Program of Studies

Elementary School Curriculum GuideY5-4
2022-2023

Department of Instruction
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Director of Elementary Instruction

Grosse Pointe Public School System
20601 Morningside Dr., Grosse Pointe Woods, MI 48230

Promote Innovation → Maximize Potential → Embrace Community

NON-DISCRIMINATION POLICY

The Grosse Pointe Public Schools System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

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If the individual filing the grievance alleges that the Section 504/ADA coordinator has engaged in discrimination, then the individual filing the grievance must provide the documentation to the Deputy Superintendent for Educational Services at:
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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. Based on the Early Literacy Essentials (2016) developed by the Michigan Department of Education, and the Common Core State Standards for English Language Arts, materials are selected and developed to support differentiation. The standards that should 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. The approved curriculum materials are listed below.

	Materials K – 3		Materials 4
Reading	Oakland Schools/MAISA Units for Readers' Workshop	Reading	Oakland Schools/MAISA Units for Readers' Workshop
Writing	Oakland Schools/MAISA for Writers' Workshop	Writing	Oakland Schools/MAISA Units for Writers' Workshop
Vocabulary	Making Meaning with Vocabulary and a combination of differentiated spelling, grammar, and word study.	Vocabulary	Making Meaning with Vocabulary and a combination of differentiated spelling, grammar, and word study.
Spelling	A combination of differentiated word study	Spelling	A combination of differentiated work study
Handwriting	Houghton Mifflin traditional Manuscript and Cursive		

Additional K resource - CR Success, Houghton Mifflin reading series, Making Meaning Additional K-3 resources Houghton Mifflin reading series,-Making Meaning. Write Source Series, Great Source Education Group (1998-99), 6+1 Writing Traits
Additional 4th resources Making meaning, Write Source Series, Great Source Education Group (1998-99) 6+1 Writing Traits

*The ELA committee is committed to improving our literacy practices across the district and the focus areas for the 2019-20 school year are as follows: Continued focus on Professional Learning (Literacy Essentials MDE), develop sustained professional growth plan focused on high impact instruction strategies through the Reader's/Writer's Workshop approach.

** The ELA committee will review materials/resources during the 2019-20 school year through the curriculum review process.

*** As the Oakland Schools/MAISA units are updated, GPPSS will continue to access the newest units.

Summary of Focus Areas

KINDERGARTEN

	Reading **(to support the Common Core)** Students will read titles in designated genres at their own reading level	**Writing** **(to support the Common Core)** Students will receive instruction in designated writing modes progressing according to their own development	**GRADE LEVEL READING** Select pieces of literature, which will be experienced by every student in the grade.
NARRATIVE	1.Launching Reading Workshop 2.Emergent story books 3.Readers read pattern books 4.Readers use strategies to read 5.Readers get to know characters, Nursery rhymes, songs, poems, and other selections to support the Common Core and Readers' Workshop/Making Meaning	1.Oral Language: Building a talking community 2.Launching the writing workshop 3. Pattern Books 4. Growing as small moment writers	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263421&CurriculumMapID=828&YearID=2019&SourceSiteID=
INFORMATIONAL	1.Informational Reading And informational texts including history/social studies, science, technical texts, and Making Meaning provided mentor texts	1.Label and list in a content area 2.Writing a sequence of instructions: how to books 3.Informational writing: personal expertise	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263421&CurriculumMapID=828&YearID=2019&SourceSiteID=
OPINION		Opinion letter	

FIRST GRADE

	Reading (to support the Common Core) Students will read titles in designated genres at their own reading level	**Writing (to support the Common Core)** Students will receive instruction in designated writing modes progressing according to their own development	**GRADE LEVEL READING** Select pieces of literature, which will be experienced by every student in the grade.
NARRATIVE	1.Launching Reading Workshop 2.Readers use strategies to solve words 3.Character Study 4.Building a repertoire of strategies mixed genre 5.Series Reading: reenacting character clubs And other selections to support the Common Core and Reader's Workshop/Making Meaning	1.Launching the writing workshop (personal narrative) 2.Revision 3.Apprentice writing: studying craft 4.Teacher Choice	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263421&CurriculumMapID=828&YearID=2019&SourceSiteID=
INFORMATIONAL	1.Readers learn from informational learning And informational texts including history/social studies, science, technical texts, and Making Meaning provided mentor texts	1.Writing a sequence of instructions: how to books 2.Informational books: personal expertise 3. Write like a scientist: investigation notebooks	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263413&CurriculumMapID=829&YearID=2019&SourceSiteID=
OPINION		Opinion writing letters for social action	

SECOND GRADE

	Reading (to support the Common Core) Students will read titles in designated genres at their own reading level	**Writing (to support the Common Core)** Students will receive instruction in designated writing modes progressing according to their own development	**GRADE LEVEL READING** Select pieces of literature, which will be experienced by every student in the grade.
NARRATIVE	Launching Reading Workshop 2.Character Study 3.Series Reading 4.Reading fiction and traditional literature And other selections to support the Common Core and Reader²s' Workshop/Making Meaning	1.Launching small moments 2.Lifting level narrative writing studying craft 3.Revision 4.Realistic Fiction	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263391&CurriculumMapID=830&YearID=2019&SourceSiteID=
INFORMATIONAL	1.Readers learn from informational learning 2.Informational Book Clubs And informational texts including history/social studies, science, technical texts, and Making Meaning provided mentor texts	1.Informational writing: personal expertise 2.Shared research and informational writing: Desc. Reports	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263391&CurriculumMapID=830&YearID=2019&SourceSiteID=
OPINION		Opinion with supporting details	

THIRD GRADE

	Reading (to support the Common Core) Students will read titles in designated genres at their own reading level	**Writing (to support the Common Core)** Students will receive instruction in designated writing modes progressing according to their own development	**GRADE LEVEL READING** Select pieces of literature, which will be experienced by every student in the grade.
NARRATIVE	1.Launching strong reading habits 2.Understanding characters 3.Mixed genre series clubs 4.Poetry And other selections to support the Common Core and Readers' Workshop/Making Meaning	1.Launching true stories 2.Literary essay 3.Poetry: discovering the voice inside your heart	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263437&CurriculumMapID=866&YearID=2019&SourceSiteID=
INFORMATIONAL	1.Informational reading 2.Informational research clubs And informational texts including history/social studies, science, technical texts, and Making Meaning provided mentor texts	1.Informational writing: personal expertise 2.Informational research writing	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263437&CurriculumMapID=866&YearID=2019&SourceSiteID=
OPINION		Persuasive essay	

FOURTH GRADE

	Reading (to support the Common Core) Students will read titles in designated genres at their own reading level	Writing (to support the Common Core) Students will receive instruction in designated writing modes progressing according to their own development	GRADE LEVEL READING Select pieces of literature, which will be experienced by every student in the grade.
NARRATIVE	1.Launching strong readers 2.Analyzing characters And other selections to support the Common Core and Readers' Workshop/Making Meaning	1.Launching with realistic fiction stories 2.Literary non-fiction: personal expertise 3.Building and writing personal poetry anthologies	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263428&CurriculumMapID=867&YearID=2019&SourceSiteID=
INFORMATIONAL	1.Informational reading 2.Interpretive and analytic reading 3.Informational research 4.Historical Fiction And informational texts including history/social studies, science, technical texts, and Making Meaning provided mentor texts	1.Informational research writing	See OS / Maisa units https://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?BackLink=1263428&CurriculumMapID=867&YearID=2019&SourceSiteID=
OPINION		Persuasive essays Literary essays	

MATHEMATICS

Problem Solving Strategies

Grades 1-4 All students will:

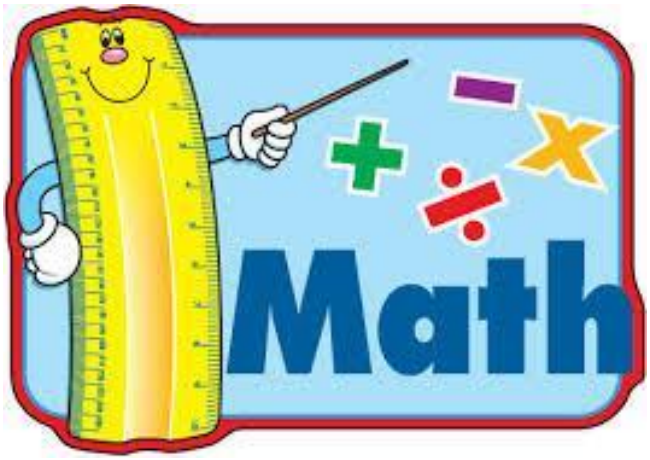
Make sense of problems and persevere in solving them

- 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 structure Look for and express regularity in repeated reasoning

TEXTBOOKS:
Grades K- 4 — Everyday Mathematics, McGraw Hill (2016) fourth edition
For more in-depth information on the Common Core Standards for Mathematics:

http://www.corestandards.org/assets/CCSSI Math%20Standards.



Kindergarten Overview

Counting and Cardinality

- Know numbers and the count sequence
- Count to tell the number of objects
- Compare numbers

Measurement and Data

- Describe and compare attributes
  Classify objects and count the number of objects in categories

Operations and Algebraic Thinking

- Understand addition is putting together and adding to, and understand subtraction is taking apart and taking from

Operations

- Represent addition and subtraction correctly (with objects) and abstractly (written equation)
- Solve word problems within 10
- Add and subtract fluently to 5
- Compose equations within 10

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value

Geometry

- Identify and describe shapes
- Analyze, compare, create and compose shapes
- Identify and describe 2 dimensional and 3 dimensional shapes.

Number and Operations

- Compose and decompose numbers 10-20 by drawing or in equation form (18= 10 + 8)

Kindergarten

In kindergarten, Instructional time should focus on two critical areas: (1) representing, relating to whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in kindergarten should be devoted to numbers 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 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

Measurement and Data

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

Number and Operations in Base Ten

- Extend the counting sequence
- Understand the place value
- Use place value understanding and properties of operations to add and subtract

Geometry

- Reason with shapes and their attributes

Grade One

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). These 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 by 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 aa 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 process of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with an equal sized units) and the transitivity principle for indirect measurement.
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 understanding 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

Measurement and Data

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

Number and Operations in Base Ten

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

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) build 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 cabe-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.
- Solve problems involving the four operations, and identify and explain patterns in 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 are to multiplication and to addition
  - Geometric measurement recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.

Number and Operations in Base Ten

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

Geometry

- Reason with shapes and their attributes

Grade 3

In Grade 3, instructional time should focus on four critical issues:

(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 arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1. Students develop an understanding of the meaning 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 fraction, 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, ½ of the paint is a small bucket could be less paint than ⅓ of the paint in a larger bucker, but ⅓ of a ribbon is longer than ⅕ 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 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 the 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 the 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 of 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 by 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 generalized 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 content

2) Students develop understanding of fractions 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 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 use them to solve problems involving symmetry.

SCIENCE

The Guiding Principles of Grosse Pointe K-4 Science Instruction is to support:

Collaboration:
Working together, embracing ideas of others

Compassion:
Caring, empathizing, understanding, forgiving, being open-minded, upstander not bystander

Embracing Diversity:
Celebrating unique backgrounds of students/staff, accepting differences, using multiple instructional approaches to meet the needs of all students

Innovation:
Implementation of Next Generation Science Standards, 21st Century learning, being progressive, creative solutions, willingness to attempt something new

Integrity: Honest, transparent, respecting others, following through, and focusing on the main thing - kids! Global Awareness: real world phenomena, culturally connected, cognizant of world events, environmentally conscious, thinking globally while acting locally

Perseverance:
Never give up, striving to improve and achieve higher, overcoming challenges, never being afraid to try for fear of failure, maintaining a 'growth' mindset.

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: NGSS alignment, literacy components, hands on opportunities, simulations, opportunities for students to think, read, and write like engineers and scientists. GPPSS has adopted Amplify Science . This program is the foundation for science education in the Grosse Pointe Public Schools.

The Elementary Science Curriculum:

Aligns with the GPPS Strategic Plan

- Research based program aligned to NGSS incorporating real-world phenomena
- Students collaborate as scientist and engineers working through the 3 Dimensional Standards
- Provides equitable learning opportunities for all students by developing background knowledge
- Integrates literacy components along with the use of digital tools
- Allows for deeper understanding of content reinforcing best practices for teaching and learning

Materials: Science is taught using prepared kits. The science kits include Student Notebooks, Science Readers and necessary supplies to teach science units to support the Next Generation Science Standards.

Units in the Science Curriculum

Young Fives:

- •Life Science
  •Physical Science
  •Earth Science

Kindergarten

- •Needs of Plants and Animals
  •Pushes and Pulls
  •Sunlight and Weather

First Grade

- •Animal and Plant Defenses
  •Light and Sound
  •Spinning Earth

Second Grade

- •Plant and Animal Relationships
  •Properties of Materials
  •Changing Landforms

Third Grade

- •Balancing Forces
  •Inheritance and Traits
  •Environments and Survival
  •Weather and Climate

Fourth Grade

- •Energy Conversions
- •Vision and Light
  •Earth's Features
  •Waves, Energy and Information

SOCIAL STUDIES

The main purpose of social studies is to prepare young people to become responsible citizens. Through the integrated study of the eight 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, along with the state of Michigan, United States studies, and early eras of United States history.

Kindergarten -Myself and Others

Using a familiar context for five and six year old's, kindergartners learn about the social studies disciplines (civics, geography, economics, history, government) through the lens of "Myself and Others." Accordingly, lessons focus on developing rudimentary understanding through an integrated inquiry approach.

Instruction is based on Michigan Grade Level Content Expectations. Teachers have support resources including Michigan Citizenship Collaborative Curriculum (MC3), My World Kindergarten Kit, Houghton Mifflin (2008) and a variety of related trade books, leveled readers, maps, globes, and teacher-created Smart Board activities.

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.

Instruction is based on Michigan Grade Level Content Expectations. Instructional support resources include Michigan Citizenship Collaborative Curriculum (MC3), a student text, All Together, Scott Foresman (2008) and related trade books, maps, leveled readers, and teacher-created Smart Board activities.

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. They draw upon knowledge learned in previous grades to further develop more sophisticated understandings as they explore the social studies disciplines of civics and government, geography, economics and history.

Instruction is based on Michigan Grade Level Content Expectations. Teachers use an inquiry approach to help students develop an understanding of their local community. Instructional support resources include Michigan Citizenship Collaborative Curriculum (MCs), a student text, People and Places, Scott Foresman (2008),a binder of activities, a variety of related trade books, leveled readers, and teacher-created Smart Board activities.

Grade 3 -Michigan Studies

Third grade students explore the social studies disciplines of history, geography, 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 Michigan Grade Level Content Expectations help prepare students for more sophisticated studies of their country and world in later grades.

Instruction is based on the Michigan Citizenship Collaborative Curriculum (MC3). These activities use an inquiry approach to teach children about the geography, economics, and early history from Native settlement to early industrialization in the 1800's. Teachers use prepared lessons, teacher-created Smart Board lessons, desk maps, and a variety of related trade books and leveled chapter books.

Grade 4 -US Studies

Fourth Grade students focus on using the context of the United States to examine significant social studies concepts within an increasingly complex social environment. Students examine fundamental concepts in geography, civics and government, history, and economics.

Instruction is based on Michigan Grade Level Content Expectations. Teacher resources include Michigan Citizenship Collaborative Curriculum (MC3), a student text, Social Studies Alive!, Teachers Curriculum Institute (2010), and interactive teacher-created Smart Board lessons. Through integrated hands-on content learning, students view the United States from the perspective of a geographer, economist, political scientist, and historian.

ART

The full curriculum is described in the Grosse Pointe Public School System Elementary Visual Art Curriculum, 2018 Elementary Art Methods/materials grade level map

Grade	Drawing	Painting	Ceramics
Y5,K	- Using lines, shapes and patterns - Identify and name the basic shapes (circle, rectangle, triangle, square, oval) • Draw and apply basic shapes Introduction of a variety of line (straight, zig-zag, broken, curved, wavy, dotted) • Create a pattern	Introduction to painting • Use of a brush • Explore tempera and watercolor paint Introduction of the color wheel • Identify primary and secondary colors • Mix secondary colors	Introduction to clay • Where clay comes from • Using a tool to create surface decoration Introduction of glaze
Y5, K	**Key Concepts:** Students will have experience creating both two-dimensional and three-dimensional art **Methods/Materials**: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics **Artist** of study is/but is not limited to Piet Mondrian with a focus on: • Primary colors • Line direction • Movement **Culture** of study is/but is not limited to Native American Art with a focus on: • Influence of Nature in Native American Art • Native American Symbols • Native American Methods & Materials		
1	Recognize and use a variety of line (straight, zig-zag, broken, curved, wavy, dotted) Lines can: Make shapes Show movement Make patterns Introduction of geometric and organic shapes	Introduce color families: warm/cool primary/secondary Review correct use of paintbrush Explore tempera and watercolor paint	Create a form in clay
1	**Key Concepts:** Students will have experience creating both two-dimensional and three-dimensional art		

	Methods/Materials: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics **Artist** of study is/but is not limited to Henri Matisse with a focus on: • Organic and Geometric Shapes • Fauve Colors (vibrancy) • Painting/Collage **Culture** of study is/but is not limited to Asian art with a focus on: • Influence of Nature in Asian Art • Celebrations and Traditions in Asian Cultures • Legends/Stories of Asian Cultures

Grade	Drawing	Painting	Ceramics
2	Line and Movement Line concepts: • Connected lines make shapes • Lines define shapes Shape and lines can create patterns Symmetry/mirror image	Create value Introduction of neutrals Experiment with brush strokes: thick/thin dab/dot Expressing movement Experiment with painting techniques Dry brush Double load	Introduce additive methods Method of joining clay to clay (score, slip)
2	**Key Concepts:** Students will have experience creating both two-dimensional and three-dimensional art **Methods/Materials**: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics **Artist** of study is/but is not limited to Vincent Van Gogh with a focus on: • Colors related to emotions • Brushstrokes and texture in painting • Identifying a genre of art **Culture** of study is/but is not limited to Australian Art with a focus on • Papunya dots • Storytelling in Australian art • Animals and ocean life		
3	Landscape Use of line to suggest textures, pattern & value • Foreground, middle ground, background Illusion of depth through • Size • Color	Effects of light and color in an artwork Development of painting techniques • Techniques may include: dry brush, double load, brushstroke	Slab with additive and subtractive methods Finishing technique of clay

	• Detail • Placement	Introduction of: Tints and Shades Neutrals Cool colors and Warm colors Complementary colors	
3	**Key Concepts:** Students will have experience creating both two-dimensional and three-dimensional art **Focus:** Landscapes **Methods/Materials**: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics **Artist** of study is/but is not limited to Claude Monet with a focus on: • Impressionism and brushstrokes • Nature in art • Light in relationship to time of day/season **Culture** of study is/but is not limited to Central and South American and Mexican Art • Patterns and color • Aztecs, Incas, and Mayans • Traditional Mexican folk art		
4	Human figure Portraits and self portraits Human proportions	Color wheel Analogous colors Monochromatic Intermediate Explore color to create mood/feeling	Choose two or more of the following methods: additive, subtractive, pinch pot, coil, slab, drape, mold
Grade	**Drawing**	**Painting**	**Ceramics**
4	**Key Concepts:** Students will have experience creating both two-dimensional and three-dimensional art **Focus:** Human Figure- portraits, self-portraits and human proportions (head/body) **Methods/Materials**: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics **Artist** of study is/but is not limited to Pablo Picasso with a focus on: • Evolution of style including Cubism • African influence upon work • Points of view **Culture** of study is/but is not limited to Traditional African art with a focus on: • Geometric patterns • Symbolic use of colors • Functional and meaningful art • Symbols in art		
	Printmaking	**Sculpture**	**Technology**
Y5,K			

1 2 3 4	*Choose a printmaking technique from the suggested list below:* • Monoprinting • Collagraph • Gadget printing • Relief • Stamping	*Choose a sculpture technique from the suggested list below:* • Metal • Wire • Papers • Papermache • Plaster • Sculpting clay • Recycled objects • Fibers	Students will be exposed to technology in art from the suggested list below: • Digital portfolios (Artsonia) • Electronic visual presentations • Smartboard Technology • Tablets/digital apps • Digital cameras/camcorders • Personal devices

COMPUTER EDUCATION

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.

The Michigan Board of Education approved the new Michigan Integrated Technology Competencies for Students (MITECS) in December 2017. Copies of the MI TECS standards are available at: http://www.techplan.org/mitecs/. The state revised its 2009 standards based on new national standards from the International Society for Technology Education (1ST E). The current ISTE standards are available at http://www.iste.org/standards.

Cognitive Strands Grades K-4

Technology Awareness
Integration of Technology
Technology Systems

Application Strands

Databases, Grades K-4
Desktop Publishing, Grades K-4
Graphics, Grades 1-4
Multimedia, Grades 3 & 4
Word Processing, Grade 4

Skills Strands

Keyboarding-Initial, Grade 3
Keyboarding Reinforcement, Grade 4
Information Access, Grade 4

LIBRARY MEDIA SKILLS

The Library Media Program is founded on the belief that reading and information literacy skills are essential to successful lifelong learning. The objective of the program is twofold: to nurture thoughtful and enthusiastic readers, and to develop the framework of skills, knowledge, attitudes, and behaviors that supports information literacy--the ability to access, evaluate, and use information from both print and electronic sources efficiently, effectively, and responsibly. The dynamic nature of contemporary information sources and technologies makes it especially important that Library Media students hone strong and flexible critical thinking skills, not merely rote search strategies. The Library Media Program accomplishes its goals through a focus on four target areas:

- Love of Reading
- Information Literacy
- Digital Citizenship
- Media Technology

KINDERGARTEN

Love of Reading

- Selects a book and/or an online resource to share with family
- Identifies the purpose of a library and role of the teacher librarian.
- Follows agreed upon rules for discussion
- Participates in shared research project
- With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question

Information Literacy

- Follows process to check out and return books
- Demonstrates respect for and proper care of library materials
- Recognizes library materials are for shared use
- Identifies author, title, illustrator, spine and spine label
- Identifies front/back cover of the book
- Identifies the difference between fiction and nonfiction
- Recognizes common types of text (e.g., storybooks, poems, etc.)
- Recognizes and uses library organization to locate books (by type of resource, by fiction/nonfiction, by subject, by ABC order)
- Recognizes cause and effect in fiction and nonfiction text
- Recounts story sequence
- Identifies author and illustrator and defines the role of each
- Asks and answers questions about key details
- Confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

Digital Citizenship

- States reasons why not to use first and last names when online
- Asks for help when needed
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian

- Recognizes that different icons represent different programs using teacher librarian selected Internet games and
- activities
- Recognizes and understands how to use hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment

FIRST GRADE

Love of Reading
- Chooses books according to interest and reading level
- Finds fiction and nonfiction books within the library
- Participates in shared research project
- Participates in collaborative conversations
- With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question

Information Literacy
- Follows process to check out and return books
- Explains proper care of library materials
- Recognizes and uses library organization to locate books (by type of resource, by fiction/nonfiction, by subject, by ABC order
- Locates title page and understands its contents
- Locates parts of a book including title, author, illustrator and call number
- Understands parts of a book including table of contents, publisher, place of publication and copyright date Identifies and uses nonfiction text features (table of contents, index, glossary, captions, maps, charts/graphs, diagrams and infographics
- Discriminates between fiction and nonfiction
- Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text
- Practices note taking skills (key ideas, own words)
- Creates original, detailed sentences to share research findings
- Identifies and uses literary elements of character, setting and plot to discuss fiction texts
- Asks and answers questions about key details 23.
- Identifies main idea/purpose and retells key details
- Demonstrates understanding of characters, setting, and central message or lesson
- Knows and uses various text features
- Compares and contrasts two informational texts on the same topic
- Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media

Digital Citizenship
- States reasons why not to use first and last names when online
- Asks for help when needed
- Discusses the difference between personal and private information
- Explains the difference between appropriate and inappropriate actions when using the Internet and being online Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology
- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian

- Recognizes that different icons represent different programs using teacher librarian selected Internet games and activities
- Recognizes and uses hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment
- Understands function of basic output devices (headphones, speakers, etc.)
- Understands need to save work in organized fashion before closing applications
- With guidance and support from adults, use a variety of digital tools to produce and publish writing in collaboration with peers

SECOND GRADE

Love of Reading

- Chooses books according to interest and reading level
- Shares reasons for selecting a particular book (Five Finger Rule, topic, author and/or illustrations) Finds fiction and nonfiction books within the library
- Participates in shared research project
- Participates in collaborative conversations
- Recalls information from experience or gathers information from provided sources to answer a question

Information Literacy

- Follows process to check out and return books
- Locates publisher, place of publication and copyright date
- Locates a book using the call number
- Recognizes the purpose of the GPPL's online catalog
- Understands that an Internet site address is unique and specific to each website and where it is located on the computer screen
- Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding
- (fiction and nonfiction)
- Compares and contrasts two or more versions of the same story by different authors or from different cultures.
  Practices note taking skills
- Shares research in paragraphs constructed with topic and concluding sentences
- Demonstrates understanding of characters, setting or plot
- Describes the structure of a story (beginning, middle, end)
- Asks and answers questions to demonstrate understanding of key details in an informational text or narrative text
  Identifies the main topic of an informational text and the focus of individual paragraphs within the text
  Knows and uses various text features
- Compares and contrasts the most important points presented by two informational texts on the same topic
  Recounts or describes key details or ideas from a read aloud or information presented orally or through other media

Digital Citizenship

- States reasons why not to use first and last names when online
- Asks for help when needed
- Discusses the difference between personal and private information

- Explains the difference between appropriate and inappropriate actions when using the Internet and being online Describes situations/concerning content while online that should be shown to an adult
- Uses technology to explore personal interests
- Explains how technology tools can assist in student learning
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian
- Recognizes that different icons represent different programs using teacher librarian selected Internet games and activities
- Recognizes and uses hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment
- Understands need to save work in organized fashion before closing applications
- Understands use of basic input and output devices (keyboard, mouse, microphone, speakers, etc.)
- Recognizes when an application or device is not working properly
- Differentiates between hardware, software, and web-based applications
- Utilizes presentation application and Web 2.0 tools to share information
- With guidance and support from adults, use a variety of digital tools to produce and publish writing in collaboration with peers

THIRD GRADE

Love of Reading

- Makes connections between reading and personal interests
- Shares information about an author and/or book using various formats
- Identifies a variety of formats for reading (books, eBooks, magazines, non-print, newspapers, etc.)
- Demonstrates respect for library space and materials.
- Evaluates grade appropriate quality children's literature

Information Literacy

- Uses the GPPL's online catalog to locate materials
- Understands the library's organizational system
- Identifies the importance of using search terms
- With prompting and support, conduct Internet searches using educational search engines and databases
- Use multiple resources to locate information
- Determine the usefulness of a source
- Use the organizational structure of a book (table of contents, index, chapter headings, etc.) to locate information.

Digital Citizenship

- Explain ways identity is protected when contributing information online
- Respect the guidelines for responsible and ethical use of information
- Use technology to explore and pursue personal interests
- Show respect for, and respond to ideas of others
- Work in teams to produce original works or solve problems
- Explains how technology tools can assist in student learning
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Practice responsible use of technology
- Understand how to use various technology tools to retrieve, organize, and present information
- Understand how to use technology tools to capture images.
- Understand the elements of a multimedia presentation.
- Understand process of connecting hardware for multimedia presentation

FOURTH GRADE

Love of Reading

- Make connections between reading and personal interests
- Share information about an author and/or book using various formats
- Identifies a variety of formats for reading (books, eBooks, blogs, magazines, non-print, newspapers, websites, etc.)
- Demonstrate respect for library space and materials
- Evaluate grade appropriate quality literature

Information Literacy

- Use advanced search features in GPPL's online catalog for intended purposes
- Understand the library's organizational scheme and what main topics are included in each section
- Understand importance of using multiple resources, including print, electronic, and human, to locate information
- Generate questions and practice different ways to locate and evaluate sources that provide needed information
- With guidance, generate a list of keywords for inquiry-based learning
- Use various note-taking strategies
- Explain the impact of copyright date to the usefulness of information
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Interpret information presented visually, orally, or quantitatively
- Integrate information from two texts on the same topic
- Introduce a topic clearly and group related information 25.
- Engage effectively in a range of collaborative discussion.
- Draw evidence from literary or informational texts to support analysis, reflection, and research. 30

Digital Citizenship

- Observe Web safety procedures including safeguarding personal information
- Describe consequences when people do not protect personal information when using social networking tool Use technology responsibly to explore and pursue personal interests
- Understand importance of giving credit to owner of visual media
- Work in teams to produce original works or solve problem
- Identify ways to find trusted information
- Practice responsible use of technology
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Identify positive value of technology including web 2.0 tools
- Use technology applications to create documents and visualizations of new learning
- Develop projects that can be shared electronically
- Use multimedia authoring tools for independent and collaborative publishing activities

- Create a multimedia presentation by choosing from applications and Web 2.0 tools
- Understand how to use various technology tools to retrieve, organize, and present information
- Understand how to use technology tools to capture images.
- Understand the elements of a multimedia presentation.
- Understand process of connecting hardware for multimedia presentation

American Association of School Librarians available at:
http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL Learning_Standards 2007 .pdf
Michigan Educational Technology Standards available at:
http://www.techplan.org/mets/
Common Core ELA Standards available at:
http://www.corestandards.org/ELA-Literacy/

MUSIC

The full curriculum is described in the Grosse Pointe Public School System Elementary Music Curriculum
It is the goal of the music department to foster a love of music within each child. We are committed to the development of the child as a life-long musician who is empowered to explore and define the important role that music plays in her/his life.

The General Music Curriculum of the Grosse Pointe Public Schools, designed for all students, Grades K-4, has been locally developed and is taught by music specialists. Learning activities are coordinated to build musical knowledge and skills, to promote the enjoyment of music and to help students explore the role that music plays in historical, cultural, social and emotional aspects of their lives.

It includes singing, the playing of melody and percussion instruments, listening, analyzing and evaluating, reading music, developing musical knowledge and skills, movement, and experiencing the interrelationship of music and other areas of knowledge.

Kindergarten

MAKING MUSIC
- 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 MUSIC
- 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 OF MUSIC
- 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

MAKING MUSIC
- 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 MUSIC
- 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 OF MUSIC
- 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 Two

MAKING MUSIC
- 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 MUSIC
- 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 OF MUSIC

- 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

GradeThree

MAKING MUSIC

- 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

CREATING MUSIC

- 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

MAKING MUSIC

- 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 MUSIC
● 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 OF MUSIC
● 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

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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. An appreciation of physical activity for health, enjoyment, challenge, self- expression, and social interaction.

As part of the 2019 revision process the Elementary Physical Education Department units and lessons are aligned with the National Standards from SHAPE (Society of Health and Physical Educators) as well as Adaptive Physical Education Standards.

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.

WORLD LANGUAGE

3rd grade:

1. Frida Kahlo and Talking about Self

Vocabulary Goals:	Cultural Goals:	Summary: Students will learn about Frida Kahlo and her self-portraits as they focus in on popular and folk art. Students will learn to describe themselves to another in Spanish while completing a Kahlo style self-portrait and be able to ask for information about others, as well as give compliments to others in the target language.
1.) Basic self-description (¿Cuántos años tienes? Tengo… ¿Cómo te llamas? Me llamo… ¿De dónde eres?, Soy de…) 2.) Positive personality vocabulary 3.) #s to 30	1.) Frida Kahlo and self-portraits 2.) Popular and folk art (papel picado, etc.)	

2. Mariposas and Migration

Vocabulary Goals:	Cultural Goals:	Summary:
1.) Basic Questions (¿Qué?, ¿Dónde?, ¿Quién?, ¿Cuántos?, etc.) 2.) Colors y shapes 3.) "Go" phrases (Adóndequieres ir, Adónde vas, Voy a, Quiero ir a, etc.)	1.) "Día de los Muertos" 2.) Migrants and Immigrants in the US 3.) Where you can find Spanish language throughout the world	Students will learn about mariposas, their migration to Mexico, and their symbolism in Dia de los Muertos. Students will learn how to say where they would like to travel to, and learn about those that travel to the US, such as migrant workers and immigrants. Students will gain the ability to ask basic questions about this topic and future topics in Spanish.

3. Oso Pardo, Oso Pardo -- ¿qué ves ahí?

Vocabulary Goals:	Cultural Goals:	Summary: Students will learn basic haber and ver phrases while reading Oso Pardo, Oso Pardo. Students will learn how to identify basic animals in Spanish and learn about animals that can be found in areas that speak Spanish, as well as being able to identify animals found in the Detroit Zoo in Spanish.
1. Animals 2. "Haber" phrases (¿Que hay? Hay…)	1.) Wildlife in places that speak Spanish (i.e. En las Islas Galapagos, hay tortugas) 2.) Connect with Detroit using animals that are in the Detroit Zoo	

4. Let's Go to Mexico

Vocabulary Goals:	Cultural Goals:	Summary: Students will learn about Spanish-speaking restaurants, and will gain the skill of being able to order food from a restaurant in the target language. Students will learn about meals and foods that may be found on a menu in Latin America and Spain and will learn to express preferences regarding meals and other, previously learned, vocabulary.
1. Foods and Restaurants 2. "Me gusta" phrases (Me gusta/Me gustaría)	1. Typical foods and meals in Latin America 2. Mexico and its culture	

4th grade:

1. Vamos al mercado

Vocabulary goals:	Cultural Goals:	Summary: Students will learn about mercados and the foods found in mercados throughout the Spanish-speaking world. Students will gain the ability to count to 100 and negotiate price in Spanish.
1.) Market foods 2.) Prices 3.) #s to 100	1.) Mercados throughout the world 2.) Street foods (elote, tamales, etc.)	

2. Pablo Neruda y Cosas Cotidianas

Vocabulary Goals:	Cultural Goals:	Summary: Students will learn about families and their schedules around the world, and compare and contrast that schedule to their own home life. Students will gain the ability to ask and give the time of the day in Spanish, as well as learn about daily items. Students will learn about the poet Pablo Neruda and learn about the odas he wrote to 'cosas cotidianas.'
1.) Basic family 2.) Telling time 3.) Schedules and daily activities 4.) Using a Spanish-to-English dictionary	1.) Daily schedules around the world 2.) Families around the world 3.) Pablo Neruda and the odas he wrote to daily items	

3. Vamos a Ecuador y Perú

Vocabulary Goals:	Cultural Goals:	Summary: Students will "travel" to South America and discover places like Macchu Picchu while learning about the Inca and other peoples that existed before the Spanish came to the Americas. Students will discuss the weather in the places they would like to travel to and what they should pack to prepare for a 'viaje' to Ecuador and Peru.
1.) Travel 2.) Clothes 3.) Weather 4.) Culturally appropriate vocabulary for Ecuador y Perú	1.) Where you can go on a viaje to the Andes 2.) The Inca, the Aztecs and other ancient civilizations in Latin America and what they left behind, like Macchu Picchu 3.) Andean culture	

4. Salsa, Merengue, Flamenco, Folklore, y más!

Vocabulary Goals:	Cultural goals:	Summary: Students will learn about different music and dance styles throughout the Spanish-speaking world, as well as talking about preferences regarding music and dance. Students will learn about how traditional clothing is used so often in traditional dance and music, and be able to express whether they would like to or would not like to sing, dance, or play an instrument.
1.) "Querer" phrases (Quieres/Quiero) 2.) Reinforce preferences (Me gusta/No me gusta) 3.) Music y dance	1.) Music y dance throughout the world 2.) Traditional clothing	

YOUNG FIVES PROGRAM

The Young Fives program is a tuition-free all-day kindergarten option that was approved in the 2016-17 school. Locations of Young Fives is subject to change based on enrollment numbers. The Young Fives program offers an alternative for children whose parents feel that they are not yet ready for a traditional kindergarten experience. The natural progression from the Young Fives program would be to Kindergarten at their neighborhood school.

There are many dimensions to educating young children. Growing physically, intellectually, socially, and emotionally, while establishing a safe culture for learning, continues to be our primary focus. Young Fives will continue to provide experiences that have been so integral to our kindergarten program, at a more developmentally appropriate pace for our young learners. The day is a wonderful combination of large and small group activities, with opportunities for individual and buddy work. Music, physical movement and art activities are woven throughout the curriculum and daily routine. The Young Fives classrooms will also participate in physical education, library, music, and art each week. Recess is part of our daily routine to foster gross motor development. 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 that will support the natural progression to Kindergarten.

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
K	Benchmark Assessment	GPWA	NWEA
1st	NWEA, F & P Assessment	GPWA	NWEA
2nd	NWEA, F & P Assessment	GPWA	NWEA
3rd	NWEA, M-STEP, F & P Assessment	GPWA	NWEA, M-STEP
4th	NWEA, M-STEP, F & P Assessment	GPWA, M-STEP	NWEA, M-STEP

Key:

KDG	Benchmark Assessment
NWEA	Northwest Evaluation Association (nationally normed assessment)
M-Step	Michigan Student Test of Educational Progress (state developed, criterion referenced Assessments in English, language arts, math (grades 3 & 4) science (grade 4)and social studies (grade 5)
GPWA	Grosse Pointe Writing Assessment (a long-standing, locally developed assessment of student writing)
F & P Assessment	Fountas & Pinnell Benchmark Assessment (provide teachers with precise Tools and texts to observe and quantify specific reading behaviors, and then Interpret and use that data to plan meaningful instruction.

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 a push-in or 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- Grosse Pointe Schools provides cluster grouping for capable learners in math and language arts. In-class clustering is a mechanism by which enrichment activities and instructional needs of students whose strengths in ELA, math, or both can be met without removing students from the heterogeneous classroom setting. This model generally involves placing cluster students with their cluster peers for differentiated curriculum and instruction. Typically, clustering involves groups of students with similar learning needs. Teachers will use differentiated strategies to best meet the needs of their clustered students. Cluster grouping is not increasing the amount of student work produced, Rather, cluster strategies provide students opportunities for deeper, richer learning experiences. Historically students have been identified for cluster grouping opportunities through parent and/or teacher nominations. Moving forward the identification of cluster students will be determined within buildings based on a combination of reviewing a triangulation of performance data (NWEA, F&P, EDM4 Math pre/post assessments, GP Writing, formative classroom assessments) coupled with parent, teacher and administrative input. Cluster grouping is flexible in nature and regularly reviewed during the school year. Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partners. Teachers frequently assess students, using formative and summative assessments during the learning process, which allows students to frequently move into appropriate instructional groups according to their needs. Building principals and teachers will continuously identify and monitor each spring and throughout the school year. This approach promotes maximum learning and allows students to move in and out of instructional groups based on skills needed for mastery and enrichment. This is an ongoing process that teachers regularly practice throughout the school

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.

SPECIAL EDUCATION

The following programs and services are available to eligible students with disabilities from birth to age 26:

Areas of Eligibility

Cognitive Impairment
Emotional Impairment
Deaf or Hard of Hearing
Visual Impairment
Physical Impairment
Other Health Impairment
Speech and Language Impairment
Early Childhood Developmental Delay
Specific Learning Disability
Severe Multiple Impairment
Autism Spectrum Disorder
Traumatic Brain Injury
Deaf - Blindness

Least Restrictive Environment Continuum

General Education
General Education with Support Service
Teacher Consultant Service
Resource Program
Categorical Program

Service May Include

Teacher Consultant
Speech & Language
Audiology
Occupational Therapy
Orientation and Mobility
Physical Therapy
Psychological
School Social Work

For more information on the Grosse Pointe School System Student Services contact Student Services Department 313-432-3856

For more information on Wayne County Services contact WRESA @ www.resa.net