THE GROSSE POINTE PUBLIC SCHOOL SYSTEM

ELEMENTARY SCHOOL CURRICULUM GUIDE

GRADES K - 5

Department of Curriculum, Assessment, Instruction, and Technology
Monique Beels, Assistant Superintendent
Leo Warras, Executive Director, Instructional Services
The Grosse Pointe Public School System
Grosse Pointe, MI 48230

VISION STATEMENT

The vision of the Grosse Pointe School System is to help all students be successful learners and leaders, today and tomorrow.

MISSION STATEMENT

The Gosse Pointe Public School System mission – in partnership with students, staff, parents, and community members – is to challenge all students to realize their full potential by providing them with the highest quality educational program and instruction.

GUIDING PRINCIPLES

Our goal is to create an environment and culture that reflects the following guiding principles:

We believe in being **Accountable**.

We are committed to:

- promoting the achievement of every student at the highest level of their individual abilities.
- cultivating in each student a sense of responsibility for his/her own learning.
- creating a dynamic and safe learning environment
- continuous improvement and optimizing the resources of the district including: people, processes, facilities and finances.
- providing value to all community stakeholders by offering programs and services that meet the needs of the district, are cost effective and enhance the reputation of the district and the community.

We believe in **Building Partnerships** at every level.

We are committed to:

- developing and maintaining relationships among students, parents, staff and community that promote involvement at every level.
- fostering mutual trust through open and honest communication among all community stakeholders.
- sharing pride in our accomplishments.
- capitalizing on resources to enhance opportunities for students, the district and the community.

We believe in fostering a collaborative culture that develops and capitalizes on **Leadership** skills at every level.

We are committed to:

- fostering problem solving and empowerment.
- embracing change and encouraging innovation.
- promoting team-work to achieve results and to recognize and celebrate the contributions of all.

We believe in the pursuit of education **Excellence** for every student, each and every day.

We are committed to:

- promoting continuous improvement through recruiting, retaining and developing highly qualified staff committed to the highest standards of teaching and learning.
- providing an evolving and dynamic curriculum that: challenges each student based on their individual talents and abilities; maximizes the potential for each student to realize success in future endeavors; and, encourages each student to become a life-long learner.
- developing an exceptional educational environment that stimulates teaching and learning by providing premiere tools, materials, and facilities for learning.

We believe in creating a safe and caring environment that fosters **Respect** and instills responsibility in each individual.

We are committed to:

- encouraging understanding and tolerance of all individuals.
- celebrating diversity and individual differences and recognizing individual needs.
- contributing to the development, the character, and integrity of our students.

GROSSE POINTE BOARD OF EDUCATION

2012-2013

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ELEMENTARY SCHOOLS

Defer Elementary 15425 Kercheval, Grosse Pointe Park Karen Sullivan, Principal 432-4000	**Ferry Elementary** 748 Roslyn, Grosse Pointe Woods Gloria Hinz, Principal 432-4100	**Kerby Elementary** 285 Kerby, Grosse Pointe Farms Maureen Bur, Principal 432-4200
Maire Elementary 740 Cadieux, Grosse Pointe City Kathleen Satut, Principal 432-4300	**Mason Elementary** 1640 Vernier, Grosse Pointe Woods Dr. Elaine Middlekauff, Principal 432-4400	**Monteith Elementary** 1275 Cook, Grosse Pointe Woods Keith Howell, Principal 432-4500
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	Barnes Early Childhood Center 20090 Morningside, Grosse Pointe Woods Susan Banner, Program Supervisor 432-3800	

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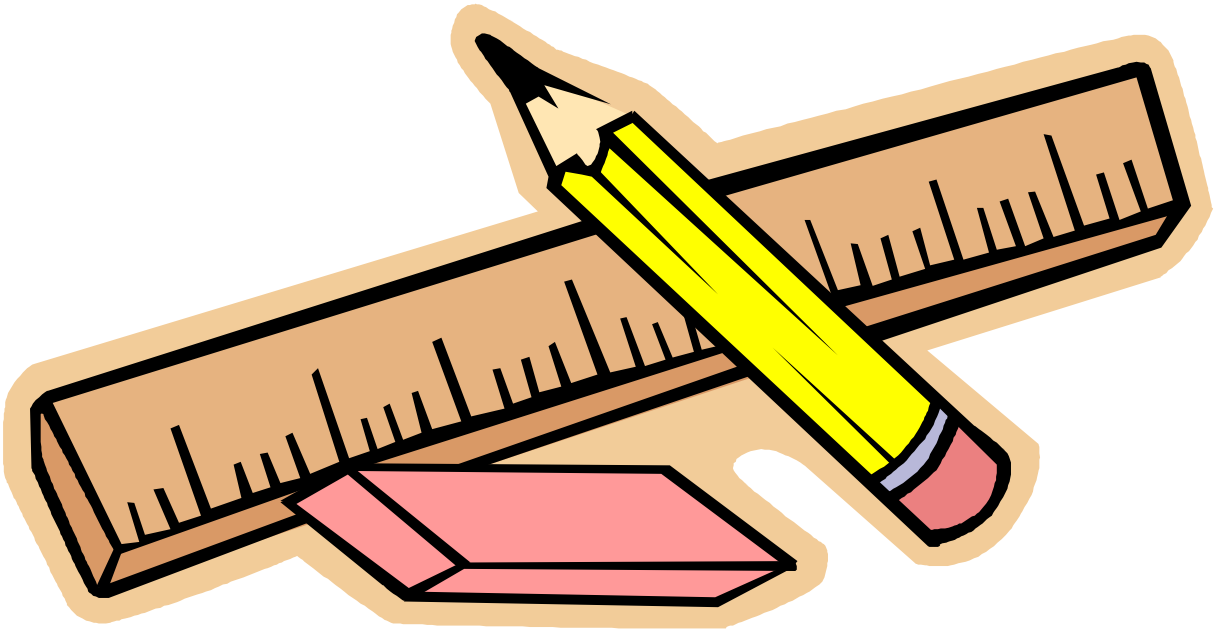
This Program of Studies has been prepared to outline the basic instructional units and special programs of the Grosse Pointe Elementary Schools.



English Language Arts

The Grosse Pointe English Language Arts Curriculum is an integrated approach to language instruction that recognizes the interdependence of reading, writing, listening, viewing, and speaking. Materials are selected and developed to support differentiation and teachers will select from learning expectations at lower or higher levels to differentiate for individual needs.

Language Arts Scopes and Sequence The English Language Arts Curriculum, K-12 (2010)
The components of the Grosse Pointe English Language Arts curriculum and the specific categories of learning expectations for skill development in each of the components are listed below:

- **Reading**: Word Recognition/Word Study: phonemic awareness, phonics, and vocabulary; Fluency; Narrative Text; Poetry; Informational Test; Comprehension; Metacognition; Critical Standards; Attitude
- **Writing:** Genre; Process; Personal Style; Grammar and Usage; Spelling; Handwriting; Attitude
- **Speaking:** Conventions; Spoken Discourse
- **Listening & Viewing:** Conventions; Response

The 2012 document delineates the curriculum across the K-5 spectrum. Based on a matrix, and the crosswalk between the Grade Level Content Expectations (GLCE's) and the Common Core (CC) created by the Michigan Department of Education, this approach allows for the identification of the development of skill across grade levels. In addition, the standards that are to be continually addressed in instruction and/or emphasized in a certain unit of study have been identified to highlight the spiral effect of curriculum and emphasize the continuity of skill progression.

For more in-depth information on the Common Core Standards for English Language Arts (pages 1-33):
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Materials K – 3		**Materials 4 – 5**	
Reading	Houghton Mifflin reading series Making Meaning	Selected Literature List	available on pages 7-9 Making Meaning
Language Arts	Houghton Mifflin reading series Write Source Series , Great Source Education Group (1998-99) 6+1 Writing Traits Making Meaning With Vocabulary	Language Arts	Write Source Series , Great Source Education Group (1998-99) 6+1 Writing Traits Making Meaning With Vocabulary
Handwriting	Houghton Mifflin traditional manuscript and cursive	Vocabulary	Making Meaning With Vocabulary
Spelling	Houghton Mifflin reading series	Spelling	Grosse Pointe Spelling (a combination of Spell It-Write spelling patterns and Sitton high frequency words)
Selected Literature List	available on page 2-6		

Summary of Focus Areas

KINDERGARTEN

	COMPREHENDING (to support the Common Core)	COMPOSING (to support the Common Core)	GRADE LEVEL READING* Select pieces of literature which will be experienced by students in the grade.
NARRATIVE	Nursery Rhyme, Song, Story, Poetry, Other selections to support Common Core	Personal Narrative (Drawing, dictating, and Writing)	*Gingerbread Boy, Little Red Hen/S*tory *Chicka Chicka Boom Boom/Nursery/Rhyme* *Higglety Pigglety Pop! or, There Must Be More to Life/Poetry*
INFORMATIONAL	Concept Book, Environmental Text, Picture Book	Informative/Explanatory Piece, Opinion Piece, Class Research Project	

Summary of Focus Areas

FIRST GRADE				
	COMPREHENDING (to support the Common Core)	**COMPOSING (to support the Common Core)**	**GRADE LEVEL READING*** Pieces of literature which will be studied by every student in the grade.	**RESERVED TITLES*** Students will read two or more of the following titles:
NARRATIVE	*Poetry* and other selections to support the Common core	Personal Narrative	*TBD*	*Frog and Toad/*Fantasy *Little Yellow Chicken/*Fantasy *Henry and Mudge/*Realistic Fiction *Morning, Noon and Night/*Poetry *Little Bear/*Fantasy
INFORMATIONAL	Informational text related to Social Studies, History, Science, and Technology	Information Piece from research question. Opinion with supporting details, Shared Research Project		

* Titles may be changed to reflect state grade level content expectations/Common Core Standards

Summary of Focus Areas

SECOND GRADE				
	COMPREHENDING (to support the Common Core)	**COMPOSING (to support the Common Core)**	**GRADE LEVEL READING*** Select pieces of literature which will be experienced by every student in the grade.	**RESERVED TITLES*** Students will experience two or more of the following titles:
NARRATIVE	Fables, Folktales, Poetry, Other selections to support the Common Core	Personal Narrative	*Chalk Box Kid*	*Freckle Juice*/ Realistic Fiction *Junie B. Jones*/ Realistic Fiction Cam Jansen series/ Realistic Fiction *Marc Brown*/ Fantasy
INFORMATIONAL	How-to book, Magazine	Opinion with supporting details, Informative/Explanatory, Shared Research Project		

* Titles may be changed to reflect state grade level content expectations/Common Core Standards

Summary of Focus Areas

THIRD GRADE				
	COMPREHENDING (to support the Common Core)	**COMPOSING (to support the Common Core)**	**GRADE LEVEL READING*** Select pieces of literature which will be experienced by every student in the grade.	**RESERVED TITLES*** Students will experience one of the following titles:
NARRATIVE	Fable, Folktale, Myths, Poetry, Other selections to support the Common Core	Realistic Fiction, Poetry, Narrative	*Treasury of Fairy Tales/*Fairy tale TBD	*Fables-TBD* Charlotte's Web/Fantasy Top Secret/Fantasy Taste of Blackberries/ Realistic Fiction Stone Fox/ Realistic Fiction The Hundred Dresses/ Realistic Fiction Sarah Plain and Tall/Historical Fiction
INFORMATIONAL	Informational text related to Social Studies, History, Science, and Technology	Report, Research Opinion with supporting details, Essays with supporting details	*We'll Race You, Henry: A Story About Henry Ford/*Biography	Great Rescues Great Disasters

* Titles may be changed to reflect state grade level content expectations/Common Core Standards

Summary of Focus Areas

<table>
<tr><th colspan="9">2-3 MAGNET</th></tr>
<tr><td>CYCLE</td><td colspan="8">As far as developmentally appropriate, language arts instruction will focus on material based on grade 2 topics one year and on grade 3 topics the next year.</td></tr>
<tr><td></td><td colspan="2">COMPREHENDING (to support the Common Core)

Students will read titles in designated genres at their own reading level. Classes will alternate grade level cycles and include the following:</td><td colspan="2">COMPOSING (to support the Common Core)

Students will receive instruction in designated writing modes progressing according to their own development including the following:</td><td colspan="2">GRADE LEVEL READING*

Pieces of literature which will be studied by every student in the grade. May treat Traditional Core experience as independent project or as a springboard to more complex pieces.</td><td colspan="2">RESERVED TITLES*

Students will read two or more of the following titles:</td></tr>
<tr><td>NARRATIVE</td><td>Year A
Fantasy, Legends, Drama, Realistic Fiction</td><td>Year B
Fable, Folktale, Realistic Fiction, Fantasy, Fairy Tale, Poetry</td><td>Year A
Realistic Fiction, Fantasy, Personal Narrative, Poetry</td><td>Year B
Fable, Fantasy, Folktale, Realistic Fiction, Poetry</td><td>Year A
Traditional:
Chalkbox Kid

Magnet:
Cleary (Author Study)
Venus Among the Fishes
(Fantasy)</td><td>Year B
Traditional:
Treasury of Fairy Tales
(Fairy Tale)

Magnet:
Andrew Clements (Author Study, Realistic Fiction)
Because of Winn Dixie
(Realistic Fiction)</td><td>Night of the Twisters
(Realistic Fiction)
The Secret School
(Historical Fiction)
James and the Giant Peach
(Fantasy)
Cricket in Times Square (Fantasy)</td><td>Shiloh
(Realistic Fiction)
Junior Great Books – Levels 2 and 3</td></tr>
<tr><td>INFORMATIONAL</td><td>How-to books, Personal Corres-pondence, Science, and Social Studies Magazine</td><td>Encyclo-pedia, Magazine, Textbook, Biogrpahy</td><td>Magazine, Research Project</td><td>Report, Research Project, Research Report, Summary</td><td></td><td>Traditional:
We'll Race You Henry: A Story About Henry Ford
(Biography)</td><td></td><td></td></tr>
</table>

* Titles may be changed to reflect state grade level content expectations/Common Core Standards

Summary of Focus Areas

FOURTH GRADE				
	COMPREHENDING (to support the Common Core)	**COMPOSING (to support the Common Core)**	**.GRADE LEVEL READING*** Select pieces of literature which will be experienced by every student in the grade.	**RESERVED TITLES*** Students will experience one title from the list below::
NARRATIVE	Fantasy, Myth, Poetry, Other selections to support the Common Core	Fantasy, Myth, Poetry	*Paddle to the Sea*/Adventure	*Lion, Witch and the Wardrobe*/Fantasy *My Side of the Mountain*/ Adventure *Hatchet*/Adventure, Legend ,Myth Additional Fantasy and Adventure
INFORMATIONAL	Informational text related to Social Studies, History, Science, and Technology	Research Project, *Opinion with supporting details, Essays with details*		Biography/Autobiography

* Titles may be changed to reflect state grade level content expectations/Common Core Standards

Summary of Focus Areas

FIFTH GRADE				
	COMPREHENDING (to support the Common Core)	**COMPOSING (to support the Common Core)**	**GRADE LEVEL READING*** Select pieces of literature which will be experienced by every student in the grade.	**RESERVED TITLES*** Students will experience one title from the list below:
NARRATIVE	Fantasy, Historical Fiction, Mystery, Science Fiction, Tall Tale, Other selections to support the Common Core	Poetry, Narrative	*Sign of the Beaver*/ Historical Fiction	*Caddie Woodlawn*/Historical Fiction *Tuck Everlasting*/Fantasy *Maniac Magee*/Realistic Fiction/Adventure *Ben and Me*/Historical Fiction *Mrs. Frisby and the Rats of NIMH*/Fantasy *American Tall Tales*/Tall Tales Mystery Science fiction
INFORMATIONAL	Informational text related to Social Studies, History, Science, and Technology	Persuasive Essay, Opinion with supporting details, Essays with details		

* Titles may be changed to reflect state grade level content expectations/ Common Core Standards

Summary of Focus Areas

<table>
<tr><th colspan="9">4-5 MAGNET</th></tr>
<tr><td>Cycle</td><td colspan="8">As far as developmentally appropriate, language arts instruction will focus on material based on grade 4 topics one year and on grade 5 topics the next year.</td></tr>
<tr><td></td><td colspan="2">COMPREHENDING
(to support the Common Core)

Students will read titles in designated genres at their own reading level. Classes will alternated grade level cycles and include the following:</td><td colspan="2">COMPOSING
(to support the Common Core)

Students will receive instruction in designated writing modes progressing according to their own development including the following:</td><td colspan="2">GRADE LEVEL READING*

Pieces of literature which will be studied by every student in the grade. May treat Traditional Core experience as independent project or as a springboard to more complex pieces.</td><td colspan="2">RESERVED TITLES

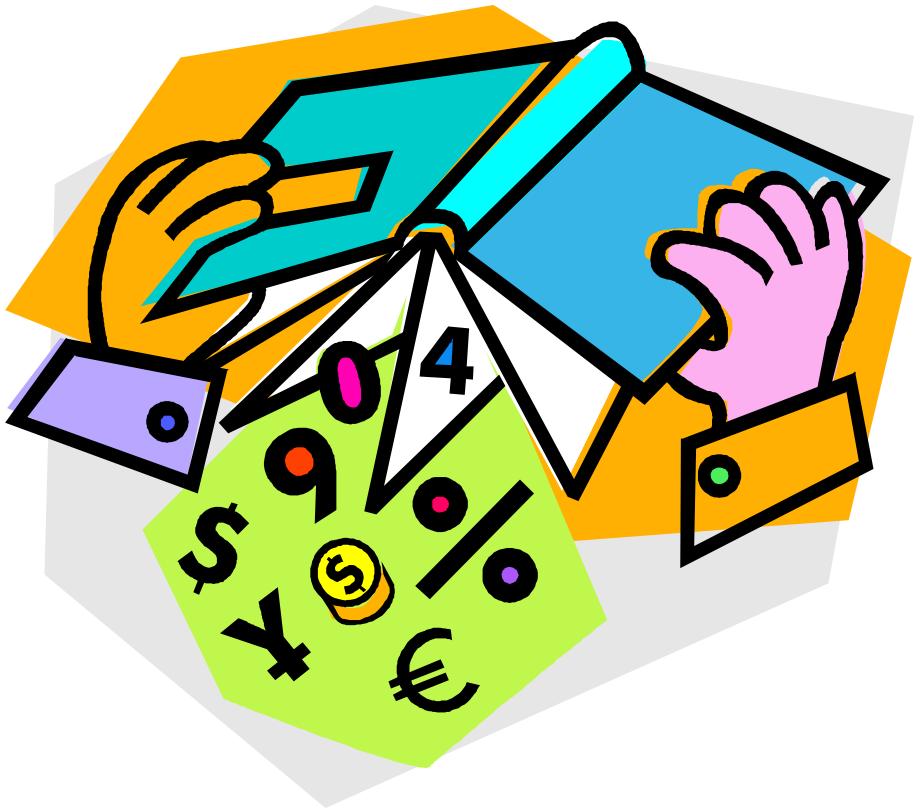
Students will experience one title form the list below:</td></tr>
<tr><td>NARRATIVE</td><td>Year A
Poetry, Myths, Legends, Fantasy, Adventure</td><td>Year B
Fantasy, Historical Fiction, Mystery, Science Fiction, Tall Tale</td><td>Year A
Myth, Legend, Fantasy, Adventure, Poetry</td><td>Year B
Historical Fiction, Mystery, Tall Tale, Poetry</td><td>Year A
Traditional:
Paddle to the Sea/ Adventure

Magnet:
TBD</td><td>Year B
Traditional:
Sign of the Beaver/ Historical Fiction

Magnet:
Fever 1793/ Historical fiction
Stowaway/ Historical Fiction</td><td>Year A
That Wild Berries Should Grow/ Historical Fiction
Brothers of the Heart/ Historical Fiction
Charlotte Avery on Isle Royale/ Historical Fiction
Ella Enchanted/ Fantasy, Myths, Legends, Adventure</td><td>Year B
Out of the Dust/ Poetry</td></tr>
<tr><td>INFORMATIONAL</td><td>Year A
Auto-biography/ Biography, Personal Essay, Almanac, Newspaper</td><td>Year B
Advertisement, Atlas, Editorial, Experiment</td><td>Year A
Comparative Essay, Research project, Letter</td><td>Year B
Persuasive Essay (Position/ Evidence) Research Project</td><td></td><td></td><td></td><td></td></tr>
</table>

* Titles may be changed to reflect state grade level content expectations/ Common Core Standards

* Titles may be changed to reflect state grade level content expectations



MATHEMATICS

Problem Solving Strategies
Grades 1-5

Students will:

- Use manipulative materials in order to solve mathematical problems
- Use the guess and check strategy
- Make and use lists, tables or charts
- Draw a diagram
- Use base-ten blocks and pictures to illustrate number sentences
- Act out a mathematical problem
- Write a number sentence
- Identify mathematical problems that arise in their everyday life

While using these strategies, students will:

- Determine whether word problems have insufficient, just enough, or extraneous information to use in solving them.
- Work cooperatively with others to solve everyday problems
- Accept the idea that both teachers' and students' mathematical reasoning should be open to questioning and improvements by others
- Read and write about mathematical concepts in a variety of formats, e.g., in journals
- Share approaches to solving mathematical problems with other students and teachers including using one or more of the strategies listed
- Understand that more than one strategy may be used to find an answer in a problem

TEXTBOOKS:
Harcourt Math (2007)
Grades 1-5 – Everyday Mathematics, McGraw Hill (2007) third edition

For more in-depth information on the Common Core Standards for Mathematics:
http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Kindergarten Overview

Counting and Cardinality
- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten.
- Work with numbers 11-19 to gain foundations for place value

Measurement and Data
- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry
- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

Kindergarten

In Kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 – 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

2) Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Grade 1 Overview

Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry
- Reason with shapes and their attributes.

Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Grade 2 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate engths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

Grade 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iteration they need to cover a given length.

4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiplyand divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic .

Number Operations - Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes

Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

4) Students describe, analyze, and compare properties of two dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 4 Overview

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations - Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 4

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.

2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

Grade 5 Overview

Operations and Algebraic Thinking
- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten
- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations – Fractions
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data
- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry
- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

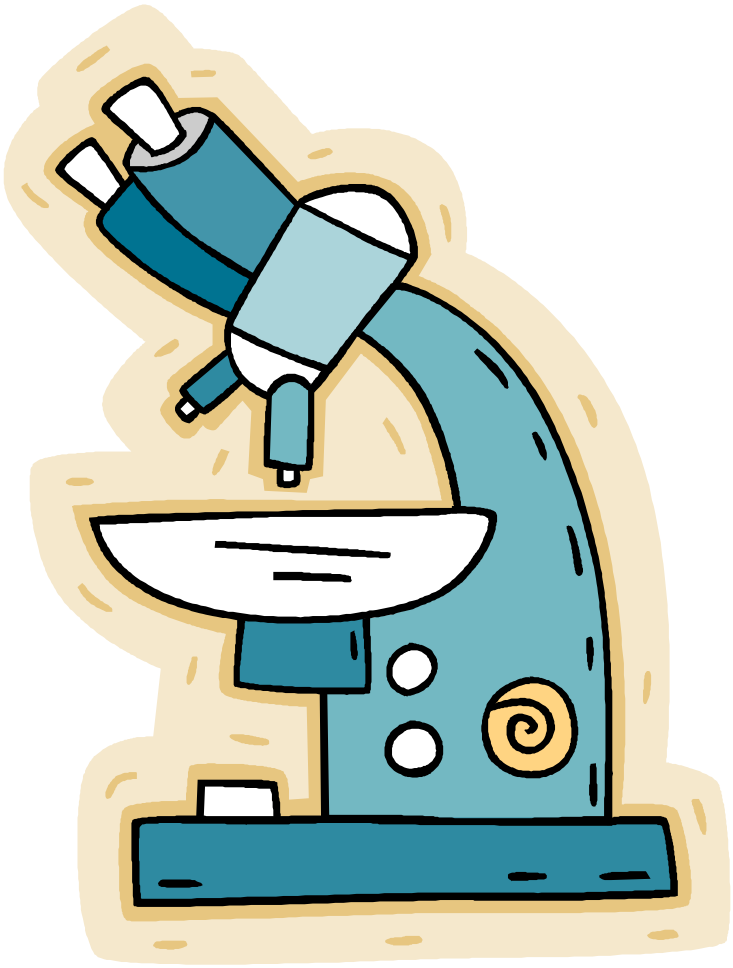
Grade 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems



SCIENCE

The Mission of Grosse Pointe K-12 Science Instruction is for all students to be scientifically literate individuals, who continue to investigate, evaluate, and communicate knowledge, thereby empowering them to thrive in a changing future.

The elementary science curriculum is the result of a thorough analysis of the current curriculum, current research, like district analysis, State and National test score data, and the analysis of several science programs. These analyses and the review contributed to a science curriculum with quality components including: scientific inquiry, writing prompts, recommended activities, assessments, rubrics, integration, technology support, differentiation, hands-on materials, and grade level appropriateness. GPPSS has adopted several FOSS (Full Option Science System) and DSM III (Delta Science Modules) science modules. These two programs lay the foundation for science education in the Grosse Pointe Public Schools.

The elementary science curriculum:

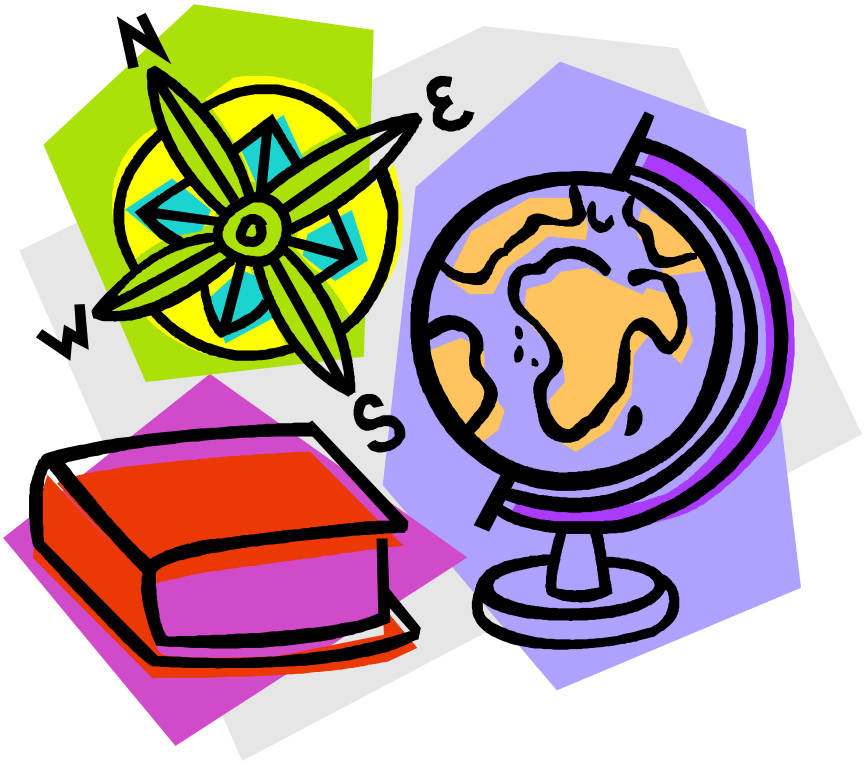
- provides experiences that are appropriate to a child's cognitive stage of development, and serve as a foundation for more advanced ideas
- reflects current research on learning, including collaborative learning, student discourse, and embedded assessment
- applies effective instructional methodologies, including hands-on active learning, inquiry, and integration of disciplines
- prepares students with the knowledge and thinking capacities to manage the 21st century

Materials:

Science is taught using prepared kits – FOSS (Full Option Science Systems) and DSM (Delta Science Modules) – supplemented with additional Grosse Pointe lessons/activities. The science kits include materials such as Science Readers, videos, a wide variety of hands-on science equipment and supplies which often include living organisms.

Units in the Science Curriculum:

Kindergarten:	Properties (DSM) Investigating Water (DSM) Animals 2 x 2 (FOSS)
1st Grade:	Weather (FOSS) Solids and Liquids (FOSS) New Plants (FOSS)
2nd Grade:	Insects (FOSS) Motion (FOSS) Physics of Sound and Light (FOSS)
3rd Grade:	Measurement (FOSS) Water (FOSS) Structures of Life (FOSS)
4th Grade:	Earth Materials (FOSS) Solar System (DSM) Magnetism and Electricity (FOSS)
5th Grade:	Variables (FOSS) Mixtures and Solutions (FOSS) Energy and Waves (GP Lessons and Activities) Living Systems (DSM)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SOCIAL STUDIES

The main purpose of social studies is to prepare young people to become responsible citizens. Through the integrated study of the seven strands including history, geography, civics, economics, inquiry, civic involvement, public discourse and decision making students will develop social understandings and prepare to make informed decisions as citizens.

The elementary program is based on the expanding environments pattern. Children begin by studying themselves and other individuals. They progress to studying families, schools, neighborhoods, communities, the state of Michigan, United States studies, and early eras of United States history.

Materials: A variety of multimedia materials is used at all grade levels including books, software, computer internet research sources, maps, globes, graphic organizers, artifacts, resource materials, fieldtrips, guest presentations, and videos.

Textbooks:
My World Kindergarten Kit, Houghton Mifflin (2008) Kindergarten
All Together, Scott Foresman (2008) Grade 1
People and Places, Scott Foresman (2008) Grade 2
Meet Michigan, Hillsdale (2009), *Michigan Citizenship Collaborative Curriculum* (MC3) (2009) Grade 3
Social Studies Alive!, Teachers Curriculum Institute (2010) Grade 4
Atlas of Our Country's History, Nystrom (2009) Grade 5
The United States, Scott Foresman (2008) Grade 5
A History of US, Oxford University Press (1993) Grade 5
- The First Americans
- Making Thirteen Colonies
- From Colonies to Country
- The New Nation

Kindergarten – Myself and Others

Using a familiar context for five and six year olds, kindergartners learn about the social studies disciplines (history, geography, civics, government and economics) through the lens of "Myself and Others." Accordingly, each discipline focuses on developing rudimentary understanding through an integrated approach to the field.

Grade 1 – Families and Schools

In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of schools and families. This is the students' first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop more sophisticated understandings of each discipline.

Grade 2 – The Local Community

In second grade, students continue an integrative approach to social studies through the context of the local community. This is the first time students are introduced to a social environment larger than their immediate surroundings, and they draw upon knowledge learned in previous grades to develop more sophisticated understandings to explore the social studies disciplines of history, geography, civics and government, and economics.

Grade 3 – Michigan Studies

Third grade students explore the social studies disciplines of history, geography, civics and government, and economics, through the context of Michigan Studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.

Grade 4 – US Studies

Using the context of the United States, fourth grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics.

Grade 5 – Integrated American History

The fifth grade Social Studies curriculum is a study of early American history through the adoption of the United States' Bill of Rights. Through the use of primary and secondary sources, students explore how significant events shaped the nation. An introduction to the United States Constitution frames their study of the early history of the nation. As students study the meeting of "Three Worlds" they explore interactions among American Indians, Africans, and Europeans in North America. Students also examine how these interactions, as well as the geography of North America, affected colonization and settlement in three distinct English colonial regions. Students learn about our government's history as reflected in the Declaration of Independence, Articles of Confederation, U.S. Constitution, and Bill of Rights. Students examine how and why the Founders of our country balanced the powers of government through the principles of separation of powers, check and balances, federalism, protection of individual rights, popular sovereignty, and the rule of law (core democratic values).

ART

Philosophy

Art is an integral part of the general education curriculum. The arts enrich life and are essential to practical and creative decisions. They are crucial to Man's highest concerns and are valuable in utilitarian, functional terms as well as part of our creative imaginative world.

Art is a significant visual language and is best understood through creative production of art, analysis of art as well as interpreting and judging art.

Through experiencing the Visual Arts Program of the Grosse Pointe Public Schools, the student will create and respond to art based on knowledge and skills mastered. The Visual Art Curriculum will enable students to tell stories, relate experiences, fantasize, convey messages, create insight, express feeling and give ideas concrete form. These desired outcomes will be facilitated by behaviors that include: observing/perceiving, problem identification/problem solving, making choices/rejecting alternatives.

The discipline based art curriculum consists of critical analysis, art history, aesthetics and creative expression. It is sequential and cumulative, providing strategies for expression and assessment while meeting the unique needs of each student.

The artistic environment develops awareness and appreciation of both past and present; and includes aspects of multi-cultural heritage. The student learns to analyze and interpret visual statements, develop personal judgments and demonstrate individual creative interpretations of their ideas.

Students will learn that art and the appreciation of art represent our ability to enrich our life.

The full curriculum is described in The Grosse Pointe Public School System Elementary Visual Art Curriculum, 1995

Grosse Pointe Elementary Art Curriculum Overview Grades K-5

	Aesthetics	Critical Analysis	Art History	Creative Expression
GOALS:	**To develop and expand aesthetic perceptions**	**To develop a base for making informed aesthetic judgments**	**To acquire knowledge of historical and cultural developments which occur as a result of varying needs and points of view**	**To develop and expand visual arts knowledge and skills in order to express ideas imaginatively**
Kindergarten	• What is art?	• Compare and contrast works of art and also objects in the environment • Sort 2D and 3D • Describe in relation to color, line and pattern • Explore meaning in art	• Sort art by theme • Art and people in the community • Artist Georgia O'Keeffe • Native American art	• Introduction to: Line, shapes, and patterns • Painting materials • Weaving paper • Simple sculpture • Clay
Grade 1	• What is art?	• Compare and contrast two works of art in relation to organic and geometric shapes, pattern, warm and cool colors, variety of line	• Sort art by theme • Art in the community • Artist Henri Matisse Art of Asian cultures	• Variety of lines • Pattern making • Color wheel • Color classifications • Fibers in the environment, tabby weave, textures • Explore media of sculpture and the 3D form
Grade 2	• What is beauty? • Develop "What is art?"	• Compare and contrast art in relation to a wide variety of classifications. (see curriculum) • Introduce formal art criticism: Description, analysis, interpretation and evaluation	• Review K-1 • Artist Vincent van Gogh • Art of Middle Eastern cultures	• Review K-1 • Directional lines • Symmetry • Brush stroke variety • Mix and use of gray • Values • Stencil printing • Additive clay methods • Fiber weaving

Art Overview – Continued

	Aesthetics	Critical Analysis	Art History	Creative Expression
GOALS:	**To develop and expand aesthetic perceptions**	**To develop a base for making informed aesthetic judgments**	**To acquire knowledge of historical and cultural developments which occur as a result of varying needs and points of view**	**To develop and expand visual arts knowledge and skills in order to express ideas imaginatively**
Grade 3	• Is meaning found in art? • Develop thinking about what is art and what is beauty	• Develop art criticism techniques and formal strategy of critical analysis • Develop increased strategies for comparison of art • Recognize Elements of Art • Introduce written analysis	• Review K-2 • Artist Claude Monet • Identify common themes, symbols and styles in art • Art of Central and South American cultures	• Beginning landscape • Composition • Continue color classification • Relief printmaking • Loom weaving • Viewpoint • Relief sculpture • Additive and subtractive clay techniques
Grade 4	• Is meaning found in art? • Develop thinking about what is art and what is beauty	• Review and develop Grade 3 criticism strategies and skills • Compare and contrast artists studied K-4 • Discuss the function of the Elements of Art • Develop writing analysis of art	• Artist Pablo Picasso • Cubism • Techniques artists employ to convey meaning • Sort art by style • Art of African cultures	• Human figure and face • Proportion • Shading • Develop color mixing, selection and grouping • Explore printmaking • Movement in composition • Explore fiber arts • Movement in 3D art • Methods of clay construction and finishing • Realism/Abstraction
Grade 5	• Can art be good or bad? • Develop questions of meaning found in art • Develop thinking about what is art and what is beauty	• Review and develop Grade 4 criticism strategies and skills • Compare and contrast artists studied K-5 • Expand the understanding of the function of the Elements of Art and Principles of Design • Expand writing analysis of art	• Review K-4 • Artists Alexander Calder, M.C. Esher and Maria Martinez • Art of Native American cultures	• Review K-4 • Illusion of space in 2D • Shading • Composition • Abstraction • Explore sculpture • Explore construction and finishing techniques in clay • Explore diverse art forms, including those that are non-traditional


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COMPUTER EDUCATION

The current K-12 Computer Education Curriculum was developed by a district-wide curriculum committee during 1998-1999 and approved by the Board of Education in September, 1999.

The purpose of the computer education curriculum is to promote the integration of technology throughout the educational process, using directed, independent, and cooperative activities. The elementary technology curriculum is divided into three strands: cognitive, application, and skills (see table below). All grade levels have access to computers in the classroom and in the school computer lab.

Initial keyboarding instruction occurs in grade 3. Keyboarding instruction and practice sessions are provided in grades 3, 4, and 5 to afford students the opportunity to meet the State of Michigan's keyboarding benchmark for students at the end of fifth grade: 20 words per minute with accuracy of 90%. A keyboarding resources page is available in the "Parents" tab of the District's webpage at: http://www.gpschools.org

The Michigan Board of Education approved new educational technology standards and expectations (METS) in the 2009-2010 school year. Copies of the METS standards are available at: http://techplan.edzone.net/METS/. The state revised its 2006 standards based on new national standards from the International Society for Technology Education (ISTE). The current ISTE standards are available at http://www.iste.org/AM/Template.cfm?Section=NETS.

Grosse Pointe's existing K-5 Computer Education curriculum is being phased out as technology lessons and concepts are integrated into other District curricula. New model lessons are being added to to those curricula and will be in alignment with METS benchmarks.

Computer Education, 1998-1999

Cognitive Strands	
• Technology Awareness	(Gr. 1-5)
• Integration of Technology	(Gr. 3, 5)
• Technology Systems	(Gr. K-5)

Application Strands	
• Databases	(Gr.4-5)
• Desktop Publishing	(Gr. K-4)
• Graphics	(Gr. K, 2, 4)
• Multimedia	(Gr. 3-5)
• Spreadsheets	(Gr. 4-5)
Word Processing	(Gr. K-5)

Skills Strands	
• Keyboarding – Initial	(Gr. 3)
• Keyboarding - Refresher (Reinforcement)	(Gr. 4-5)
• Information Access	(Gr. 4-5)

LIBRARY MEDIA SKILLS

The Library Media Program is based on the belief that reading and research are fundamental to successful lifelong learning. The objective of the program is to develop a foundation for students to become information literate by locating and using information that suits their needs as well as to prepare students to use more complex resources and technologies as they become available. The developers of the program believe that because of the continuing expansion of information sources, it is important that all individuals acquire the thinking skills that will enable them to critically evaluate information and utilize information as responsible independent learners.

The Library Media Program promotes literacy and reading; provides instruction in the use of information technology and search strategies; extends classroom curriculum through an educational partnership between teachers and the library media specialist; and utilizes current technology and services to assist students in becoming proficient users of information.

The Library Curriculum was developed to help students use information literacy skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge;
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
3. Share knowledge and participate ethically and productively as members of our democratic society;
4. Pursue personal and aesthetic growth.

Elementary Library Information Curriculum Scope and Sequence:

Library Citizenship	(K – 5)	Genre	(2 – 5)
Orientation	(K – 5)	Identification of resources	(3 – 5)
Self-selection of appropriate materials	(K – 5)	Oral /written presentation of research	(3 – 5)
Authors/Illustrators	(K)	Use OPAC	(3 – 5)
Book care	(K)	Alternate subject headings	(3)
Identification of fiction/non fiction	(K)	Call numbers	(3)
ABC order	(K – 1)	Elements of research	(3)
Circulation procedures	(K – 1)	Literature Appreciation	(3)
Literature appreciation/response	(K – 2)	Dewey Decimal System	(4)
Parts of a book	(K – 3)	Electronic Search Techniques	(4)
ABC Skills	(1)	Keywords to expand/refine a search	(4)
Fiction vs. non-fiction	(1)	Copyright and plagiarism	(4 – 5)
Identification/location of collections	(1)	Inquiry based research	(4 – 5)
Location skills	(1 – 3)	Note taking	(4 – 5)
Authors/Illustrators	(1 – 3)	Print and electronic sources	(4 – 5)
Caldecott Award books	(2)	Selection and organization of information	(4 – 5)
Introduce title page format	(2)	SIRS Discoverer	(4 – 5)
Introduce table of contents format	(2)	Bibliography format	(5)
Keyword related to OPAC	(2)	Graphic Organizers	(5)
Dictionary skills	(2 - 3)	Website evaluation	(5)

Source: *Standard for the 21st Century Learner (American Association of School Librarians, 2007)*

The elementary Library Skills Curriculum is undergoing review and may be modified during the 2012-2013 school year.

PERFORMING ARTS

It is the music department's goal to instill a love of music within each child. We are committed to the development of the child as a life-long musician who is knowledgeable about music, enjoys music and wants music to have an important place in their life.

The General Music Curriculum of the Grosse Pointe Public Schools has been locally developed and is designed for all students, Grades K-5. It is taught by music specialists who closely coordinate their work with that of homeroom teachers. The Curriculum includes singing, the playing of melody and percussion instruments and the recorder, listening, evaluating, reading music, body movement, developing musical knowledge, and experiencing the interrelationship of music and other areas of knowledge. All elementary schools offer an extra-curricular choir, and a district Grade 4/5 Select Choir is formed each year to perform during a Summer Select Choir Workshop.

Instrumental music is offered to grade 5 students (see page 35).

Kindergarten

PERFORMING

- Begin to sing in light head voice
- Learn songs from a variety of styles and cultures
- Begin to echo short melodic and rhythmic phrases
- Begin to distinguish between singing and speaking, soft and loud, high and low, upward and downward
- Follow begin and cut off cues
- Play a steady beat
- Begin to use symbols to represent elements of music

CREATING

- Echo short rhythmic and melodic patterns
- Experience new sounds

ANALYZING, DESCRIBING, AND EVALUATING MUSIC

- Identify echo songs and contrasting musical selections
- Move appropriately to music
- Begin to identify instrument sounds
- Move to represent elements of music (long/short, high/low, etc.)

ANALYZING AND DESCRIBING HISTORICAL, SOCIAL, AND CULTURAL CONTEXTS

- Identify lullabies and marches
- Experience music from *Carnival of the Animals*
- Begin to learn appropriate audience and individual performance etiquette

RECOGNIZING CONNECTIONS BETWEEN MUSIC AND OTHER DISCIPLINES

- Identify various uses of music in their lives
- Sing songs that support the kindergarten classroom curriculum

Grade One

PERFORMING

- Continue to sing in light head voice
- Sing music from a variety of styles and cultures
- Recognize and experience crescendo and decrescendo
- Sing unaccompanied melodies
- Play simple rhythmic patterns
- Echo short rhythmic and melodic patterns
- Keep a steady beat while singing
- Identify melodic direction through movement
- Read various iconic representations of rhythm

CREATING

- Create simple rhythmic patterns
- Write new words to familiar classroom songs
- Create sound effects for stories

Grade 1 – (continued)

ANALYZING, DESCRIBING, AND EVALUATING MUSIC
- Identify call and response form
- Describe and move to music of various cultures
- Begin to identify traditional and non-traditional instruments

ANALYZING AND DESCRIBING HISTORICAL, SOCIAL, AND CULTURAL CONTEXTS
- Distinguish between pop music, classical music, and jazz music
- Experience music of Prokofiev (*Peter and the Wolf*)
- Continue to learn appropriate audience and individual performance etiquette

RECOGNIZING CONNECTIONS BETWEEN MUSIC AND OTHER DISCIPLINES
- Discuss how a composer would convey an idea in music
- Describe the use of music to affect mood
- Sing songs that support the first grade classroom curriculum

Grade Two

PERFORMING
- Begin to sing independently in a light head voice
- Play and identify instrument sounds
- Sing dynamic changes as indicated
- Sing more complex melodies
- Play melodic patterns
- Move to show strong/weak beat
- Sing intervals represented by symbols

CREATING
- Create a simple rhythmic or melodic pattern
- Create a melody using step, skip, and repeat as a pattern

ANALYZING, DESCRIBING, AND EVALUATING MUSIC
- Identify verse and refrain
- Define instrument families
- Aurally identify various tone colors, voices, and instrument families
- Respond to music through movement
- Evaluate performances

ANALYZING AND DESCRIBING HISTORICAL, SOCIAL, AND CULTURAL CONTEXTS
- Identify examples of jazz and classical music
- Find uses of music in daily life
- Continue to practice appropriate performance behavior
- Experience the music of Mozart

RECOGNIZING CONNECTIONS BETWEEN MUSIC AND OTHER DISCIPLINES
- Compare pattern in music to patterns in math and language arts
- Sing songs that support the second grade classroom curriculum

Grade Three

PERFORMING
- Use appropriate singing voice, good posture, and diction
- Sing from memory a small repertoire of music
- Demonstrate an understanding of expressive quality
- Sing partner songs and rounds
- Sing and play in groups
- Become aware of chordal patterns
- Read whole, half, quarter, eighth notes, and quarter rests
- Identify the 7 musical pitches in standard notation on a treble staff
- Recognize and understand piano, forte, crescendo, and decrescendo

Grade 3 – (continued)

CREATING

- Improvise simple rhythmic and melodic accompaniments
- Improvise rhythmic responses
- Work in teams to create a simple vocal melody
- Use a music notation program (on computer)

ANALYZING, DESCRIBING, AND EVALUATING

- Aurally identify phrase, round/canon
- Aurally identify piano/forte in a musical composition
- Identify specific instruments in string, brass, woodwind, and percussion families
- Respond to music through directed movement (folk dance, choreography)
- Evaluate musical performances
- Express personal preferences using musical terms

UNDERSTANDING HISTORICAL, SOCIAL, AND CULTURAL CONTEXTS

- Identify examples of African, Asian, and Western traditions
- Experience the music of J.S. Bach
- Continue to learn appropriate audience and performance etiquette

CONNECTION BETWEEN MUSIC AND OTHER DISCIPLINES

- Learn songs and musical concepts that support the third grade classroom curriculum

Grade Four

PERFORMING

- Continue to sing with appropriate vocal technique
- Sing and play independently and in groups with a conductor
- Expand repertoire of songs
- Strengthen expressive singing
- Sing ostinati, partner songs, and rounds
- Perform rhythmic and melodic patterns
- Read whole, half, dotted-half, quarter, and eighth notes and rests
- Use a system to read simple pitch notation in treble clef
- Recognize, understand, and apply the music terms: presto, largo, staccato, mp and mf
- Recognize the meter signatures 2/4, 3/4, and 4/4

CREATING

- Improvise melodic responses
- Use a music notation computer program

ANALYZING, DESCRIBING, AND EVALUATING MUSIC

- Identify the symbols, D.S. and D. C.
- Expand knowledge of instruments to include a variety of non-western instruments
- Respond to music with directed movement such as folk dances or choreography
- Devise criteria to evaluate music performances
- Express personal preference using appropriate music terminology

ANALYZING AND DESCRIBING HISTORICAL, SOCIAL, AND CULTURAL CONTEXTS

- Identify various examples of American Music
- Experience the music of Beethoven
- Continue to practice appropriate audience and individual performance behavior

RECOGNIZING CONNECTIONS BETWEEN MUSIC AND OTHER DISCIPLINES

- Learn songs and musical concepts that support the fourth grade classroom curriculum

Grade Five

PERFORMING

- Continue to improve singing technique
- Continue to expand song repertoire
- Sing with improved expression
- Continue to sing in harmony
- Independently perform rhythmic and melodic patters
- Read whole, half, dotted-half, quarter, eighth, and sixteenth notes and rests
- Continue to use a system to read diatonic pitch notation in treble clef

CREATING

- Improvise rhythmic variations
- Create short compositions using a variety of sound sources

ANALYZING, DESCRIBING, AND EVALUATING MUSIC

- Identify rondo and theme and variations
- Continue to respond to music with directed movements such a s folk dances or choreography
- Use appropriate music terms to describe performances
- Identify the sounds of a variety of musical instruments
- Evaluate music performances in writing

ANALYZING AND DESCRIBING HISTORICAL, SOCIAL, AND CULTURAL CONTEXTS

- Experience the music of various American composers such as Ives, Copland, Bernstein, Ellington, or Gershwin
- Continue to practice appropriate audience and individual performance behavior

RECOGNIZING CONNECTIONS BETWEEN MUSIC AND OTHER DISCIPLINES

- Identify similarities and differences between the various forms of art
- Identify ways in which music is related to other subject areas
- Learn songs and musical concepts that support the fifth grade classroom curriculum

INSTRUMENTAL MUSIC – 5TH GRADE

The elementary instrumental program provides opportunities for fifth grade students to discover the challenges and rewards of individual and ensemble performance. Students will develop a foundation of basic skills through studying and playing music of various styles. As students master program objectives, instrumental music serves their lifelong need to develop musical understanding and expression in the school, with family and friends, and in their community.

Each elementary school will offer instrumental instruction by a qualified instructor to any interested student in grade 5. Instruction on the following instruments is offered:

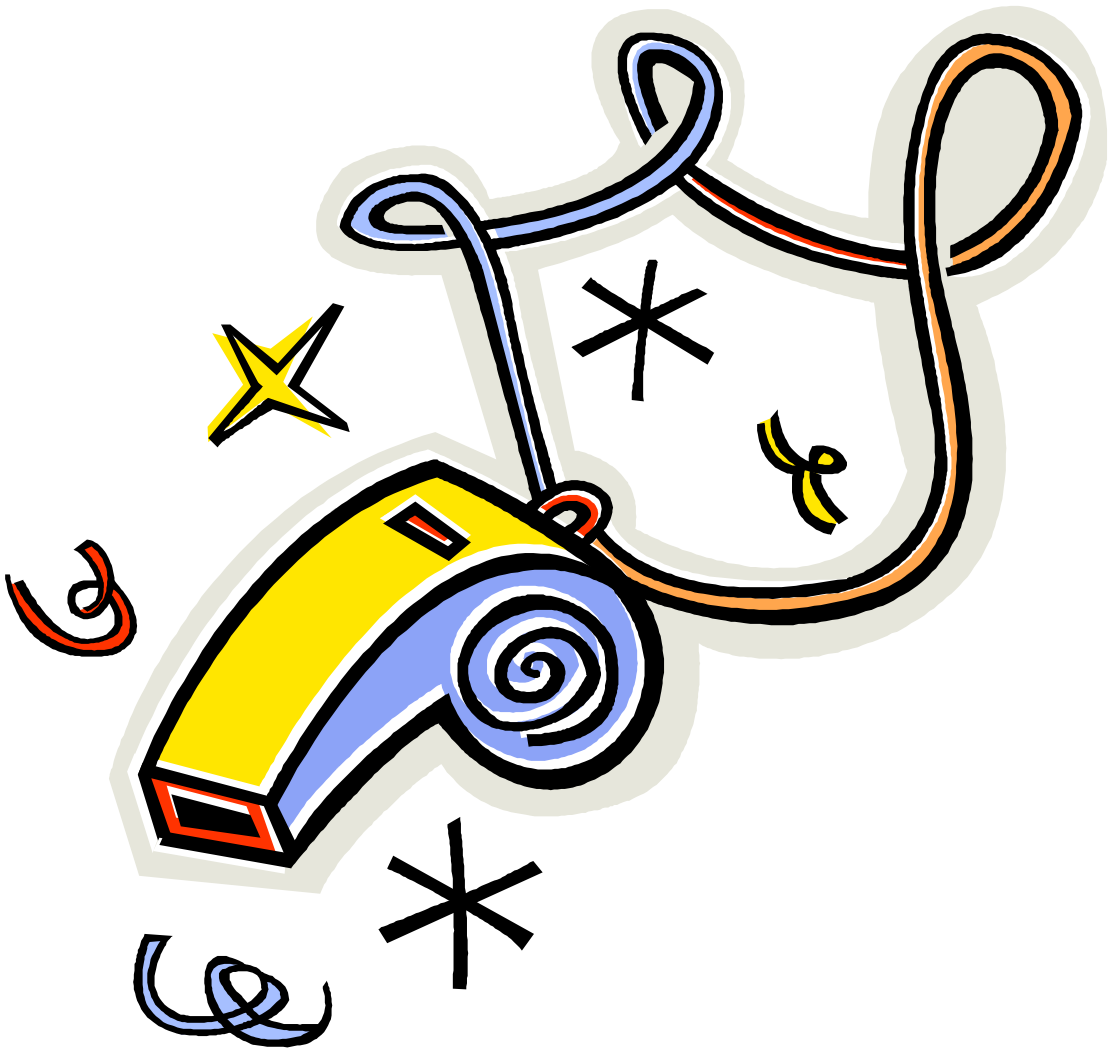
Woodwinds	Brass	Strings
▪ Flute	▪ Cornet (Trumpet)	▪ Violin
▪ Clarinet	▪ Trombone	▪ Viola
	▪ Baritone	▪ Cello

Basic Objectives for Instrumental Music Include:

- Development of basic instrumental concepts and skills
- Instrument care
- Tone
- Rhythm reading
- Music reading
- Performance

Instruction and number of sections may vary depending on enrollment.

More complete information regarding the elementary instrumental program is available in the following source: The Music Curriculum of the Grosse Pointe Public Schools, K-12 (2009).



PHYSICAL EDUCATION

The elementary Physical Education Curriculum is a quality physical education program that strives to teach children, regardless of ability, the value of physical activity. The revised 2009 curriculum continues on this important mission while incorporating updated fitness activities and lessons that emphasize the connection between physical well-being and their ability to learn in the classroom.

This is accomplished through focus on the following four content areas:

- Motor Skills & Movement Patterns - Strengthening the body through movement is the foundation of the physical education curriculum. Targeted areas include: Locomotor skills, object control skills, body control movement, rhythmic skills, and health enhancing lifelong physical activities.

- Fitness & Physical Activity – Aerobic endurance, muscular strength, flexibility and balance. Recognizing and understanding the benefits of a strong and healthy body with an appreciation for a lifetime of activity.

- Content Knowledge – Awareness of self-space. Applying prior knowledge. Value of safety and rules. Understanding the importance of staying active.

- Personal, & Social Behaviors & Values – Responsible and appropriate behavior that respects self and others in physical activity settings. Ann appreciation of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

As part of the 2009 revision process the Elementary Physical Education Department looked to the highest standard already in place both at the national level (National Association for Sport and Physical Education Standards) and the state level (Michigan Education Grade Level Content Expectations). The Grosse Pointe Elementary Physical Education Curriculum is in alignment with them both.

The Grosse Pointe Elementary Physical Education program encourages students to think about physical activity as a source of enjoyable and rewarding experiences both during their school years and throughout their life. The curriculum and activities are specifically designed to instill within students a desire to be active for life.

For additional information please refer to the Physical Education Curriculum K-5 2009.

Fourth Grade: Spanish
My Family and I

The fourth grade Spanish curriculum initiates language proficiency through lessons where students communicate about themselves and their families. To develop listening skills, students participate in activities that require them to physically respond to verbal requests. To develop speaking skills, students answer questions with one or two word phrases or in the form of short lists. At this level, children start to develop sight vocabulary and participate in whole class writing activities. To lay the foundation for cultural understanding, students identify basic aspects of Hispanic culture in order to compare them with their own. Students use Spanish to acquire knowledge. They practice identifying Spanish language patterns in both spoken and written form. Students build confidence using Spanish to interact with others.

Students will respond to questions and understand statements concerning the following items of information about themselves, their friends, and family members:

1. Name
2. Age
3. Phone Numbers
4. Pets
5. Friends
6. Family Members
7. Likes and Dislikes
8. Addresses
9. Physical and Emotions Description
10. Personal Attributes
11. Favorite Colors
12. Favorite Activities

Fifth Grade: Spanish
Celebrations and Activities

The fifth grade Spanish curriculum initiates language proficiency through lessons where students communicate about themselves and their families. To develop listening skills, students participate in social and content-related activities, which require them to physically respond to requests. To develop speaking skills, students answer questions with one or two word phrases or in the form of short lists. At this level, children start to develop sight vocabulary and participate in whole class writing activities. To lay the foundation for cultural understanding, students identify basic aspects of Hispanic culture in order to compare them with their own. Students use Spanish to acquire knowledge and connect to other disciplines. They practice identifying Spanish language patterns in both spoken and written form. Students build confidence using Spanish to interact with others.

Students will respond to questions and understand statements concerning the following topics in relation to themselves, their friends, and family members:

1. Leisure Activities
    a. Activities
    b. Days of the week
    c. Time of day
    d. Seasons
2. Gatherings with friends and family
    a. Seasons
    b. Activities
    c. Food and beverages
    d. Places in community
3. Michigan (Connections with Social Studies)
    a. Months of the year
    b. Seasons
    c. Places to visit
    d. Weather
    e. Activities
    f. Clothing

ALL DAY KINDERGARTEN PROGRAM

Beginning in the 2010-2011 school year the district has implemented a tuition-free all-day kindergarten program in every elementary school. The Board of Education approved this change in February 2010 in response to the ever-increasing curriculum expectations at this level. In addition, the Board recognized that the state and national standards for kindergarten are predicated on the assumption that kindergarten students attend school full day. The All Day Kindergarten Program differs greatly from the former Extended Day Program that had been used by many families in the district for years. The Extended Day Program provided the traditional half-day of instruction along with a half-day of child care with little formal instruction during that part of the day. In the All Day Program, formal instruction will take place throughout the entire school day.

The Board of Education also recognized that some families may prefer the traditional half-day program that has been the district standard. To accommodate those families, a traditional half-day program is being offered at Ferry Elementary School for the 2012-2013 school year, subject to sufficient enrollment to run the classes. There are no curriculum differences between the traditional half-day and the all-day programs, but more time is allotted to instruction in the all-day program.

Kindergarten will continue to provide the developmental experiences that have been so integral to this program. Kindergarten children will benefit from a program that emphasizes discovery, experimentation, socialization, creativity, self-expression, and the development of self-reliance and responsibility. Important skills in the development of reading and writing readiness, math, science, social studies, and other areas are emphasized as well as socialization and independent learning skills.

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ENGLISH LANGUAGE LEARNERS

The English Language Learners Program of the Grosse Pointe Public Schools is designed to assist newly arrived non-English speaking students. Assistance begins with helping to determine the appropriate grade and class placements for a student. New students are met with daily on an individualized, pull-out basis. English listening, speaking, reading and writing skills are developed. The goal is for students to achieve the English proficiency necessary for independent success in their regular classrooms as quickly as possible.

SERVICES FOR GIFTED AND TALENTED STUDENTS

The program for gifted and talented students consists of three main strands:

- **Differentiated Instruction** — Differentiated instruction is the philosophy of the Grosse Pointe School District. This means that children have the right to learn material at a rate, format, and depth that maximizes their learning. Differentiation is just one of many teaching practices used in our district. It can be subtle or very visible – that often depends on the needs of the individual learners and the goals for the group. All students experience some degree of differentiation in their classroom. It is not an accelerated program or a remediation of material – it is a constantly changing blend of the two based on the professionalism of the educator and the individual needs of the student.

- **Cluster Grouping** — Cluster grouping is a formalized process for guaranteeing differentiation for our most capable learners. The Grosse Pointe Schools offer formal cluster grouping for grades 2-5 in Math and Language Arts. Cluster grouping will look different in each teacher's classroom. Typically, a clustered student is ready to move at a more rapid pace once they have the base knowledge of the concept(s) being taught. Teachers may use different instructional strategies to meet the needs of these students within their homeroom.

- **Magnet Classroom** — The Magnet Program, located at Defer Elementary and Ferry Elementary, provides educational services for students who differ significantly from mainstream students in their capacity to approach learning with greater breadth, depth, or pace, and who also require a degree of differentiation beyond what can be provided in the grade-level classroom. Instruction is usually above grade level and emphasized higher order thinking skills. The Magnet Program provides an educational setting that nurtures and responds to the unique cognitive, emotional, and behavioral characteristics of gifted children and recognizes divergent thinkers.

Students in grades first through fourth are identified for the Magnet Program by a system-wide Child Study Committee; the committee reviews each student portfolio. Student portfolios consist of teacher or parent nominations, the results of yearly standardized testing, student writing samples, and finally a comprehensive teacher evaluation. The Child Study Committee consists of teachers and administrators from across all nine elementary schools.

EVALUATION PROGRAM

The Grosse Pointe Public School System continues to use a variety of assessment measures to provide data that informs instructional decision making. In addition to different assessments that classroom teachers use, the district uses local, state, and national assessments. These results are shared annually with parents. The chart below illustrates the various assessments that are given each year in each grade.

Grade	Reading	Writing	Math	Science	Social Studies
1	NWEA	GPWA	NWEA		
2	NWEA	GPWA	NWEA		
3	NWEA, MEAP	GPWA	NWEA, MEAP		
4	NWEA, MEAP	GPWA, MEAP	NWEA, MEAP		
5	NWEA, MEAP	GPWA	NWEA, MEAP	MEAP	MEAP (given in fall of grade 6)

Key:

NWEA	Northwest Evaluation Association (nationally normed assessment)
MEAP	Michigan Educational Assessment Program (state developed, criterion referenced assessments in reading, math, science, social studies, and writing)
GPWA	Grosse Pointe Writing Assessment (a long-standing, locally developed assessment of student writing)

SPECIAL EDUCATION PROGRAMS AND SERVICES

PRESCHOOL:

Early Intervention	Eligible infants 0-3 years identified as disabled may receive teacher consultant services, occupational therapy, speech and language therapy, or physical therapy to meet individual needs. Social work and psychology services are also available to assist families.
Early Childhood Developmental Delay	Preschool students (3-5 years of age) eligible for special education are provided with individualized educational programming, in a classroom setting.
Preschool Speech and Language Program "Play and Say"	This service identifies and assists preschool children with moderate speech and/or language problems. Parent involvement is an essential element of the success of this program.

OTHER SPECIAL EDUCATION PROGRAMS AND SERVICES: *

Adjusted Learning Program	Students eligible for special education services in high school receive intensive instruction and support for more than half of their school day.
Adjusted Studies Program	Students with moderate to severe emotional problems are provided with a special education setting for improved learning opportunities.
Autistic Impaired Program	Autistic impaired students are provided with programs ranging from teacher consultant services to more intensive programs in self contained classrooms as Center Programs for Northeastern Wayne County.
Community Campus Program	Students with ASD and moderate cognitive impairments eligible for special education services at the post high school level receive educational support and community work-based learning opportunities.
Developmental Learning Program	This program, available to high school students with moderate cognitive impairment and multiple impairments (TMI and SXI) is a Center Program for Northeast Wayne County.
Elementary Resource Room Program	Eligible students receive instructional support from special education trained teachers.
Hearing Impaired Teacher/Consultant Services	This program provides consultant and/or tutorial services for hearing-impaired students in general education classrooms. This is an outreach program for northeastern Wayne County.
Homebound and Hospital Instructional Program	This program provides direct instruction to students who, under doctor's orders, are confined to their home due to a medical condition. The instruction is limited to core subjects and is designed to help the students stay current in their course work. This program also reimburses hospital based teachers when a student has a long term hospitalization.
Intermediate Learning Program	Students eligible for special education services receive intensive instruction and support for more than half of their school day in middle school.
Occupational Therapy and Physical Therapy Services	Occupational therapy and physical therapy services are provided students who demonstrate consistent, moderate to severe fine and/or gross motor problems that interfere with educational progress.

* NOTE: A majority of special education eligible students spend most of the school day in general education classes with their peers. Special education settings are only provided when necessary as determined by IEP, when all general education services have been tried and students continue to have learning difficulties. As soon as possible students are returned to a full day in general education. This is a fundamental goal of every IEP meeting.

SPECIAL-OUT-OF DISTRICT PROGRAMS AVAILABLE TUITION FREE TO IDENTIFIED STUDENTS IN THE GROSSE POINTE PUBLIC SCHOOLS

Primary Learning Program	Students eligible for special education in elementary school assistance receive intensive instruction and support for more than half of their school day.
School Psychology Services	Following special education referral, a school psychologist is available to administer tests of cognitive ability, intelligence, achievement and visual perception. The school psychologist interprets the test results and communicates the findings to other professional personnel, parents and students.
School Social Work Services	The school social worker participates in the evaluation of students' emotional and social development. Direct services are also available to meet student needs as identified in the IEP. Consultation services are available to teachers and parents regarding behavior and social/emotional development.
Secondary Resource Room	Eligible students receive instructional support from special education trained teachers.
Speech and Language Therapy Services	The speech and language program provides instruction and therapy for students who demonstrate consistent, moderate to severe speech and language problems which interfere with learning.
Teacher Consultant Program	Students needing minimal special education support may be assisted by a specially trained teacher in a general or special education setting. This teacher also consults with the student's primary teachers.
Visually Impaired Teacher/Consultant Services	This program provides consultant and/or tutorial services for visually impaired students in general education classrooms. This is an outreach program for Northeastern Wayne County.
All adolescents with disabilities	Golightly Career /Technical School (Detroit - for students with mild disabilities) Washington Career Center (Detroit-for students with moderate to severe disabilities).
Autistic Impaired	Burger School (Garden City)
Dual Diagnosis of Emotionally Impaired and Mentally Impaired	Cooke School (Northville)
Hearing Impaired	Center programs within Detroit Public Schools The Day School for the Deaf (Detroit) Michigan School for the Deaf (Flint)
Physically and Otherwise Health Impaired	Center programs within Detroit Public Schools
Severely Emotionally Impaired	McKinney (Detroit)
Severely Mentally Impaired and Severely Multiply Impaired	Kettering Center (Detroit)
Visually Impaired	Center programs within Detroit Public Schools Michigan School for the Blind (Flint)

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