Program of Studies

Elementary School
Curriculum GuideY5-4
2025-2026

Department of Teaching and Learning
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ELEMENTARY SCHOOL PROGRAM OF STUDIES

Welcome to the Elementary Program of Studies! This program is designed to provide students with a well-rounded education that prepares them for success in their academic and personal lives. Our program emphasizes the development of fundamental and enrichment skills in reading, writing, math, and science, and social studies, as well as physical education, library and the arts.

In reading and writing, students will learn to read fluently, comprehend complex texts, and communicate effectively through written and oral expression. Our math curriculum emphasizes the development of computational fluency, problem-solving, and critical thinking skills. In science, students will take on the roles of scientists and engineers, figure out disciplinary core ideas, and utilize and apply crosscutting concepts in multiple modalities centered around engaging anchor phenomena. The social studies curriculum is designed to prepare young people to become responsible citizens through the integrated study of history, geography, civics, economics, inquiry, civic involvement, public discourse and decision-making.

The Library Media program is founded on the belief that reading and information literacy skills are essential to successful lifelong learning. Physical education is an integral part of our program, promoting sustained health and fitness through a variety of activities and games. And finally, our arts curriculum is second to none and encourages creativity, self-expression, and an appreciation for the beauty and richness of the human experience of music and art through creating, presenting, responding and connecting.

Through a combination of challenging coursework, engaging classroom experiences, and supportive teachers and staff, our program prepares students for success in middle school, high school, and beyond. We are committed to helping our students become confident, capable, and compassionate individuals who are ready to make a positive impact on the world. Thank you for choosing the Grosse Pointe Public School System.

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NON-DISCRIMINATION POLICY

Board Policies 3.18 and 5.02 prohibit discrimination in the District on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic in its programs and activities, including employment opportunities. This guideline shall be used to ensure that the District's non-discrimination policies are implemented properly and in compliance with Federal and State laws and regulations.

Civil Rights Coordinators

Administration designates the following individuals to serve as Civil Rights Coordinators for the District:

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ENGLISH LANGUAGE ARTS

The Elementary GPPSS 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:

- Reading Y5 - 4th Grade* — Oakland Schools/MAISA Units for Readers' Workshop
- Writing Y5 - 4th Grade* — Oakland Schools/MAISA Units for Writers' Workshop
- Word Study Y5-3 — Really Great Reading
- Word Study 4 — CR-Success Wordsmith
- Handwriting — Really Great Reading Handwriting Manuscript
- Intervention/Acceleration — Lexia Core5
- Grosse Pointe Writing Rubrics:
  - Y5/Kindergarten
  - 1st grade
  - 2nd grade
  - 3rd grade
  - 4th grade

*Due to Michigan Dyslexia Law (Public Act 146 of 2024) changes to the Reading and Writing Curriculum could occur during the 2025-26 school year.

Summary of Focus Areas in Reading and Writing to support Essential Instructional Practices in Early Literacy and Common Core Instruction.

KINDERGARTEN	**Reading** Students will read titles in designated genres at their own reading level	**Writing** Students will receive instruction in designated writing modes progressing according to their own development
Narrative	Launching Reading Workshop Emergent story books Readers read pattern books Readers use strategies to read Readers get to know characters, nursery rhymes, songs and poems	Oral Language: Building a talking community Launching the writing workshop Pattern Books Growing as small moment writers
Informational	Informational reading and informational texts including history/social studies, science, technical texts.	Label and list in a content area Writing a sequence of instructions: how to books

		Informational writing: personal expertise
Opinion		Opinion letter

FIRST GRADE	**Reading** Students will read titles in designated genres at their own reading level	**Writing** Students will receive instruction in designated writing modes progressing according to their own development
Narrative	Launching Reading Workshop Readers use strategies to solve words Character study Building a repertoire of strategies mixed genre Series reading: reenacting character clubs	Launching the writing workshop (personal narrative) Revision Apprentice writing: studying craft Teacher Choice
Informational	Readers learn from informational learning	Writing a sequence of instructions: how to books Informational books: personal expertise Write like a scientist: investigation notebooks
Opinion		Opinion writing letters for social action

SECOND GRADE	**Reading** Students will read titles in designated genres at their own reading level	**Writing** Students will receive instruction in designated writing modes progressing according to their own development

Narrative	Launching Reading Workshop Character study Series reading Reading fiction and traditional literature and other selections to support the Common Core and Readers' Workshop	Launching small moments Lifting level narrative writing studying craft Revision Realistic Fiction
Informational	Readers learn from informational learning Informational Book Clubs and informational texts including history/social studies, science, technical texts.	Informational writing: personal expertise Shared research and informational writing: Descriptive reports
Opinion		Opinion with supporting details

THIRD GRADE	**Reading** Students will read titles in designated genres at their own reading level	**Writing** Students will receive instruction in designated writing modes progressing according to their own development
Narrative	Launching strong reading habits Understanding characters Mixed genre series clubs Poetry and other selections to support the Common Core and Readers' Workshop.	Launching true stories Literary essay Poetry: discovering the voice inside your heart
Informational	Informational reading Informational research clubs and informational texts including history/social studies, science, technical texts.	Informational writing: personal expertise Informational research writing

Opinion		Persuasive essay

FOURTH GRADE	**Reading** Students will read titles in designated genres at their own reading level	**Writing** Students will receive instruction in designated writing modes, progressing according to their own development
Narrative	Launching strong readers Analyzing characters and other selections to support the Common Core and Readers' Workshop	Launching with realistic fiction stories Literary non-fiction: personal expertise Building and writing personal poetry anthologies
Informational	Informational reading Interpretive and analytic reading Informational research Historical fiction and informational texts including history/social studies, science, technical texts	Informational research writing
Opinion		Persuasive essays Literary essays

MATHEMATICS

The Elementary GPPSS Math Curriculum is designed to help students understand and use math in their everyday lives. It focuses on developing students' critical thinking and problem-solving skills, as well as their understanding of mathematical concepts and their applications. Students learn about a wide range of topics which include, but are not limited to the following:

- Number and operations, including addition, subtraction, multiplication, and division
- Fractions, decimals, and percentages
- Measurement and data, including understanding units of measurement and data analysis
- Geometry, including identifying and classifying shapes and understanding concepts such as area, perimeter, and volume
- Algebraic thinking, including understanding patterns and relationships between numbers and variables.

Students also learn how to apply these concepts in real-life situations. Some of the key features of the GPPSS curriculum include:

1. Hands-on learning: Students are encouraged to use manipulatives such as blocks, cubes, and other objects, to help them visualize and understand mathematical concepts.
2. Problem-solving: Students are given real-life problems to solve, which help them develop their critical thinking and reasoning skills.
3. Multiple approaches: Teachers encourage students to use different methods and strategies to solve problems, rather than relying on a single approach.
4. Focus on communication: Students are encouraged to explain their thinking and reasoning, both orally and in writing, which helps them develop their communication skills.

The curriculum is designed to meet the Common Core State Standards (CCSS) and provide students with a solid foundation in math. The program includes lessons and activities that are aligned with the CCSS, and it helps students build the skills and knowledge they need to be successful as they progress through their academic careers.

The approved curriculum materials are listed below:

- Grades Y5- 4 — Everyday Mathematics, McGraw Hill (2016) fourth edition (EDM4)
- Freckle Math Digital Content

YOUNG FIVES/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)

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

Geometry

- Reason with shapes and their attributes

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 how it relates to multiplication and 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 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

SCIENCE

The Elementary GPPSS Science Curriculum is designed for students to take on the roles of scientists and engineers, figure out disciplinary core ideas, and utilize and apply crosscutting concepts in multiple modalities centered around engaging anchor phenomena. The curriculum is designed to be both interactive and inquiry-based, allowing students to ask questions, explore, and develop their own understanding of scientific concepts. This approach helps students build a strong foundation in science and prepares them for more advanced learning in later grades. One of the main features of science learning is to focus on real-world science. Students learn about science through investigating and solving problems that are relevant to their everyday lives. This helps them see the connections between science and the world around them, making science more meaningful and engaging.

The curriculum is also aligned with the Next Generation Science Standards (NGSS), which are a set of science education standards that outline what students should know and be able to do in science as they progress through each grade level. This comprehensive and engaging science curriculum helps young students develop a love of science and a strong foundation for future learning.

The approved curriculum materials are listed below:

- Grades Y5-4 – Amplify Science

Grade	**Amplify Science Units**
Y5	Life Science Physical Science Earth Science
K	Needs of Plants and Animals Pushes and Pulls Sunlight and Weather
1	Animal and Plant Defenses Light and Sound Spinning Earth
2	Plant and Animal Relationships Properties of Materials Changing Landforms
3	Balancing Forces Inheritance and Traits Environments and Survival Weather and Climate
4	Energy Conversions Vision and Light Earth's Features Waves, Energy and Information

SOCIAL STUDIES

The Elementary GPPSS Social Studies Curriculum is designed 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 understanding 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, the United States, and early eras of United States history.

The approved curriculum materials are listed below:

Young Fives/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.

This course is aligned to the Michigan K-12 Social Studies Standards adopted by the Michigan State Board of Education in 2019 and the Common Core English Language Art Standards. This course also attends to the Inquiry Arc from the C3 (College, Career, and Civic Life) Framework by the National Council for the Social Studies.

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 a more sophisticated understanding of each discipline.

This course is aligned to the Michigan K-12 Social Studies Standards adopted by the Michigan State Board of Education in 2019 and the Common Core English Language Art Standards. This course also attends to the Inquiry Arc from the C3 (College, Career, and Civic Life) Framework by the National Council for the Social Studies.

Grade 2 -The Local Community

In second grade, students continue to engage in hands-on, authentic work around their local communities. 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 a more sophisticated understanding as they explore the social studies disciplines of civics and government, geography, economics and history.

This course is aligned to the Michigan K-12 Social Studies Standards adopted by the Michigan State Board of Education in 2019 and the Common Core English Language Art Standards. This course also attends to the Inquiry Arc from the C3 (College, Career, and Civic Life) Framework by the National Council for the Social Studies.

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, students will investigate what has shaped- and continues to shape- the state of Michigan. They will study Michigan's geography, history, and economy while learning what makes it special and finish the course by learning how they can protect Michigan through civic action and government.This course is aligned to the Michigan K-12 Social Studies Standards adopted by the Michigan State Board of Education in 2019 and the Common Core English Language Art Standards. This course also attends to the Inquiry Arc from the C3 (College, Career, and Civic Life) Framework by the National Council for the Social Studies.

Grade 4 – U.S. Studies

Fourth Grade students will develop an understanding of the United States through four specific lens: geographic, historical, economic, and civic. Combining each of these areas will allow students to recognize the uniqueness of America and the importance of the rich stories that shape who we are.

This course is aligned to the Michigan K-12 Social Studies Standards adopted by the Michigan State Board of Education in 2019 and the Common Core English Language Art Standards. This course also attends to the Inquiry Arc from the C3 (College, Career, and Civic Life) Framework by the National Council for the Social Studies.

ART

The Elementary GPPSS Art Curriculum is designed to provide students with a foundation in art education that includes the basic principles and elements of art. This includes developing an understanding of color theory, composition, drawing, painting, sculpture, and other art forms. The curriculum provides opportunities for students to explore their creativity, develop their skills, and express their own ideas and emotions through art. Additionally, our curriculum and instruction helps foster an appreciation for the arts and the cultural significance of art in society.

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	- Use 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 lines (straight, zig-zag, broken, curved, wavy, dotted) Lines can: Make shapes Show movement Make patterns	Introduce color families: warm/cool primary/secondary Review correct use of paintbrush Explore tempera and watercolor paint	Create a form in clay

	Introduction of geometric and organic shapes		
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	Effects of light and color in an artwork	Slab with additive and subtractive methods Finishing technique of clay

	Use of line to suggest textures, pattern and value ● Foreground, middle ground, background Illusion of depth through: ● Size ● Color ● Detail ● Placement	Development of painting techniques ● Techniques may include: dry brush, double load, brushstroke 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 ● Papier-mâché ● 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

LIBRARY MEDIA SKILLS

The Elementary GPPSS 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. Combining guidelines from the American Association for School Librarians (AASL) and the International Society for Technology in Education (ISTE), the Library Media Program accomplishes its goals through a focus on six foundations, with two target skills and several corresponding exit skills for each.

INQUIRE

INQUIRY DEVELOPMENT

Engage in sustained inquiry to formulate questions;

- Create questions based on exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions
- Implement a plan to fill knowledge gaps based on prior and background knowledge

KNOWLEDGE CONSTRUCTION & REFLECTION

Continually seek knowledge and implement a plan to fill knowledge gaps while receiving feedback to enact new understanding and improve practice.

- Topic development - establishing focus during research and comparing new background information with prior knowledge to determine direction
- Self- or peer-identify strengths, assess inquiry process and products, and set goals for improvement throughout the learning process
- Generate and share products that illustrate learning (research papers, presentations, infographics, etc.)

INCLUDE

GLOBAL VIEWPOINTS

Develop an awareness of multiple viewpoints and contributions from a range of learners; seek interactions with those learners; reflect on their own personal point of view as well as its placement within the global learning community.

- Derive multiple perspectives on the same themes by comparing across different works
- Recognize the social, cultural, or other context within which information was created and explain the global impact of context on interpreting information

COMMUNITY CONNECTIONS

Students build human networks to support their learning and use digital tools to connect to learners from varied backgrounds and cultures to broaden their understanding and learning.

- Promote and plan community opportunities for learning
- Prepare for and engage in informed discussions and active debates on topics where multiple viewpoints are expressed
- Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging them in ways that broaden mutual understanding and learning

COLLABORATE

COOPERATIVE ROLES

Students see learning as a social responsibility and positively and equitably contribute to a group by assuming various roles of work while developing new understanding as they collectively achieve the common goal of the learning group.

- Work to establish and understand appropriate roles through in person and/or remote collaboration with peers, experts, networks and others
- Seek feedback to inform or improve the collaborative process

PARTNERSHIP DRIVEN PRODUCTS
Students incorporate diverse perspectives and collaborative technologies during the inquiry process as they communicate and demonstrate new learning.

- Use a variety of communication tools to collect, produce, and share information with other learners

CURATE

INFO COLLECTION
Students determine a need for information, then seek, evaluate, and organize information from a variety of print and digital sources to create a collection of artifacts that demonstrate meaning and show knowledge.

- Employ effective search strategies using print and digital resources
- Evaluate information for accuracy, credibility, bias, representation, and relevance
- Use a variety of tools to curate and analyze data or information, and represent it in various ways to facilitate problem-solving and decision-making

INNOVATE & CREATE
Students publish or present content, using an appropriate platform or tool, clearly and effectively, with a variety of appropriate objects to an intended audience.

- Create artifacts or presentations to be shared with an appropriate audience by organizing, synthesizing, and sharing information
- Responsibly use locally available and web-based interactive presentation and production tools to enhance creativity in effectively organizing and communicating information

EXPLORE

LITERARY GROWTH
Students engage in the inquiry-based process for personal growth by reading widely and deeply, and in multiple formats, as they express curiosity about a topic of personal interest or curricular relevance.

- Explore and select reading materials based on personal choice
- Access shared print and digital reading collections
- Exposure to informational texts – periodicals, movie reviews, editorials, consumer reports, career information, etc.

INVESTIGATIVE DISCOVERY
Students communicate responses to different problem solving challenges positively (writing, researching, modeling, tinkering, making, etc.) and recognize the capabilities and skills they have, can improve, and can expand on for personal growth.

- Build knowledge and grow curiosity by actively exploring real-world issues and problems, developing ideas and theories, and investigating solutions using various platforms
- Utilize cycles of design, implementation, and reflection in challenges provided by instructors or based on personal interest

ENGAGE

ETHICAL USE
Students create an original work, or remix digital resources into a new creation, while demonstrating an understanding of and respect for the rights and obligations of using and sharing intellectual property.

- Cite ideas and direct quotes using current style guides when creating original work
- Understand and employ copyright and fair use guidelines for information and media (including modification, reuse, and remix policies)
- Include elements in personal-knowledge products that allow others to credit content appropriately

DIGITAL CITIZENSHIP
Students engage in positive, safe, private, legal, and ethical behavior when using technology and understand the importance of maintaining a positive lifelong digital identity and footprint.

- Cultivate digital footprint, manage identity, and show an awareness an impact by actions made online on personal or networked devices
- Manage personal data to maintain safety, privacy, and security

MUSIC

The Elementary GPPSS Music Program is designed to foster a love of music within each child. The department is 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 their 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.

YOUNG FIVES/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 Context 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

FIRST GRADE

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

SECOND GRADE

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

THIRD GRADE

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 Music
● 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

FOURTH GRADE

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

PHYSICAL EDUCATION

SHAPE America's National Physical Education Standards serve as an important framework to ensure consistency and quality in physical education programs. This framework (as with national standards of other content areas) is used by teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress.

The national standards have evolved over the last 11 years, from the 2013 SHAPE America iteration to the most current version — the 2024 SHAPE America National Physical Education Standards.

2024 SHAPE America National Physical Education Standards

- Develops a variety of motor skills.
    - Through learning experiences in physical education, the student develops motor skills across a variety of environments.
    - Motor skills are a foundational part of child development and support the movements of everyday life.
    - The development of motor skills contributes to an individual's physical literacy journey.
- Applies knowledge related to movement and fitness concepts.
    - Through learning experiences in physical education, the student uses their knowledge of movement concepts,tactics, and strategies across a variety of environments.
    - This knowledge helps the student become a more versatile and efficient mover.
    - Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.
- Develops social skills through movement.
    - Through learning experiences in physical education, students develop the social skills necessary to exhibit empathy and respect for others and foster and maintain relationships.
    - In addition, students develop skills for communication, leadership, cultural awareness, and conflict resolution in a variety of physical activity settings.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.
    - Through learning experiences in physical education, the student develops an understanding of how movement is personally beneficial and subsequently chooses to participate in physical activities that are personally meaningful (e.g.,activities that offer social interaction, cultural connection, exploration, choice, self-expression, appropriate levels of challenge, and added health benefits).
    - The student develops personal skills including goal setting, identifying strengths, and reflection to enhance their physical literacy journey.

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.

ELEMENTARY PROGRAMS

Additional Elementary Programming information is available below:

- Young Fives/Kindergarten
- Evaluation
- English Learners
- Literacy Coaches
- Differentiation
- Cluster Grouping
- Gifted and Talented (Magnet)
- Special Education

YOUNG FIVES/KINDERGARTEN PROGRAM

The Grosse Pointe Public School System Young Fives and Kindergarten program provides a welcoming atmosphere and plays an essential role in introducing young learners to the world of school. Our teachers are committed to offering suitable and engaging experiences and activities that enable every child to learn and develop, while fostering a positive and healthy approach to education.

Young Fives/Kindergarten activities are designed to:

- Build social, emotional, and academic self-confidence
- Increase new ideas and an interest in books and learning
- Develop literacy skills through targeted instruction in letter knowledge, phonics, high-frequency words, reading, and writing.
- Develop math skills such as counting, recognizing and formation of numbers, patterns, shapes, classification, and performing simple addition and subtraction problems.
- Use the inquiry-based approach to learn about self and others through social studies disciplines
- Collaborate as scientists to learn about life, physical, and earth science in Young Fives, and plants and animals, pushes and pulls, and sunlight and weather in Kindergarten
- Improve coordination skills through physical education and recess
- Develop a love of reading and technology skills through library and classroom activities
- Explore creative skills and fine and gross motor skills through art, music, and play

Your Young Fives/Kindergartener will learn to:

- express thoughts and ideas through listening, speaking and writing
- work independently, in small groups, and with others in the whole class.
- interact with other children, take turns, share, and resolve conflicts
- discover and enhance creative abilities and interests

We will provide your child with a foundation of skills and knowledge that they can build upon as they progress through their educational career in GPPSS. We look forward to a partnership with you as your child embarks on their educational journey!

To review what was shared at our January 9, 2024 parent/guardian information night, **CLICK HERE FOR MORE RESOURCES**.

CLICK HERE to watch a video about our Kindergarten and Young Fives programs.

Young Fives must register by **April 10, 2026** to be guaranteed a spot in the Young Five program. Locations are subject to change based on enrollment interest and space availability.

Kindergarten students must register by **May 1** to guarantee placement at your neighborhood school.

EVALUATION PROGRAM

The Grosse Pointe Public School System uses formative, summative, and benchmark assessments to evaluate student progress and inform instructional decision-making.

Formative assessments are designed to provide ongoing feedback during the learning process. They help teachers identify areas where students may be struggling and adjust their teaching accordingly. Formative assessments can take many forms, such as class discussions, quizzes, assignments, exit tickets, and conferencing.

Summative assessments are designed to evaluate a student's overall understanding of a subject or topic at the end of a unit or course. These assessments are often used to determine whether a student has mastered a specific set of skills or knowledge. Examples of summative assessments include end of unit exams, standardized tests, and projects.

Benchmark assessments are typically given at specific points throughout the school year to track student progress and measure how well students are meeting grade-level expectations. These assessments provide a snapshot of a student's progress and can be used to identify areas where additional support may be needed. Benchmark assessments can take many forms, such as standardized tests or district-created assessments.

Another use of benchmark assessments is in evaluating the effectiveness of teaching methods and curriculum. By comparing the performance of students on benchmark assessments over time, educators can assess whether changes in teaching strategies or materials are having a positive impact on student learning.

The chart below illustrates the various assessment measures used in grades K-4:

Student Assessment	**Testing Window**
Grade K-4 NWEA - Northwest Evaluation Association ● Benchmark Assessment required by Michigan	Fall (September-October) Winter (January-February) Spring (April-May) Under the law: the benchmark assessment(s) must be administered within the first 9 weeks of school and again before the end of the school year
Grade K-4 Grosse Pointe Writing Assessment (GPWA)	Practice (September) Practice (January) Final Assessment (May)
Grade Y-4 (EL Students) WIDA - World Class Instructional Design & Assessment ● Summative assessment for	Annual assessment (February-March)

identified English Learners (EL) required by Michigan	
Grade 3-4 M-Step - Michigan Student Test of Educational Progress ● Mandatory Assessment required by Michigan	English Language Arts (ELA) ● April-May ● 4-week window Mathematics ● April-May ● 6-week window
Grade 3-4 MI-Access Alternate Assessment ● Federal requirement that all students with disabilities be assessed at the state level	ELA and Math ● April-May
Grade Y5-4 MTSS Assessment Framework	Fall (September - October) Winter (January - February) Spring (April - May) ● Grades K-4 students identified below the 40%ile on NWEA assessment select from the following assessments as needed for determining targeted intervention ○ Oral Reading Fluency Measure ○ Really Great Reading decoding diagnostic ○ Really Great Reading Letter Knowledge Survey ○ Really Great Reading Phonological Awareness Survey
Grade 4 Fifth Grade Math Placement	● End of year 4th grade assessment ● End of year 5th grade assessment
Grade Y5-4 Reporting grades/progress/goals ● GPPSS Elementary Report Card Parent Guide ● Kindergarten Report Card Companion Document for Parents (Reading Foundational Skills) ● IRIP Document for Parents	October and March ● Parent/Teacher Conferences ● Standards-Based Report Card Released in MiStar

State Superintendent Letter Regarding Spring 2025 State Assessment

ENGLISH LEARNERS

The GPPSS English Learners (EL) program is a specialized educational program designed to help newly arrived non-native speakers of English learn the language and succeed academically in English-speaking schools.

The GPPSS program provides instruction in English language development, academic vocabulary, grammar, and comprehension. Support provided to families includes counseling, tutoring, and cultural orientation.

The goal of the EL program is to help students become proficient in English so they can participate fully in all academic activities, communicate effectively with teachers and classmates, and be successful contributors in school and the community.

GPPSS provides an intake assessment to determine each student's language proficiency and progress, individualized instruction, and support integration into regular classes. The ultimate aim of our program is to help students develop the language skills and achieve the English proficiency necessary for independent success in the regular classrooms as quickly as possible.

LITERACY COACHES

The GPPSS Literacy Coaches work in an 90/10 model: 90 percent of their time is spent providing reading instruction and interventions to eligible students and 10 percent of their time is spent supporting teachers and families.

The Literacy Coaches partner with teachers and families to provide support in developing foundational literacy skills. They work with teachers to develop and implement literacy instruction strategies, co-plan and model lessons, analyze data, and provide feedback and logistical support. Coaches provide professional development opportunities for teachers to enhance their literacy instruction skills. They develop partnerships with parents and families to promote literacy skills outside of school. The general education literacy coach is an important member of the education team, working to support the development of literacy skills in students and to improve overall academic performance.

The majority of a Literacy Coach's time is spent supporting students who are struggling with reading and writing by providing individual or small group instruction. At this level, students receive individualized, intensive interventions that target the students' gaps in knowledge for the remediation of existing learning concerns and the prevention of future learning concerns. Student supports consist of a balanced literacy approach focusing on phonemic awareness, phonological awareness, phonics, syllabication, fluency, comprehension, vocabulary, and writing. Literacy Coaches meet with eligible students 3-5 days per week to provide targeted intervention and monitor progress.

Curriculum resources include:

- LLI (Leveled Literacy Intervention)
- Orton-Gillingham
- Guided Reading Assessment Resources
    - Sight Word
    - Word Knowledge Inventory
    - Running Records

If you have specific questions regarding literacy development, reading or writing, please feel free to reach out to your school's Literacy Coach.

DIFFERENTIATION

GPPSS is committed to providing our students with a high-quality education that meets their individual needs. Differentiated instruction is a key part of our philosophy, and we believe it is essential to maximizing each student's learning potential. 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 offers cluster grouping for capable learners in the math and language arts workshop model. This provides opportunities for students to receive differentiated instruction and enrichment activities that align with their strengths and needs, without being removed from the heterogeneous classroom setting. This approach is not about increasing the amount of student work produced, but rather providing students with deeper, richer learning experiences.

Students are identified for cluster grouping opportunities through parent and/or teacher nominations. Cluster grouping is a flexible process that is regularly reviewed and updated by classroom teachers throughout the school year. Teachers frequently assess students using formative and summative assessments, allowing students to move into appropriate instructional groups according to their needs. This approach promotes maximum learning and allows students to move in and out of instructional groups based on the skills needed for mastery and enrichment.

MAGNET PROGRAM

GPPSS offers a magnet program for 3rd and 4th graders that exhibit the ability for accelerated learning. Recommendation for the magnet program is based on several factors: district-wide NWEA testing results in both Math and ELA, current classroom teacher recommendation in ELA, Math, and gifted traits, student Grosse Pointe Writing Assessment sample, and parental input. Criteria for Magnet placement includes but is not limited to the following:

- Ability to work approximately one grade level ahead
- Consistently performing above 90th percentile in Math and Reading NWEA
- 90% on Really Great Reading Assessments
- Grosse Pointe Writing scores above grade level expectations

The magnet classrooms are currently housed at Defer, Ferry, Monteith and Richard Elementary. Please visit our website for more information on the GPPSS Magnet Program.

SPECIAL EDUCATION

A broad continuum of programs and services is available for students in the Grosse Pointe Public School System. Currently, over 950 students benefit from these special programs and services. The program and services are designed to meet the individual needs of eligible students who qualify under the Michigan Administrative Rules for Special Education (MARSE), from the ages of 0 to 26. We are committed to providing each qualifying student with a Free and Appropriate Public Education (FAPE).

Emphasis is placed on educating all students in their neighborhood schools to the maximum extent appropriate, in the Least Restrictive Environment (LRE). However, all decisions about programs and services for students must be based on each student's individual needs and must be made by an Individualized Educational Planning Team, including the parent/guardian.

Least Restrictive Environment Continuum

- General Education
- General Education with Support Service
- Teacher Consultant Service
- Resource Program
- Categorical Program
- Day Treatment/Separate Facilities

Areas of Eligibility	**Service May Include**
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	Teacher Consultant Speech & Language Audiology Occupational Therapy Orientation and Mobility Physical Therapy Psychological School Social Work

For more information on Grosse Pointe School System Student Services, contact the Student Services Department at (313) 432-3856.

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