement and data, and geometry through the grades. In depth understanding of number sense, addition, subtraction, multiplication, division, fractions, and integers are the expected outcome of the elementary mathematics sequence.



## Kindergarten

- ☉ Rote counts forward and backward 0-100 by 1's
- ☉ Rote counts forward and backward 0-100 by 10's
- ☉ Counts objects to 20
- ☉ Writes numbers 0-20
- ☉ Reads and compares numbers 0-100
- ☉ Solves addition and subtraction word problems to 10
- ☉ Communicates addition strategies orally (+1, +10, combinations of 10, and commutative property)
- ☉ Decomposes and recomposes numbers 0-10
- ☉ Describes and compares lengths using nonstandard units
- ☉ Classifies and counts the number of objects in each category
- ☉ Identifies and describes shapes
- ☉ Uses mathematical language



## First Grade



- Counts forward and backward by 1's, 10's, 2's, and 5's
- Identifies even and odd numbers
- Automatizes addition facts using identifiable strategies
- Represents and solves word problems involving addition and subtraction
- Understands and demonstrates the concept of equality
- Adds 2 digit numbers using expanded notation
- Explains mathematical procedures and reasoning both verbally and in writing
- Understands the place value of any 2 digit number
- Reads and writes 3 digit numbers
- Compares and shows multiple representations of numbers in 3 digits including locating numbers on the number line
- Recognizes whole, halves, thirds, and fourths
- Measures and compares with nonstandard units
- Tells and writes time in hours and half hours
- Recognizes coins, their names, and their value
- Organizes, represents, and interprets data
- Calculates the perimeter of straight sided closed figures
- Uses attributes to identify and sort polygons and three dimensional shapes

## Second Grade

- Counts forward and backward by 1's, 2's, 5's, 10's, and 100's from any given number
- Knows addition and subtraction facts 0-20 using efficient strategies
- Represents and solves word problems involving addition and subtraction
- Adds and subtracts 2 digit numbers, executes standard procedure for addition and subtraction including regrouping
- Understands and demonstrates the concept of equality
- Uses mathematical language
- Solves word problems involving, dollars, quarters, nickels, dimes, and pennies
- Recognizes whole, halves, thirds, and fourths
- Identifies any number as odd or even
- Tells and writes time from analog and digital clocks to the nearest 5 minutes
- Uses attributes to identify and sort polygons and three dimensional shapes
- Calculates the perimeter of straight sided closed figures





## Third Grade

- ☉ Understands concept of number and place value within the base ten system
- ☉ Accurately solves word problems using a variety of strategies
- ☉ Counts forward and backward by 1's, 2's, 5's, 10's, halves, fourths, and 100's from any given number
- ☉ Rounds numbers to the nearest 10 or 100
- ☉ Automatizes addition and subtraction facts using efficient strategies
- ☉ Automatizes multiplication and division facts using efficient strategies up to  $10 \times 10$
- ☉ Uses standard procedures for addition, subtraction, and multiplication
- ☉ Demonstrates knowledge of data by recording, representing, and analyzing
- ☉ Demonstrates knowledge of measurement concepts (perimeter and area)
- ☉ Demonstrates understanding of geometrical attributes (shape, angles, sides, and symmetry)
- ☉ Recognizes and compares fractions (wholes, halves, thirds, fourths, and fifths)
- ☉ Can accurately tell time, knowledge of elapsed and accrued time
- ☉ Uses mathematical language

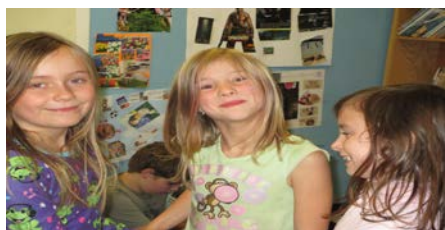
## Fourth Grade

- ☉ Counts forward and backward by 1's, 2's, 5's, 10's, and any unit fraction from any given number
- ☉ Automatizes multiplication and division facts up to  $10 \times 10$
- ☉ Uses place value to round multi-digit whole numbers to any place
- ☉ Executes fluently, correctly, consistently, and with understanding the multiplication standard procedure involving 1 digit  $\times$  2 digit and 2 digit  $\times$  2 digit numbers
- ☉ Knows fractions as wholes and parts and their relationship to each other
- ☉ Generates equivalent fractions
- ☉ Adds and subtracts fractions with like denominators
- ☉ Multiplies fractions with a whole number
- ☉ Applies divisibility tests for: 2, 3, 5, 9, and 10
- ☉ Executes fluently, correctly, consistently, and with understanding the division standard procedure involving 3 digit dividend and 1 digit divisor
- ☉ Represents and interprets data
- ☉ Uses mathematical language



## Fifth Grade

- Counts forward and backward by 1's, 10's, 2's, any power of 10, and any unit fraction from any given number
- Uses place value to round decimals to any given place
- Applies divisibility tests for: 2, 3, 5, 9, and 10
- Computes the greatest common factor, least common multiple and applies them to fractions and problem solving
- Recognizes, represents, orders, and compares fractions and whole numbers by unit fractions (including decimals and percents)
- Executes correctly, fluently, consistently with understanding the standard procedures for multiplication and division of whole numbers
- Execute correctly, fluently, consistently with understanding the standard procedures for adding and subtracting fractions
- Recognizes, represents order, and compares fractions, decimals, and percents
- Solves problems involving perimeter and area of right triangles and rectangles
- Finds volume of rectangular prisms
- Constructs and measures angles
- Draws, describes, and makes connections between different types of shapes, figures, and diagrams
- Converts like measurement units within a given measurement system
- Collects, organizes, and represents data in various forms and makes inferences based on that data
- Constructs a line plot to display a data set of measurements
- Uses mathematical language



## Sixth Grade

- Counts forward and backward by 1's, 2's, 5's, any power of 10, and any unit fraction
- Knows integers and their location on the number line
- Knows rational numbers and their representations and locations on the number line
- Performs operations (add, subtract, multiply, divide, absolute value) on integers correctly, fluently, consistently and with understanding
- Executes operations on decimals, fractions, and percents (add, subtract, multiply, divide, absolute value) correctly fluently, consistently and with understanding
- Solves problems using least common multiples, greatest common factors and prime factorization
- Understands and apply laws of exponents
- Writes and evaluates numerical expressions using order of operations
- Makes inferences about different shapes, figures and diagrams
- Constructs and measures angles in polygons; sum of interior and exterior angles
- Solves problems involving area, surface area, and volume
- Finds the area of polygons using appropriate formulas
- Draws polygons in the coordinate plane given coordinates for the vertices, using all four quadrants
- Summarizes numerical data sets including measures of center, variability, and overall patterns of data
- Displays data using number line, dot plots, histograms and box plots



# Science

Students engage in learning opportunities in the four domains of science. The four domains are physical sciences, life sciences, engineering, technology and applications of science. Scientific units and themes are taught and learned with increasing depth and sophistication as the grades progress.



## Kindergarten

Actively participates and demonstrates understanding of science inquiries

Units:

- ☉ Living and nonliving things
- ☉ Senses
- ☉ Properties of Matter
- ☉ Force and Motion
- ☉ Energy
- ☉ Day and night sky
- ☉ Weather, seasons, and hibernation

## First Grade

### Vermont Mammals and Plants:

- ☉ Identifies the characteristics of mammals
- ☉ Categorizes mammals that are omnivores, herbivores, and carnivores
- ☉ Diagrams and labels the parts of a plant
- ☉ Identifies the function of each part of a plant
- ☉ Identifies what plants need to survive

### Scientific Questioning, Predicting, and Hypothesizing:

- ☉ Demonstrates understanding of experimental design

### Matter and Water:

- ☉ Identifies the states of matter and their properties
- ☉ Describes change in properties when heat is applied to a solid or when heat leaves a liquid

## Second Grade

### Insects:

- ☉ Identifies the characteristics of insects
- ☉ Identifies the stages in the life cycle of an insect
- ☉ Describes how insects use their senses to survive

### Scientific Questioning, Predicting, and Hypothesizing:

- ☉ Demonstrates understanding of experimental design

### Balance and Motion:

- ☉ Demonstrates understanding that force can change the motion of an object

### Body Systems and Patterns of Human Development:

- ☉ Identifies major organs and their functions
- ☉ Identifies what is in the environment that is harmful if swallowed

### Air and Weather/ Earth and Space:

- ☉ Recognizes that wind is moving air
- ☉ Illustrates and describes the water cycle
- ☉ Describes how the Earth rotates on its' axis each day and orbits the sun once a year
- ☉ Recognizes that the sky looks different at different times of day
- ☉ Recognizes the pattern of the moon
- ☉ Recognizes that soils and rocks have properties of color and texture



## Third and Fourth Grades

### Cycle 1:

- ☉ Makes observations and/or measurements during experimental and real-world situations
- ☉ Analyzes and interprets data from maps to describe patterns of Earth's features
- ☉ Constructs an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
- ☉ Describes how energy and fuels are derived from natural resources and their how uses effect the environment
- ☉ Generates and compares multiple solutions to reduce the impacts of natural Earth's processes on humans

### Cycle 2:

- ☉ Makes observations and/or measurements during experimental and real-world situations
- ☉ Constructs an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- ☉ Uses the scientific process to prove the effects of forces on the motion of an object

## Fifth and Sixth Grades

- ☉ Conducts research based on inquiry, gathering information from print and digital sources, and provides basic bibliographic information for sources.

### Cycle 1:

#### Physics of Flight- Starbase:

- ☉ Demonstrates the properties of air
- ☉ Knows the layers of the atmosphere
- ☉ Knows the four forces of flight; lift, drag, thrust, and gravity

#### Water- Earthday Network:

- ☉ Knows how to draw and explain the water cycle
- ☉ Knows measurements of water
- ☉ Knows how severe weather impacts the environment

#### The Moon:

- ☉ Is able to create a diagram or model of Earth's orbit around the sun and the moon's orbit around the Earth
- ☉ Knows the physical characteristics of the moon
- ☉ Understands how the moon effects tides on Earth

### Cycle 2:

#### Motion and Design:

- ☉ Knows the forces involved in motion
- ☉ Knows design effects motion

#### Trees and Leaves- Nature Scope Book:

- ☉ Knows how trees grow and understands the process of photosynthesis
- ☉ Is able to identify trees
- ☉ Is able to identify chlorophyll, leaf structure, trunk layers, and growth regions

#### Electricity:

- ☉ Builds simple, parallel, and series circuits
- ☉ Designs a circuit board
- ☉ Knows various ways electricity is generated

# Social Studies

History, geography, and civics are learned and explored in social studies theme units. Using inquiry, active school community engagement, and interdisciplinary learning, students discover their role as citizens of their class, school, state, and world.



## Kindergarten

Actively participates in discussions  
demonstrates understanding of concepts  
Units:

- ☉ All about me
- ☉ Citizenship
- ☉ Holidays and traditions
- ☉ Maps and directions

## First and Second Grades

### Historical Events:

- ☉ Classifies objects from long ago
- ☉ Explores objects looking closely at similarities and differences
- ☉ Describes how schools have remained the same and changed over time
- ☉ Differentiates among fact and opinion through classroom situations, stories, and media
- ☉ Sequences events that occurred in family, school, and community

### Cultural Geography:

- ☉ Identifies characteristics of a neighborhood or community using road signs, landmarks, maps, and photographs
- ☉ Differentiates between neighborhood, town, and state
- ☉ Identifies places within the community and how these locations are used
- ☉ Uses a map to find a destination
- ☉ Identifies local celebrations and traditions

### Civics, Government, and Society:

- ☉ Identifies the various groups (s) he belongs to and his/her role as a member of a group
- ☉ Describes positive interaction among group members and explains point of view on issues that effect themselves and/or the group
- ☉ Follows the rules of the class and school community and identifies the consequences of not following those rules
- ☉ Describes characteristics of positive leadership and fair decision making



## Third and Fourth Grades

### Cycle 1

- Ⓢ Uses geographic resources to locate the physical and political regions of Vermont
- Ⓢ Identifies examples of human interdependence and conflict in classroom and school communities as well as early Vermont cultures

### Cycle 2

- Ⓢ Uses mapping tools to identify continents, oceans, and countries in North America
- Ⓢ Connects geographic location to elements of culture

## Fifth and Sixth Grades

- Ⓢ Conducts research based on inquiry, gathering information from print and digital sources, and provides basic bibliographic information for sources.

### Cycle 1

- Ⓢ Civics- Demonstrates knowledge of United States government and election process
- Ⓢ History-Demonstrates understanding of a period in American History and its impact on our country
- Ⓢ US Geography-Demonstrates knowledge of states and regions

### Cycle 2

- Ⓢ History-Demonstrates understanding of Age of European Exploration into the New World
- Ⓢ History- Demonstrates understanding of the colonial period and early America
- Ⓢ World geography-Demonstrates knowledge of continents, political and physical regions
- Ⓢ World Geography- Demonstrates understanding of cultural differences based on regions of the world

## Personal Development

Addressing the personal development of each child is a crucial part of educating the whole child. Nurturing a safe positive learning environment entails fostering the development of behaviors that lead to academic, social, and personal achievement.

## Kindergarten

- Ⓢ Demonstrates respectful behavior
- Ⓢ Cares for personal and school property
- Ⓢ Works cooperatively
- Ⓢ Resolves conflicts appropriately

## First and Second Grades

- Ⓢ Works Cooperatively
- Ⓢ Demonstrates responsibility
- Ⓢ Resolves conflict appropriately
- Ⓢ Demonstrates respect of self, others, and materials



## Third and Fourth Grades

- ☉ Works collaboratively
- ☉ Demonstrates responsibility
- ☉ Uses positive strategies to resolve conflicts
- ☉ Demonstrates respect of self, others and the environment
- ☉ Follows school and classroom behavior expectations
- ☉ Listens attentively, follows directions, asks for help when needed, and is prepared for learning experiences
- ☉ Accepts responsibility for own behavior
- ☉ Completes assignments with care



## Fifth and Sixth Grades

- ☉ Sets goals and produces high quality work
- ☉ Shows respect for people and property
- ☉ Takes responsibility for academic, social, and behavior expectations
- ☉ Participates in class
- ☉ Listens actively
- ☉ Speaks effectively
- ☉ Works well individually
- ☉ Works well in small groups
- ☉ Uses technology as a learning tool

