



**Saint John School of Little Canada**  
**Curriculum Book 3-5**

Saint John School of Little Canada  
2621 McMenemy Street  
Little Canada, MN 55117-1699  
School Phone: 651/484-3038  
School Fax: 651/481-1355  
School Website: [sjolc.org](http://sjolc.org)

### **Saint John School Language Arts Philosophy**

The philosophy of the Saint John language arts curriculum, as outlined in our standards, is to utilize the structure of the English language, to read, write, spell, listen and research in order to effectively gather and communicate information.

### **Saint John School Mathematics Philosophy**

The philosophy of the Saint John mathematics curriculum, as outlined in our standards, is to empower students to master basic facts, have knowledge of concepts, understand and demonstrate procedures and processes so they are able to apply mathematics to real life situations.

### **Saint John School Social Studies Philosophy**

The philosophy of the Saint John social studies program is designed to enable our students to become active citizens who make informed decisions for the public good. Our program fuses the subjects of geography, history, political science, economics, and civics in order that our students understand their past and present, and prepare for their future as citizens of a culturally diverse and democratic society.

### **Saint John School Science Philosophy**

The philosophy of the Saint John science program is to provide students with guided and inquiry based lab experiences and research opportunities. Students acquire, develop and utilize science skills to apply their knowledge, pose and answer questions, and be stewards of their environment.

### **Saint John School Religion Philosophy**

The philosophy of the Saint John religion program is to teach the students to live the gospel message. We strive to promote: knowledge of our faith, liturgical education, moral formation, prayer, community life, evangelism and service.

### **Saint John School Art Philosophy**

The philosophy of the Saint John art program is to encourage students to explore the varied art processes, techniques and media; promote a mastery of basic art concepts; be a catalyst for inspiration, creativity, possibilities and problem-solving; and provide opportunities for students to discover, enjoy and appreciate the world's diverse artistic heritage.

### **Saint John School Technology Philosophy**

The philosophy of the Saint John School technology program is to promote students' critical thinking, and individual and collaborative problem solving skills through the exemplary use of computers and other technology. Students have the ability to conduct research, produce end products, and utilize a variety of technology tools.

### **Saint John School Library Science Philosophy**

The philosophy of the Saint John Library Science program is to promote a lifelong love of reading both for pleasure and the pursuit of knowledge. It is our goal to serve the educational and informational needs of our students and staff, as well as to provide quality leisure reading materials for our students.

### **Saint John School Music Philosophy**

The philosophy of the Saint John music program is to provide students with music appreciation as well as life-long basic music and performance skills. This is accomplished through the introduction of notation, note reading, cultural awareness and a broad range of musical experiences.

### **Saint John School Physical Education Philosophy**

Saint John physical education philosophy is to provide rigorous activities, games and sports in order to develop physical skills and knowledge of game rules. Students will also practice fair play and learn strategies of individual and team activities. Our program is designed to promote a fit and healthy lifestyle.

### **Saint John School Spanish Philosophy**

The philosophy of the Saint John Spanish curriculum is to empower students to communicate, listen, interpret, and present information, opinions and feelings in Spanish. Students will understand basic components of the Spanish speaking cultures, traditions, ideas, and perspectives.

## Table of Contents

**Language Arts**  
**Grades 3-5**

**Mathematics**  
**Grade 3-5**

**Social Studies**  
**Grades 3-5**

**Science**  
**Grades 3-5**

**Religion**  
**Grades 3-5**

**Art**  
**Grades 3-5**

**Technology**  
**Grades 3-5**

**Library Science**  
**Grades 3-5**

**Music**  
**Grades 3-5**

**Physical Education**  
**Grades 3-5**

**Spanish**  
**Grades 3-5**

# Language Arts: Grade 3

## I can statements based on the Minnesota Standards and Insight Tool content-

- I can statements based on the Insight Tool content-
- I can ask and answer questions about a text and support my thinking with examples from the text.
- I can infer the central message of a story.
- I can recount stories from diverse cultures.
- I can use specific details to describe characters in a story and explain how a character's actions affect the sequence of events.
- I can determine the meaning of words and phrases based on how they are used in the text.
- I can describe how parts of a story, drama or poem fit together to create a complete work.
- I can explain how my point of view is different from the narrator or characters of the story.
- I can use writing or speaking to explain how the words and illustrations of story create mood.
- I can compare and contrast the central messages, characters, settings and plots of stories by the same author.
- I can choose, read and make meaning of texts for enjoyment or learning.
- I can ask and answer questions that refer directly to the text.
- I can determine the main idea of a text and find details that support that idea.
- I can use language that shows sequence or cause/effect to describe the relationships between historical events, scientific ideas, or steps in a procedure.
- I can determine the meaning of unfamiliar words and phrases using context clues and additional resources.
- I can use text features and search tools to locate information
- I can distinguish my point of view from the author's.
- I can use illustrations, maps and photographs to show my understanding of a text.
- I can describe the connection between sentences and paragraphs in a text using comparison, cause/effect or sequencing.
- I can compare and contrast important points and key details on a topic from different texts.
- I can choose, read and make meaning of information texts for multiple purposes.
- I can read grade level text fluently, accurately and with expression.
- I can write an opinion piece in which I introduce a topic, state an opinion, create an organization structure, use linking words to provide reasons that support my opinion, and provide a concluding statement or section.
- I can write an informational piece in which I introduce a topic, group related information in paragraphs, use facts, illustrations and details to develop a point, use linking words to connect ideas and provide a concluding statement or section.
- I can write a narrative in which I establish a situation and introduce a narrator, use dialogue and descriptions to develop events, create a sequence of events and provide closure as appropriate to the genre.
- I can plan and develop writing that is appropriate to various purposes with the help of an adult.
- I can use digital tools to produce and publish my work with the help of an adult.
- I can conduct a short research project to build knowledge through investigation about a topic.
- I can use sources to locate relevant information, take notes and organize into categories.
- I can write for enjoyment or learning purposes.
- I can follow agreed upon rules for class discussions.
- I can contribute to class discussion.
- I can make connections to what others say, explain my own ideas, cooperate and solve problems in a productive group discussion.
- I can determine the main ideas and supporting details of a text read aloud or information presented visually.
- I can ask or answer questions of a speaker to show my understanding.
- I can speak clearly and at an understandable pace while reporting on a topic, telling a story or experience.
- I can create audio recordings of stories or poems and add drawing to description.
- I can make informed judgments about messages I see in the media.
- I can create an individual or shared multimedia work for a specific purpose and determine the appropriate use of images in the project.
- I can identify and use plural nouns, abstract nouns, verbs and simple verb tenses.
- I can create subject verb and pronoun antecedent agreement.

- I can accurately form and use comparative and superlative adjectives and adverbs.
- I can use conjunctions.
- I can use spelling patterns and generalizations in writing words and check my spelling by using reference materials.
- I can use context clues to find the meaning of unfamiliar words and phrases.
- I can capitalize words in titles, use commas in addresses and dialogue.
- I can use quotation marks in dialogues.
- I can tell the difference between literal and nonliteral words and phrases.

## Language Arts: Grade 4

### I can statements based on the Minnesota Standards and Insight Tool content-

- I can draw inferences from a text and refer to details and examples when explaining my inferences.
- I can use details in a text to summarize and determine the theme.
- I can use specific details to describe characters, setting or events in a story and explain how a character's actions affect the sequence of events.
- I can determine the meaning of words and phrases based on how they are used in the text.
- I can explain the differences in the structure of poems, drama and prose.
- I can compare and contrast the point of view from which stories are told.
- I can compare and contrast similar themes, topics and patterns in literature from different cultures.
- I can choose, read and make meaning of texts for enjoyment or learning purposes.
- I can locate facts from a text to explain my ideas to a partner.
- I can determine the main idea of a text and explain how it is supported by key details.
- I can use key details to summarize an informational text.
- I can use details about events, procedures and ideas from informational text to explain what happened and why.
- I can determine the meaning of unfamiliar words and phrases using context clues and additional resources.
- I can identify and describe the structure used in an informational text.
- I can compare and contrast information provided between first hand and secondhand accounts of the same event or topic.
- I can interpret information in a variety of ways and explain how the information contributes to my understanding of the text.
- I can explain how an author uses reasons and evidence to support ideas in the text.
- I can use important information from two texts on the same subject to write or speak about the subject.
- I can independently choose, read and make meaning of information texts for multiple purposes.
- I can use word analysis to read familiar and unfamiliar grade level text.
- I can read grade level texts aloud with accuracy, expression and appropriate rate.
- I can write an opinion piece in which I introduce a topic, state an opinion, create an organization structure, provide reasons that support my opinion and provide a concluding statement or section.
- I can write an informational piece in which I introduce a topic, group related information in paragraphs, use facts, illustrations and concrete details to develop a point, use topic specific language and provide a concluding statement or section.
- I can write a narrative in which I establish a situation and introduce a narrator, use dialogue and descriptions to develop events, use concrete words and provide closure as appropriate to the genre.
- I can produce clear and coherent writing that is appropriate to various tasks, purposes and audiences.
- I can use digital tools to produce and publish my work with adult help.
- I can conduct a short research project to build knowledge through investigation about a topic.
- I can use sources to locate relevant information, take notes and provide a list of sources.
- I can use evidence from literature and informational texts to support analysis, reflections and research.
- I can write for enjoyment or learning purposes.
- I can follow agreed upon rules for class discussions.
- I can contribute to class discussion.
- I can make connections to what others say, explain my own ideas, cooperate and solve problems in a productive group discussion.
- I can paraphrase sections of a text.

- I can identify reasons and evidence a speaker provides to support important points.
- I can report on a topic, tell a story, or retell an experience in an organized way using appropriate and relevant facts and descriptive details.
- I can add audio recordings and visual displays to enhance the development of ideas and themes when appropriate.
- I can use formal and informal English at appropriate times.
- I can make informed judgments about messages in the media.
- I can locate information in multiple medias and check it for accuracy.
- I can use social and personal media safely.
- I can create an individual or shared multi media work for a specific purpose and determine the appropriate use of images, videos or music in the project.
- I can publish and share my work with an audience.
- I can identify and use relative pronouns, relative adverbs, progressive verb tenses, helping verbs and prepositional phrases.
- I can produce complete sentences without fragments or run-ons.
- I can correctly use homophones.
- I can use correct capitalization and punctuation.
- I can check my spelling using reference materials.
- I can choose precise wording, effective punctuation and formal or informal English to share my ideas.
- I can use context clues, common Greek and Latin affixes and roots to determine the meaning of words or phrases.
- I can determine the precise meaning and pronunciation of key words and phrases using both print and digital resources.
- I can demonstrate understanding of simple smiles and metaphors within a text.
- I can recognize and explain the meaning of common idioms, adages and proverbs.
- I can use synonyms and antonyms to demonstrate my understanding of words.
- I can use appropriate words and phrases for academic purposes.
- I can use appropriate words and phrases to show actions, emotions or states of being.

## Language Arts: Grade 5

### I can statements based on the Minnesota Standards and Insight Tool content-

- I can use specific quotes from a text when drawing inferences.
- I can determine the theme by explaining the actions of characters and use details to summarize a text.
- I can use specific details to compare and contrast multiple characters, settings and events in a story.
- I can determine the meaning of words and phrases based on they are used in a text.
- I can describe how parts of a text fit together.
- I can explain how the point of view of a narrator influences the way events are described.
- I can analyze how visual and multimedia elements contribute to the meaning of the text.
- I can compare and contrast stories of the same genre on their approach to similar themes or topics.
- I can choose, read and make meaning of texts for enjoyment or learning.
- I can accurately quote a text so support explicit ideas and inferences.
- I can find two or more main ideas of a text and show how they are supported by details.
- I can write about relationships between people, events and ideas and support my ideas with information from the text.
- I can determine the meaning of unfamiliar words and phrases using context clues and additional resources.
- I can compare and contrast the overall structure of multiple informational texts.
- I can analyze the point of view of various cultures in multiple accounts of the same topic.
- I can locate answers and solve problems using information from multiple sources.
- I can explain how an author uses reasons and evidence to support ideas in the text.
- I can integrate information from multiple texts to speak or write knowledgeable about a topic.
- I can independently choose, read and make meaning of information texts for multiple purposes.
- I can use word analysis to read familiar and unfamiliar grade level text.
- I can read grade level texts aloud with accuracy, expression and appropriate rate.

- I can write an opinion piece in which I introduce a topic, state an opinion, create an organization structure, provide reasons that support my opinion and provide a concluding statement or section.
- I can write an informational piece in which I introduce a topic, group related information in paragraphs, use facts, illustrations and concrete details to develop a point, use topic specific language and provide a concluding statement or section.
- I can create a narrative in which I establish a situation and introduce a narrator, use dialogue and descriptions to develop events, use concrete words and provide closure as appropriate to the genre.
- I can produce clear and coherent writing that is appropriate to various tasks, purposes and audiences.
- I can use guidance from adults and my peers throughout the writing process: techniques of planning, drafting, revising, editing, rewriting, or trying a new approach.
- I can use digital tools to produce and publish my work with adult help.
- I can conduct a short research project to build knowledge through investigation about a topic.
- I can use sources to locate relevant information, take notes and provide a list of sources.
- I can use evidence from literature and informational texts to support analysis, reflections and research.
- I can write for enjoyment or learning purposes.
- I can follow agreed upon rules for class discussions.
- I can contribute to class discussion.
- I can make connections to what others say, explain my own ideas, cooperate and solve problems in a productive group discussion.
- I can summarize a text read aloud or information presented visually or orally.
- I can summarize the points made by a speaker.
- I can create a multi media project or digital communication individually or with a group and share the project with an audience.
- I can use multi-media components to clarify my oral presentation.
- I can adapt a speech appropriately according to context, audience and task.
- I can make informed judgments about what I see and hear in the media.
- I can create an individual or shared multi-media work or digital text for a specific purpose.
- I can publish and share my work with an audience.
- I can explain the purpose of conjunctions, possessives, and parts of speech in sentences.
- I can form, recognize, and use verb tenses.
- I can use punctuation to separate items in a series.
- I can separate an introductory word or phrase from the rest of the sentence using a comma.
- I can use commas in direct addresses in a sentence.
- I can use underlining, quotation marks, or italics to indicate titles or works.
- I can check my spelling by using reference materials.
- I can expand, combine and reduce my sentences to create meaning, interest, and style.
- I can use context clues, common Greek and Latin affixes and roots to determine the meaning of words or phrases.
- I can recognize and explain the meaning of common idioms, adages, and proverbs.
- I can use the relationships between particular words, such as synonyms, antonyms, and homographs, to better understand each word.
- I can use appropriate words and phrases for academic purposes.

## **Mathematics: Grade 3**

### **I can statements based on the Minnesota Standards and Insight Tool content-**

- I can read whole numbers up to 100,000.
- I can write whole numbers up to 100,000.
- I can represent whole numbers to 100,000 in a variety of forms.
- I can describe the value of a number in terms of hundred thousands, ten thousands, thousands, hundreds, tens and ones.
- I can use place value to describe whole numbers between 1,000 and 100,000.
- I can compute 10,000 more or 10,000 less than a given five digit number.
- I can compute 1,000 more or 1,000 less than a given four or five digit number.

- I can compute 100 more or 100 less than a given four or five digit number.
- I can round numbers to the nearest 10, 100, 1000, 10,000.
- I can round up and down to estimate sums and differences.
- I can order whole numbers up to 100,000.
- I can compare whole numbers up to 100,000.
- I can add multi-digit numbers using correct place value.
- I can subtract multi-digit numbers using correct place value.
- I can solve real-world arithmetic problems requiring addition of multi-digit numbers.
- I can solve real-world arithmetic problems requiring subtraction of multi-digit whole numbers.
- I can use the relationship between addition and subtraction to verify the reasonableness of results.
- I can represent multiplication facts in more than one of these ways (repeated addition, equal-sized groups, arrays, area models, and skip counting).
- I can represent division facts in more than one of these ways (repeated subtraction, equal sharing, and forming equal groups).
- I can recognize the relationship between multiplication and division.
- I can solve real-world mathematical problems using multiplication.
- I can solve real-world mathematical problems using division.
- I can solve division problems involving “how many in each group” and “how many groups”
- I can multiply a two or three digit number by a one digit number using more than one strategy (mental strategies, partial products, standard algorithm).
- I can multiply a two or three digit number using properties of addition and multiplication (commutative, associative, distributive),
- I can read fractions with words and symbols.
- I can write fractions with words and symbols.
- I can explain how a fraction represents parts of a whole (parts of a set, points on a number line, or distances on a number line).
- I can understand that the size of a fractional part is relative to the size of the whole.
- I can order and compare unit fractions and fractions with like denominators by using models.
- I can state the difference between a numerator and denominator.
- I can create an input/output rule for addition.
- I can describe an input/output rule for addition.
- I can create an input/output rule for subtraction.
- I can describe an input/output rule for subtraction.
- I can create an input/output rule for multiplication.
- I can describe an input/output rule for multiplication.
- I can use the input/output rule to solve problems.
- I can solve number sentences that involve multiplication and other unknowns.
- I can solve number sentences that involve division basic facts and unknowns.
- I can create real-world situations to represent number sentences.
- I can create a multiplication number sentence representing a real-world situation.
- I can create a division number sentence representing a real-world situation.
- I can create a multiplication sentence to find the value of the unknown variable.
- I can create a division sentence to find the value of the unknown variable.
- I can identify parallel lines in various contexts.
- I can identify perpendicular lines in various contexts.
- I can use parallel lines to describe and create geometric shapes.
- I can use perpendicular lines to describe and create geometric shapes.
- I can sketch polygons with a given number of sides/vertices.
- I can use half units when measuring distances.
- I can add the sides of a polygon to find the perimeter.
- I can measure distances around objects.
- I can tell time to the minute using a digital clock.
- I can tell time to the minute using an analog clock.
- I can determine elapsed time to the minute.
- I can tell time to the nearest minute.
- I can demonstrate how to make change up to a dollar in multiple ways.
- I can use a thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.

- I can collect and organize data.
- I can create, read, and analyze frequency tables with appropriate titles, labels, and units.
- I can create read, and analyze bar graphs with appropriate titles, labels, and units.
- I can create, read, and analyze picture graphs with appropriate titles, labels, and units.
- I can create, read, and analyze number line plots with appropriate titles, labels, and units.

## Mathematics: Grade 4

### I can statements based on the Minnesota Standards and Insight Tool content-

- I can multiply and divide basic facts from memory.
- I can understand multiplication and division number sentences.
- I can use fact families and the properties of multiplication to solve equations.
- I can solve for a variable in multiplication and division equations.
- I can multiply any number by multiples of 10, 100 and 1,000.
- I can multiply multi-digit by 2-digit numbers.
- I can use rounding to estimate products and quotients of whole numbers.
- I can solve word problems that require me to use two or more operations.
- I can use strategies to divide multi-digit whole numbers by one- or two-digit numbers.
- I can use models to create and write equivalent fractions.
- I can use a number line to locate, compare, and order whole numbers and fractions, including improper fractions and mixed numbers.
- I can add and subtract fractions with like denominators.
- I can read and write decimals to the thousandths place.
- I can compare and order decimals and whole numbers
- I can read and write fraction and decimal equivalents for halves and fourths.
- I can round decimals to the nearest tenth.
- I can describe and classify triangles
- I can describe and classify quadrilaterals.
- I can use a protractor to measure angles.
- I can compare and classify angles.
- I can find the area of a rectangle.
- I can recognize translations, reflections and rotations of figures.
- I can understand congruency and symmetry.
- I can display and interpret data in tables, bar graphs, timelines and Venn diagrams.
- I can create and use input-output rules using addition, subtraction, multiplication and division to solve problems.

## Mathematics: Grade 5

### I can statements based on the Minnesota Standards and Insight Tool content-

- I can divide multi-digit numbers.
- I can solve real world problems using arithmetic.
- I can solve mathematical problems using arithmetic.
- I can read, write, and represent and convert fractions.
- I can read, write, and represent decimals from the millions place to the millionths place.
- I can compare fractions and decimals to other fractions and decimals.
- I can recognize and write equivalent fractions, decimals and mixed numbers.
- I can convert from fractions to decimals.
- I can convert from decimals to fractions.
- I can round numbers to specific place values.
- I can use fractions and decimals in real world and mathematical situations.
- I can add and subtract fractions.

- I can add and subtract mixed numbers.
- I can add and subtract decimals.
- I can estimate sums and differences of fractions and decimals.
- I can add and subtract fractions and decimals to help me solve real-world and mathematical problems.
- I can recognize and represent patterns of change.
- I can use patterns, tables, graphs, and rules to solve real world and mathematical problems.
- I can use a coordinate plan system to graph ordered pairs of integers.
- I can use the arithmetic properties to find and write equivalent numerical expressions.
- I can use arithmetic properties to evaluate expressions that use whole numbers.
- I can understand and interpret equations containing variables and whole numbers.
- I can understand and interpret inequalities containing variables and whole numbers.
- I can use equations and variables to represent real-world and mathematic problems.
- I can describe, classify, and draw examples of three dimensional figures.
- I can use drawing of nets to show how three dimensional figures break apart.
- I can find the area of a triangle. (decomposed and formulas)
- I can find the area of a quadrilateral. (formulas)
- I can find the surface area of rectangular prisms in different situations.
- I can find the volume of rectangular prisms in different situations.
- I can use the nets of the three dimensional figures to help find the surface area of the figure.
- I can find the mean, median, mode, and range of a set of data.
- I can display data in the form of graphs, tables, and charts.
- I can read data from graphs, tables, and charts.
- I can create and analyze double bar graphs, line graphs and spreadsheet tables to organize and display data.

## **Social Studies: Grades 3-5**

### **Geography**

#### **The World in Spatial Terms**

A knowledgeable student:

##### **Understands the characteristics and uses of maps, globes, and other geographic tools and technologies**

- Knows the basic elements of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, grid, principal parallels, meridians, projection)
- Interprets topography using aerial photos and maps
- Uses map grids (e.g., latitude and longitude or alphanumeric system) to plot absolute location

##### **Knows the location of places, geographic features, and patterns of the environment**

- Knows major physical and human features of places as they are represented on maps and globes (e.g., shopping areas, fast food restaurants, fire stations, largest cities, rivers, lakes, wetlands, recreation areas, historic sites, land forms, locations of places discussed in history, language arts, science, and other school subjects)
- Knows the location of major cities in North America
- Knows the approximate location of major continents, mountain ranges, and bodies of water on Earth

##### **Understands the characteristics and uses of spatial organization of Earth's surface**

- Knows patterns on the landscape produced by physical processes (e.g., the drainage basin of a river system, the ridge-and-valley pattern of the Appalachians, vegetation on the windward and leeward sides of a mountain range)
- Understands the spatial organization of places through such concepts as location, distance, direction, scale, movement, and region
- Understands how changing transportation and communication technology have affected relationships between locations
- Knows different methods used to measure distance (e.g., miles, kilometers, time, cost, perception)

## Places and Regions

A knowledgeable student:

### **Understands the physical and human characteristics of place**

- Knows how the characteristics of places are shaped by physical and human processes (e.g., effects of agriculture on changing land use and vegetation; effects of settlement on the building of roads; relationship of population distribution to land forms, climate, vegetation, or resources)

### **Understands the concept of regions**

- Knows the characteristics of a variety of regions (e.g., land form, climate, vegetation, shopping, housing, manufacturing, religion, language)
- Understands how regions change over time and the consequences of these changes (e.g., changes in population size or ethnic composition; construction of a new shopping center, a regional hospital, or a new manufacturing plant; changes in transportation; changes in environmental conditions)
- Knows how regions are similar and different in form and function (e.g., local neighborhoods versus Central Business District)

### **Understands that culture and experience influence people's perceptions of places and regions**

- Understands ways in which people view and relate to places and regions differently (e.g., how children, mothers, joggers, and city park workers view a park)

## Physical Systems

A knowledgeable student:

### **Knows the physical processes that shape patterns on Earth's surface**

- Knows the physical components of Earth's atmosphere (e.g., weather and climate), lithosphere (e.g., land forms such as mountains, hills, plateaus, plains), hydrosphere (e.g., oceans, lakes, rivers), and biosphere (e.g., vegetation and biomes)
- Understands how physical processes help to shape features and patterns on Earth's surface (e.g., the effects of climate and weather on vegetation, erosion and deposition on land forms, mud slides on hills)
- Knows how Earth's position relative to the Sun affects events and conditions on Earth (e.g., how the tilt of the Earth in relation to the Sun explains seasons in different locations on Earth, how the length of day influences human activity in different regions of the world)

### **Understands the characteristics of ecosystems on Earth's surface**

- Knows the components of ecosystems at a variety of scales (e.g., fungi, insects, plants, and animals in a food chain or food web; fish and marine vegetation in coastal zones; grasses, birds, and insects in grassland areas)
- Knows ways in which humans can change ecosystems (e.g., clearing forests, widening channels of waterways, draining wetlands, wetting or suppressing fires)
- Knows plants and animals associated with various vegetation and climatic regions on Earth (e.g., the plant and animal life supported in a mid-latitude forest in North America, the kinds of plants and animals found in a tropical rain forest in Africa, animals and trees that thrive in cities)

## Human Systems

A knowledgeable student:

### **Understands the nature, distribution and migration of human populations on Earth's surface**

- Understands the characteristics of populations at a variety of scales (e.g., ethnicity, age distribution, number of families and single households, number of employed and unemployed, males and females, life expectancy, infant mortality)
- Knows the spatial distribution of population (e.g., that population density is higher east of the Mississippi River than west of it, population density is higher on the East Coast and West Coast than in the mountains and deserts of the western part of the country, few people live where it is very dry or very cold)
- Understands voluntary and involuntary migration

- Knows the causes and effects of human migration (e.g., European colonists and African slaves to America, movement of people from drought areas in Africa, movement of people from East Asia to North America, effects of physical geography on national and international migration, cultural factors)

### **Understands the nature and complexity of Earth's cultural mosaics**

- Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs, schooling, what girls and boys are allowed to do)
- Understands how different people living in the same region maintain different ways of life (e.g., the cultural differences between Native Americans and Europeans living along the eastern seaboard in the 17th century; differences among Sikhs, Hindus, and Muslims living in India today)
- Understands how cultures differ in their use of similar environments and resources (e.g., comparing how people live in Phoenix, Arizona with how people live in Riyadh, Saudi Arabia)
- Understands cultural change (in terms of, e.g., the role of women in society, the role of children in society, clothing styles, modes of transportation, food preferences, types of housing, attitudes toward the environment and resources)

### **Understands the patterns and networks of economic interdependence on Earth's surface**

- Knows the factors that are important in the location of economic activities (e.g., warehouses and industries near major transportation routes, fast-food restaurants in highly accessible locations close to population concentrations, production sites near the sources of their raw materials or close to the consumers who buy their products)
- Knows economic activities that use natural resources in the local region, state, and nation (e.g., agriculture, mining, fishing, forestry) and the importance of the activities to these areas
- Knows how transportation and communication have changed and how they have affected trade and economic activities (e.g., regions can specialize economically; with improved roads and refrigerated trucking, more fresh fruits and vegetables are available out of season; regional, national, and global markets expand as transportation and communication systems improve)
- Knows the various ways in which people satisfy their basic needs and wants through the production of goods and services in different regions of the world (e.g., growing food and shopping for food in a developing vs. a developed society, economic activities in a rural region vs. those in an urban region in the same U.S. state)
- Knows how regions are linked economically and how trade affects the way people earn their living in each region (e.g., the flow of fuels from Southwest Asia to industrialized, energy-poor regions of the world; the flow of electronic goods from Pacific Rim nations to the United States)

### **Understands the patterns of human settlement and their causes**

- Knows areas of dense human settlement and why they are densely populated (e.g., fertile soil, good transportation, and availability of water in the Ganges River Valley; availability of coal, iron, and other natural resources and river transportation in the Ruhr)
- Knows reasons for similarities and differences in the population size and density of different regions (e.g., length of settlement, environment and resources, cultural traditions, historic events, accessibility)
- Knows the settlement patterns that characterize the development of a community or state (e.g., from the movement of people into an area previously unoccupied to the competition among villages for economic dominance and growth; from a small number of dispersed settlers with few services to the modern pattern of suburbanization and decentralization)
- Knows reasons for the growth and decline of settlements (e.g., boomtowns to ghost towns in mining areas, the rise or decline of towns linked or not linked by highways or railroads, the history of company or single-industry towns in periods of prosperity or recession)
- Knows the characteristics and locations of cities (e.g., location along transportation routes, availability of resources, continued access to other cities and resources) and how cities have changed over time (e.g., the movement of industry from downtown to the edge of cities, suburban growth, changes in the shapes of urban areas)
- Knows similarities and differences among the world's culture hearths (culture groups' places of origin), why humans settled in those places and why these settlements persist today (e.g., as centers of innovation and cultural, social, economic, and political development that attract people from other places)

## **Understands the forces of cooperation and conflict that shape the divisions of Earth's surface**

- Knows the functions of political units (e.g., law-making, law enforcement, provision of services, powers of taxation) and how they differ on the basis of scale (e.g., precinct, census district, school attendance zone, township, metropolitan area, county, state, nation)
- Knows how and why people divide Earth's surface into political and/or economic units (e.g., states in the United States and Mexico; provinces in Canada; countries in North and South America; countries linked in cooperative relationships, such as the European Union)
- Knows how and why people compete for control of Earth's surface (e.g., ethnic or national differences, desire for political control, economic inequalities)

## **Environment and Society**

A knowledgeable student:

### **Understands how human actions modify the physical environment**

- Knows the ways people alter the physical environment (e.g., by creating irrigation projects; clearing the land to make room for houses and shopping centers; planting crops; building roads)
- Knows the ways in which the physical environment is stressed by human activities (e.g., changes in climate, air pollution, water pollution, expanding human settlement)
- Knows how human activities have increased the ability of the physical environment to support human life in the local community, state, United States, and other countries (e.g., use of irrigation and dry-land farming techniques to improve crop yields, reforestation to prevent erosion, flood-control projects to make land habitable)

### **Understands how physical systems affect human systems**

- Knows how humans adapt to variations in the physical environment (e.g., choices of clothing, housing styles, agricultural practices, recreational activities, food, daily and seasonal patterns of life)
- Knows how communities benefit from the physical environment (e.g., people make their living by farming on fertile land, fishing in local water, working in mines; the community is a port located on a natural harbor, a tourist center located in a scenic or historic area, an industrial center with good access to natural resources)
- Knows the ways in which human activities are constrained by the physical environment (e.g., effects of weather, climate and land forms on agriculture, recreational activities, availability of water, expansion of settlement)
- Knows natural hazards that occur in the physical environment (e.g., floods, wind storms, tornadoes, earthquakes)

### **Understands the changes that occur in the meaning, use, distribution and importance of resources**

- Knows the characteristics, location, and use of renewable resources (e.g., timber), flow resources (e.g., running water or wind), and nonrenewable resources (e.g., fossil fuels, minerals)
- Knows how settlement patterns are influenced by the discovery and use of resources (e.g., Colorado mining towns as centers of settlement in the late 19th century, the growth of industry and cities along the fall line of the Appalachians starting in the 18th century)
- Knows the relationships between economic activities and resources (e.g., the relationship of major industrial districts to the location of iron ore, coal, and other resources)
- Knows the major transportation routes that link resources with consumers and the transportation modes used (e.g., ships, pipelines, barges, railroads)
- Knows advantages and disadvantages of recycling and reusing different types of materials
- Knows the different ways in which resources are used and valued in different regions of the world (e.g., the use of wood in the United States for construction compared to the use of wood in the Dominican Republic for fuel)

## **Uses of Geography**

A knowledgeable student:

### **Understands how geography is used to interpret the past**

- Knows the factors that have contributed to changing land use in a community (e.g., street and road development, population shifts, regulations governing land use)

- Knows the ways in which changes in people's perceptions of environments have influenced human migration and settlement over time (e.g., the history of oil discovery and its effect on migration in different United States regions such as Pennsylvania, Louisiana, or Texas)
- Knows the geographic factors that have influenced people and events in the past (e.g., the effects of the site of a Civil War battle on the course of the conflict, how trade routes followed by early European colonists were linked to the trade winds, how Muslim trading vessels used monsoon winds to cross the Indian Ocean in the 8th century)

### **Understands global development and environmental issues**

- Knows the relationship between population growth and resource use
- Knows the ways in which resources can be managed and why it is important to do so (e.g., soil conservation practices, recycling nonrenewable resources)
- Knows how differences in perception affect people's interpretations of the world (e.g., how different groups of people perceive the same place, environment, or event; how children raised in different societies have different views regarding personal life, education, and aspirations)
- Knows human-induced changes that are taking place in different regions and the possible future impacts of these changes (e.g., development and conservation issues in terms of the wetland of coastal New Jersey)

## **History: Grades 3-5**

### **Living and Working Together in Families and Communities, Now and Long Ago**

A knowledgeable student:

#### **Understands family life now and in the past, and family life in various places long ago**

- Knows the ways that families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, art, religion, community celebrations, mementos, food, and language (e.g., celebration of national holidays, religious observances, and ethnic and national traditions; visual arts and crafts; hymns, proverbs, and songs)
- Understands the dreams and ideals that people from various groups have sought, some of the problems they encountered in realizing their dreams, and the sources of their strength and determination that families drew upon and shared (e.g., families arriving together in America and living together in rural or urban settings, traditions brought from their cultural past)
- Understands daily life of a farm family from long ago (e.g., work, clothing, tools, food and food production in the early 1800's)

#### **Understands the history of a local community and how communities in North America varied long ago**

- Knows of problems in the community's past, the different perspectives of those involved, the choices people had, and the solutions they chose
- Knows geographical settings, economic activities, food, clothing, homes, crafts, and rituals of Native American societies long ago (e.g., Iroquois, Sioux, Hopi, Nez Perce, Inuit, Cherokee)
- Understands the historical development and daily life of a colonial community (e.g., Plymouth, Williamsburg, St. Augustine, San Antonio, Post Vincennes)
- Understands the challenges and difficulties encountered by people in pioneer farming communities (e.g., the Old Northwest, the prairies, the Southwest, eastern Canada, the Far West)
- Understands how geographical features contributed to the establishment and growth of communities such as mining towns (e.g., Sacramento) and trading settlements (e.g., New Orleans, Vincennes, Astoria)
- Understands daily life of diverse ethnic groups in urban areas long ago (e.g., a free African American community in Philadelphia, an Italian community in New York, a Chinese community in San Francisco)
- Knows the history of the local community since its founding, the people who came, the changes they brought, and significant events over time
- Understands changes in land use and economic activities in the local community since its founding (e.g., changes in technology, the work people did, transportation, local resources)

### **The History of Students' Own State or Region**

A knowledgeable student:

**Understands the people, events, problems, and ideas that were significant in creating the history of their state**

- Understands differences between the lives of Native Americans or Hawaiians today and their lives 100 years ago
- Understands geographic, economic, and religious reasons that brought the first explorers and settlers to the state or region, who they were, and where they settled
- Understands the interactions that occurred between the Native Americans or Hawaiians and the first European, African, and Asian-Pacific explorers and settlers in the state or region
- Knows about the first inhabitants who lived in the state or region, each successive group of arrivals and their countries (or origin), and significant changes that developed as a result of each group's arrival
- Understands the reasons recent immigrants came to the state or region, what their lives were like, and their experiences of adjustment (e.g., problems and opportunities experienced in housing, the workplace, and the community)
- Understands patterns and changes in population over a period of time in a city or town in the state or region
- Knows the chronological order of major historical events that are part of the state's history, their significance and the impact on people then and now, and their relationship to the history of the nation
- Understands major historical events and developments in the state or region that involved interaction among various groups
- Understands the influence of geography on the history of the state or region, and issues and approaches to problems (e.g., land use, environmental problems)
- Understands how the ideas of significant people affected the history of the state
- Understands the unique historical conditions that influenced the formation of the state and how statehood was granted
- Knows the origin of the names of places, rivers, cities, and counties, and knows the various cultural influences within a particular region

**The History of the United States: Democratic Principles and Values and the People from Many Cultures who Contributed to its Cultural, Economic, and Political Heritage**

A knowledgeable student:

**Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols**

- Understands the basic ideas set forth in the Declaration of Independence and the U.S. Constitution, and the figures responsible for these documents
- Understands the basic principles of American democracy; right to life, liberty, and the pursuit of happiness; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion; majority rule with protection for minority rights; and limitations on government, with power held by the people and delegated by them to those officials whom they elected to office
- Understands how people over the last 200 years have continued to struggle to bring to all groups in American society the liberties and equality promised in the basic principles of American democracy (e.g., Sojourner Truth; Harriet Tubman; Frederick Douglass; W.E.B. DuBois; Booker T. Washington; Susan B. Anthony; Martin Luther King, Jr.; Rosa Parks; Cesar Chavez)
- Understands the accomplishments of ordinary people in historical situations and how each struggled for individual rights or for the common good (e.g., James Armistead, Sybil Ludington, Nathan Beman, Lydia Darragh, Betty Zane)
- Understands how people in the local community have displayed courage in helping the common good (e.g., volunteering in unique situations including earthquakes, floods, and fires)
- Understands historical figures who believed in the fundamental democratic values (e.g., justice, truth, equality, the rights of the individual, responsibility for the common good, voting rights) and the significance of these people both in their historical context and today
- Understands how historical figures in the U.S. and in other parts of the world have advanced the rights of individuals and promoted the common good, and the character traits that made them successful (e.g., persistence, problem solving, moral responsibility, respect for others)
- Understands the historical events and democratic values commemorated by major national holidays (e.g., Martin Luther King, Jr. Day; Presidents' Day; Memorial Day; the Fourth of July; Labor Day; Veterans' Day; Thanksgiving)

- Knows the history of events and the historic figures responsible for such historical documents as the Mayflower Compact, the Declaration of Independence, the U.S. Constitution, the Bill of Rights, and the Emancipation Proclamation
- Knows the Pledge of Allegiance and patriotic songs, poems, and sayings that were written long ago, and understands their significance
- Understands how songs, symbols, and slogans demonstrate freedom of expression and the role of protest in a democracy (e.g., the Boston Tea Party, the abolition of slavery, women's suffrage, labor movements, the civil rights movement)
- Understands why Americans and those who led them (e.g., George Washington, Benjamin Franklin, and Thomas Jefferson) went to war to win independence from England
- Understands how ordinary people have worked to contribute money and ideas to create or enhance our national symbols (e.g., French school children who raised money for the Statue of Liberty, Lee Iacocca's work to restore Ellis Island)
- Understands how people have helped make the community a better place to live (e.g., working to preserve the environment, helping the homeless, restoring houses in low-income areas)

## **The History of Peoples of Many Cultures Around the World**

A knowledgeable student:

### **Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago**

- Knows the various movements (westward, northward, and eastward) of large groups of people in the history of the U.S.
- Knows about the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and expansion of the U.S. (e.g., Spanish colonization of the Southwest, Tecumseh's resistance to Indian removal, the Cherokee Trail of Tears, Black Hawk's War, the movement of the Nez Perce)
- Understands the experience of immigrant groups (e.g., where they came from, why they left, travel experiences, ports of entry and immigration screening, the opportunities and obstacles they encountered when they arrived; changes that occurred when they moved to the United States)
- Knows the reasons why various groups (e.g., freed African Americans, Mexican and Puerto Rican migrant workers, Dust Bowl farm families) migrated to different parts of the U.S.
- Understands the experiences of those who moved from farm to city during the periods when cities grew

### **Understands the folklore and other cultural contributions from various regions of the United States and how they helped to form a national heritage**

- Understands how regional folk heroes and other popular figures have contributed to the cultural history of the U.S. (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo, and outlaws such as Billy the Kid)
- Understands how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country
- Understands how arts, crafts, music, and language of people from a variety of regions long ago influenced the nation

### **Understands selected attributes and historical developments of societies in Africa, the Americas, Asia, and Europe**

- Understands how historians learn about the past if there are no written records
- Knows the effects geography has had on the different aspects of societies (e.g., the development of urban centers, food, clothing, industry, agriculture, shelter, trade)
- Understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., medieval families, matrilineal families in Africa, extended families in China)
- Knows about life in urban areas and communities of various cultures of the world at various times in their history (e.g., Rome, Tenochtitlan, Timbuktu, a medieval European city)
- Knows significant historical achievements of various cultures of the world (e.g., the Hanging Gardens of Babylon, the Taj Mahal in India, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome)

- Knows about the migrations of large groups in the past and recently (e.g., Native American ancestors across the Bering land bridge; the Bantu migrations in Africa; the movement of Europeans and Africans to the Western Hemisphere; the exodus of Vietnamese boat people, Haitians, and Cubans)
- Knows about European explorers of the 15th and 16th centuries, their reasons for exploring, the information gained from their journeys, and what happened as a result of their travels (e.g., Christopher Columbus, Marco Polo, Eric the Red, Zheng He, Ferdinand Magellan, Vasco de Gama, Jacques Cartier)
- Knows about the various crops, foods, and animals that were transported from the Western Hemisphere and from the Eastern Hemisphere as a result of the "Columbian Exchange" (e.g., tomato, corn, cassava, potato; horse, cattle, sugar cane)
- Understands the different perspectives and major arguments surrounding the Columbian encounter

### **Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them**

- Knows about the development of the wheel and its early uses in ancient societies
- Understands the development and the influence of basic tools on work and behavior
- Knows various technological developments to control fire, water, wind, and soil, and to utilize natural resources (e.g., trees, coal, oil, gas) in order to satisfy basic human needs for food, water, clothing, and shelter
- Knows about technological inventions and developments that evolved during the 19th century and the influence of these changes on the lives of workers
- Knows the different forms of transportation and their developments over time
- Understands the development in marine vessels constructed by people from ancient times until today (e.g., early dugout Phoenician ships, Native American canoes, the Portuguese caravel, the Chinese vessels used by Zheng He, the Arab dhow, the Norse long ships, currachs used in the British Isles, square riggers, aircraft carriers, submarines, bathyscaphs)
- Understands the development of extensive road systems (e.g., the Roman system of roads; the trade routes by camel caravan linking East Asia, Southwest Asia, and Africa during the ancient and early Middle Ages; the network of roads and highways of the Inca in Peru; the interstate highway system), the travel and communication difficulties encountered by people over vast expanses of territory, and the social and economic effects of these developments
- Understands the development of extensive road systems (e.g., the Roman system of roads; the trade routes by camel caravan linking East Asia, Southwest Asia, and Africa during the ancient and early Middle Ages; the network of roads and highways of the Inca in Peru; the interstate highway system), the travel and communication difficulties encountered by people over vast expanses of territory, and the social and economic effects of these developments
- Understands the design and development of aircraft and rocketry, and the people involved
- Knows about people who have made significant contributions in the field of transportation (e.g., Henry Ford, Amelia Earhart, John Glenn, Sally Ride)
- Understands the origins and changes in methods of writing over time and how the changes made communications between people more effective (e.g., pictographs, cuneiform, hieroglyphics, alphabets)
- Understands the significance of the printing press, the computer, and electronic developments in communication and their impact on the spread of ideas
- Knows about people who have made significant contributions in the field of communications (e.g., the inventors of the telegraph, telephone, the Braille alphabet, radio, television, the computer, satellite communication)
- Knows about people who have made significant contributions in the field of communications (e.g., the inventors of the telegraph, telephone, the Braille alphabet, radio, television, the computer, satellite communication)

## **Science: Grades 3-5**

### **Earth and Space Sciences**

A knowledgeable student:

#### **Understands atmospheric processes and the water cycle**

- Knows that water exists in the air in different forms (e.g., in clouds and fog as tiny droplets; in rain, snow, and hail) and changes from one form to another through various processes (e.g., freezing, condensation, precipitation, evaporation)

- Knows that the Sun provides the light and heat necessary to maintain the temperature of the Earth
- Knows that air is a substance that surrounds us, takes up space, and moves around us as wind

### **Understands Earth's composition and structure**

- Knows how features on the Earth's surface are constantly changed by a combination of slow and rapid processes (e.g., slow processes, such as weathering, erosion, transport, and deposition of sediment caused by waves, wind, water, and ice; rapid processes, such as landslides, volcanic eruptions, and earthquakes)
- Knows that smaller rocks come from the breakage and weathering of larger rocks and bedrock
- Knows that rock is composed of different combinations of minerals
- Knows the composition and properties of soils (e.g., components of soil such as weathered rock, living organisms, products of plants and animals; properties of soil such as color, texture, capacity to retain water, ability to support plant growth)
- Knows that fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time

### **Understands the composition and structure of the universe and the Earth's place in it**

- Knows that night and day are caused by the Earth's rotation on its axis
- Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth
- Knows that the patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly and different stars can be seen in different seasons
- Knows that planets look like stars, but over time they appear to wander among the constellations
- Knows that astronomical objects in space are massive in size and are separated from one another by vast distances (e.g., many stars are more massive than our Sun but so distant they look like points of light)
- Knows that telescopes magnify distant objects in the sky (e.g., the Moon, planets) and dramatically increase the number of stars we can see

## **Life Sciences**

A knowledgeable student:

### **Understands the principles of heredity and related concepts**

- Knows that many characteristics of plants and animals are inherited from its parents (e.g., eye color in human beings, fruit or flower color in plants), and other characteristics result from an individual's interactions with the environment (e.g., people's table manners, ability to ride a bicycle)

### **Understands the structure and function of cells and organisms**

- Knows that plants and animals progress through life cycles of birth, growth and development, reproduction, and death; the details of these life cycles are different for different organisms
- Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival, and reproduction (e.g., various body structures for walking, flying, or swimming)
- Knows that the behavior of individual organisms is influenced by internal cues (e.g., hunger) and external cues (e.g., changes in the environment), and that humans and other organisms have senses that help them to detect these cues

### **Understands relationships among organisms and their physical environment**

- Knows the organization of simple food chains and food webs (e.g., green plants make their own food with sunlight, water, and air; some animals eat the plants; some animals eat the animals that eat the plants)
- Knows that an organism's patterns of behavior are related to the nature of that organism's environment (e.g., kinds and numbers of other organisms present, availability of food and resources, physical characteristics of the environment)
- Knows that changes in the environment can have different effects on different organisms (e.g., some organisms move in, others move out; some organisms survive and reproduce, others die)
- Knows that all organisms (including humans) cause changes in their environments, and these changes can be beneficial or detrimental

### **Understands biological evolution and the diversity of life**

- Knows that fossils can be compared to one another and to living organisms to observe their similarities and differences
- Knows different ways in which living things can be grouped (e.g., plants/animals, bones/no bones, insects/spiders, live on land/live in water) and purposes of different groupings

## Physical Sciences

A knowledgeable student:

### Understands the structure and properties of matter

- Knows that matter has different states (i.e., solid, liquid, gas) and that each state has distinct physical properties; some common materials such as water can be changed from one state to another by heating or cooling
- Knows that the mass of a material remains constant whether it is together, in parts, or in a different state
- Knows that substances can be classified by their physical and chemical properties (e.g., magnetism, conductivity, density, solubility, boiling and melting points)
- Knows that materials may be composed of parts that are too small to be seen without magnification

### Understands the sources and properties of energy

- Knows that heat is often produced as a byproduct when one form of energy is converted to another form (e.g., when machines and living organisms convert stored energy to motion)
- Knows that heat can move from one object to another by conduction and that some materials conduct heat better than others
- Knows that light can be reflected, refracted, or absorbed
- Knows that the pitch of a sound depends on the frequency of the vibration producing it

### Understands forces and motion

- Knows that magnets attract and repel each other and attract certain kinds of other materials (e.g., iron, steel)
- Knows that the Earth's gravity pulls any object toward it without touching it
- Knows that electrically charged material pulls on all other materials and can attract or repel other charged materials
- Knows that an object's motion can be described by tracing and measuring its position over time
- Knows that when a force is applied to an object, the object either speeds up, slows down, or goes in a different direction
- Knows the relationship between the strength of a force and its effect on an object (e.g., the greater the force, the greater the change in motion; the more massive the object, the smaller the effect of a given force)

## Nature of Science

A knowledgeable student:

### Understands the nature of scientific knowledge

- Knows that although the same scientific investigation may give slightly different results when it is carried out by different persons, or at different times or places, the general evidence collected from the investigation should be replicable by others
- Knows that good scientific explanations are based on evidence (observations) and scientific knowledge
- Knows that scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations
- Knows that scientists review and ask questions about the results of other scientists' work

### Understands the nature of scientific inquiry

- Knows that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world
- Knows that scientists use different kinds of investigations (e.g., naturalistic observation of things or events, data collection, controlled experiments), depending on the questions they are trying to answer
- Plans and conducts simple investigations (e.g., formulates a testable question, makes systematic observations, develops logical conclusions)

- Uses appropriate tools and simple equipment (e.g., thermometers, magnifiers, microscopes, calculators, graduated cylinders) to gather scientific data and extend the senses
- Knows that different people may interpret the same set of observations differently
- Understands the nature of scientific inquiry

### **Understands the scientific enterprise**

- Knows that people of all ages, backgrounds, and groups have made contributions to science and technology throughout history
- Knows that although people using scientific inquiry have learned much about the objects, events, and phenomena in nature, science is an ongoing process and will never be finished
- Knows that scientists and engineers often work in teams to accomplish a task

## **Religion: Grades 3-5**

A knowledgeable student will understand the following aspects of our Catholic faith:

### **Knowledge of Faith - Know, understand and integrate Catholic beliefs**

#### **Know, love and be in relationship with Jesus Christ**

- Recognize that Jesus is the visible sign of God's love
- Know that Mary was Jesus' mother and Joseph his foster father
- Recognize that God sent Jesus to teach us how to live lovingly, justly, humbly, and prayerfully
- Recognize that the Church is the visible sign of Jesus
- Identify and explain that the "People of God" (the Church) help one another because we are disciples of Jesus
- Explain that the purpose of the Christian life is to know, love, and serve God and to live forever with

#### **Explore Scripture as hearers and doers of the Word**

- Explain a few parables and how they relate to our lives
- Demonstrate the ability to find scripture passages
- Explain how the Old Testament expresses the faith of the Israelite people and the New Testament expresses the faith of Christians as followers of Christ.
- Know and retell the "Creation Story" (Gen. 1:1-31)

#### **Understand the major teachings of Catholicism**

- Retell the Beatitudes and explain how they relate to our lives
- Identify the Sacraments of Initiation, Healing, and Service and how they are celebrated
- List the Holy Days
- Explain the role of Mary and the saints in the life of the church
- Know that Jesus lived, died, rose from the dead and ascended into heaven
- Recite the Great Commandment and Ten Commandments; identify where they are found in the Bible and explain how they relate to our life

#### **Know the Church's teaching on the dignity of the human person in its social doctrine,**

## **including respect life teaching.**

- Recognize the Spiritual and Corporal Works of Mercy and how they are lived out in our daily lives
- Recognize the Catholic Social Teachings
- Know that life begins at conception

## **Learn the richness of the Church's tradition and understand Church history**

- Understand that God calls each person to be holy and that through the life, death and resurrection of Jesus are saved
- Name six holy men or women who believed in God and lived before the time of Jesus
- Name six holy men or women who lived at the time of Jesus and those living now who follow Jesus' teachings
- Know that the universal church consists of those both living and dead
- Recall some history of your parish

## **Learn the meaning and practical relevance of current church teachings as presented by the pope, diocesan bishop, Vatican congregations, and the United States Conference of Catholic Bishops**

- Explain how a pope is chosen
- Describe the roles of the laity, vowed religious and ordained

## **Liturgical Education**

### **Understand, live, and bear witness to the suffering, death, and resurrection of Jesus, celebrated and communicated through the sacramental life of the Church**

- Understand the meaning of grace as a sharing in God's life
- Describe how the sacraments begin with Jesus; Jesus is the original Sacrament
- List the Seven Sacraments
- Give examples of how we live a Christian life
- Explain why Sunday (the Lord's Day) is the main day for celebrating Eucharist (Mass)
- Show respect for sacred time and places, including proper behavior in church and with religious objects while praying together

### **Understand church doctrine on the Eucharist and other sacraments**

- Identify and explain the meaning the Sacraments of Initiation: Baptism, Confirmation, Eucharist; the Sacraments of Healing: Reconciliation, Anointing, the Sacraments of Service: Marriage, Ordination
- Summarize why the Eucharist has a special place in the life of the Church
- Acknowledge the Sacrament of the Eucharist as an action in which we give thanks, receive Jesus and remember His life, death and resurrection, and are sent to be Christ to others
- Explain the purpose of sacramentals
- Reflect on the experience of Sunday Eucharist (Mass) (what you see/hear/images/smell/what touched you)

### **Acquire the spirituality, skills, and habits of full, conscious, and active participation in the liturgy**

- Explain the significance of the two major parts of the Mass: Liturgy of the Word, Liturgy of the Eucharist

- Name, locate, and state the purpose of the sanctuary, altar, ambo, tabernacle, baptismal font, sanctuary light, paschal candle, lectionary, Book of the Gospels, Stations of the Cross, chalice, Reconciliation Room, chapel
- Explain the meaning and significance of the church seasons/feasts: Advent, Christmas, Lent, Triduum, Easter, Pentecost and Ordinary Time
- Identify and explain the Holy Days of Obligation
- Reflect on the experience of Sunday Eucharist (Mass) (what you see/hear/images/smell/what touched you)
- Experience a Word/Communion service

### **Value the dignity and responsibility of Christian baptism**

- Explain how Baptism calls us to be disciples of Jesus
- Understand that Baptism calls us to live as responsible stewards of God's gifts to us

### **Understand the roles of the laity and ordained in liturgical celebrations**

- Explain the roles of various ministers in our liturgical celebrations (priest, lector, Eucharistic Minister, greeters, etc.)
- Actively participate in various liturgical celebrations (e.g. praying with the community (assembly), Singing, choir, gift bearers, readers, greeters, etc.)

### **Understand and participate in the Church's daily prayer, Liturgy of the Hours, and learn to pray the Psalms**

- Locate the Psalms in the Bible
- Know that the Psalms are used in both the Liturgy of the Hours and at Eucharist (Mass)
- Pray short selections from the Psalms particularly suited to morning and evening prayer
- Compose and pray intercessions for the world, the Church and personal needs

## **Moral Formation**

### **Understand the "Great Commandment" of Jesus**

- Apply the 'Great Commandment' to daily life

### **Understand the Ten Commandments, the Beatitudes and moral teachings of the Church and live according to them**

- Identify the Ten Commandments and Beatitudes
- Acknowledge how they guide us (e.g. telling the truth, avoiding bad language, respecting the good name of others)
- Recognize the Works of Mercy and the Catholic Social Teachings

### **Understand the dignity, destiny, freedom, and responsibility of each person**

- Choose to treat others with respect as Children of God
- Express how each person is responsible for one's own life and decisions
- Determine ways to make moral decisions (e.g. critical reflection process)

### **Understand the meaning and nature of sin and the power of God's grace to overcome it**

- Describe how to use critical reflection when encountering a moral problem
- Explain personal, venial, mortal and social sin
- Give examples of some virtues and vices
- Retell stories from the Bible about God's forgiveness (e.g. Lost Son, Lost Coin, Lost Sheep)
- Describe an examination of conscience

## **Learn how to acquire and follow a well-formed conscience**

- Choose critical reflection to examine various values and behaviors promoted by society and the media
- Describe the role of the teaching church in knowing right from wrong

## **Promote the Gospel of Life so that respecting life from conception until natural death is honored in personal behavior, public policy, and in the expressed values and attitudes of our society**

- Explain how peacemaking and working for justice enriches us
- Apply the principles of fairness and justice to family and peer relationships, to sports and other activities
- Relate some Bible stories that demonstrate Jesus' respect for all persons (e.g. person born blind, leper)
- Name ways to defend those whose dignity or life is threatened

## **Live a lifestyle reflecting scriptural values**

- Demonstrate responsible stewardship (e.g. involvement in parish ministry, financial contributions, care for all property)
- Practice mercy, compassion and justice as essential components of a Christian life
- Volunteer time and talent for the parish community

## **Prayer**

### **Become familiar with the diverse forms and expressions of Christian prayer, with special attention to the Our Father, the prayer which Jesus taught his disciples and which is the model for all Christian prayer**

- Know that the Our Father is an integral part of the public prayer of the Church
- Recite the following prayers: the Apostle's Creed and the Rosary
- Formulate spontaneous prayers, including intercessions

### **Experience and appreciate the richness of the Catholic tradition of mysticism and contemplation**

- Use Old and New Testament stories for Guided Meditation
- Engage in contemplative prayer for longer time periods (10 minutes)
- Demonstrate reverence for and through this type of prayer

### **Develop a regular pattern of personal prayer and spiritual reflection, recognizing vocal prayer, meditation, and contemplative prayer as basic and fruitful practices in the life of a disciple of Jesus Christ**

- Invite God into their everyday experiences, needs and relationships at different times of the day

### **Engage in shared prayer with others, especially family prayer, as well as at parish meetings and in small communities of faith**

- Formulate prayers which reflect their growing understanding of the world and its needs
- Understand the importance of learning to pray for enemies

### **Recognize and encourage practices of popular piety and devotion that help believers express and strengthen their faith in Jesus Christ**

- Understand that blessings include both praise of God for ordinary gifts and intercessions for the appropriate use of these gifts

## **Education for Community Life**

## **Foster spiritual growth in community**

- Recognize that the Sunday Eucharistic Liturgy is central to the life of the Church
- Name models and heroes of our faith and retells their stories
- Identify their God-given gifts and explores ways to share them for the common good

## **Cultivate human values and Christian virtues that foster growth in interpersonal relationships and in civic responsibility**

- Demonstrate a sense of compassion toward their peers that grows out of their deepening awareness of God's love for them
- Exemplify awareness and responsibility for the common good
- Interpret stories of saints or biblical figures who demonstrate God's faithfulness

## **Share actively in the life and work of the parish, and foster the potential of small communities to deepen the faith relationships of members, to strengthen the bonds of communion with the parish, and to serve the Church's mission in society**

- Distinguish between acts of charity and acts of justice
- Relate works of charity to principles of Catholic Social Teaching
- Practice acts of charity and justice
- Know that the Sacrament of Matrimony supports parents throughout their life
- Identify strategies for maintaining personal respect and boundaries with family and friends
- Understand that from the moment of conception, a child has the right to life

## **Understand the Church's teaching on the nature and mission of the Church, including an understanding of the Church's authority and structures and of the rights and responsibilities of the Christian faithful**

- Name the four marks of the Church (one, holy, catholic, apostolic)
- Understand the importance of the Feast of Pentecost
- Explain how laity and the ordained (deacons, priests, bishops, pope) share in the mission of the Church

## **Support the ecumenical movement and promote the unity of God's people as an important dimension of fidelity to the Gospel.**

- Choose respectful language and behavior toward others' religious beliefs and practices
- Express that Christ is the source of unity of all Christians by their Baptism

## **Missionary Initiation**

### **Cultivate an evangelizing spirit among all the faithful**

- Identify personal gifts/talents and use them for good stewardship
- Demonstrate ways to share the Gospel with others
- Know that the term 'Catholic' means universal

### **Respond to God's call whether as a lay person, ordained, or vowed religious**

- Explain how the 'People of God' help one another to live as disciples
- Identify ways in which giving service can be a lifestyle and a career
- Identify ways saints, heroes and holy people model Christian life
- Identify ways the ordained serve the Church

## **Encourage, motivate, and equip the faithful to speak to others about scripture, tradition, and teachings of the church**

- Apply the Beatitudes to their life
- Demonstrate how to live faith at home, school and other places

### **Explore and promote the applications of the Church’s moral and social teachings**

- Relate how the Eucharist calls all to serve because we are all made in the image and likeness of God
- Explain that the Reign of God is a time and place of peace and justice
- Practice mercy and justice as essential components of Christian life
- Plan, participate in and evaluate a service activity
- Apply the Catholic Social Teachings to daily life
- Examine the various values and behaviors promoted in society – especially the media

### **Understand the importance of serving those in need, promoting the common good, and working for the transformation of society through personal and social action**

- Explain how forgiving, peacemaking and working for justice enrich our communities
- Treat all life with respect and care for it with good stewardship
- Apply the principles of fairness and justice in all relationships and activities (e.g.) family and peer relationships, sports, activities)
- Differentiate between need and want
- Give examples of loving and unselfish behavior or heroism

### **Appreciate the value of inter-religious dialogue and contacts**

- Identify ways they experience belonging to the Church, the ‘Body of Christ’
- Identify some of the major religions of the world (e.g. Judaism, Muslim)
- Demonstrate respect for persons of other religions

## **Art: Grades 3-5**

A knowledgeable student:

### **Understands and applies media, techniques and processes**

- Knows the differences between materials, techniques, and processes
- Describes how different materials, techniques, and processes cause different responses
- Uses different media, techniques, and processes to communicate ideas, experiences, and stories
- Uses art materials and tools in a safe and responsible manner
- Intentionally takes advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

### **Uses knowledge of structures and functions**

- Knows the differences among visual characteristics and purposes of art in order to convey ideas
- Describes how different expressive features and organizational principles cause different responses
- Uses visual structures and functions of art to communicate ideas
- Employs organizational structures and analyze what makes them effective or not effective in the communication of ideas
- Selects and uses the qualities of structures and functions of art to improve communication of their ideas

### **Chooses and evaluates a range of subject matter, symbols and ideas**

- Explores and understands prospective content for works of art
- Selects and uses subject matter, symbols, and ideas to communicate meaning
- Uses subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

### **Understands the visual arts in relation to history and cultures**

- Knows that the visual arts have both a history and specific relationships to various cultures
- Identifies specific works of art as belonging to particular cultures, times, and places

- Demonstrates how history, culture, and the visual arts can influence each other in making and studying works of art
- Knows and compares the characteristics of artworks in various eras and cultures
- Describes and places a variety of art objects in historical and cultural contexts

### **Reflects upon and assesses the characteristics and merits of their work and the work of others**

- Understands there are various purposes for creating works of visual art
- Describes how people's experiences influence the development of specific artworks
- Understands there are different responses to specific artworks
- Compares multiple purposes for creating works of art
- Analyzes contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry

### **Makes connections between visual arts and other disciplines**

- Understands and uses similarities and differences between characteristics of the visual arts and other arts disciplines
- Identifies connections between the visual arts and other disciplines in the curriculum
- Compares the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context

## **Technology: Grades 3-5**

A knowledgeable student:

### **Knows the characteristics and uses of computer hardware and operating systems**

- Logs on and off the computer
- Manages passwords
- Saves and finds saved documents in Google Drive
- Types to develop two handed home row proficiency

### **Knows the characteristics and uses of computer software**

- Creates PowerPoint/Google Slides reports and presentations
- Creates and organizes basic spreadsheets using Excel/Google Sheets
- Knows basic spreadsheet vocabulary and formulas
- Distinguishes difference in url suffixes to verify source validity
- Utilizes more advanced functions of word processing
- Captures and manipulates digital images
- Creates presentations using digital images
- Creates projects using Paint and other digital media
- Knows basic coding
- Creates short animations using stop motion technology

### **Understands the relationships among science, technology, society, and the individual**

- Understands copyright and privacy issues in using the computer
- Knows the norms of digital citizenship including appropriate and responsible use of technology
- Knows that new inventions often lead to other new inventions

## **Library Science: Grades 3-5**

A knowledgeable student:

### **Understands standard library procedures**

- Accesses personal patron information on the OPAC system

- Creates and uses booklists on the OPAC system

### **Accesses information efficiently and effectively**

- Utilizes the OPAC system
- Locates books in the library utilizing the On-line Public Access Catalog (OPAC)
- Identifies the information provided by the OPAC system
- Accesses information using author names
- Understands and uses the Dewey Decimal system
- Accesses and stores information using the OPAC System
- Accesses information from non-fiction books

### **Evaluates information critically and competently**

- Recognizes the importance of author name
- Identifies the difference between fiction & non-fiction
- Uses and evaluates information from a table of contents

### **Pursues information for personal and educational purposes**

- Learns to appreciate books from a variety of genres
- Seeks information from a variety of literary sources
- Reads a variety of quality literary works

## **Music: Grades 3-5**

A knowledgeable student:

### **Sings, alone and with others, a varied repertoire of music**

- Sings using correct pitch, rhythm, timbre, diction, tempo and posture
- Sings using expression and interpretation
- Shows ability to apply tempo (fast-slow), pitch (high-low), feeling / style ( happy-sad) through performance and musical writing
- Sings two parts

### **Performs on instrument, alone and with others, a varied repertoire of music**

- Performs rhythmic, melodic and chordal patterns on classroom instruments
- Performs instrumental music using a variety of meters, rhythms and interpretive methods
- Play instruments using several rhythmic and melodic parts

### **Composes and arranges music within specific guidelines**

- Composes short musical pieces for different voices or instruments
- Uses a variety of sound sources and style

### **Reads and notates music**

- Knows symbols and traditional terms referring to dynamic, tempo, articulation and expression
- Understands and can read bass clef notes

### **Knows and applies appropriate criteria to music and music performances**

- Displays appropriate behavior, cooperation, participation and encouragement of others
- Memorizes songs for Christmas program, mass, and community performances
- Adds movements to musical presentations
- Has the opportunity to take part in the spring talent show

### **Understands the relationship between music and history and culture**

- Identifies music from different historical periods and cultures

## Physical Education: Grades 3-5

A knowledgeable student:

### **Uses a variety of basic and advanced movement forms**

- Uses mature form and appropriate sequence in combinations of fundamental locomotor movements, object control, and rhythmical skills
- Uses basic sport-specific skills for a variety of physical activities
- Uses beginning strategies for games
- Creates movements and routines based on past experiences

### **Uses movement concepts and principles in the development of motor skills.**

- Understands principles of practice and conditioning that improve performance
- Applies strategies during game play
- Differentiates between offense and defense
- Knows rules and etiquette of each game/activity

### **Understands the benefits and costs associated with participation in physical activities**

- Participates in moderate to vigorous physical activity in a variety of settings
- Understands the relationship between pulse rate recovery and cardiorespiratory fitness
- Understands the health benefits associated with physical activity

### **Understands how to monitor and maintain a health-enhancing level of physical fitness**

- Recognizes the importance of warm ups, stretching and cool downs, and can lead stretches for the major muscle groups
- Recognizes individual sports and activities as lifetime sports/activities.
- Knows the effects of physical activity on health and wellness
- Engages in activities that develop and maintain muscular strength and cardio respiratory endurance
- Measures pulse rate before, during and after exercise.
- Knows the components of physical fitness
- Measures the level of fitness using the Fitness gram Test and sets goals for improvement

### **Understands the social and personal responsibility associated with participation in physical activities**

- Understands the origins of different sports and how they have evolved
- Understands the importance of playing, cooperating, and respecting others regarding personal differences
- Participates actively
- Works cooperatively to set goals and solve conflicts in cooperative and competitive activities
- Demonstrates a positive attitude and a sense of fair play
- Sets goals to maintain a reasonable level of physical fitness

## Spanish: Grades 3-5

### Communication

A knowledgeable student:

## **Uses the target language to engage in conversations, express feelings and emotions, and exchange opinions and information**

- Asks and answers questions in the target language (e.g., clarifies word meaning, asks for assistance, answers questions about self or family)
- Uses verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, needs)
- Uses vocabulary and cultural expressions to express the failure to understand the message or to request additional information (e.g., requests that the speaker restate the message, asks appropriate questions for clarification)

## **Listening and Interpreting**

A knowledgeable student:

### **Understands and interprets written and spoken language on diverse topics from diverse media**

- Understands brief written messages and personal notes on familiar topics (e.g., everyday school and home activities)
- Understands common phrase groupings and voice inflection in simple spoken sentences
- Understands common cognates and expressions in the target and native languages
- Understands oral and written descriptions of people and objects in the environment

## **Presentation**

A knowledgeable student:

### **Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics**

- Writes in a variety of forms (e.g., short, informal notes or messages, lists, letters, e-mail) to describe or provide information about oneself, friends and family, or school activities
- Uses language conventions and style (e.g., phrases, structures, grammar, spelling, mechanics, commands, vocabulary, dialect, slang, idioms, humor, pronunciation, intonation, tone, stress) appropriate for different audiences (e.g., peers, adults) and settings (e.g., formal, informal, social, academic)

## **Culture**

A knowledgeable student:

### **Understands traditional ideas and perspectives, institutions, professions, literary and artistic expressions, other components of the target culture**

- Knows basic expressive forms of the target culture (e.g., children's songs, simple selections from authentic children's literature, types of artwork or graphic representations enjoyed or produced by the peer group in the culture studied, dances) and how they compare to those in one's native culture
- Knows distinctive contributions made by people in the target culture
- Knows basic geographical aspects of countries where the target language is spoken (e.g., major cities, rivers, mountains, climate)
- Knows familiar utilitarian forms of the target culture (e.g., toys, dress, types of dwellings, typical foods, currency) and how they compare to those in one's native culture

## **Language Patterns**

A knowledgeable student:

### **Understands that different languages use different patterns to communicate and applies this knowledge to target and native languages**

- Understands that an idea may be expressed in multiple ways in the target language

- Understands how idiomatic expressions have an impact on communication and reflect culture (e.g., anticipates larger units of meaning rather than individual word equivalencies)