



# ANALYSIS SKILLS

## How can I build Analysis Skills while teaching the standards?

- Practice of Analysis Skills is provided through activities and skill lessons.
- Leveled assessment questions provide analysis opportunities after each lesson.
- Easy-to-use teaching support for Analysis Skills is provided with every lesson.

Skill	At This Grade	Examples*
<b>Chronological and Spatial Thinking</b>		
<b>CST 1</b> Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	Students use time lines to put people and events in order.	Unit 2, Lesson 5 Unit 3, Lesson 1
<b>CST 2</b> Students correctly apply terms related to time, including past, present, future, decade, century, and generation.	Students use words such as past, present, future, decade, century, and generation in their everyday speech.	Unit 4, Lesson 4 Unit 4, Lesson 8
<b>CST 3</b> Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	Students compare and contrast the past and the present by explaining changes that happen over time.	Unit 2, Lesson 5 Unit 3, Lesson 5
<b>CST 4</b> Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	Students use maps and globes to find places and measure distances.	Unit 1, Lesson 1 Unit 3, Lesson 2
<b>CST 5</b> Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	Students discuss the advantages and disadvantages of the location of a place.	Unit 1, Lesson 5 Unit 3, Lesson 2
<b>Research, Evidence, and Point of View</b>		
<b>REPV 1</b> Students differentiate between primary and secondary sources.	Students compare first-hand and second-hand accounts of events.	Unit 1, Lesson 4 Unit 3, Lesson 3
<b>REPV 2</b> Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	Students ask questions about events they read about.	Unit 2, Lesson 3 Unit 5, Lesson 1
<b>REPV 3</b> Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	Students decide whether sources contain facts or are fictional.	Unit 3, Lesson 1 Unit 3, Lesson 3
<b>Historical Interpretation</b>		
<b>HI 1</b> Students summarize the key events of the era they are studying and explain the historical context of those events.	Students explain a historical period by explaining events that took place during the period.	Unit 2, Lesson 4 Unit 3, Lesson 4
<b>HI 2</b> Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	Students point out unique details about the environment and the people of particular places.	Unit 1, Lesson 4 Unit 5, Lesson 2
<b>HI 3</b> Students identify and interpret the multiple causes and effects of historical events.	Students explain causes and effects of events in history.	Unit 4, Lesson 4 Unit 4, Lesson 5
<b>HI 4</b> Students conduct cost-benefit analyses of historical and current events.	Students decide whether the benefits of certain events were worth the cost of making them happen.	Unit 2, Lesson 6 Unit 5, Lesson 4

\*See individual units for additional coverage.



# ANALYSIS SKILLS

## How can I build Analysis Skills while teaching the standards?

- Practice of Analysis Skills is provided through activities and skill lessons.
- Leveled assessment questions provide analysis opportunities after each lesson.
- Easy-to-use teaching support for Analysis Skills is provided with every lesson.

Skill	At This Grade	Examples*
<b>Chronological and Spatial Thinking</b>		
<b>CST 1</b> Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	Children use a time line to put people and events in order.	Unit 1, Lesson 3 Unit 3, Lesson 1
<b>CST 2</b> Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i> .	Children use words such as past, present, future, and generation in their everyday speech.	Unit 2, Lesson 3 Unit 5, Lesson 2
<b>CST 3</b> Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	Children compare and contrast the past and the present by explaining changes that happen over time.	Unit 1, Lesson 2 Unit 4, Lesson 1
<b>CST 4</b> Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	Children use maps and globes to find places and measure distances.	Unit 2, Lesson 1 Unit 2, Lesson 2
<b>CST 5</b> Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	Children discuss the advantages and disadvantages of the location of a place.	Unit 4, Lesson 2
<b>Research, Evidence, and Point of View</b>		
<b>REPV 1</b> Students differentiate between primary and secondary sources.	Children compare first-hand and second-hand accounts of events.	Unit 1, Lesson 1 Unit 4, Lesson 1
<b>REPV 2</b> Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	Children ask questions about events they read about.	Unit 3, Lesson 2 Unit 5, Lesson 1
<b>REPV 3</b> Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	Children decide whether sources contain facts or fiction.	Unit 3, Lesson 1 Unit 5, Lesson 1
<b>Historical Interpretation</b>		
<b>HI 1</b> Students summarize the key events of the era they are studying and explain the historical context of those events.	Children explain a historical period by explaining events that took place during that period.	Unit 4, Lesson 3 Unit 5, Lesson 1
<b>HI 2</b> Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	Children point out unique details about the environment and the people of particular places.	Unit 2, Lesson 1 Unit 2, Lesson 4
<b>HI 3</b> Students identify and interpret the multiple causes and effects of historical events.	Children explain causes and effects of events in history.	Unit 3, Lesson 1
<b>HI 4</b> Students conduct cost-benefit analyses of historical and current events.	Children decide whether the benefits of certain events were worth the cost of making them happen.	Unit 3, Lesson 2 Unit 4, Lesson 3

\*See individual units for additional coverage.



**LOCAL DISTRICT 7  
SOUTH REGION ELEMENTARY SCHOOL - # 2 (SRES#2)**

**SIGNED STATEMENTS**

**Assurances**

- ii. Local District 7 has and will continue to serve all students in the attendance area of SRES#2.

Signature George J. McKenna III (GJM)  
Dr. George J. McKenna III  
Local District Superintendent

- iii. Local District 7 has and will continue to serve all students in the attendance area of SRES#2, including students with disabilities, English language learners, standard English learners, and foster care students.

Signature George J. McKenna III (GJM)  
Dr. George J. McKenna III  
Local District Superintendent

- v. Local District 7 and SRES#2 agrees to adhere to all terms, conditions, and requirements of the Modified Consent Decree and other court orders imposed on the District pertaining to special education.

Signature George J. McKenna III (GJM)  
Dr. George J. McKenna III  
Local District Superintendent



# Correlations

## Health Framework for California Public Schools

### Grade-Level Emphases

#### Macmillan/McGraw-Hill *Health & Wellness*, Grade 3 Correlated with Health Framework, Grade 3 Emphases

#### Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

##### Human Body

Practice good personal hygiene.

**SE:** B59, C7, C8, C9, C11, C16, C17

**TE:** C5, C15, C17

Use protective equipment or practice protective behaviors.

**SE:** A6, B30, B31, B60, C7, C8, C11, C13, C15, C16, C23, C31, C32, C33, C49, C50, C51, C52, C54, C55, C56, C57, C58, C59, C66, C67, C69, C70, C71, D8, D9, D14, D15, D28, D29

**TE:** A8, A35, C14, C15, C17, C18, C30, C33, C42, C46, C47, C48, C49, C51, C52, C64, D16, D20, D21, E7, E14, E25, E27

##### Food Choices

▲ Make healthy food choices.

**SE:** B9, B14, B15, B20, B24, B43, B48, B49, B51, B53, B56, B57

**TE:** B20, B22, B39, B40, B42, B44, B45, B47, B48, B50, B54, B59

▲ Group foods in many different ways.

**SE:** B40, B41, B42, B43

**TE:** B20, B39, B41, B44

▲ Prepare and try a variety of healthy foods.

**TE:** B44, B59

▲ Analyze influences on food choices.

**SE:** B51, B56, B57

**TE:** B20, B22, B39, B42, B47, B50, B51, B56, B57

▲ Establish and maintain healthy eating practices.

**SE:** B40, B43, B46, B47, B48, B49, B51, B53, B59, B61, D51

**TE:** B20, B39, B40, B45, B54

##### Physical Activity

▲ Participate regularly in active play and enjoyable physical activities.

**SE:** A19, A21, B9, B14, B15, B20, B21, B24, C21, C22, C26, E15, E16

**TE:** A4, A38, C21, C25, C31, D47, E14, E15

▲ Observe safety rules during physical activities.

**SE:** B32, B33, C23, C28, C31, C32, C33, C34, C35, C50, C51, C52, C55, C58, C59

**TE:** A8, C28, C34, C48, C49, C51, C52, C58, C59

Explore out-of-school play activities that promote fitness and health.

**SE:** C26, C27, C28, E15, E16

**TE:** A7, A67, C20, C21, C24, C27, C31, E14, E15

##### Mental and Emotional Health

▲ Identify and share feelings in appropriate ways.

**SE:** A17, A18, A19, A20, A21, A37, A38, A46, A47, A48, A51, A55, A57, A62, A63, C34, C35

**TE:** A11, A13, A16, A17, A20, A53, A54

Avoid self-destructive behaviors and practice self-control.

**SE:** A6, A11, A20, A21, A57, A61, D8, D9, D14, D15, D17, D18, D19, D20, D21, D25, D26, D27, D28, D29

**TE:** A5, A11, A13, A32, A33, A53, A54, A56, A57, B54, C64, E7

▲ Develop and use effective coping strategies.

**SE:** A17, A18, A19, A20, A21, A37, A38, A39, C65, C66, C67, D20, D21

**TE:** A20, A29, A32, A33, A34, A50, A51, A54, A56, A57, B7, B32, B33, D18

Demonstrate personal characteristics that contribute to self-confidence and self-esteem.

**SE:** A11, A12, A23, A24, A25, A26, A27, D14, D15

**TE:** A11, A13, A19, A53, A54

Develop protective factors that help foster resiliency.

**SE:** A5, A6, A7, A8, A9, A17, A18, A19, A20, A21, A29, A30, A31, A37, A38, A39, C61, C62, C63, C65, C66, C67

**TE:** A5, A11, A13, A20, A29, A32, A33, A35, A50, A51, A53, A54, A56, A57, B7, B32, B33, C7, C64, D17

Develop and use effective communication skills.

**SE:** A18, A19, A27, A30, A31, A33, A46, A47, A48, A49, A51, A55, A57, A62, A63, C34, C35, C61, C62, C63, C69, C70, D15, D20, D21, E36, E37

**TE:** A5, A8, A13, A14, A17, A19, A20, A23, A25, A26, A29, A34, A35, A45, A48, A50, A51, A53, A54, A56, A57, B54, C7, C25, C31, C36, C37, E7, E36, E37

#### Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.

##### Disease Prevention

▲ Practice positive health behaviors to reduce the risk of disease.

**SE:** A37, A38, A39, B9, B14, B15, B20, B21, B59, C5, C6, C7, C8, C9, C11, C12, C13, D20, D21, D38, D39, D42, D44, D45, D47, D48, D49, D50, D51

**TE:** A35, B23, C7, D34, D35, D38, D40, D44, D45, D46, D47

▲ Prepare food as a way of learning about sanitary food preparation and storage.

**TE:** B59, B60, D37

Cooperate in regular health screenings.

**SE:** C5, C11, C12, C13

**TE:** C5, D41

##### Treatment of Disease

Take medicines properly under the direction of parents or health-care providers.

**SE:** D5, D6, D7, D8, D9, D38, D39, D42

**TE:** D4, D5, D7, D8, D35, D40

▲ Recognize symptoms of common illnesses.

**SE:** C74, C75, C76, C77, D5, D6, D7, D8, D9, D38, D39, D49

**TE:** D4, D5, D8, D35, D49, D51

Cooperate with parents and health-care providers in the treatment or management of disease.

**SE:** C74, C75, C76, C77, D42

**TE:** D5, D8, D35, D41

#### Expectation 3: Students will practice behaviors that reduce the risks of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

##### Potentially Dangerous Situations

Practice safe behavior in or near motorized vehicles.

**SE:** C48, C49

**TE:** C42, D13

Practice safe behavior in or near water.

**SE:** C52

**TE:** C42, C52



# Correlations

▲ Interact safely with strangers.

SE: C61, C62, C63

TE: C60, C61

▲ Develop and use skills to avoid, resolve, and cope with conflicts.

SE: A51, A57

TE: A50, A51, A56, A57, B7

Report or obtain assistance when faced with unsafe situations.

SE: A31, A51, A55, C46, C61, C62, C63, C66, C67, C69, C70, C71

TE: A50, C46

Practice behaviors that help prevent poisonings.

SE: C46, D9

TE: C42

Practice safe behavior in recreational activities.

SE: B31, C31, C32, C33, C34, C50, C51, C52, C53, C55, C58, C59

TE: C42, C58

▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.

SE: A33, A54, A55, C43, C44, C45, C46, C47, C50, C51, C52, C53, C54, C55, C56, C57, C58, C59, C61, C62, C63, C66, C67, C69, C70, C71, C72, C73, C74, C75, C76, C77, D7, D8, D9, D14, D17, D18, D19, D20, D21

TE: C43, C58, C64, D13

## Alcohol, Tobacco, and Other Drugs

▲ Distinguish between helpful and harmful substances.

SE: A21, B19, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D17, D18, D19, D20, D21, D25, D26, D27, D28, D29

TE: A20, D10, D11, D13, D17, D24, D25, D27, D28

Identify ways to cope with or seek assistance when confronted with situations involving alcohol, tobacco, and other drugs.

SE: D20, D28, D29

TE: B19, D17, D19, D20, D25, D28

▲ Develop and use interpersonal and communication skills.

SE: B19, B31, D14, D15, D17, D18, D19, D20, D21, D28, D29

TE: A20, B19, D11, D13, D14, D17, D19, D20, D25, D27, D28

▲ Exercise self-control.

SE: B31, D17, D18, D19, D20, D21, D28, D29

TE: D17, D20, D25, D28

## Child Abuse, Including Sexual Exploitation (Penal Code 11166[a])

Identify ways to seek assistance if worried, abused, or threatened.

SE: C46, C61, C62, C63

TE: C46

Develop and use communication skills to tell others when touching is unwanted.

SE: C63

TE: C63

## Emergencies

Recognize emergencies and respond appropriately.

SE: C44, C45, C56, C57, C61, C62, C63, C72, C73, C74, C75, C76, D49, E13, E18, E19

TE: C45, C54, C55, C69, C70, C72, C73, C75, C76, E18, E19

Practice appropriate behaviors during fire drills, earthquake drills, and other disaster drills.

SE: C44, C45, C56, C57

TE: C45

Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

## Roles of Family Members

▲ Develop and use effective communication skills.

SE: A27, A30, A31, A46, A47, A48, A49, A62, A63, C63, E18, E19, E36, E37

TE: A25, A26, A37, A44, A45, A59, A62, C65, E18, E19, E34

Demonstrate ways to help support positive family interactions, such as listening to and following directions and showing care and concern toward other family members.

SE: A5, A6, A7, A8, A9, A12, A26, A47, A48, A49, A60, A61, A62, A63

TE: A26, A37, A59, A62

Support and value all family members.

SE: A60, A62

TE: A25, A37, A58, A59, A61

## Change Within the Family

▲ Identify feelings related to changes within the family.

SE: A62, A63

TE: A62, A63

Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

## Friendship and Peer Relationships

▲ Know and use appropriate ways to make new friends.

SE: A23, A24, A25, A26, A66

TE: A54, A65, A67

▲ Demonstrate acceptable actions toward others.

SE: A6, A12, A45, A46, A47, A48, A52, A57, A65, A66, A67, A68, A69

TE: A53, A54, A67

▲ Demonstrate positive ways to show or express feelings.

SE: A17, A18, A20, A46, A47, A48, A49, A51, A55

TE: A53, A54

▲ Resolve conflicts in a positive, constructive way.

SE: A51, A57, C34, C35, D39

TE: A29, A50, A51, A56, A57, A65, B7

▲ Demonstrate acceptable methods of gaining attention.

SE: A66, A69

TE: A53

## School and Community-Based Efforts to Promote and Protect Health

▲ Understand and follow school rules related to health.

SE: C43, C49, C58, C59, C71, E29

TE: A47, C58, E12

Participate in school efforts to promote health.

TE: A23, B54, C25, E12, E15, E24, E25, E30, E34

Assume responsibility for helping to take care of the school.

SE: E29, E34, E35

TE: A13, B17, B18, B54, C25, E12, E15, E25, E30, E31, E33

Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

## Life Cycle

Demonstrate an understanding of the aging process (e.g., why older adults may have needs different from those of children).

SE: B4, B5, B6, B7

TE: A62, B4, B5, B7, B11, B13, B16



**Expectation 7: Students will understand and accept individual differences in growth and development.**

**Growth and Development**

▲ Demonstrate an understanding of individual differences.

**SE:** A10, A11, A14, A26, A27, A67, B5, B6, B7, C36, C37, D44, D45, D52, E36, E37

**TE:** A11, A64, A65, A67, B4, B5, B7, B8, B10, B16, B27, B28, B30, C10, C31, D44, E36

▲ Adapt group activities to include a variety of students.

**SE:** A33, A57, A67, B32, B33, B56, B57, C31, C34, C36, C37, C58, C59, D22, D23, E18, E19

**TE:** A67, B32, B56, C36, C58, D22, D23, E18

**Mental and Emotional Development**

Identify, express, and manage feelings appropriately.

**SE:** A27, A30, A31, A46, A47, A48, A49, B32, B33, C36, C37

**TE:** A17, A17, B32

Develop and use effective communication skills.

**SE:** A27, A30, A31, A46, A47, A48, A49, C16, C19, C36, C37, E36, E37

**TE:** A17, A64, A65, A67, B7, B8, B10, B17, B23, B26, B27, E36

**Expectation 8: Students will identify information, products, and services that may be helpful or harmful to their health.**

**Products and Services**

▲ Identify a variety of consumer influences and analyze how those influences affect decisions.

**SE:** B51, B52, D19, D20, E8, E9

**TE:** B51, E5, E8

Identify places for obtaining health and social services and learn what types of services are provided.

**SE:** A37, A60, A61, C56, C72, C73, C74, C75, C76, C77, E5, E6, E7, E11, E12, E31

**TE:** A13, A20, E5, E10, E11, E28

**Products and Services/Food Choices**

Read and interpret information available on food labels.

**SE:** B45, B52, B59, D48

**TE:** B50, B52

Use labels to compare the contents of food products.

**SE:** B52, D48

**TE:** B50, B52

Identify ads and recognize strategies used to influence decisions.

**SE:** B51, E8, E9

**TE:** B51, B56, B57, D11, D13, E4, E5, E7, E8

Practice various positive responses to those influences.

**SE:** B51, B53, E9

**TE:** B51, B56, B57, D11, D13, E4, E8



# California Connections: Grade 4 Content Standards Links

## English-Language Arts Content Standards

### READING

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- ELA 4RW1.2** Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- ELA 4RW1.3** Use knowledge of root words to determine the meaning of unknown words within a passage.
- ELA 4RW1.4** Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).
- ELA 4RW1.5** Use a thesaurus to determine related words and concepts.
- ELA 4RW1.6** Distinguish and interpret words with multiple meanings.

#### 2.0 Reading Comprehension

- ELA 4RC2.1** Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- ELA 4RC2.6** Distinguish between cause and effect and between fact and opinion in expository text.

#### 3.0 Literary Response and Analysis

- ELA 4RL3.3** Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- ELA 4RL3.4** Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

### WRITING

#### 1.0 Writing Strategies

- ELA 4WS1.1** Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- ELA 4WS1.2** Create multiple-paragraph compositions.
- ELA 4WS1.3** Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- ELA 4WS1.10** Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

#### 2.0 Writing Applications (Genres and Their Characteristics)

- ELA 4WA2.1** Write narratives.
- ELA 4WA2.1b** Provide a context to enable the reader to imagine the world of the event or experience.
- ELA 4WA2.1c** Use concrete sensory details.
- ELA 4WA2.1d** Provide insight into why the selected event or experience is memorable.
- ELA 4WA2.2** Write responses to literature.
- ELA 4WA2.3** Write information reports.
- ELA 4WA2.3b** Include facts and details for focus.
- ELA 4WA2.4** Write summaries that contain the main ideas of the reading selection and the most significant details.

## Science Content Standards

### LIFE SCIENCES

- S3** Living organisms depend on one another and on their environment for survival.
- S3b** *Students know* that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

### INVESTIGATION AND EXPERIMENTATION

- S6** Scientific progress is made by asking meaningful questions and conducting careful investigations.

## Mathematics Content Standards

### NUMBER SENSE

- MNS3.0** Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- MNS3.1** Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

### MATHEMATICAL REASONING

- MMR1.1** Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

- MMR2.0** Students use strategies, skills, and concepts in finding solutions.

- MMR2.3** Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

- MMR2.4** Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.

## Visual and Performing Arts Content Standards

### VISUAL ARTS

- VAPA VA2.0** Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- VAPA VA2.3** Use additive and subtractive processes in making simple sculptural forms.
- VAPA VA2.5** Use accurate proportions to create an expressive portrait of a figure drawing or painting.
- VAPA VA4.2** Identify and describe how a person's own cultural context influences individual responses to works of art.

- VAPA VA5.3** Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

### THEATRE

- VAPA T2.1** Demonstrate the emotional traits of a character through gesture and action.
- VAPA T5.1** Dramatize events in California history.



# California Connections: Grade 2 Content Standards Links

## English-Language Arts Content Standards

### READING

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

**ELA 2RW1.2** Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).

**ELA 2RW1.7** Understand and explain common antonyms and synonyms.

**ELA 2RW1.8** Use knowledge of individual words in unknown compound words to predict their meaning.

**ELA 2RW1.9** Know the meaning of simple prefixes and suffixes (e.g., *over-*, *un-*, *-ing*, *-ly*).

**ELA 2RW1.10** Identify simple multiple-meaning words.

#### 2.0 Reading Comprehension

**ELA 2RC2.2** State the purpose in reading (i.e., tell what information is sought).

**ELA 2RC2.4** Ask clarifying questions about essential textual elements of exposition (e.g., *why*, *what if*, *how*).

**ELA 2RC2.5** Restate facts and details in the text to clarify and organize ideas.

**ELA 2RC2.6** Recognize cause-and-effect relationships in a text.

**ELA 2RC2.7** Interpret information from diagrams, charts, and graphs.

#### 3.0 Literary Response and Analysis

**ELA 2RL3.2** Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

### WRITING

#### 1.0 Writing Strategies

**ELA 2WS1.1** Group related ideas and maintain a consistent focus.

**ELA 2WS1.3** Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

**ELA 2WS1.4** Revise original drafts to improve sequence and provide more descriptive detail.

#### 2.0 Writing Applications (Genres and Their Characteristics)

**ELA 2WA2.1** Write brief narratives based on their experiences.

**ELA 2WA2.1a** Move through a logical sequence of events.

**ELA 2WA2.1b** Describe the setting, characters, objects, and events in detail.

**ELA 2WA2.2** Write a friendly letter complete with the date, salutation, body, closing, and signature.

## Science Content Standards

### EARTH SCIENCES

**S3e** Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.

### INVESTIGATION AND EXPERIMENTATION

**S4a** Make predictions based on observed patterns and not random guessing.

## Mathematics Content Standards

### NUMBER SENSE

**MNS2.2** Find the sum or difference of two whole numbers up to three digits long.

### STATISTICS, DATA ANALYSIS, AND PROBABILITY

**MSDP1.2** Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).

## Visual and Performing Arts Content Standards

### VISUAL ARTS

**VAPA VA2.1** Demonstrate beginning skill in the use of basic tools and making processes, such as printing, crayon rubbings, collage, and stencils.

**VAPA VA2.3** Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.

### THEATRE

**VAPA T5.1** Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.



# California Connections: Grade 3 Content Standards Links

## English-Language Arts Content Standards

### READING

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

**ELA 3RW1.4** Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

**ELA 3RW1.5** Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*).

**ELA 3RW1.6** Use sentence and word context to find the meaning of unknown words.

**ELA 3RW1.7** Use a dictionary to learn the meaning and other features of unknown words.

**ELA 3RW1.8** Use knowledge of prefixes (e.g., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) to determine the meaning of words.

#### 2.0 Reading Comprehension

**ELA 3RC2.2** Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

**ELA 3RC2.3** Demonstrate comprehension by identifying answers in the text.

**ELA 3RC2.4** Recall major points in the text and make and modify predictions about forthcoming information.

**ELA 3RC2.5** Distinguish the main idea and supporting details in expository text.

**ELA 3RC2.6** Extract appropriate and significant information from the text, including problems and solutions.

#### 3.0 Literary Response and Analysis

**ELA 3RL3.1** Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

**ELA 3RL3.3** Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

### WRITING

#### 1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

**ELA 3WS1.3** Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).

#### 2.0 Writing Applications (Genres and Their Characteristics)

**ELA 3WA2.1** Write narratives.

**ELA 3WA2.1b** Include well-chosen details to develop the plot.

**ELA 3WA2.2** Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

**ELA 3WA2.3** Write personal and formal letters, thank-you notes, and invitations.

**ELA 3WA2.3a** Show awareness of the knowledge and interests of the audience and establish a purpose and context.

**ELA 3WA2.3b** Include the date, proper salutation, body, closing, and signature.

## Science Content Standards

### LIFE SCIENCES

**3b** Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

## Mathematics Content Standards

### NUMBER SENSE

**MNS2.5** Solve division problems in which a multidigit number is evenly divided by a one-digit number ( $135 \div 5 = \underline{\quad}$ ).

### ALGEBRA AND FUNCTIONS

**MAF2.1** Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).

### MATHEMATICAL REASONING

**MMR1.1** Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.

## Visual and Performing Arts Content Standards

### VISUAL ARTS

**VAPA VA2.0** Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

**VAPA VA2.4** Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

### MUSIC

**VAPA M2.0** Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

### THEATRE

**VAPA T2.0** Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

**VAPA T5.1** Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's.



## FOSS Full Option Science System

### Scope and Sequence

FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn.

### FOSS Correlation to Science Standards

The FOSS curriculum is a resource for elementary and middle school teachers to use to achieve many versions of science standards. Correlations have been created between the FOSS program and a number of science standards, including the National Science Education Standards.

### FOSS Components for K–6

FOSS grades Kindergarten–sixth (K-6) is a complete, modular program consisting of 26 modules for self-contained elementary classrooms. The components exclusive to K–6 are teacher guides, equipment kits, teacher preparation videos, and FOSS Science Stories and Spanish Editions

<b>Grade Level Modules</b>	<b>Life Sciences</b>	<b>Physical Science</b>	<b>Earth Science</b>	<b>Scientific Reasoning and Technology</b>	<b>Alternative Modules</b>
<b>Kindergarten</b>	Trees Animals Two by Two	Wood and Paper Fabric	Trees		
<b>Grades 1-2</b>	New Plants Insects	Solids and Liquids Balance and Motion	Air and Weather Pebbles, Sand and Silt		Insects and Plants Plants and Animals
<b>Grades 3-4</b>	Human Body Structures of Life	Magnetism and Electricity Physics of Sound	Water Earth Materials	Ideas and Inventions Measurement	Matter and Energy Sun, Moon and Stars
<b>Grades 5-6</b>	Food and Nutrition Environments	Levers and Pulleys Mixtures and Solutions	Solar Energy Landforms	Models and Designs Variables	Living Systems Water Planet






## Why organize by the standards?

- Makes planning easy—every standard is a lesson.
- Helps you pace to complete the content standards.
- Allows for easy tracking of students' standards mastery.

### Unit 1 Approximately 3–4 weeks

#### Getting Along

H-SS K.1 

- |  |            |
|--|------------|
| Lesson 1 Why do we follow rules?         | H-SS K.1.1 |
| Lesson 2 Who are good citizens?          | H-SS K.1.2 |
| Lesson 3 What can we learn from stories? | H-SS K.1.3 |

### Unit 2 Approximately 3–4 weeks


#### Symbols

H-SS K.2 

- |                            |          |
|----------------------------|----------|
| Lesson 1 What are symbols? | H-SS K.2 |
|----------------------------|----------|

### Unit 3 Approximately 1–2 weeks


#### Work

H-SS K.3 

- |                                  |          |
|----------------------------------|----------|
| Lesson 1 What jobs do people do? | H-SS K.3 |
|----------------------------------|----------|

### Unit 4 Approximately 5–6 weeks

#### Where We Are

H-SS K.4 

- |  |            |
|--|------------|
| Lesson 1 How can you find things?        | H-SS K.4.1 |
| Lesson 2 Is it land or water?            | H-SS K.4.2 |
| Lesson 3 What symbols do you know?       | H-SS K.4.3 |
| Lesson 4 How can we show a neighborhood? | H-SS K.4.4 |
| Lesson 5 What happens at school?         | H-SS K.4.5 |

### Unit 5 Approximately 1–2 weeks

#### Calendars

H-SS K.5 

- |                                |          |
|--------------------------------|----------|
| Lesson 1 How can we show time? | H-SS K.5 |
|--------------------------------|----------|

### Unit 6 Approximately 3–5 weeks

#### Times Past

H-SS K.6 

- |                                     |            |
|-------------------------------------|------------|
| Lesson 1 What is a holiday?         | H-SS K.6.1 |
| Lesson 2 Who are people in history? | H-SS K.6.2 |
| Lesson 3 How have things changed?   | H-SS K.6.3 |



# ANALYSIS SKILLS

## How can I build Analysis Skills while teaching the standards?

- Practice of Analysis Skills is provided through activities and skill lessons.
- Leveled assessment questions provide analysis opportunities after each lesson.
- Easy-to-use teaching support for Analysis Skills is provided with every lesson.

Skill	At This Grade	Examples*
<b>Chronological and Spatial Thinking</b>		
<b>CST 1</b> Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	Children use a time line to put people and events in order.	Unit 5, Lesson 1 Unit 5 Project
<b>CST 2</b> Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i> .	Children use words such as <i>first, next, last, past, and present</i> in their everyday speech.	Unit 5, Lesson 1 Unit 6, Lesson 3
<b>CST 3</b> Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	Children compare and contrast the past and the present by explaining changes that happen over time.	Unit 3 Lesson 1 Unit 6, Lesson 3
<b>CST 4</b> Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	Children use maps and globes to find places and measure distances.	Unit 4, Lesson 2 Unit 4, Lesson 3
<b>CST 5</b> Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	Children discuss the advantages and disadvantages of the location of a place.	Unit 4, Lesson 2 Unit 4, Lesson 4
<b>Research, Evidence, and Point of View</b>		
<b>REPV 1</b> Students differentiate between primary and secondary sources.	Children compare first-hand and second-hand accounts of events.	Unit 2, Lesson 1 Unit 3, Lesson 1
<b>REPV 2</b> Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	Children ask questions about events they read about.	Unit 2, Lesson 1 Unit 6, Lesson 3
<b>REPV 3</b> Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	Children decide whether sources contain facts or fiction.	Unit 1, Lesson 2 Unit 6, Lesson 2
<b>Historical Interpretation</b>		
<b>HI 1</b> Students summarize the key events of the era they are studying and explain the historical context of those events.	Children explain a historical period by explaining events that took place during the period.	Unit 4, Lesson 2 Unit 6, Lesson 1
<b>HI 2</b> Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	Children point out unique details about the environment and the people of particular places.	Unit 3, Lesson 1 Unit 4, Lesson 4
<b>HI 3</b> Students identify and interpret the multiple causes and effects of historical events.	Children explain causes and effects of events in history.	Unit 1, Lesson 3 Unit 6, Lesson 1
<b>HI 4</b> Students conduct cost-benefit analyses of historical and current events.	Children decide whether the benefits of certain events were worth the cost of making them happen.	Unit 1, Lesson 2 Unit 6, Lesson 2

\*See individual units for additional coverage.



# California Connections: Kindergarten Content Standards Links

## English Language Arts Content Standards

### READING

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

**ELA KRW1.2** Follow words from left to right and from top to bottom on the printed page.

**ELA KRW1.13** Count the number of sounds in syllables and syllables in words.

**ELA KRW1.15** Read simple one-syllable and high-frequency words (i.e., sight words).

**ELA KRW1.17** Identify and sort common words in basic categories (e.g., colors, shapes, foods).

**ELA KRW1.18** Describe common objects and events in both general and specific language.

#### 2.0 Reading Comprehension

**ELA KRC2.2** Use pictures and context to make predictions about story content.

**ELA KRC2.3** Connect to life experiences the information and events in texts.

**ELA KRC2.4** Retell familiar stories.

**ELA KRC2.5** Ask and answer questions about essential elements of a text.

#### 3.0 Literary Response and Analysis

**ELA KRL3.2** Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).

**ELA KRL3.3** Identify characters, settings, and important events.

### WRITING

#### 1.0 Writing Strategies

**ELA KWS1.1** Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

**ELA KWS1.2** Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).

**ELA KWS1.3** Write by moving from left to right and from top to bottom.

**ELA KWS1.4** Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## Science Content Standards

### INVESTIGATION AND EXPERIMENTATION

**4e** Communicate observations orally and through drawings.

## Mathematics Content Standards

### NUMBER SENSE

**MNS1.1** Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.

**MNS1.2** Count, recognize, represent, name, and order a number of objects (up to 30).

### STATISTICS, DATA ANALYSIS, AND PROBABILITY

**MSDP1.1** Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

## Visual and Performing Arts Content Standards

### VISUAL ARTS

**VAPA VA2.4** Paint pictures expressing ideas about family and neighborhood.

### THEATRE

**VAPA T2.1** Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).

**VAPA T2.2** Perform group pantomimes and improvisations to retell familiar stories.

### DANCE

**VAPA D1.3** Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).

**VAPA D1.4** Perform simple movements in response to oral instructions (e.g., walk, turn, reach).



<b>Appendix</b> <b>South Region Elementary School # 2</b> <b>Titles</b>	
A	McKinley Ave Elementary School Student Composition
B	Parmelee Elementary School Student Composition
C	Miramonte Elementary School Student Composition
D	OCR Scope and Sequence
E	enVison Math Scope and Sequence
F	FOSS Scope and Sequence
G	Scott Foresman History and Social Science Scope and Sequence
H	Into English Scope and Sequence
I	Professional Development Calendar
J	Accountability Matrix
K	Formative and Summative Assessments
L	Operational Goals and Metrics
M	2000 US Census SRES # 2
N	Eunice Kennedy Shriver's Community of Caring
O	Resumes
P	Potential Community Partnership
Q	Writing Team Agendas
R	Community Meeting Agenda and Sign-In SRES # 2 10/27/09
S	Community Meeting Agenda and Sign-In SRES # 2 12/16/09
T	School Report Cards SRES # 2 McKinley Elementary School
U	School Report Cards SRES # 2 Parmelee Elementary School



**Appendix**  
**South Region Elementary School # 2 (Cont.)**

V	School Report Cards SRES # 2 Miramonte Elementary School
W	Glossary
X	Bibliography
Y	School Calendar and Proposed Daily Schedule
Z	Organizational Chart for South Region Elementary School # 2

---



## Appendix A

**MC KINLEY EL**  
7812 Mc Kinley Ave  
Los Angeles, Ca 90001  
Office - 323-582-7481  
Fax - 323-588-1858

Principal - Rodriguez, Gabriela	Location Code - 6658	Local District - 7	Configuration - K- 5
Calendar - 1 TRK	Number of Tracks - 1	Year Opened - 1925	Title 1 - Yes
Cost Center Code - 1665801	Charter - No	Learn - No	SBM - No
Assembly - 52 Isadore Hall, Iii	Senate - 26	Congress - 35 Maxine Waters	Council - 9 Jan Perry
Supervisor - 2 Mark Ridley Thomas	Board of Education - 7 Richard Vladovic	Web Site - <a href="http://sfpc.lausd.k12.ca.us/McKinley/default.htm">sfpc.lausd.k12.ca.us/McKinley/default.htm</a>	

### Racial Ethnic History

Student Racial Ethnic History															
Year	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2008-09	0	0.0	0	0.0	0	0.0	0	0.0	148	16.1	771	83.6	3	0.3	922
2007-08	0	0.0	0	0.0	1	0.1	0	0.0	145	15.1	815	84.8	0	0.0	961
2006-07	0	0.0	2	0.2	0	0.0	0	0.0	149	15.5	808	84.3	0	0.0	959
2005-06	1	0.1	4	0.4	0	0.0	0	0.0	165	16.8	811	82.6	1	0.1	982
2004-05	4	0.4	0	0.0	0	0.0	0	0.0	177	17.1	854	82.5	0	0.0	1035

[top of page](#)

### English Learners (EL)

Current EL Data: 2008-09										
Grade	Armenia n	Cantones e	Korea n	Fars i	Pilipin o	Russia n	Spanis h	Vietnames e	Othe r	Tota l
K	0	0	0	0	0	0	99	0	0	99
1	0	0	0	0	0	0	102	0	0	102
2	0	0	0	0	0	0	108	0	0	108
3	0	0	0	0	0	0	79	0	0	79
4	0	0	0	0	0	0	77	0	0	77



5	0	0	0	0	0	0	51	0	0	51
6	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	18	0	0	18
TOTAL	0	0	0	0	0	0	534	0	0	534

Historical EL Data										
Year	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
2008-09	0	0	0	0	0	0	534	0	0	534
2007-08	0	0	0	0	0	0	545	0	1	546
2006-07	0	0	0	0	0	0	592	0	0	592
2005-06	0	0	0	0	0	0	652	0	2	654
2004-05	0	0	0	0	0	0	667	0	0	667

Reclassified Students			
Year	Previous Year # EL	# Reclassified	% Reclassified
2008-09	546	43	7.88
2007-08	592	74	12.50
2006-07	654	106	16.21
2005-06	667	53	7.95
2004-05	676	46	6.80

[top of page](#)

### Student Attendance

Attendance Data			
Year	Stability Rate	Transiency Rate	Actual Attend Rate
2008-09	85.47	27.79	96.99%

### Student Adjustment

Opportunity Transfers									
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total
2008-09	0	0	0	0	0	0	0	0	0
2007-	0	0	0	0	0	0	0	0	0



2007-08	85.33	26.40	96.78%	08										
2006-07	84.67	30.52	96.38%	2006-07	0	0	0	0	0	0	0	0	0	0
2005-06	82.69	33.40	95.88%	2005-06	0	0	0	0	0	0	0	0	0	0
2004-05	87.33	21.09	96.10%	2004-05	0	0	0	0	0	0	0	0	0	0

[top of page](#)

Suspensions											
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Avg # Days	Suspension (Rate)
2008-09	0	0	0	0	1	0	0	0	1	1.00	0.1
2007-08	0	0	0	0	1	3	0	0	4	2.50	0.4
2006-07	0	0	0	0	1	3	0	0	4	1.75	0.4
2005-06	0	0	0	0	2	2	0	0	4	2.25	0.4
2004-05	0	0	0	0	5	4	0	0	9	2.56	**

Expulsion Referrals										
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Expulsion (Rate)
2008-09	0	0	0	0	0	0	0	0	0	0.0
2007-08	0	0	0	0	0	1	0	0	1	0.1
2006-07	0	0	0	0	0	0	0	0	0	0.0
2005-06	0	0	0	0	0	1	0	0	1	0.1
2004-05	0	0	0	0	0	0	0	0	0	**

[top of page](#)

## Staffing Profile

Teaching Staff Data	Teaching Staff Stability	Register-Carrying Teachers
---------------------	--------------------------	----------------------------



Certificated Management	3	Assigned to this Location		Kindergarten	7
Certificated Teachers	52	1 Year	0	1	7
Certificated Others	1	2 - 5 Years	3	2	7
Teachers without Full Credentials	0	6 - 10 Years	19	3	9
Teaching Staff Status		11 or more Years	17	4	6
		Teaching Experience in LAUSD		5	6
		Less than 1 Year	TBA	6	0
		1 Year	3	Special Ed	2
		2 - 5 Years	24	Non-Register-Carrying Teachers	
Continuing	51	6 - 10 Years	17	Special Education	1
Probationary	5	11 or more Years	11	Bilingual Program	0
Temporary	0				
Provisional	0				
Dist Intern/Train	0				
Univ Intern	0				
Extended Sub	0				

Staff Attendance Rate		Certificated Assignments By Department			
Year	Rate	Bilingual - ESL	0	Home Economics	0
2007-08	92.8	Computer Science	0	Industrial Education	0
2006-07	**	Art	0	Interdisciplinary	0
2005-06	**	Business Education	0	Mathematics	0
2004-05	**	Driver Education	0	Music	0
2003-04	**	English	0	Physical Education	0
		Environment / Agri Ed	0	Public Service Ed	0
		Foreign Language	0	Science	0
		Health Education	0	Social Science	0
		Health Careers	0		

[top of page](#)



---

[Prepared by Planning, Assessment and Research Division](#)

Los Angeles Unified School District. All Rights Reserved.

---



## Appendix B



[Select New School](#) - [Racial Ethnic History](#) - [English Learners](#) - [Student Attendance](#) - [Student Adjustment](#) - [Staffing Profile](#)

### PARMELEE EL

[1338 E 76th Pl](#)  
[Los Angeles, Ca 90001](#)  
 Office - 323-587-4235  
 Fax - 323-587-0257

Principal - Hernandez, Arnold	Location Code - 6021	Local District - 7	Configuration - K-5
Calendar - 4 TRK	Number of Tracks - 4	Year Opened - 1962	Title 1 - Yes
Cost Center Code - 1602101	Charter - No	Learn - No	SBM - No
Assembly - 50 Hector De La Torre	Senate - 30 Ron Calderon	Congress - 39 Linda Sanchez	Council - CO County
Supervisor - 2 Mark Ridley Thomas	Board of Education - 7 Richard Vladovic	Web Site -	

### Racial Ethnic History

Student Racial Ethnic History															
Year	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2008-09	0	0.0	1	0.1	0	0.0	0	0.0	46	4.2	1036	95.5	2	0.2	1085
2007-08	0	0.0	0	0.0	0	0.0	0	0.0	43	4.0	1040	96.0	0	0.0	1083
2006-07	1	0.1	0	0.0	0	0.0	0	0.0	65	5.5	1118	94.3	2	0.2	1186
2005-06	0	0.0	0	0.0	0	0.0	0	0.0	68	5.2	1232	94.6	3	0.2	1303



2004-05	0	0.0	0	0.0	0	0.0	0	0.0	78	5.6	1323	94.4	0	0.0	1401
---------	---	-----	---	-----	---	-----	---	-----	----	-----	------	------	---	-----	------

[top of page](#)

## English Learners (EL)

Current EL Data: 2008-09										
Grade	Armenia n	Cantones e	Korea n	Fars i	Pilipin o	Russia n	Spanis h	Vietnames e	Othe r	Tota l
K	0	0	0	0	0	0	62	0	0	62
1	0	0	0	0	0	0	89	0	0	89
2	0	0	0	0	0	0	84	0	0	84
3	0	0	0	0	0	0	103	0	0	103
4	0	0	0	0	0	0	93	0	0	93
5	0	0	0	0	0	0	68	0	0	68
6	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	33	0	0	33
TOTA L	0	0	0	0	0	0	532	0	0	532

Historical EL Data										
Year	Armenia n	Cantones e	Korea n	Fars i	Pilipin o	Russia n	Spanis h	Vietnames e	Othe r	Tota l
2008-09	0	0	0	0	0	0	532	0	0	532
2007-08	0	0	0	0	0	0	670	0	0	670
2006-07	0	0	0	0	0	0	844	0	0	844
2005-06	0	0	0	0	0	0	982	0	1	983
2004-05	0	0	0	0	0	0	1077	0	0	1077

Reclassified Students			
Year	Previous Year # EL	# Reclassified	% Reclassified
2008-09	670	128	19.10
2007-08	844	129	15.28
2006-	983	81	8.24



07			
2005-06	1077	42	3.90
2004-05	1134	17	1.50

[top of page](#)

### Student Attendance

Attendance Data			
Year	Stability Rate	Transiency Rate	Actual Attend Rate
2008-09	81.39	34.99	95.05%
2007-08	84.42	30.45	94.71%
2006-07	79.12	34.77	94.50%
2005-06	79.74	35.05	94.62%
2004-05	82.12	30.26	94.74%

### Student Adjustment

Opportunity Transfers									
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total
2008-09	0	0	0	0	0	0	0	0	0
2007-08	0	0	0	0	0	0	0	0	0
2006-07	0	0	0	0	0	0	0	0	0
2005-06	0	0	0	0	0	0	0	0	0
2004-05	0	0	0	0	0	0	0	0	0

[top of page](#)

Suspensions											
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Avg # Days	Suspension (Rate)
2008-09	0	0	0	0	4	6	0	0	10	1.50	0.9
2007-08	0	0	0	0	0	3	0	0	3	1.33	0.3
2006-07	0	0	0	0	1	2	0	0	3	1.33	0.2
2005-06	0	0	0	0	1	13	0	0	14	1.64	1.0
2004-05	0	0	0	0	4	20	0	0	24	1.38	**

Expulsion Referrals										
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Expulsion (Rate)
2008-09	0	0	0	0	0	0	0	0	0	0.0
2007-	0	0	0	0	0	0	0	0	0	0.0



08										
2006-07	0	0	0	0	0	0	0	0	0	0.0
2005-06	0	0	0	0	0	0	0	0	0	0.0
2004-05	0	0	0	0	0	0	0	0	0	**

[top of page](#)

## Staffing Profile

Teaching Staff Data		Teaching Staff Stability		Register-Carrying Teachers	
Certificated Management	3	Assigned to this Location		Kindergarten	9
Certificated Teachers	62	1 Year	0	1	10
Certificated Others	1	2 - 5 Years	1	2	10
Teachers without Full Credentials	0	6 - 10 Years	17	3	9
Teaching Staff Status		11 or more Years	24	4	6
Continuing	62	Teaching Experience in LAUSD		5	6
Probationary	4	Less than 1 Year	TBA	6	0
Temporary	0	1 Year	1	Special Ed	4
Provisional	0	2 - 5 Years	23	Non-Register-Carrying Teachers	
Dist Intern/Train	0	6 - 10 Years	23	Special Education	1
Univ Intern	0	11 or more Years	18	Bilingual Program	0
Extended Sub	0				

Staff Attendance Rate		Certificated Assignments By Department			
Year	Rate	Bilingual - ESL	0	Home Economics	0
2007-08	93.1	Computer Science	0	Industrial Education	0
2006-07	**	Art	0	Interdisciplinary	0
2005-06	**				



2004-05	**	Business Education	0	Mathematics	0
2003-04	**	Driver Education	0	Music	0
		English	0	Physical Education	0
		Environment / Agri Ed	0	Public Service Ed	0
		Foreign Language	0	Science	0
		Health Education	0	Social Science	0
		Health Careers	0		

[top of page](#)

---

[Prepared by Planning, Assessment and Research Division](#)

Los Angeles Unified School District. All Rights Reserved.

---



## Appendix C



[Select New School](#) - [Racial Ethnic History](#) - [English Learners](#) - [Student Attendance](#) - [Student Adjustment](#) - [Staffing Profile](#)

### **MIRAMONTE EL**

[1400 E 68th St](#)  
[Los Angeles, Ca 90001](#)  
 Office - 323-583-1257  
 Fax - 323-582-6736

Principal - Sandoval, Martin	Location Code - 5329	Local District - 7	Configuration - K-5
Calendar - 4 TRK	Number of Tracks - 4	Year Opened - 1912	Title 1 - Yes
Cost Center Code - 1532901	Charter - No	Learn - No	SBM - Yes
Assembly - 46 John Perez	Senate - 22 Gil Cedillo	Congress - 34 Lucille Roybal-Allard	Council - CO County
Supervisor - 2 Mark Ridley Thomas	Board of Education - 7 Richard Vladovic	Web Site - <a href="http://www.lausd.k12.ca.us/Miramonte_EL">www.lausd.k12.ca.us/Miramonte_EL</a>	

### **Racial Ethnic History**

Student Racial Ethnic History															
Year	AI/Alsk		Asian		Filipino		Pac Isl		Black		Hispanic		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2008-09	2	0.1	0	0.0	1	0.1	0	0.0	41	2.4	1628	97.3	2	0.1	1674
2007-08	1	0.1	1	0.1	1	0.1	0	0.0	32	1.9	1610	97.8	1	0.1	1646
2006-07	1	0.1	0	0.0	0	0.0	1	0.1	32	1.8	1735	98.0	2	0.1	1771



2005-06	0	0.0	0	0.0	0	0.0	1	0.1	53	2.7	1884	97.1	3	0.2	1941
2004-05	1	0.0	0	0.0	0	0.0	0	0.0	69	3.4	1956	96.4	3	0.1	2029

[top of page](#)

## English Learners (EL)

Current EL Data: 2008-09										
Grade	Armenia n	Cantones e	Korea n	Fars i	Pilipin o	Russia n	Spanis h	Vietnames e	Othe r	Tota l
K	0	0	0	0	0	0	206	0	0	206
1	0	0	0	0	0	0	206	0	0	206
2	0	0	0	0	0	0	178	0	0	178
3	0	0	0	0	0	0	153	0	0	153
4	0	0	0	0	0	0	134	0	0	134
5	0	0	0	0	0	0	92	0	0	92
6	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	29	0	0	29
TOTA L	0	0	0	0	0	0	998	0	0	998

Historical EL Data										
Year	Armenia n	Cantones e	Korea n	Fars i	Pilipin o	Russia n	Spanis h	Vietnames e	Othe r	Tota l
2008-09	0	0	0	0	0	0	998	0	0	998
2007-08	0	0	0	0	1	0	1011	0	0	1012
2006-07	0	0	0	0	0	0	1139	0	1	1140
2005-06	0	0	0	0	0	0	1299	0	0	1299
2004-05	0	0	0	0	0	0	1376	0	0	1376

Reclassified Students			
Year	Previous Year # EL	# Reclassified	% Reclassified
2008-09	1012	127	12.55
2007-08	1140	117	10.26



2006-07	1299	129	9.93
2005-06	1376	79	5.74
2004-05	1543	136	8.81

[top of page](#)

### Student Attendance

Attendance Data			
Year	Stability Rate	Transiency Rate	Actual Attend Rate
2008-09	82.16	30.86	95.34%
2007-08	82.80	32.27	95.12%
2006-07	81.99	31.25	95.02%
2005-06	84.90	27.55	94.62%
2004-05	86.52	25.60	94.73%

### Student Adjustment

Opportunity Transfers									
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total
2008-09	0	0	0	0	0	0	0	0	0
2007-08	0	0	0	0	0	0	0	0	0
2006-07	0	0	0	0	0	0	0	0	0
2005-06	0	0	0	0	0	0	0	0	0
2004-05	0	0	0	0	0	0	0	0	0

[top of page](#)

Suspensions											
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Avg # Days	Suspension (Rate)
2008-09	0	0	0	0	1	38	0	0	39	1.21	2.4
2007-08	0	0	0	0	0	13	0	0	13	1.46	0.7
2006-07	0	0	0	0	3	19	0	0	22	1.14	1.1
2005-06	0	0	0	0	2	28	0	0	30	1.50	1.5
2004-05	0	0	0	0	21	158	4	0	183	1.34	**

Expulsion Referrals										
Year	AI/Alsk	Asian	Filipino	Pac Isl	Black	Hispanic	Other White	Unknown	Total	Expulsion (Rate)
2008-09	0	0	0	0	0	0	0	0	0	0.0



2007-08	0	0	0	0	0	0	0	0	0	0.0
2006-07	0	0	0	0	0	0	0	0	0	0.0
2005-06	0	0	0	0	0	1	0	0	1	0.0
2004-05	0	0	0	0	0	0	0	0	0	**

[top of page](#)

## Staffing Profile

Teaching Staff Data		Teaching Staff Stability		Register-Carrying Teachers	
Certificated Management	4	Assigned to this Location		Kindergarten	13
Certificated Teachers	96	1 Year	0	1	15
Certificated Others	1	2 - 5 Years	6	2	15
Teachers without Full Credentials	3	6 - 10 Years	25	3	14
Teaching Staff Status		11 or more Years	30	4	10
Continuing	85	Teaching Experience in LAUSD		5	10
Probationary	13	Less than 1 Year	TBA	6	0
Temporary	0	1 Year	12	Special Ed	3
Provisional	2	2 - 5 Years	27	Non-Register-Carrying Teachers	
Dist Intern/Train	0	6 - 10 Years	29	Special Education	2
Univ Intern	0	11 or more Years	32	Bilingual Program	0
Extended Sub	1				

Staff Attendance Rate		Certificated Assignments By Department			
Year	Rate	Bilingual - ESL	0	Home Economics	0
2007-08	93.3	Computer Science	0	Industrial Education	0
2006-07	**				



2005-06	**	Art	0	Interdisciplinary	0
2004-05	**	Business Education	0	Mathematics	0
2003-04	**	Driver Education	0	Music	0
		English	0	Physical Education	0
		Environment / Agri Ed	0	Public Service Ed	0
		Foreign Language	1	Science	0
		Health Education	0	Social Science	0
		Health Careers	0		

[top of page](#)

---

[Prepared by Planning, Assessment and Research Division](#)

Los Angeles Unified School District. All Rights Reserved.

---



## Appendix I

### Professional Development Schedule 5 Days before the Beginning of the School Year Time: 7:30-2:15

*To Be Approved by Local Leadership Council*

<b>Days</b>	<b>Topics</b>	<b>Staff Responsible</b>
<b>Day 1</b>	<p>Team Building Activities</p> <p>Introduction to Data Analysis</p> <p>Review and analyze District wide and school wide data and class data</p> <p>Develop format to track data</p> <p>Determine school priorities based on school data and class data</p> <p>Align data with school and district priorities</p>	<p>Administrator</p> <p>Instructional Coaches</p>
<b>Day 2</b>	<p>Review multiple forms of data analysis (group, aggregated, group disaggregated and individually disaggregated)</p> <p>Align data with California Standards</p> <p>Draw conclusions from analysis of data</p> <p>Select focus for class based on data</p>	<p>Administrator</p> <p>Instructional Coaches</p>
<b>Day 3</b>	<p>Create a professional development plan based on data analysis, standards and school priorities</p> <p>Identify important principles, key concepts and big ideas from the curriculum that apply across subject matter through major themes, /big ideas in the subject content.</p>	<p>Administrator</p> <p>Instructional Coaches</p>
<b>Day 4</b>	<p>Review RtI2 strategies</p> <p>Plan OCR Opener</p> <p>Discuss ways to help students understand how key concepts across the curriculum relate to each other as you teach</p>	<p>Administrator</p> <p>Instructional Coaches</p>
<b>Day 5</b>	<p>Review RtI2 strategies</p> <p>Plan initial lessons in Math, ELD and integration of other core areas</p> <p>Discuss how to connect new information or skills to what the students have already learned.</p>	<p>Administrator</p> <p>Instructional Coaches</p>



**Professional Development Calendar**  
**1<sup>st</sup> Semester**

<b>Week</b>	<b>Bank Time</b>	<b>Staff Meetings</b>	<b>1 Hour after School</b>
9/13/10	No Bank Time	*Review professional development plan Collaborate on class organization Discuss team teaching	Plan team teaching for ELD
9/20/10	No Bank Time	*Review first week of school and student involvement, implementation of OCR and modify plans if necessary Begin development of teacher created assessments	Reflect on first week Review teacher created assessments and compare to CST data Discuss ways to modify strategies based on current data
9/27/10	No Bank Time	*Reflect on past week Review current data Modify strategies	Continue to develop teacher created assessments
10/4/10	Review RtI2x strategies for Tier 1 strategies ( academic engagement time, differentiated instruction, adding depth and complexity to curriculum, scaffolding lessons, explicit instruction in vocabulary, fluency, comprehension strategies and skills, flexible groupings, learning centers, higher level thinking questions, independent study , preview, review, pre-teach an frontloading.)	Select and plan appropriate strategies based on data collection to implement Tier 1 strategies	*Reflect past week Review current data Modify strategies(Reading)
10/11/10	Review RtI2 strategies for Tier 2 strategies (Explicit instruction in	Select and plan appropriate strategies based on most recent	*Reflect past week Review current data Modify strategies



	vocabulary, comprehension strategies and skills, academic engagement time, strategic or supplemental intervention, scaffolding lessons, instruction aligned to students' instructional needs based measures, increased impact of core instruction, additional time to learn using core instructional strategies, more intensive vocabulary and comprehension skills and strategic instruction using OCR intervention guide, SOAR to Success, Voyager, and /or ELD Practicum	data to implement RtI2 Tier 2 strategies.	(Reading)
10/18/10	Review RtI2 Tier 3 strategies known as Intensive Intervention.	*Plan implementation of RtI2 Tier 3 strategies which include more frequent monitoring, collect more in-depth information about student's instructional needs and strategically identify academic deficit...?	Reflect past week Review current data Modify strategies(Writing) Develop Rubrics for writing
10/25/10	Develop ways to help identify important principles, key concepts and big ideas from the curriculum that apply across subject matter through major themes, /big ideas in the subject content.	Review and plan implementation of strategies to help students understand key concepts across the curriculum as it relates to other key concepts.	Reflect past week Review current data Modify strategies(Writing) Share anchor papers and review student work
11/1/10	Discuss Access	*Plan implementation	Review



<b>(6 weeks)</b>	strategies and how to implement in class	of access strategies	
11/8/10	Analyze OCR data	*Discuss implementation of RtI1 &2 strategies based on OCR assessments	
11/15/10 <b>(8 weeks)</b>	Grade Level Collaboration: Math	* Grade Level Collaboration: Math	Grade Level Collaboration: Math
11/22/10	Grade Level Collaboration: Data Math	No PD due to Holiday	No PD due to Holiday
11/29/10	Grade Level Collaboration: Data Math	Grade Level Collaboration: Data Math	Grade Level Collaboration: Data Math
12/6/10	Grade Level Collaboration: Data Writing	* Grade Level Collaboration: Data Writing	Grade Level Collaboration: Data Writing
12/13/10 <b>(6 weeks)</b>	Grade Level Collaboration: OCR Unit Opener	* Grade Level Collaboration: OCR Unit Opener	Grade Level Collaboration: OCR Unit Opener



**Professional Development Calendar**  
**2<sup>nd</sup> Semester**  
**TO BE PLANNED IN NOVEMBER 2010**

<b>Week</b>	<b>Bank Time</b>	<b>Staff Meeting</b>	<b>1 Hour after School</b>
1/10/11		*	
1/17/11		*	
1/24/11		*	
1/31/11 (8weeks)			
2/7/11		*	
2/14/11 (6 weeks)		*	
2/21/11		*	
2/28/10			
3/7/11		*	
3/14/11		*	
3/21/11		*	
3/28/11 (6 weeks) (8 weeks)			
4/4/11		*	
4/11/11		*	
4/18/11		*	
4/25/11			
5/2/11		*	
5/9/11 (6 weeks)		*	
5/16/11		*	
5/23/11 (8 weeks)			



5/30/11			
6/6/11		*	
6/13/11		*	
6/20/11		*	

\* Staff Development days allowed per UTLA Contract

6 weeks: Assessment for OCR

8 weeks: Assessment for EnVision Math

---



---

**APPENDIX K**  
**FORMATIVE AND SUMMATIVE ASSESSMENTS**

<b>Assessment</b>	<b>Grades Assessed</b>	<b>Formative</b>	<b>Summative</b>	<b>Frequency</b>	<b>Rational</b>
California Standards Test (CST)	2-6		X	Annual	Measure student progress in relations to the CA standards.
California Modified Assessment (CMA)	3-5		X	Annual	Per the IEP and the child' disability
California Alternate Performance Assessment (CAPA)	2-6		X	Annual	Per the IEP and the child' disability
Standards Based Test in Spanish (STS)	2-6		X	Annual	Measure student's progress in relations to the CA standards
California English language Development Test (CELDT)	K-6		X	Annual	Measure language development progress for EL students.
ELD Portfolios	K-6	X	X		Measure language development progress for EL students.
Student Progress Report Cards	K-6	X	X	Quarterly	Measure student progress.
Teacher Observations	K-6	X			Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
Portfolios	K-6	X			Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction.
Teacher Made Assessments	K-6	X		On-going	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with



					formative feedback to modify instruction.
Open Court Periodic Assessments	K-6	X		Every 6 weeks	Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitor student progress towards achieving learning goals that will be measure at the end of the year on the CST
Mathematics Periodic Assessments	K-6	X			Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitor student progress towards achieving learning goals that will be measure at the end of the year on the CST
Science Periodic Assessments	K-6	X			Monitor student progress towards achieving learning goals and determine how to improve future student performance. It provides the teacher with formative feedback to modify instruction. Monitor student progress towards achieving learning goals that will be measure at the end of the year on the CST



## Appendix L

### Operational Goals and Metrics

#### Safe and Orderly School

	Goals	
1.	Adherence to District Policies and school rules	5 % or better attendance rate for students, teachers and staff
1.	Establish systems with clear expectations for staff, parents, students and all stakeholders	Fair or better rating of school fa
2.	Schools are clean, attractive and reflective of a positive learning environment	Timely submission of reports an
3.	Classrooms are always clean, orderly, well supplied, equipped, and reflect quality teaching and learning	Decrease in incident reports
	Use trouble call system to report needed repairs	Monitor trouble call logs for con
	Maintain a closed campus policy that adheres to District policy and guidelines	Resources are allocated to provi

#### Student Discipline

1.	Implement a school wide discipline plan	15% Decrease in suspensions
2.	Teacher will be trained on how to establish and enforce classroom and school standards and behavior	10% Decrease of student discipl
3.	Provide incentives for students and staff	10% Decrease in incident repor
4.	Seek parent and community volunteers to assist with supervision.	Reduction of incidents during re

#### Student Supervision

1.	Hire and train an adequate number of supervision staff.	Reduction of incidents during re
2.	Monitor the effectiveness of the supervision staff.	Reduction of incidents during re
3.	Seek parent and community volunteers to assist with supervision	Reduction of incidents during re

#### Maintenance and Upkeep of New Facility

1.	Maintain a clean and graffiti free school	Secure the appropriate paint col
2.	Establish rules and procedure for displaying materials in the new facilities which does not include stapling, push pins or use of adhesive tape	Monitor and remove inappropri
3.	Establish a school beautification program	The school will be clean, attract

#### Teacher Retention and Stability

1.	Provide teachers support in the areas of instruction	Conduct periodic teacher and sta
2.	Provide teachers all instructional materials required for all instructional programs.	Conduct periodic teacher and sta
3..	Provide teachers with essential materials, supplies, and equipment	Conduct periodic teacher and sta



	for their classrooms.	
4.	Provide a safe environment	Conduct periodic teacher and sta
5.	Provide leadership and decision making opportunities	Use of Professional Learning Co
6.	Teachers will be fully credentialed and highly qualified	Review of personnel records
7.	Paraprofessional staff will be highly qualified	Review of personnel records

### **Financial Solvency**

1.	Expenditure of funds will be based on school determined needs	Plan budgets in a timely fashion systematically
2.	Include all councils in budget discussions	Implement compliance procedur
3.	Seek grants to enhance school programs.	Grants received to enhance scho
4.	Identify business partners for an Adopt-A- School program	Number and involvement of Ado

### **Partnerships**

1.	Seek and identify community/public services agencies partners	Number and involvement of par
2.	Seek and identify university and college partnerships	Number and involvement of par
3.	Seek and identify partnerships with churches and religious organizations	Number and involvement of par
4.	Seek and identify business partners	Number and involvement of par
5.	Seek and identify partnership with law enforcements	Number and involvement of par
6.	Develop relationships with local political leaders	Number and involvement of par

### **NCLB Accountabilities**

1.	Teachers will be fully credentialed and highly qualified	Review of personnel records
2.	Paraprofessional staff will be highly qualified	Review of personnel records
3.	Teachers will be assigned to classes based on appropriate credentials	Review of personnel records

### **Modified Consent Decree**

1.	Full compliance with MCD Outcomes that are applicable	Review, monitor, and make necessary modifications based on monthly MCD School Reports
----	---	---

### **Organization and Schedules**

1.	Master Calendar	Ascertain that all activities are scheduled
2.	Organization of Classrooms	All students are assigned in accordance with state and district guidelines
3.	Organizational chart to establish duties and responsibilities of staff	Monitor to ascertain that all aspects of school life are functioning effectively and efficiently

**Based on the above goals and metrics the school will be able to monitor progress and provide corrective actions when needed.**

---



## Appendix M

### United States Census Census 2000 Demographic Profile Highlights Zip Code 90001

General Characteristics	Number	Percent	U.S.
Total population	54,481		
Male	27,320	50.1	49.1%
Female	27,161	49.9	50.9%
<u>Median age</u> (years)	23.8	(X)	35.3
Under 5 years	6,196	11.4	6.8%
18 years and over	32,952	60.5	74.3%
65 years and over	2,867	5.3	12.4%
<b>One race</b>	51,724	94.9	97.6%
White	13,422	24.6	75.1%
Black or African American	7,844	14.4	12.3%
American Indian and Alaska Native	486	0.9	0.9%
Asian	64	0.1	3.6%
Native Hawaiian and Other Pacific Islander	58	0.1	0.1%
Some other race	29,850	54.8	5.5%
Two or more races	2,757	5.1	2.4%
Hispanic or Latino (of any race)	46,044	84.5	12.5%
Household population	54,435	99.9	97.2%
Group quarters population	46	0.1	2.8%
Average <u>household</u> size	4.35	(X)	2.59
Average family size	4.61	(X)	3.14
Total housing units	13,302		
Occupied housing units	12,527	94.2	91.0%
Owner-occupied housing units	4,520	36.1	66.2%
Renter-occupied housing units	8,007	63.9	33.8%
Vacant housing units	775	5.8	9.0%
<b>Social Characteristics</b>	<b>Number</b>	<b>Percent</b>	<b>U.S.</b>
Population 25 years and over	25,927		
High school graduate or higher	7,521	29.0	80.4%
Bachelor's degree or higher	624	2.4	24.4%
<b>Civilian veterans</b> (civilian population 18 years and over)	841	2.6	12.7%
Disability status (population 5 years and over)	12,116	25.1	19.3%
Foreign born	24,566	45.0	11.1%
Male, Now married, except separated (population 15 years and over)	8,353	47.3	56.7%
Female, Now married, except separated (population 15 years and over)	8,112	44.3	52.1%
Speak a language other than English at home (population 5 years and over)	37,889	78.4	17.9%



<b>Economic Characteristics</b>	<b>Number</b>	<b>Percent</b>	<b>U.S.</b>
In labor force (population 16 years and over)	17,509	50.2	63.9%
Mean travel time to work in minutes (workers 16 years and older)	34.0	(X)	25.5
Median household <b>income</b> in 1999 (dollars)	24,207	(X)	41,994
Median family income in 1999 (dollars)	25,021	(X)	50,046
Per capita income in 1999 (dollars)	7,632	(X)	21,587
Families below poverty level	3,855	35.7	9.2%
Individuals below poverty level	20,564	38.0	12.4%

<b>Housing Characteristics</b>	<b>Number</b>	<b>Percent</b>	<b>U.S.</b>
Single-family owner-occupied homes	4,038		
Median value (dollars)	138,900	(X)	119,600
Median of selected monthly owner costs	(X)	(X)	
With a <b>mortgage</b> (dollars)	1,133	(X)	1,088
Not mortgaged (dollars)	239	(X)	295

(X) Not applicable.

Source: U.S. Census Bureau, Summary File 1 (SF 1) and Summary File 3 (SF 3)



## **Appendix O**

### **School Writing Team Roster and Resumes**

Local District 7 Superintendent	George McKenna, III
Local District 7 School Services Director	Francisco Gonzalez
Local District 7 School Services Director	Rosalinda Lugo
UTLA Area Representative	Christopher Arrellano
Retired Principal	Barbara C. Lake
Retired Principal	Frances O. Haywood
Teacher 93 <sup>rd</sup> Street School	Yvonne Vazquez
Teacher 93 <sup>rd</sup> Street School	Gladys Barboza
Teacher 93 <sup>rd</sup> Street School	Susana Gonzalez-Meza
Teacher 75 <sup>th</sup> Street School	Aura Lopez
Parent 75 <sup>th</sup> Street School	Martha Gonzalez
Teacher 75 <sup>th</sup> Street School	Flor Covel
Teacher McKinley Ave Elementary School	Paul Edwards
Teacher McKinley Ave Elementary School	Daisy Miranda
Teacher McKinley Ave Elementary School	Leanne Malinowsky
Teacher Miramonte Elementary School	Maria Anguera
Teacher Miramonte Elementary School	Grecia Marroquin
Teacher Manchester Elementary School	Yvonne Brown Mitchell
Retired Teacher/LADSI	Mary Whiteley
Retired Teacher/LADSI	Diane Rios

Available Resumes are included below.



***Francisco Gonzalez***

---

5487 Blanco Way  
Culver City, California 90230  
C: (310) 482-1077  
W: (323) 242-1315

**Qualifications:**

- Worked closely with district 7 schools in the development and implementation of effective Positive Behavior Support Plans. As a result, district 7 schools have experienced notable changes in school safety, cleanliness, security, expectations for students., and parent participation.
- Provided district 7 school administrators with training on unpacking the California State Standards for rigor so that there may be better understanding of what's expected of students in each grade level.
- Established a systematic approach for Principals and Assistant Principals to make daily visits to classrooms, collect observational data, and provide teachers with formative feedback.
- Established a process for analyzing formative and summative data so that it may be used to shape teacher practice and monitor student progress.
- Designed and rolled out an instructional model, for district 7 schools to follow, in the implementation of culminating tasks within the context of the Open Court Reading Program.
- Actively involved in the planning of the Fremont High School Complex K-6 reconfiguration.
- Worked closely with Charter Office to facilitate use of space by charter schools.
- Hands-on approach with Program Improvement schools. Worked very closely with schools in the development of Single Plans for Student Achievement (SPSA) that are practical and feasible to implement.
- As part of the LD7 leadership team, I helped establish the expectation for having parents, teachers, and staff be equal partners in the decision making process at schools. As a result, School Site Councils must be functional and relevant.
- Proactive in establishing positive relations and partnering with community and parent organizations.
- As Principal I provided the school with leadership that fostered high expectations for students, accountability for rigorous instruction, and active parent involvement.
- As Principal partnered with companies, agencies, and organizations such as The Hilton, WAMU, LAPD, LAFD, local churches, and small businesses so as to bring more resources to the school.
- As Principal, I was proactive in working with the district, the city of Los Angeles, and law enforcement in making changes that would make the surrounding area safer for students and parents -- crossing guards, smart



- lights, valet program for dropping off and picking up students, etc.
- Fully bilingual (Spanish)
- Computer skills

## **Education**

- M.A., Educational Administration, California State University, Dominguez Hills, 1996
- B.A., Psychology, College of Honors, University of California, Los Angeles, 1984

## **Experience**

2005-2009 -- Director of School Support Services, Local District 7

- Provide mentoring, modeling, and guidance to insure that school Principals and administrators possess the qualities and tools necessary to be effective instructional leaders
- Provide support to schools to make sure that the school's work is in alignment with the vision established by the central and local district
- Set clear expectations and establish accountabilities for the implementation of the district's core instructional initiatives

2004-2005 -- Elementary School Principal, Martin Luther King, Jr. Elementary School, LAUSD

- Planned and carried out the operational, organizational, and instructional systems for the entire school
- Managed all budgets and allocated resources according to school needs
- Supervised, monitored, and provided differentiated support to teachers
- Used data strategically to help shape teacher practice and monitor student progress

1999-2004 -- Elementary School Principal, 118<sup>th</sup> Street School, Local District I, LAUSD

- Planned and carried out the operational, organizational, and instructional systems for the entire school.
- Managed all budgets and allocated resources according to school needs.
- Supervised, monitored, and provided differentiated support to teachers.
- Used data strategically to help shape teacher practice and monitor student progress

1996-1999 -- Assistant Principal, 93<sup>rd</sup> Street School, Fremont Cluster, LAUSD

- Collaborated in the planning and implementation of the school's organizational and instructional programs
- Managed all budgets and allocated resources according to school needs
- Supervised, monitored, and provided differentiated support to teachers

1994-1996 -- Bilingual Coordinator, Charles W. Barrett Elementary School, Locke Cluster, LAUSD



- Assessed and identified English Language Learners and then monitored their progress
- Coordinated the organization of classes according to the District's Master Plan
- Managed categorical budgets and allocated resources accordingly
- Provided staff with professional development in English Language Development (ELD) and SDAIE
- Provided with demonstration lessons
- Provided PD in ELD and SDAIE to Locke Cluster school administrators and coordinators.
- Provided training to teachers in the Ten Schools Program (TSP) during Summer PD.

1986-1994 -- Elementary School Teacher, Grades 2, 3, and 4, Charles W. Barrett Elementary School

- Planned and implemented instruction for students
- Assessed and evaluated students formally and informally to determine differentiated support
- Served as grade level chairperson and coordinated instructional planning meetings Coordinated the development of integrated instructional unit plans.
- Workshop leader and presenter during TSP Summer and Winter PD time
- Ten Schools Program Academic Decathlon Chairperson
- Coordinated the development of the school's Safe School Plan
- Planned, developed, and implemented the Physical Education Plan for the entire school
- 5 de Mayo Committee Chairperson

## References

- Dr. George McKenna, Interim Superintendent  
Local District 7  
10616 South Western Avenue  
Los Angeles, California 90047  
(323) 242-1313
- Precious Robinson, Principal,  
Charles W. Barrett Elementary School  
419 West 98<sup>th</sup>  
Los Angeles, California 90003  
(323) 756-1419
- \*Antonio Camacho, Principal  
135<sup>th</sup> Street Elementary School  
801 West 135<sup>th</sup> Street  
Gardena, CA 90247  
(310) 324-4454  
\*President of AMAE -- Association of Mexican-American Educators



*Rosalinda Lugo  
13133 Levelwood Street  
La Puente, California 91746  
(626) 330-0563  
Rlugo6@lausd.net*

**EDUCATION:**

University of Southern California, Los Angeles, California

**Degrees:**

Masters of Science	Education	1981 - 1984
Bachelors of Science	Education	1977 – 1981

**Credentials:**

Multiple-Subject Credential	1981
Bilingual Cross Cultural Specialist Credential	1984
Preliminary Administrative Service Credential	1997

**EXPERIENCE:**

**2009-Present**

**Director of School Services** – Local District 7  
Los Angeles Unified School District, California

**2000 – 2009**

**Principal** - Sixty-Eighth Street Elementary School  
Los Angeles Unified District, Los Angeles, California

- Organize the expenditure of the school's budget.
- Supervise and evaluate certificated and classified personnel.
- Plan and implement standards based staff development.
- Implement Local District 7's Culminating Task process.
- Implement the District's Reading and Math program.
- Supervise the school's safety plan
- Supervise the work of the school's managers:  
Administrative Assistant, Plant Manager and Cafeteria Manager.

**1997 – 2000**

**Assistant Principal** – West Athens Elementary School  
Los Angeles Unified School District, Los Angeles, California

- Organize school's safety program
- Supervise and evaluate certificated and classified personnel
- Plan and implement teachers' staff development
- Develop and implement school-wide discipline plan.



- Coordinate school's Chanda Smith's Special Education Program

**1996 – 1997**

**Bilingual Teacher, 3<sup>rd</sup> Grade** – Murchison Elementary School  
Los Angeles Unified School District, Los Angeles, California

- Develop an instructional program for 3<sup>rd</sup> grade classroom.
- Assessed student's academic program.
- Outreach to student's parents regarding behavior and academic progress.
- Coordinated Proposition BB activities for school.

**1995 – 1996**  
Pasadena, CA.

**Citizenship Organizer** - Active Citizenship Campaign,

**1993 – 1995**

**Associate Director** – Hope In Youth, Los Angeles, California

**1992 – 1993**  
School

**Bilingual Teacher, 5<sup>th</sup>/6<sup>th</sup> Grade** – Rowan Ave. Elementary

Los Angeles Unified School District, Los Angeles, California

**1990 – 1992**

**Bilingual Advisor** – Recruitment and Selection

Los Angeles Unified School District, Los Angeles, California

**1982 – 1990**

**Bilingual Teacher, 6<sup>th</sup> Grade** – 92<sup>nd</sup> Street Elementary School

Los Angeles Unified School District, Los Angeles, California

**1981 – 1982**

**Teacher, 3<sup>rd</sup> Grade** – Our Lady of Lourdes School, Los Angeles, CA.

## ***REFERENCES:***

Other upon request



## BARBARA C. LAKE

17104 Avenida de la Herradura  
Pacific Palisades, CA 90272

(310) 454-7591  
bclake@aol.com

---

### **EXPERIENCE:**

**LOS ANGELES UNIFIED SCHOOL DISTRICT, LEADERSHIP ACADEMY, Los Angeles, California**  
**Principal Coach, 2005 - 2009**

Mentored, coached and supported first year principals (96<sup>th</sup> Street, Budlong, 109<sup>th</sup> Street, Palms, Carodale, Del Amo, Maywood, San Pedro, Montara, and Hamasaki) in the areas of instruction, personnel, budget, problem solving and parent involvement. Used the Cognitive Coach techniques to assist the principals in making decisions.

**LOYOLA MARYMOUNT UNIVERSITY, Los Angeles, California**  
**Field Supervisor, 2004 - 2009**

Observed teachers four times a semester and evaluated their teaching skills. Worked with teachers assigned by "Teacher for America" who were working on their teaching credentials and masters' degrees. Worked with teachers assigned to the following schools: Gompers, Drew, John Adams, 118<sup>th</sup> Street, Bethune, Markham, Edison, and schools in the Lynwood and Compton School Districts.

**EDISON SCHOOLS, Los Angeles, California**  
**Educational Consultant, 2005**

Visited over 40 schools and presented numerous seminars to parents on how to enroll their children in the Federal funded after school programs.

**LOS ANGELES UNIFIED SCHOOL DISTRICT, SIXTY-EIGHTH STREET SCHOOL, Los Angeles, California**

**Substitute Assistant Principal, 2008**

Assisted principal with discipline, IEPs, and supervision of students. Observed and assisted teachers in need of help with instruction. Planned a program for Armed Services Day to recognize parents of students at 68th Street School who had served or who were serving in the military.

**LOS ANGELES UNIFIED SCHOOL DISTRICT, 109TH STREET SCHOOL, Los Angeles, California**  
**Substitute Principal, 2004**

Served as the principal for four months. During this time, I prepared the budget, matrix, ordered textbooks, stilled the teachers, prepared closing bulletin, planned culmination, interviewed and hired new teachers and closed school. The new principal was not selected in time for the opening of school so I opened the new school year, prepared opening bulletin, and hired new teachers for unfilled positions.

**LOS ANGELES UNIFIED SCHOOL DISTRICT, Los Angeles, California**  
**Principal, West Athens Elementary School, 1996-2003**

Managed a budget of over 1 million dollars. Served as the instructional leader for over 1,400 students. Implemented the class reduction program hiring 20 new teachers in one year. Led workshops for my school and the other schools in the cluster on Standards Based instruction and test data analysis. Supervised almost 100 certificated and classified employees. Wrote three grants totaling over \$100,000, which allowed the school to open a computer lab and a Wonder of Reading Library. With the addition of a computer lab, the school offered computer classes to parents after school, we also had an ESL class on campus five days a week. Under my leadership, we were selected to be an Applied Research School. Served as the chair of the cluster, cluster representative to the Elementary Principal Organization and the cluster steering committee. Initiated Community Walks on Saturdays to become acquainted with the community members. There were teachers who had been at West Athens for 30 years who had never ventured into the neighborhood. As a consequence the number of break-ins and burglaries decreased with the help of the neighbors supporting the school. We also had Saturday clean



up days to beautify the campus. We worked with the Sheriff Dept. to rid the neighborhood of the gangs who frequently vandalized the school. We also developed a program with the Sheriffs Center, which was located next to the school to provide field trips and recreational activities for the students.

**Principal, Superior Street School, 1994-1996**

While the principal of Superior Street School we became a "Learn School." Attended training in Palms Springs for three weeks to learn the components of being a "Learn School." We implemented the program the following year with great success working closely with the teachers, parents, and community. I was selected to serve on the District Literacy Cadre. I served as the treasurer of the Cluster Instructional Cabinet and a member of the Cluster Planning Committee.

**Principal, Kentwood Elementary School, 1993-1994**

Initiated the practice of reviewing test scores with teachers and parents, identifying specific areas of weaknesses, providing specific instruction for identified students and planning school curriculum in the areas of greatest need. I also encouraged teachers to identify students who were potentially gifted and plan programs to meet their needs.

**Principal, Coliseum Street School, 1990-1993**

Wrote a grant for a "Write to Read Laboratory." The purpose of the lab was to provide greater opportunities for students to improve their reading and computer skills. I was elected by the principals to serve as the representative to the Elementary Principals Organization Board.

**Principal, Nora Sterry Elementary School, 1993-1994**

Implemented the new contract procedures following the six-week teacher strike. Met with teachers and parents to organize, plan and implement the school management concept.

**Principal, Third Street Elementary School, 1985-1989**

Third Street School was selected as a model school for technology. Consequently, I served as a workshop leader for the State Department of Education as a result of writing one of the first school based technology programs using computers in the classroom as instructional tools. I trained over 1,000 teachers in 50 school districts throughout the state of California. I wrote a grant for over \$100,000 to equip the school with computers, televisions, VCRs, and science laboratories for every classroom. I was selected to be a member of the Korean Exchange Program to study the educational system, history, religion, and culture of Korea. I was invited as an outside evaluator for the Waterford School, which was piloting a new reading program (Open Court) that was subsequently adopted by LAUSD.

**LOS ANGELES UNIFIED SCHOOL DISTRICT, EVERGREEN AVENUE ELEMENTARY SCHOOL, Los Angeles, California**

**Assistant Principal, 1981-1984**

Assumed responsibility for discipline, IEPs, evaluation of teachers and staff. Assisted the principal in planning the instructional programs. I single-handedly organized the first year-round schedule before the closing of school. After the organization of the new schedule, we were informed that, due to parental pressure the school would not be implementing a year-round schedule. Therefore I had to reorganize the classrooms over the summer.

**LOS ANGELES UNIFIED SCHOOL DISTRICT, PERSONNEL DIVISION, Los Angeles, California  
Specialist, 1976-1981**

When LAUSD was mandated by the office of Civil Rights to integrate its teaching staff I was selected to serve as a specialist to assist with the transferring of thousands of teachers. I chaired the Ethnic Identification, Hardship and Medical Committees. Counseled teachers when they appealed assignments due to an error in their ethnic identification, medical condition or other hardship and referred them to the appropriate committee. I served on the team to negotiate teacher transfer policies representing the district. Also prepared monthly reports to the Office of Civil Rights and the EEOC providing data on the ethnic percentage of teachers at each school in LAUSD. Served as the editorial assistant in producing a video for Personnel encouraging teachers to teach in the inner city. Collected data identifying what types of credentials were issued to teachers, which allowed the district to identify teachers with Bilingual Credentials. The data collected initiated the beginning of the Bilingual program.



**LOS ANGELES UNIFIED SCHOOL DISTRICT, INFORMATION TECHNOLOGY DIVISION, Los Angeles, California**

**Advisor, 1972-1976**

Wrote, developed and implemented the Classroom Teacher Support System. Developed the student tests with a team of teachers and then was selected to train over 300 schools in analyzing test data using computer-generated data.

**LOS ANGELES UNIFIED SCHOOL DISTRICT, MAIN STREET ELEMENTARY SCHOOL, Los Angeles, California**

**Teacher, 1963-1972**

I taught 1st, 2nd, 3rd, and 5th grades. When the Title 1 funds came to LAUSD in 1966, I was selected to serve as one of the first Reading Specialist for Title 1. I also served as the testing coordinator and teacher for the gifted students. As the testing coordinator I wrote diagnostic-prescriptive materials, which could be electronically scored. The next year I was asked to serve as a district advisor to implement the program.

**PROFESSIONAL AFFILIATIONS:**

Retired member of Associated Administrators of Los Angeles, Association of California School Administrators

Council of Black Administrators, EDUCARE, and Phi Delta Kappa

**SERVICE ORGANIZATIONS:**

Provisional Member, Pasadena Showcase House, 2009-present

President of Board of Directors, Great Beginnings for Black Babies, 2002-2004

Board of Directors, Great Beginnings for Black Babies, 1990-2004

President, The Links, Inc., 2000-2004

Member, The Links, Inc., 1988-Present

President, Alpha Kappa Alpha Sorority, Inc., 2004-2008

Member, Alpha Kappa Alpha Sorority, Inc., 1962-Present

Board of Directors, Project Heavy West, 1990-2002

Board of Directors, Young Black Scholars, 1990-2002

**EDUCATION**

**UNIVERSITY OF CALIFORNIA, LOS ANGELES, Los Angeles, California**

Ed.D., Urban Leadership 1996

**CALIFORNIA STATE UNIVERSITY, LOS ANGELES, Los Angeles, California**

M.A., Administration, 1974

**CALIFORNIA STATE UNIVERSITY, LOS ANGELES, Los Angeles, California**

B.A., Elementary Education, 1963

**ADDITIONAL TRAINING:**

Foundation training program in Cognitive Coaching, Certificate of Completion, LAUSD, 2005

Superintendents Academy, Certificate of Completion, Association of California School

Administrators, 1997



**FRANCES O. HAYWOOD**

17611 Chestnut Drive

Carson, CA 90746

310-638-4505

[fohaywood@sbcglobal.net](mailto:fohaywood@sbcglobal.net)

---

**EXPERIENCES:**

**Coordinator (temporary), Ten Schools Program (TSP), 2006-2007**

**Los Angeles Unified School District**

Responsible for the coordinator of the Ten Schools Program Planned and scheduled meetings for administrators, teachers, parents, and support staff, led workshops, managed a budget of over 10 million dollars, responded to parent and LAUSD questions regarding the TSP, facilitated professional development activities and speakers for over 600 teachers grades pre-kindergarten through eighth grade.

**Principal, Florence Griffith Joyner Elementary School, 1999-2004 (retired July 2004)**

**Los Angeles Unified School District**

Responsible for the operations of the school of 1000 grades pre-kindergarten-fifth grade. Supervised over 130 staff (certificated and classified). Managed the school budget of over 2 million dollars. Initiated grants for Healthy Start and SB 65. Developed partnerships with local churches and businesses.

**Coordinator, Ten Schools Program (TSP) 1992-1999**

**Los Angeles Unified School District**

Responsible for the coordinator of the Ten Schools Program Planned and scheduled meetings for administrators, teachers, parents, and support staff, led workshops, managed a budget of over 10 million dollars, responded to parent and LAUSD questions regarding the TSP, facilitated professional development activities and speakers for over 600 teachers grades pre-kindergarten through eighth grade.

**Advisor, Office of Student Integration Services, 1990-1999**

**Los Angeles Unified School District**

Initiated student placement and transportation to receiver schools for the Capacity Adjustment Program (CAP) and Permits with Transportation Program (PWT).

**United Teachers Los Angeles/NEA Vice President, 1983-1990**

**United Teachers Los Angeles**

Affiliated Vice President for United Teachers Los Angeles representing the National Education Association (NEA) and its members in Los Angeles. Member of negotiations team, organized and build capacity at all schools sites. Planned and coordinated Annual Leadership meeting. Plan and led workshops. Represented UTLA to the Board of Education, and the media. Lobbied and testified at hearings of the California Legislature and United States Congress.

**Categorical Program Advisor, 1976-1983**

**Parmelee Avenue School**

**Los Angeles Unified School District**



Conducted professional development activities, coordinated parent involvement activities, professional development for State and Federal Programs (Title I, Bilingual)

**Teacher, 1967-1983**

**Parmelee Avenue School**

**Los Angeles Unified School District**

Teacher of grades 1, 4, 5 and Opportunity Program. UTLA Chapter Chairperson. Member of School Advisory Council. Member of Curriculum Committee

**Experiences, cont.**

**Substitute Teacher, 1967-1967**

**Richmond, CA Unified School District**

**Teacher, 1965-1967**

**Randall Pepper School**

**Fontana California Unified School District**

Teacher of grade 1.

**Teacher 1964-1965**

**Kansas City, Missouri School System**

Teacher of grades 1 and 2.

**EDUCATION:**

**California State University, Dominguez Hills**

M.A. Education, 1976

**University of Central Missouri, Warrensburg Missouri**

B.A. Elementary Education, 1964

**Kansas City, Kansas Community College**

A.A. Degree, 1960

**ADDITONAL TRAINING:**

Pepperdine University and California State University Fullerton



## **EXPERIENCE**

### **United Teachers Los Angeles**

#### *Area Representative and Organizer*

**2003 – present**

- represent approximately 6,000 members at over 120 sites.
- organize and strengthen a UTLA chapter at each location.
- negotiate, mediate disputes, grievances and interventions.
- organize and build capacity at all school site and clusters.
- coordinate and organize political campaigns.
- participate in Get Out The Vote (GOTV) and lobby legislators

#### *Trainer*

- School Site Councils/SB1133, Shared Decision Making-Article XXVII, Classroom Bill of Rights, The New Stull Evaluation, How to Conference with a Principal, Matrix 101.
- CTA Survive and Thrive Program (2004- 2005).
- New Chapter Chair programs

### **City of Los Angeles, Community Action Agency, Community Action Board (CAB)**

#### *Private Sector Representative*

**2001 – present**

- counsel the operation of the City of Los Angeles Community Action Agency.
- monitor policy and program administration, finance, personnel, program evaluation, and community input and outreach.
- prepare/participate in CIPA-3 community meetings.

### **City of Los Angeles, Council District Thirteen, Council Member Eric Garcetti**

#### *Field Deputy*

**2002 – 2003**

- coordinated with the communities of the Council District.
- responsible for: constituent services, representing the Council Member in the community, assisting in land-use planning and decisions, initiating and participating in larger community-wide projects.
- interfaced with city, county and federal offices,
- researched special projects and government issues.
- planned for special events.
- trained community in: Government 101, Organizing for Power.

### **El Proyecto del Barrio**

#### *Case Manager /Clinician.*

**2000 – 2002**

- conducted individual and group therapy.
- provided comprehensive case management services to low-income individuals and families.
- taught in the Youth Advocate Program, National Youth Program, Electronic Arts Academies, and The After School Tutoring program.
- trained Parenting, Domestic Violence, and Anger Management classes.
- assessed, planned, and linked resources and services for clients.
- maintained and developed client case files, spreadsheets, statistical analysis and budgeting for youth programming.
- interfaced with community leadership and city officials.
- outreached to community, schools, non-profit organizations and law enforcement agencies.



**UCLA Early Academic Outreach Program***Prospective Student Advisor***1999 – 2000**

- directed student outreach.
- developed curriculum on youth empowerment.
- student counselor for prospective applicants.
- conducted workshops and seminars on college requirements and financial aid.

**City of Los Angeles, Community Arts Division, Cultural Affairs Department***Coordinator of Electronic Arts Academies (EAA)***1999 – 2000**

- developed and maintained records on all incoming applications for EAA.
- prepared correspondence for 15 sites throughout the city.
- conducted site visits to ensure proper student/teacher ratio.
- served as liaison with supervisory staff and instructors to coordinate itineraries.
- assisted in processing payroll for all instructors and supervisors.

**City of Los Angeles, Performing Arts Division, Cultural Affairs Department***Special Events Coordinator***1999 – 2001**

- responsible for event logistics and scheduling.
- interfaced with all talent, city authorities and vendors.
- coordinated electrical, musical, and stage technicians during the stage performance.

**East Los Angeles Mental Health and Research Systems, Inc***Psychotherapy Intern***2001- 2002**

- conducted individual and group therapy.
- performed client assessment, evaluation, diagnosis, intervention, implementation and disposition with psychiatrists.

**Political Campaigns****2001-2008***Organizer/Coordinator for:*

Art Goldberg for City Council, Eric Garcetti for City Council, James Hahn for Mayor, Antonio Villaraigosa for Mayor, Jackie Goldberg for State Assembly, Marguerite LaMotte for School Board, Jon Lauritzen for School Board, John Edwards for President 2004, Howard Dean for President 2004, and Barack Obama for President 2008

**EDUCATION****University of Southern California**

Masters Degree, Social Work. Concentration: Community Organizing/ Planning/ Administration, 2006.  
Masters Degree, Urban Planning. Policy, Planning and Development, 2006.

**University of California, Los Angeles**

Bachelors of Arts, Theater Arts, 1998.

**ORGANIZATIONS / AFFILIATIONS**

Los Angeles County Democratic Party: County Central Committee member  
Lincoln Heights Neighborhood Council: board member  
Stonewall Democratic Club: former Community Affairs Vice President  
North East Democratic Club: former 1<sup>st</sup> Vice President  
California Democratic Party: State Central Committee member  
Los Angeles County Federation of Labor: former delegate



## YVONNE BROWN MITCHELL

2188 N. Nestor Avenue  
Compton, California 90222  
[ybrownmitchell@hotmail.com](mailto:ybrownmitchell@hotmail.com)

310-638-9051 (home)  
310-547-6856 (cellular)

---

### SUMMARY

- Goal: A challenging teaching position utilizing my advanced education and 13 years of experience contributing to a private university setting.
- Qualified by demonstrated competences in teaching, writing, research, mentoring, communicating, and administration.
- Formal mentoring/support provider training.

### EDUCATION & CREDENTIALS

#### Doctor of Jurisprudence

Mississippi College School of Law, Jackson, MS

1998

#### Bachelor of Arts, Political Science

University of California at Los Angeles, Los Angeles, CA

1994

#### Certifications

- National Board Certification Teacher Generalist/Middle Childhood
  - Professional Clear Multiple Subject Credential
  - Certificate of Eligibility Administrative Services Credential
  - NBPTS Candidate Support Provider
- 

### RELATED EXPERIENCE

#### Teacher

Los Angeles Unified School District

2002-present

- Teach multiple subjects to fifth grade students.
- Develop curricula and assignments for students.
- Inform and advise students and parents of student's progress via monthly newsletters, emails, notes, and personal phone calls.
- Develop assessment of student's progress.
- Meet regularly with peers and administrators.
- Participate in staff development meetings.
- Work toward professional growth and development.

#### Honors & Extracurricular Duties

- Developed a Manchester Avenue Elementary School NBC Candidate Support Cohort, June 2009-present
- Grade Level Chairperson, 2002-2004, 2009 – present
- Appointed Member of LAUSD Writing Committee, 2009-present
- 6<sup>th</sup> Grade Organizing Committee, 2009-present
- Intervention Coordinator, 2008-2009
- Administrative Designee, 2008-2009
- Spelling Bee Chairperson, 2008
- Bilingual Coordinator, 2007-2008, 2005-2006
- Who's Who Among America's Teachers, 2006
- Master Teacher, 2004
- FEDCO Grant Recipient, 2004



**YVONNE BROWN MITCHELL****PAGE TWO****Consulting Teacher**

2006 - present

Peer Assistance and Review (PAR) for LAUSD

- Assist Participating Teachers with planning initial assessments.
- Observe and assess needs of Participating Teachers.
- Facilitate planning conferences.
- Gather evidence and analyze data collected on the observed teaching practice.
- Develop professional development workshops.

**Adjunct Instructor of Paralegal Studies**

1999-2003

Southwest College, Los Angeles, California

- Instructed students in Paralegal Studies.
- Developed curricula, instructional methods, and strategies.
- Advised students individually and collectively.
- Developed assessments of students' progress.

**Teacher**

1998-2002, 1994-1995

Compton Unified School District

- Taught multiple subjects to third grade, middle school, and high school students at traditional and alternative schools.

---

**ADDITIONAL PROFESSIONAL EXPERIENCE****Law Clerk**

1997-1998

Tatum &amp; Associates, Jackson, MS

- Drafted legal documents.
- Conducted legal research.
- Interviewed clients.
- Maintained correspondence with clients.
- Attended hearings and trials.
- Utilized LEXIS and WESTLAW computer systems.
- Served as an investigator witness during a divorce trial.
- Served subpoenas.

**Law Clerk**

1996-1997

Law Offices of Bernard C. Jones, Jr., Jackson, MS

- Drafted legal documents.
- Conducted legal research.
- Interviewed clients.
- Maintained client files.
- Attended court hearings and trials.

**Student Worker**

1995-1996

Mississippi College School of Law, Jackson, MS

- Supervised circulation desk.
- Conducted book searches.
- Updated loose-leaf services.
- Assisted library patrons.

---

**CURRENT MEMBERSHIPS**

Zeta Phi Beta Sorority, Incorporated

United Teachers of Los Angeles

California Teachers Association



**Flor Covel**  
**4147 Via Marisol #107, Los Angeles, CA 90042**  
**(909) 973 0666**  
**florcovel@gmail.com**



## **Work Experience**

- 75<sup>th</sup> St. Elementary, Los Angeles Unified School District, Los Angeles, California  
2002- present Teacher 2<sup>nd</sup> and 3<sup>rd</sup> grade
- Lincoln Elementary, Pomona Unified School District, Pomona, California  
1999-2002 Teacher. Kindergarten and 3<sup>rd</sup> grade
- Washington Elementary, Pomona Unified School District, Pomona, California  
1998-1999 Teacher. 3<sup>rd</sup> and 4<sup>th</sup> grade

## **Education**

- Universidad de Alcala de Henares. Alcala de Henares, Spain, 2002  
Summer Study in Spain. Studied methods to teach Spanish to Non-Spanish Speakers.
- Claremont Graduate University. Claremont, California 2001  
Degree: Masters of Arts. Major Field of Concentration: Education
- Pitzer College. Claremont, California, 1997  
Degree: Bachelor of Arts. Major Field of Concentration: Latin American Studies/Spanish
- Shukukawa Gaukin Junior College, Japan, 1996  
Summer Study in Japan. Studied culture, history, and language in various locations around major cities

## **Extracurricular Activities**

- Kid Care International, Russia, Summer 2000  
Delivered medicine and clothing to hospitals and orphanages, serving as volunteer
  - Human Rights Observer, Chiapas, Mexico, Winter 1997  
Lived in rural indigenous community in Chiapas, serving as international peace observer.
-



## **Appendix P**

### **Potential Community Partnerships**

The school is located at the intersection of Florence and Central Avenues. Some of the governmental agencies and facilities, non-profit agencies, organizations and business near and around the school are the following:

- United States Postal Services in Los Angeles
- Los Angeles County (Kenyon) Juvenile Justice Center
- Salvation Army South Los Angeles Youth and Community Center
- Wells Fargo Bank, Florence (County) Library
- Firestone Activity Center
- Augustus Hawkins Natural Park
- Los Angeles Furniture (manufacturing) and Decorative Arts District
- Florence Firestone Chamber of Commerce
- Los Angeles County Florence/Firestone Service Center
- Los Angeles County Office of Education
- Weingart YMCA, Coalition of Mental Health Professionals
- Watts-Willowbrook Boys and Girls Club
- Community Build
- Small businesses on Florence and Central Avenues.
- Los Angeles County Fire Department
- Los Angeles County Sheriff's Department.
- The school will become a partner with Los Angeles County Department of Regional Planning which is developing a Florence-Firestone Community Plan to revitalize the area and improve provision of country services in Florence-Firestone.

These business, non-profit organizations, governmental agencies will be contacted to serve as resources for the school, students and families.

---



---

## APPENDIX W

### GLOSSARY OF TERMS

**Accelerated Reader Program:** A commercially produced reading program that includes quizzes administered via computer based on students' reading of selection of books.

**Access Strategies:** The access strategies are key instructional strategies that support learning or how teachers provide instruction to students in standards based classrooms. The access strategies are instructional conversations, cooperative communal learning environments, academic language development, and advanced graphic organizers.

**Activating Prior Knowledge:** A strategy used to help learners connect to concepts about to be taught by using activities that relate to or determine the level of their existing knowledge.

**Active Learning:** Any approach that engages learners by matching instruction to the learner's interests, understanding, and developmental level. Often includes hands-on and authentic activities.

**Academic English Mastery Program (AEMP):** AEMP schools offer daily access to technology and a variety of everyday learning situations. In the process, they will acquire computer skills, strengthen their written and oral communication skills, develop a positive self-concept, and experience mastery of mainstream American English. The goal is to improve academic success for the identified students who have access to the program.

**Adaptive Learning Environments Model (ALEM):** Combination of individual and whole class approach which helps to integrate students with special needs into the classroom.

**Alternative Assessments:** Any of a variety of assessments that allow teachers to evaluate their students' understanding or performance. Examples include performance assessments, portfolios, journals, and authentic assessments. Any assessment-of-learning practice beyond formal, written, scored tests; such as portfolios, journals, actual student work, interview, presentation, observation.

**Academic Performance Index (API):** A measurement in California of academic performance and progress of individual schools, based on standardized tests.

**Authentic Assessment:** Measurement of learning achievement in which real world problems that are meaningful to the trainee are presented.

**Authentic Instruction:** Instruction which is meaningful to students. Focuses on higher order thinking, depth of knowledge, real-world applications, and social interactions.

**Authentic Questions:** Questions generated by learners in response to natural curiosity about the content. Questions spontaneously asked by learners without prompting by teachers.

**Author's Chair:** A strategy which promotes sharing of student writing with peers. Most often, a chair (the author's chair) is placed at the front of the class where students sit to present their work.

**Adequate Yearly Progress (AYP):** A measurement to determine how every public school and school district in the country is performing academically according to results on standardized tests.

**Bloom's Taxonomy:** An approach to writing behavioral objectives by ranking learning



activities based upon the rigor of the learning required or accomplished.

**Brain-based Learning:** An instructional model based on the idea that instructional activities are more effective if they occur in an environment compatible with the way the brain is designed.

**Buddy Program:** A process of pairing one student with a slightly older child for most of the year or pairing a special needs student with a traditional student for social and academic growth. The buddies meet regularly or as needed to work on academics and social skills.

**Character Education:** Activities designed to develop positive characteristics and choices.

**Computer-Assisted Instruction (CAI):** Interactive computer programs designed to have students learn at own pace.

**Cognitive Learning Models:** A powerful mechanism that provides the means of knowledge, and goes well beyond simple imitation of others through multi-sensory activities. Cognitive processes include creating mental representations of physical objects and events, and other forms of information processing.

**Community of Caring:** An evidenced-based, nationally recognized character education program. The Community of Caring program is built around five core values caring, respect, responsibility, trust and family. These values are the foundation on which responsible decisions and behaviors by students will be based. This comprehensive school-wide program will emphasize the ability to reflect and act upon values essential to shaping lives, illuminating goals and guiding responsible decisions. The values and program of Community of Caring will align with the District Discipline Foundation Policy.

**Constructivist Models:** Based on the philosophy that knowledge cannot be transferred from the teacher to the student but must be constructed by each individual. Connections must be made between the student's existing conceptual network and the new material to be learned.

**Contextual Model:** Based on a belief that culture and environmental contexts are essential elements to be considered to develop effective lessons and strategies.

**Cooperative Learning Groups:** Students work in teams to discuss or create a body of work or response to a classroom challenge. Allows for peer modeling and coaching, as well as fostering responsibility for one's learning.

**Criterion-referenced Assessment:** An assessment in which performance is compared to a set standard or objective. It is possible for all students to earn the highest possible grade if all meet the established criteria for that grade.

**Cross-Age Tutoring:** Older students act as tutors to younger students. Often carried out in the form of a "buddy" program such as: fourth graders in a school may act as first grade "reading buddies" to improve academic or social skills achievement for both.

**Departmentalized Instruction:** Instruction that is delivered by more than one teacher, each teacher specializing in or responsible for the learning of a specific subject area or group of learners.

**Dolch Basic Word List:** A list of words which appear most frequently in English Language texts and literature. The Dolch Sight Words List is comprised of 220 words that must be learned in order to master the English language. For the most part, these words can't be taught



through pictures and/or phonics and the list includes 50-75% most common words in English.

**District Response to Instruction and Intervention (RTI2):** A formalized plan of action to address and ameliorate perceived deficits in achievement for a specific student or group of students.

**English Language Development Practicum:** An LAUSD designed handbook of strategies which supplement the *Into English* the English Language Development Program.

**Flexible grouping:** The practice of grouping and regrouping students for instruction, based upon the latest assessments for each student.

**Focus on Essentials:** Identify important principles, key concepts and big ideas from the curriculum that apply across subject content.

**Formative Assessment and Evaluation:** A method of judging the effectiveness of a program as the program is being essayed. Formative evaluation focuses on the process. Examples of formative evaluation would include testing the arrangement of lessons in a primer before its publication or collecting continuous feedback from participants in a program in order to revise the program as needed.

**Gardner's Theory of Intelligences:** Recognizes the individual abilities of children to learn using their unique gifts, such as: word, number/reasoning, tactile, music, social, self awareness, nature, and spatial smarts.

**Gender-based classrooms:** Grouping students based on the assumption that students will learn better when assigned to classrooms which include only boys or girls.

**Gradual Measurable Improvement:** Graphing and setting goals to demonstrate consistent, gradual improvement in student achievement.

**Heterogeneous Grouping:** A learning groups composed of students with shared strengths/challenges.

**Higher Order Thinking Skills (HOTS):** Thinking that goes beyond recall of basic facts and used to enable students to apply facts to solve real world problems or to improve retention of facts. HOTS is also used to refer to a specific program designed to teach higher order thinking skills through specific strategies such as the Socratic Method.

**Home/School Compacts:** A formal agreement or contract between two representatives of the school and guardians of a student. At this school the compact will be designed to:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment in order to enables children to meet State standards.
2. Describe the ways in which each parent will be responsible for supporting their children's learning. (Example, monitoring attendance, homework completion, television watching, volunteering in their child's classroom, and participating in decisions relating to the education of their children.
3. Address the importance of communication between teachers and parents on a continuous basis, including quarterly parent-teacher conferences, and through frequent reports home to parents on their children's academic progress and behavior.
4. Provide a means to discuss an individual child's achievement. Foster reasonable access to staff and opportunities to volunteer and participate in their child's class, and observe classroom activities.

**Howard Gardner's Theory of Multiple Intelligences:** Seven intelligences were identified by Howard Gardner in *Frames of Mind: The Theory of Multiple Intelligences*.



Those intelligences provide teachers/staff with an understanding that students learn in many ways. It will help teachers/staff and parents understand and appreciate the student/child's academic strength and identify real-world activities that will stimulate more learning.

**Individual Education Plan (IEP):** A plan agreed upon by a prescribed designated group of school staff and parents aimed at providing interventions and scaffolding strategies to address a student's specific learning challenges.

**Inclusion:** The process of providing all students with the opportunity to participate in the school community regardless of their individual strengths or limitations.

**Independent Work Time:** A specified amount of time set aside for students to work independently at their desk. During this time the teacher usually works with individuals or small groups to provide individualized pre or review instruction/practice.

**Individual Learning Contracts:** Agreements made between student and teacher to address a specific learning goal(s).

**Individual Learning Contracts with Students:** A plan of action developed with the student, teacher/staff and parent/guardian. The learning contract is a list of goals a student will try to achieve toward improving his learning or conduct/behavior within a given time.

**Inquiry Based Learning:** A classroom strategy in which students solve problems or answer questions by forming tentative answers, then collecting and analyzing data to prove or disprove their hypotheses.

**Interdisciplinary Teaching:** Teaching that involves any effort on the part of an instructor to design learning activities with products and activities which related to more than one discipline.

**Literature Circles:** Small groups of students working together to discuss an agreed upon piece of literature in depth. The discussion is guided by students' responses to what they have read. Students may talk about events and characters in the book, the author's craft, or personal experiences related to the story.

**Looping:** Teachers move with a class of students one to three years in a row.

**Multi-age Groupings:** A classroom or group that includes children of more than one age and ability levels.

**Multicultural Education Programs:** Programs that focus on teaching children about other cultures, or adapting teaching to fit the cultures of the children being taught.

**Norm-referenced Assessments:** A type of assessment or evaluation which yields an estimate of the position of the tested individual in a predefined population, with respect to the trait being measured. This estimate is derived by the process of comparing one test-taker to his or her peers.

**Numeracy:** Numeracy is defined as a proficiency which is developed mainly in mathematics, but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number or spatial problems in a range of contexts. Numeracy also demands understanding of systems, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative ways which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

**Observation Logs:** A journal form, kept by students / teachers to assist in guiding as well as documenting observations. Students typically are asked to answer specific



questions during the course of keeping an observation log.

**Open Discussion:** The least structured form of discussion. The teacher sets the boundaries by describing the general topic for the discussion, but the direction of the discussion follows student interests within that topic.

**Open-Ended Assessments:** Tasks which are designed for complex and varied responses. The questions allow a variety of correct responses and elicit a different kind of student thinking.

**Outcome-based Learning:** A school reform structure that typically requires students to pass specific exit exams or pass exit performances by the time they finish the program. Instruction is adapted to guarantee 100% of the students can meet these exit requirements.

**Peer Assisted Learning Strategies PALS:** A structured reading strategy designed to supplement the classroom program in which pairs of students work together to increase comprehension.

**Part-to-Part-to-Part:** An instructional approach in which objectives are presented to learners repeatedly, but each time parts of the curriculum are presented deeper concepts are explored.

**Pattern Forming:** The ability to recognize and create patterns. The use of lessons with "pattern forming" activities is typically started in preschools and continues into higher education.

**Problem-Based Learning (PBL):** An inductive teaching method involving no direct instruction. Teacher poses an authentic (real-world) problem and students learn particular content and skills as they work cooperatively to solve the problem.

**Pen pals:** A long term arrangement to exchange letters with another individual. Used in classrooms to improve literacy, encourage exploration of ideas from other cultures, and sometimes to learn new languages.

**Phonemic Awareness:** A process in which children acquire the understanding that words are made up of smaller units called syllables, and eventually that syllables are composed of even smaller units called phonemes. Pre-reading students are taught the sounds of the language through word games/activities such as syllable clapping and rhyme building.

**Phonics:** Reading and writing instruction that formally associates sounds with letters of the alphabet. Beginning readers are urged to "sound out" a word by saying the sound of each letter in an unfamiliar word, then blending individual sounds to deduce the written word.

**Portfolio:** Carefully selected samples of student work accompanied by formal criteria to allow the reader to judge the materials in the portfolio. Portfolios typically include work selected by the student / teacher to show their best work, some pieces to show progress, and other work that reflects on what was learned and what remains to be learned.

**Problem Solving Progress:** Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention.

**Prior Knowledge Relationships Organization Plan Advance Organizer:** A structured format to give students an overview of what to expect from upcoming instruction. Using a completed form, the teacher describes for students: prior knowledge, relationships, organization, and plan.

**Picture Word Inductive Model (PWIM):** Inductive, inquiry-based vocabulary-building



strategy that presents new words in conjunction with photographs.

**Question-Answer Relationship (QAR):** Exploration of the nature of answers to determine if answers are explicit or implicit in the reading, or are they internal to the reader?

**Questions:** The process of having students apply "who, what, when, where, why, how" to problems and reading analysis, as well as asking students to generate questions.

**Reader's Theatre:** Minimal theater in support of literature and reading. There are many styles of reader's theater, but nearly all share these features: narration serves as the framework of dramatic presentation, no full stage sets (if used at all, sets are simple and suggestive), no full costumes (if used at all, costumes are partial and suggestive, or neutral and uniform), no full memorization (scripts are used openly in performance.)

**Reality-Based Model:** Developed by Glasser as a counseling technique. Useful in teaching students to manage their own behavior by helping them discover what is really required in a situation, and making choices that are socially acceptable ways of getting what they want.

**Redundancy:** A process of learning in which concepts are revisited many times and in a variety of contexts until a skill or concept is mastered.

**Reflection:** A metacognitive activity in which a learner pauses to think about, and organize information gathered from reading, discussions, writing, or other activities. Also a helpful practice for analyzing one's own progress or thinking about a given topic.

**Reliability:** The quality of a measurement indicating the degree to which a measure is consistent over time or testing opportunities.

**Scaffolding:** Strategies which build upon a student's existing knowledge as well as alternative activities to provide temporary help until a skill or concept is mastered.

**Specially Designed Academic Instruction in English (SDAIE):** Best practices strategies accepted as appropriate for effectively scaffolding second language learners, such as: repetition, use of body language, pictures that assist in understanding newly presented vocabulary and concepts.

**Self-Assessments:** Students reflect on their performance and assess themselves. Teachers assess their own delivery of content.

**Situated Learning:** An educational theory by Jean Lave proposing that learning normally occurs in a specific context (i.e. with certain people or while performing certain tasks). Learning, then involves both social interactions and use of real-life materials and places where the knowledge would be applied. Variations of situated learning would include apprenticeships, simulation activities and cognitive apprenticeships.

**Skill Inventory:** An inventory used as a self-assessment in which individuals either generate their own list of skills, or individuals "check off" skills they possess from a list of skills.

**Social Development Theory:** A theory based on Lev Vygotsky's work that learning occurs through social interactions. Emphasizes the importance of cooperative learning groups, motivation, observation of models, constructivist approach, role-playing, and student attitudes.

**Social Learning Models:** Albert Bandura's theory that learning occurs through observed behaviors.

**Social Science Inquiry:** An inquiry strategy concerned with developing students' capacity to inquire into, and reflect on, the nature of social life; particularly the course of



their own lives and the direction of their society.

**Socratic Method:** A method in which a teacher leads students to a concept through a series of ordered questions, thereby constructing their own knowledge and understanding, which leads to comprehension.

**Spelling Notebook:** A student generated list of words maintained by the student to remind them of words they need more work on.

**Standards Based Performance Assessment:** A process through which the criteria for assessment are derived directly from content and/or performance standards.

**Survey, Question, Read, Recite, Review (SQ3R):** An approach to studying and reading to improve comprehension and retention.

**Step-by-Step Sequencing:** An instructional approach often used to teach procedures in which objectives are presented to learners as a series of steps.

**Student Expectations:** A strategy used which directly asks students what their expectations are for the class. Later in the course, students understanding can be assessed by eliciting information about student expectations for the upcoming topic.

**Student Response Groups:** Groups of students who provide peer evaluation of the work of the other members.

**Success for All Foundation:** A foundation based upon the work and research of psychologist, Dr. Mel Levine which follows the belief that every child can learn. The foundations mission is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest levels.

**Summative Assessment & Evaluation:** A method of judging the worth of a program at the end of the program activities. The focus is on the outcome. Examples of Summative Assessments would include determining attitudes and achievement related to using a primer after it has been used in a training course or collecting data on the impact of a program operating in a community for a period of time

**Syllabus:** An overview of the course for students and parents which provides valuable information about the upcoming concepts to be learned along with behaviors and routines to expect.

**Teacher Expectations:** A clear, written explanation of the teacher's expectations which usually describe desirable behavior, rules, and the steps needed to master the curriculum.

**Team Teaching:** A teaching model which involves at least 2 teachers in a collaborative partnership to deliver prescribe curriculum for the same students.

**Thematic Units:** Mini-courses designed to develop a deeper understanding of important topics by integrating more than one discipline offering a variety of applications for the skills and concepts taught.

**THINKING MAPS:** Graphic organizers use a common visual language for learning within and across disciplines. Assists students in showing what they know as well as organizing information for future applications.

**Validity:** A quality of a measurement indicating the degree to which the measure reflects the underlying construct, that is, whether it measures what it purports to measure.

**Word Wall:** A posted collection of non-phonetically spelled words which assist students while writing, thereby freeing them to concentrate on their ideas as they write.



## Appendix X

### BIBLIOGRAPHY

Aseltine, J., Faryniarz, J., and Rigarzio-DiGilio (2006). *Supervision for Learning: a Performance-Based Approach to Teacher Development and School Improvement*. Arlington, Virginia: Association for Supervision and Curriculum Development.

Bath, R., DuFour, R., Eaker, R., Eason-Watkins, B., Fullen, M., Lezotte, L., Reeves, R., Saphier, J., Schmoker, M., Sparks, D., Stiggins, R., DuFour, R. (2005). *On Common Ground: The Power of Professional Learning Community* (pp.31-43 and 177-191). Bloomington, Indiana: National Education Service.

Bruce, J., Calhoun, and E., Hopkins, D. (1999). *The New Structure of School Improvement: Inquiring Schools and Achieving Students*. Philadelphia, Pennsylvania: Open University Press.

Buffum, A., Mattos, M., and Weber, C., (2009). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Bloomington, Indiana: Solution Tree Press.

Cotton, K. (2001) *New Small Learning Communities: Findings From Recent Literature*. Portland, OR: Northwest Regional Educational Laboratory:  
<http://www.nwrel.org/scpd/sirs/nslc.pdf>

Dagget, B. and McNulty, R., (2008). *Rigor/Relevance Framework*. Rexford, NY: International Center for Leadership in Education.

DeFour, R., DeFour, R., Eaker, R., and Karhanek, G. (2004). *Whatever It Takes*. Bloomington, Indiana: National Education Service.

DeFour, R., DeFour, R., and Eaker, R., (2002). *Getting Started: Recruiting Schools to Become Professional Learning Communities*. Bloomington, Indiana: National Education Service.

DeFour, R. and Eaker, R. (1999). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*. Arlington, Virginia: Association for Supervision and Curriculum Development.

*English Language Arts Content Standards for Kindergarten Through Twelfth Grade*.(1997). Sacramento: California Department of Education.

Epstein, J., *Family and Community Partnerships Framework of How Parents Can Become More Involved in Schools*.  
[www.schoolengagement.org/index.cfm/index.cfm/Parental%20Involvement%20in%20Schools](http://www.schoolengagement.org/index.cfm/index.cfm/Parental%20Involvement%20in%20Schools)



Ford, M (2005). *Differentiation Through Flexible Grouping: successfully Reaching All Readers*. Naperville, Illinois: Learning Point Associates.

Gurian, M. and Stevens, K., (2009). *Successful Single Sex Classrooms*. San Francisco, CA: Jossey Bass.

Gurian, M., Stevens, K. and Daniels, P. (2008). *Strategies for Teaching Boys and Girls. Elementary Level and Secondary Level*. San Francisco, CA: Jossey Bass.

Payne, R. (2001). *A Framework for Understanding Poverty*. Highlands, Texas: aha! Process, Inc.

*Health Framework for California Public Schools, Kindergarten Through Grade Twelve (Revised edition)*. Sacramento: California Department of Education.

*History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education.

Hollified, J. (1987). *Ability Grouping in Elementary Schools*. ERIC Clearing House on Urbana, Illinois: Elementary and Early Childhood Education.

*Interim Elementary School Course of Study*. LAUSD Division of Instruction, Elementary instruction, Publication No. EC64

Kameenui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C., and Coyne, M. D. (2002).

*Effective teaching strategies that accommodate diverse learners*. Columbus, Ohio: Merrill-Prentice Hall.

LoGerfo, L., and Nichols, A., (September 2006). *Gender Gaps in Math and Reading Gaps During Elementary and High Schools by Race and Ethnicity*. Washington, D.C, The Urban Institute.

*Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve (Revised Edition)*. Sacramento: California Department of Education.

Nathan, J. (1996) *Critical Issues Supporting Ways Parents and Families Can Become Involved in Schools* (1996). Wenatchee, WA: North Central Region Educational Library: [www://.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa100htm](http://www://.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa100htm)

*Program and Budget Handbook* (March 2009). Federal and State Education Program Branch.

Raywid, M. (1998). *Small Schools: A Reform That Works*. Arlington, Virginia: Association for Supervision and Curriculum Development.



Reeves, D. (2002). *The Leader's Guide to Standards: A Blueprint for Educational Equity and Excellence*. San Francisco, CA: Jossey Bass.

Reeves, D. (2002). *The Daily Disciplines of Leadership: How to Improve Student Achievement, Staff Motivation and Personal Organization*. San Francisco, CA: Jossey Bass.

Schmoker, Mike (1999). *Results: The Key to Continuous School Improvement*. Arlington, Virginia: Association for Supervision and Curriculum Development.

Schaible, R. (1995). *Collaborative Teaching: Reaping the Benefits*. (pp 57). Washington, D.C. College Teaching Magazine. Volume: 43. Issue: 2.

*Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2000.

Stigler, J. and Hiebert, J. (1999). *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*. New York, NY: The Free Press.

*Title III ELD Practicum: Administrator's ELD Guide*: Instructional Support Services Language Acquisition Branch.

U.S. General Accounting Office, Health and Education and Human Services (May 1996). *Issues Involving Single Gender Schools and Programs*.

WestEd (2007). *K-8 Charter Schools: Closing the Achievement Gap: Innovations in Education*. Washington, D.C.: U.S. Department of Education Office of Innovation and Improvement.

WestEd (2005). *Inclusive Education Starter Kit: Classroom Based Strategies Manual 2* (pp 41-47). Sacramento, CA: California Department of Education.

Policy Bulletin No. BUL-3638.0,"Discipline Foundation Policy: School-Wide Positive Behavior Support, issued March 27, 2007 by the Office of Student and Human Services.

*Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve*. Sacramento: California Department of Education.

---



**Appendix Y**  
**Sample Daily Schedule**  
**For South Region Elementary School # 2**  
**5<sup>th</sup> Grade**

7:55	Bell
8:00	Morning Opening
8:10	ELD.MELD (Team Teaching)
8:40	OCR (IWT)
9:40	Recess
10:00	OCR (IWT*)
11:30	Math
12:30	Lunch
1:15	Social Studies/Science/Health (3 week cycle)
2:00	Art/Music
2:25	Evaluation of the Day/Homework Review
2:30	Dismissal

\* Tier 3 Support (pull out, small group)

**Daily: 6:00 a.m. Ready Set Go Morning Program (Beyond the Bell)**

**Mondays: Computer Lab**

**Tuesday: Music Teacher**

**Wednesday: Art's Cadre Teacher**

**Breakfast: Gates Opens: 7:00 a.m.**

**7:15 a.m.**

**Library opened before school**

**After School**

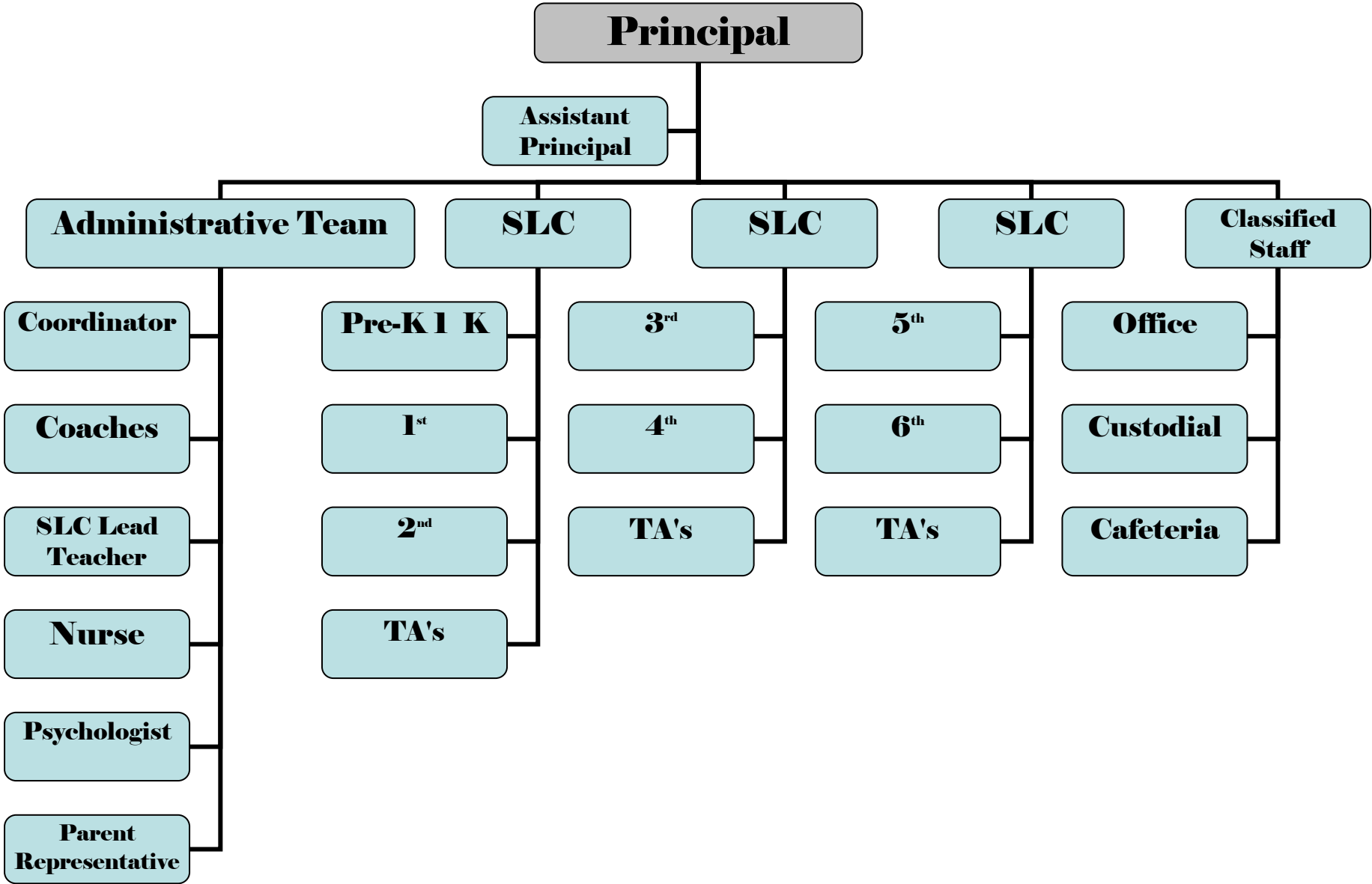
**Monday: Tutoring for Language Arts/Math**

**Thursday: Dance Classes**

**After school: Beyond the Bell After School Programs**



**South Region Elementary School #2**  
**Organizational Chart**  
**2009- 2010**











# PROGRAM ORGANIZATION

## Why organize by the standards?

- Makes planning easy—every standard is a lesson.
- Helps you pace to complete the content standards.
- Allows for easy tracking of students' standards mastery.

### Unit 1 Approximately 2–3 weeks

#### The Land of California

H-SS 4.1

- |   |                   |
|---|-------------------|
| Lesson 1 How do you locate places on Earth?                             | <b>H-SS 4.1.1</b> |
| Lesson 2 How is Earth divided?  | <b>H-SS 4.1.2</b> |
| Lesson 3 How are the areas of California different?                     | <b>H-SS 4.1.3</b> |
| Lesson 4 How have California's landforms and water affected settlement? | <b>H-SS 4.1.4</b> |
| Lesson 5 How are California's communities alike and different?          | <b>H-SS 4.1.5</b> |

### Unit 2 Approximately 5–7 weeks

#### Early People in California

H-SS 4.2

- |  |                   |
|--|-------------------|
| Lesson 1 How did early people live in California?                    | <b>H-SS 4.2.1</b> |
| Lesson 2 How did early Europeans come to California?                 | <b>H-SS 4.2.2</b> |
| Lesson 3 How did the Spanish change how California Indians lived?    | <b>H-SS 4.2.3</b> |
| Lesson 4 What was Spain's influence in California?                   | <b>H-SS 4.2.4</b> |
| Lesson 5 What was life like in Spanish and Mexican California?       | <b>H-SS 4.2.5</b> |
| Lesson 6 How did California's early economy change?                  | <b>H-SS 4.2.6</b> |
| Lesson 7 How did the Mexican War for Independence affect California? | <b>H-SS 4.2.7</b> |
| Lesson 8 How did Mexican rule affect California?                     | <b>H-SS 4.2.8</b> |

### Unit 3 Approximately 3–4 weeks

#### Early History to Statehood

H-SS 4.3

- |   |                   |
|---|-------------------|
| Lesson 1 Where were California's settlements?             | <b>H-SS 4.3.1</b> |
| Lesson 2 How and why did people travel to California?     | <b>H-SS 4.3.2</b> |
| Lesson 3 How did the discovery of gold affect California? | <b>H-SS 4.3.3</b> |
| Lesson 4 How did women help California grow?              | <b>H-SS 4.3.4</b> |
| Lesson 5 How did California's government change?          | <b>H-SS 4.3.5</b> |

### Unit 4 Approximately 6–8 weeks

#### Growth and Development Since 1850

H-SS 4.4

- |   |                   |
|---|-------------------|
| Lesson 1 How did the movement of people and ideas change in California?   | <b>H-SS 4.4.1</b> |
| Lesson 2 How did the Gold Rush change California's economy?               | <b>H-SS 4.4.2</b> |
| Lesson 3 How did different people coming to California affect our state?  | <b>H-SS 4.4.3</b> |
| Lesson 4 How have immigration and settlement helped California grow?      | <b>H-SS 4.4.4</b> |
| Lesson 5 What was California's role in the twentieth century?             | <b>H-SS 4.4.5</b> |
| Lesson 6 What new industries came to California in the twentieth century? | <b>H-SS 4.4.6</b> |
| Lesson 7 How did California's water system develop?                       | <b>H-SS 4.4.7</b> |
| Lesson 8 How did California's education system develop?                   | <b>H-SS 4.4.8</b> |
| Lesson 9 How have Californians made our state unique?                     | <b>H-SS 4.4.9</b> |

### Unit 5 Approximately 3–4 weeks

#### California Government

H-SS 4.5

- |   |                   |
|---|-------------------|
| Lesson 1 Why was the United States Constitution created?                    | <b>H-SS 4.5.1</b> |
| Lesson 2 How does the California Constitution affect you?                   | <b>H-SS 4.5.2</b> |
| Lesson 3 How are federal, state, and local governments alike and different? | <b>H-SS 4.5.3</b> |
| Lesson 4 What does our state government do for us?                          | <b>H-SS 4.5.4</b> |
| Lesson 5 How are California's communities governed?                         | <b>H-SS 4.5.5</b> |



# Scope and Sequence

## Reading

Level

	K	1	2	3	4	5	6
<b>Print/Book Awareness (Recognize and understand the conventions of print and books)</b>							
Capitalization	✓	✓	✓			✓	✓
Constancy of Words						✓	✓
End Punctuation	✓	✓				✓	✓
Follow Left-to-right, Top-to-bottom	✓	✓					
Letter Recognition and Formation	✓	✓					
Page Numbering		✓					
Picture/Text Relationship	✓				✓		
Quotation Marks	✓	✓	✓			✓	✓
Relationship Between Spoken and Printed Language		✓					
Sentence Recognition							
Table of Contents	✓	✓					
Word Length	✓						
Word Boundaries		✓					
<b>Phonemic Awareness (Recognize discrete sounds in words)</b>							
Oral Blending: Words/Word Parts	✓	✓	✓				
Oral Blending: Initial Consonants/Blends	✓	✓	✓	✓			
Oral Blending: Final Consonants	✓	✓	✓	✓			
Oral Blending: Initial Vowels		✓					
Oral Blending: Syllables		✓					
Oral Blending: Vowel Replacement					✓		
Segmentation: Initial Consonants/Blends	✓	✓	✓	✓		✓	
Segmentation: Final Consonants	✓	✓	✓	✓			
Segmentation: Words/Word Parts	✓	✓	✓	✓	✓	✓	
Rhyming	✓	✓			✓	✓	
<b>How the Alphabet Works</b>							
Letter Knowledge	✓	✓	✓	✓			
Letter Order (Alphabetic Order)	✓	✓					
Letter Sounds	✓	✓	✓	✓	✓		
Sounds in Words	✓	✓	✓	✓	✓		
<b>Phonics (Associate sounds and spellings to read words)</b>							
Blending Sounds into Words	✓	✓					
Consonant Clusters		✓		✓			
Consonant Digraphs		✓		✓	✓		
Consonant Sounds and Spellings	✓	✓	✓	✓			
Phonograms	✓	✓		✓			
Syllables	✓	✓			✓		✓
Vowel Diphthongs		✓		✓			✓
Vowels: Long Sounds and Spellings	✓	✓	✓	✓	✓	✓	✓
Vowels: r-controlled		✓	✓	✓	✓	✓	✓
Vowels: Short Sounds and Spellings	✓	✓	✓	✓	✓	✓	✓



# Reading (continued)

Level

	K	1	2	3	4	5	6
<b>Comprehension Strategies</b>							
Asking Questions/Answering Questions		✓	✓	✓	✓	✓	✓
Making Connections		✓	✓	✓	✓	✓	✓
Monitoring and Clarifying		✓	✓	✓	✓	✓	✓
Monitoring and Adjusting Reading Speed			✓	✓	✓	✓	✓
Predicting/Confirming Predictions	✓	✓	✓	✓	✓	✓	✓
Summarizing		✓	✓	✓	✓	✓	✓
Visualizing		✓	✓	✓	✓	✓	✓
<b>Comprehension Skills</b>							
Author's Point of View			✓	✓	✓	✓	✓
Author's Purpose			✓	✓	✓	✓	✓
Cause and Effect	✓	✓	✓	✓	✓	✓	✓
Classify and Categorize	✓	✓	✓	✓	✓	✓	✓
Compare and Contrast	✓	✓	✓	✓	✓	✓	✓
Drawing Conclusions	✓	✓	✓	✓	✓	✓	✓
Fact and Opinion			✓	✓	✓	✓	✓
Main Idea and Details	✓	✓	✓	✓	✓	✓	✓
Making Inferences		✓	✓	✓	✓	✓	✓
Reality/Fantasy	✓	✓		✓			
Sequence		✓	✓	✓	✓	✓	✓
<b>Vocabulary</b>							
Antonyms	✓	✓	✓	✓	✓	✓	✓
Comparatives/Superlatives		✓	✓	✓	✓	✓	✓
Compound Words	✓	✓	✓	✓	✓	✓	✓
Connecting Words (Transition Words)						✓	✓
Context Clues		✓	✓	✓	✓	✓	✓
Contractions			✓	✓	✓	✓	
Figurative Language				✓		✓	
Greek and Latin Roots				✓	✓		
High-Frequency Words	✓	✓	✓	✓	✓	✓	✓
Homographs			✓	✓	✓	✓	
Homophones/Homonyms		✓	✓	✓	✓	✓	✓
Idioms					✓	✓	✓
Inflectional Endings		✓	✓	✓	✓	✓	✓
Irregular Plurals				✓		✓	✓
Multiple Meaning Words			✓	✓	✓	✓	✓
Multisyllabic Words			✓	✓		✓	
Position Words	✓	✓				✓	
Prefixes			✓	✓	✓	✓	✓
Question Words		✓					
Base or Root Words		✓	✓	✓	✓	✓	✓
Selection Vocabulary	✓	✓	✓	✓	✓	✓	✓
Suffixes		✓	✓	✓	✓	✓	✓
Synonyms		✓	✓	✓	✓	✓	✓
Time and Order Words (Creating Sequence)				✓	✓	✓	✓
Utility Words (Colors, Classroom Objects, etc.)	✓	✓					
Word Families			✓	✓	✓	✓	✓



### Inquiry and Research

	Level						
	K	1	2	3	4	5	6
<b>Study Skills</b>							
Charts, Graphs, and Diagrams/Visual Aids			✓		✓	✓	✓
Collaborative Inquiry			✓	✓	✓	✓	✓
Communicating Research Progress Results			✓	✓	✓	✓	✓
Compile Notes						✓	✓
Conducting an Interview							✓
Finding Needed Information			✓	✓	✓	✓	✓
Follow Directions	✓			✓			
Formulate Questions for Inquiry and Research			✓			✓	✓
Give Reports					✓	✓	✓
Make Outlines				✓		✓	✓
Making Conjectures			✓	✓	✓	✓	✓
Maps and Globes					✓		✓
Note Taking			✓	✓	✓	✓	✓
Parts of a Book			✓	✓	✓		
Planning Investigation			✓	✓	✓	✓	✓
Recognizing Information Needs			✓	✓	✓	✓	✓
Revising Questions and Conjectures			✓	✓	✓	✓	✓
Summarize and Organize Information					✓	✓	✓
Time Lines					✓	✓	✓
Use Appropriate Resources (Media Source, Reference Books, Experts, Internet)					✓	✓	✓
Using a Dictionary/Glossary		✓	✓	✓	✓	✓	✓
Using a Media Center/Library					✓		✓
Using a Thesaurus			✓	✓	✓	✓	✓
Using an Encyclopedia					✓		✓
Using Newspapers and Magazines					✓		✓
Using Technology							



# Language Arts

## Writing/Composition

	Level						
	K	1	2	3	4	5	6
<b>Approaches</b>							
Collaborative Writing		✓					
Group Writing							
<b>Process</b>							
Brainstorming/Prewriting	✓	✓		✓	✓	✓	
Drafting	✓	✓		✓	✓	✓	
Revising	✓	✓		✓	✓	✓	
Proofreading	✓	✓		✓	✓	✓	
Publishing	✓	✓		✓	✓	✓	
<b>Forms</b>							
Biography/Autobiography	✓	✓	✓	✓	✓	✓	✓
Business Letter				✓	✓	✓	✓
Describe a Process		✓	✓	✓	✓	✓	✓
Descriptive Writing	✓	✓	✓	✓	✓	✓	✓
Expository/Informational Text	✓	✓	✓	✓	✓	✓	✓
Folklore (Folktales, Fairy Tales, Tall Tales, Legends, Myths)			✓	✓	✓		
Friendly Letter		✓	✓	✓	✓	✓	✓
Historical Fiction						✓	✓
Journal Writing		✓	✓	✓	✓	✓	✓
Narrative		✓	✓	✓	✓	✓	✓
Personal Writing		✓	✓	✓	✓	✓	✓
Persuasive Writing	✓	✓	✓	✓	✓	✓	✓
Play/Dramatization				✓	✓	✓	✓
Poetry		✓	✓	✓	✓	✓	✓
Realistic Story				✓			
<b>Writer's Craft</b>							
Characterization			✓	✓	✓	✓	✓
Descriptive Writing	✓	✓	✓	✓	✓	✓	✓
Dialogue		✓	✓	✓	✓	✓	✓
Effective Beginnings			✓	✓	✓	✓	✓
Effective Endings			✓	✓	✓	✓	✓
Event Sequence		✓	✓	✓	✓	✓	✓
Figurative Language	✓		✓	✓	✓	✓	✓
Identifying Thoughts and Feelings	✓		✓	✓	✓	✓	✓
Mood and Tone				✓	✓	✓	✓
Plot (Problem/Solutions)	✓	✓	✓	✓	✓	✓	✓
Point of View				✓	✓	✓	
Rhyme	✓	✓	✓	✓	✓	✓	
Sensory Details				✓		✓	✓
Sentence Variety				✓		✓	✓
Sentence Elaboration				✓		✓	✓
Setting	✓		✓	✓		✓	✓
Suspense and Surprise			✓	✓	✓	✓	
Topic Sentences			✓	✓	✓	✓	✓
Using Comparisons						✓	
<b>Purposes</b>							
Determining Purposes for Writing	✓	✓				✓	



Scope and Sequence (continued)

# Language Arts

## Grammar

Level

### Parts of Speech

	K	1	2	3	4	5	6
Adjectives	✓	✓	✓	✓	✓	✓	✓
Adverbs			✓	✓	✓	✓	✓
Conjunctions			✓	✓	✓	✓	✓
Nouns	✓	✓	✓	✓	✓	✓	✓
Prepositions	✓			✓	✓	✓	✓
Pronouns	✓	✓	✓	✓	✓	✓	✓
Verbs	✓	✓	✓	✓	✓	✓	✓

### Sentences

Fragments					✓	✓	✓
Parts (Subjects/Predicates)		✓	✓	✓	✓	✓	✓
Subject/Verb Agreement	✓	✓	✓	✓	✓	✓	✓
Structure (Simple, Compound, Complex)				✓	✓	✓	✓
Types (Declarative, Interrogative, Exclamatory, Imperatives)	✓	✓	✓	✓	✓	✓	✓
Verb Tenses	✓	✓	✓	✓	✓	✓	✓
Verbs (Action, Helping, Linking, Regular/Irregular)	✓	✓	✓	✓	✓	✓	✓

### Usage

Adjectives	✓	✓	✓	✓	✓	✓	✓
Adverbs			✓	✓	✓	✓	✓
Articles	✓	✓	✓	✓	✓	✓	✓
Nouns	✓	✓	✓	✓	✓	✓	✓
Pronouns	✓	✓	✓	✓	✓	✓	✓
Verbs	✓	✓	✓	✓	✓	✓	✓

### Mechanics

Capitalization (Sentence, Proper Nouns, Titles, Direct Address, Pronoun "I")	✓	✓	✓	✓	✓	✓	✓
Punctuation (End Punctuation, Comma Use, Quotation Marks, Apostrophe, Colon, Semicolon, Hyphen, Parentheses)	✓	✓	✓	✓	✓	✓	✓

### Spelling

Contractions		✓	✓	✓		✓	
Inflectional Endings			✓	✓	✓	✓	
Irregular Plurals			✓	✓	✓	✓	✓
Long Vowel Patterns		✓	✓	✓	✓	✓	✓
Multisyllabic Words			✓	✓		✓	
Phonograms		✓	✓	✓			✓
r-controlled Vowel Spellings		✓	✓	✓	✓	✓	✓
Short Vowel Spellings		✓	✓	✓	✓	✓	✓
Silent Letters				✓			
Sound/Letter Relationships		✓	✓	✓			
Special Spelling Patterns (-ough, -augh, -all, -al, -alk, -ion, -sion, -tion)		✓	✓	✓	✓	✓	✓



# Language Arts (continued)

## Listening/Speaking/Viewing

### Level

	K	1	2	3	4	5	6
<b>Listening/Speaking</b>							
Analyze/Evaluate Intent and Content of Speaker's Message		✓	✓	✓	✓	✓	✓
Ask and Answer Questions	✓	✓	✓	✓	✓	✓	✓
Determine Purposes for Listening			✓	✓	✓		
Follow Directions	✓	✓	✓	✓	✓	✓	✓
Learn about Different Cultures through Discussion					✓	✓	✓
Listen for Poetic Language (Rhythm/Rhyme)	✓	✓	✓	✓			
Participate in Group Discussions		✓	✓	✓	✓	✓	✓
Respond to Speaker	✓	✓	✓	✓	✓	✓	✓
Use Nonverbal Communication Techniques	✓	✓	✓	✓	✓	✓	✓
<b>Speaking</b>							
Describe Ideas and Feelings	✓	✓	✓	✓	✓	✓	✓
Give Directions					✓	✓	✓
Learn about Different Cultures through Discussion				✓	✓	✓	✓
Participate in Group Discussions	✓	✓	✓	✓	✓	✓	✓
Present Oral Reports			✓	✓	✓	✓	✓
Read Fluently with Expression, Phrasing, and Intonation			✓	✓	✓	✓	✓
Read Orally		✓	✓	✓	✓	✓	✓
Share Information	✓	✓	✓	✓	✓	✓	✓
Speak Clearly at Appropriate Volume	✓	✓	✓	✓	✓	✓	✓
Summarize/Retell Stories	✓	✓	✓	✓	✓	✓	✓
Understand Formal and Informal Language	✓	✓	✓	✓	✓	✓	✓
Use Appropriate Vocabulary for Audience		✓	✓	✓	✓	✓	✓
Use Elements of Grammar in Speech				✓	✓	✓	✓
<b>Viewing</b>							
Analyze Purposes and Techniques of the Media				✓	✓	✓	✓
Appreciate/Interpret Artist's Techniques							
Compare Visual and Written Material on the Same Subject	✓				✓		
Gather Information from Visual Images	✓	✓	✓	✓	✓	✓	✓
View Critically		✓	✓	✓	✓	✓	✓
View Culturally Rich Materials	✓	✓	✓		✓	✓	✓
<b>Penmanship</b>							
Cursive Letters			✓	✓	✓	✓	✓
Manuscript Letters	✓	✓	✓				
Numbers	✓	✓	✓	✓			






# PROGRAM ORGANIZATION

## Why organize by the standards?

- Makes planning easy—every standard is a lesson.
- Helps you pace to complete the content standards.
- Allows for easy tracking of students' standards mastery.

### Unit 1 Approximately 4–6 weeks


#### Long Ago and Yesterday

H-SS 2.1 

- |          |                                 |            |
|----------|---------------------------------|------------|
| Lesson 1 | How do we learn family history? | H-SS 2.1.1 |
| Lesson 2 | How is life different today?    | H-SS 2.1.2 |
| Lesson 3 | How can we put events in order? | H-SS 2.1.3 |

### Unit 4 Approximately 4–6 weeks


#### Producers and Consumers

H-SS 2.4 

- |          |                                  |            |
|----------|----------------------------------|------------|
| Lesson 1 | How do people grow and use food? | H-SS 2.4.1 |
| Lesson 2 | Who are buyers and sellers?      | H-SS 2.4.2 |
| Lesson 3 | How do people use resources?     | H-SS 2.4.3 |

### Unit 2 Approximately 5–7 weeks


#### Map Skills

H-SS 2.2 

- |          |                                |            |
|----------|--------------------------------|------------|
| Lesson 1 | How can we locate places?      | H-SS 2.2.1 |
| Lesson 2 | What does a map show?          | H-SS 2.2.2 |
| Lesson 3 | Where did my family come from? | H-SS 2.2.3 |
| Lesson 4 | How do people use land?        | H-SS 2.2.4 |

### Unit 5 Approximately 2 weeks

#### People in History

H-SS 2.5 

- |          |                                  |          |
|----------|----------------------------------|----------|
| Lesson 1 | How do heroes make a difference? | H-SS 2.5 |
|----------|----------------------------------|----------|

### Unit 3 Approximately 3–4 weeks

#### Our Government

H-SS 2.3 

- |          |                               |            |
|----------|-------------------------------|------------|
| Lesson 1 | What do governments do?       | H-SS 2.3.1 |
| Lesson 2 | How do people solve problems? | H-SS 2.3.2 |



# Curriculum Guide

The Curriculum Guide for each grade of *Health & Wellness* includes ten content areas. Each content area is organized into columns: Health Goals, the National Health Education Standards, and Objectives for each grade level. The health goals are healthful behaviors children will work to achieve and maintain. The National Health Education Standards column for each chapter's life skill has been left blank. Use the list below to determine which goal is covered by each skill.

## The National Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.  
**Life Skill: All content in program**
  - Students will demonstrate the ability to access valid health information and health-promoting products and services.  
**Life Skill: Access Health Facts, Products, and Services**
  - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.  
**Life Skills: Practice Healthful Behaviors**  
**Manage Stress**
  - Students will analyze the influence of culture, media, technology, and other factors on health.  
**Life Skill: Analyze What Influences Your Health**
- Students will demonstrate the ability to use interpersonal communication skills that enhance health.  
**Life Skills: Use Communication Skills**  
**Use Resistance Skills**  
**Resolve Conflicts**
  - Students will demonstrate the ability to use goal-setting and decision-making skills that enhance health.  
**Life Skills: Set Health Goals**  
**Make Responsible Decisions**
  - Students will demonstrate the ability to advocate for personal, family, and community health.  
**Life Skill: Be a Health Advocate**

Health Goals	The National Health Education Standards	Grade 3 Objectives	Grade 4 Objectives	Grade 5 Objectives
Chapter 1: Mental and Emotional Health				
I will take responsibility for my health.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 1</b> <ul style="list-style-type: none"><li>Describe the three parts of health.</li><li>Explain how choosing healthful behaviors protects your health.</li><li>Explain how practicing life skills can help you take responsibility for your health.</li><li>Identify how choosing risk behaviors can harm your health.</li></ul>	<b>Lesson 1</b> <ul style="list-style-type: none"><li>Explain how total health reduces health risks.</li><li>Identify ways to improve health and wellness.</li><li>Describe the importance of practicing healthful behaviors.</li></ul>	<b>Lesson 1</b> <ul style="list-style-type: none"><li>Discuss how life skills can help you take responsibility for your health and reach wellness.</li><li>Explain how a healthful behavior and a risk behavior differ.</li></ul> <b>Lesson 2</b> <ul style="list-style-type: none"><li>Describe why you need health knowledge and how to get it.</li></ul>
I will make responsible decisions.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<b>Lesson 5</b> <ul style="list-style-type: none"><li>List questions to ask before making a decision.</li><li>Discuss ways to communicate with responsible adults about health decision.</li></ul>	<b>Lesson 3</b> <ul style="list-style-type: none"><li>Describe the difference between a responsible decision and a wrong decision.</li><li>Identify factors that influence decisions.</li><li>List and apply the steps to making responsible decisions.</li></ul>	<b>Lesson 5</b> <ul style="list-style-type: none"><li>List and apply the steps you can take to make responsible decisions.</li><li>Describe things that might influence your choices, including peer pressure.</li></ul>
I will use resistance skills when necessary.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<b>Lesson 5</b> <ul style="list-style-type: none"><li>Describe when to use resistance skills.</li></ul>	<b>Chapter 2, Lesson 5</b> <ul style="list-style-type: none"><li>Explain when to use resistance skills.</li></ul>	<b>Lesson 5</b> <ul style="list-style-type: none"><li>Describe the skills you can use in resisting pressure to make a wrong decision.</li></ul>

# Curriculum Guide



Health Goals	The National Health Education Standards	Grade 3 Objectives	Grade 4 Objectives	Grade 5 Objectives
I will show good character.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Identify the six parts of good character.</li> <li>Explain why your friends and heroes should have good character.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Identify the six parts of good character.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>List the six traits of good character.</li> </ul>
I will choose actions for a healthful self-concept.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe actions that help you have a healthful self-concept.</li> </ul> <b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe how to show respect, including what to do if you do something wrong.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe a healthy personality.</li> <li>Explain how to use self-statements as a reminder of the responsible way to act.</li> </ul> <b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe ways to have a healthful self-concept.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Explain the parts of a healthy personality.</li> <li>Name actions that show you have a healthful self-concept.</li> </ul>
I will communicate my emotions in healthful ways.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Describe how to share emotions in healthful ways.</li> <li>Explain how to use I-messages to communicate emotions in healthful ways.</li> </ul> <i>See also Chapter 2, Lesson 1.</i>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>Identify different kinds of emotions.</li> <li>Describe healthful ways to express emotions.</li> </ul> <i>See also Chapter 2, Lesson 1.</i>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Identify emotions.</li> <li>Describe strategies for coping with strong emotions.</li> </ul> <i>See also Chapter 2, Lesson 2.</i>
I will choose behaviors for a healthy mind.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Describe ways to keep your mind healthy.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>Describe healthful ways to prevent boredom.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe strategies for improving your mental health.</li> </ul>
I will have a plan to manage stress.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Explain what a stressor is and body changes caused by stress.</li> <li>Discuss the difference between healthful and harmful stress.</li> <li>Describe ways to manage stress.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Describe how the body responds to stress.</li> <li>Explain ways to manage stress.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Describe what stress is and how it affects your body.</li> <li>Explain strategies for stress management.</li> </ul>
I will bounce back from hard times.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>List ways to stay in a healthful mood.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Explain the health benefits of a positive attitude.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Describe ways to bounce back from hard times.</li> </ul>
I will practice life skills.	<i>See descriptions above.</i>	<b>Make Responsible Decisions</b> <ul style="list-style-type: none"> <li>Describe the four steps in making responsible decisions.</li> <li>Apply the four steps in making responsible decisions.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe how to set and achieve short-term and long-term health goals.</li> </ul> <b>Manage Stress</b> <ul style="list-style-type: none"> <li>Describe the four steps in managing stress.</li> <li>Apply the four steps in managing stress.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe how to set and achieve short-term and long-term health goals.</li> <li>Explain how to make a health behavior contract.</li> </ul> <b>Make Responsible Decisions</b> <ul style="list-style-type: none"> <li>Describe the four steps in making responsible decisions.</li> <li>Apply the four steps in making responsible decisions.</li> </ul>



I will show respect for all people.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>List ways to show respect for other people.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Describe how to show respect in relationships.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Identify the three main kinds of relationships.</li> <li>Describe how to show respect and earn the respect of others.</li> </ul>
I will communicate in healthful ways.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Identify healthful ways to communicate.</li> </ul> <p>See also Chapter 1, Lesson 3.</p>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Identify healthful ways to communicate with others.</li> </ul> <p>See also Chapter 1, Lesson 5.</p>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Describe how to communicate in healthful ways.</li> <li>Identify ways to use nonverbal communication and listening skills.</li> <li>Describe ways to communicate emotions.</li> </ul> <p>See also Chapter 1, Lesson 4.</p>
I will work to have healthful friendships.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>Describe ways to make a healthful relationship.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Describe how peer pressure works.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Explain why you need friends.</li> <li>List ways to make new friends.</li> <li>Explain how friends can help each other make responsible decisions.</li> </ul>	<p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>List the actions of true friends.</li> <li>Identify the influence peers can have on character.</li> <li>Describe healthful ways to make friends.</li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>List actions to take when you feel left out.</li> <li>Describe what to do when others try to harm you.</li> </ul>	<p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>Describe the importance of friends in your neighborhood, school, and community.</li> <li>Identify how to have strong friendships.</li> <li>Explain how to avoid cliques.</li> </ul> <p><b>Lesson 7</b></p> <ul style="list-style-type: none"> <li>Explain how your peers can pressure you.</li> <li>Describe how to use resistance skills to avoid risk behaviors.</li> </ul>
I will work to have healthful family relationships.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Explain what it means to be a family.</li> <li>List ways to be a responsible family member.</li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Explain the importance of being close to family members.</li> <li>Describe how family affects health.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Describe ways that family members help one another.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Identify actions that help make family relationships strong.</li> <li>Describe ways a family might influence the health of its members.</li> </ul> <p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>Describe activities in which families cooperate.</li> </ul>
I will adjust to family changes in healthful ways.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Describe how to adjust to family changes in healthful ways.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Explain how a family adjusts to change.</li> <li>Describe ways to adjust if parents separate or divorce.</li> <li>Describe changes that occur as a family grows.</li> </ul>	<p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>Explain how families can adjust to changes and challenges.</li> <li>List ways in which healthy families communicate.</li> </ul>
I will resolve conflicts in healthful ways.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>List and apply the four steps to resolving conflicts.</li> <li>List ways to get along better with others.</li> </ul>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>Define self-control.</li> <li>List strategies for controlling angry feelings.</li> <li>Describe ways to stay away from fights.</li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>Explain why and how conflict develops.</li> <li>List strategies for resolving conflict.</li> <li>Explain how a responsible adult can help with mediation of a conflict.</li> </ul>
I will encourage others to take responsibility for their health.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>Explain how friends can help each other take responsibility for health.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>List ways to help others be healthy.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>List ways to be an advocate for health.</li> </ul>



<b>Health Goals</b>	<b>The National Health Education Standards</b>	<b>Grade 3 Objectives</b>	<b>Grade 4 Objectives</b>	<b>Grade 5 Objectives</b>
I will practice life skills.	See descriptions above.	<b>Resolve Conflicts</b> <ul style="list-style-type: none"> <li>Describe the four steps for resolving conflicts.</li> <li>Apply the four steps for resolving conflicts.</li> </ul>	<b>Resolve Conflicts</b> <ul style="list-style-type: none"> <li>Describe the four steps for resolving conflicts.</li> <li>Apply the four steps for resolving conflicts.</li> </ul>	<b>Use Resistance Skills</b> <ul style="list-style-type: none"> <li>Describe the four steps for using resistance skills.</li> <li>Apply the four steps for using resistance skills.</li> </ul>
<b>Chapter 3: Growth and Development</b>  I will care for my body systems.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain the way your muscles work.</li> <li>Describe what your bones do.</li> <li>Identify ways to care for muscles and bones.</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe the circulatory system.</li> <li>Describe the respiratory system.</li> <li>Describe how to care for your heart and lungs.</li> </ul> <b>Lesson 3</b> <ul style="list-style-type: none"> <li>Discuss how your digestive system works.</li> <li>Describe how to care for the digestive system.</li> </ul> <b>Lesson 4</b> <ul style="list-style-type: none"> <li>List the five senses.</li> <li>Discuss what the nervous system does.</li> <li>Describe how to care for the nervous system.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Describe how the human body is organized.</li> <li>Explain how body systems work together.</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe the structure and function of the skeletal system and how to keep bones strong.</li> <li>Describe the structure and function of the muscular system and how to keep muscles strong and flexible.</li> <li>Describe the structure and function of the skin and behaviors that protect it.</li> </ul> <b>Lesson 3</b> <ul style="list-style-type: none"> <li>Describe the structure and function of the digestive system and behaviors that will protect it.</li> <li>Describe the structure and function of the circulatory system and behaviors that will protect it.</li> <li>Describe the structure and function of the respiratory system and behaviors that will protect it.</li> <li>Describe the structure and function of the nervous system and behaviors that will protect it.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Describe how the human body is organized.</li> <li>Identify the functions of the skeletal and muscular systems.</li> <li>Explain how body systems work together.</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>Explain how the circulatory system works.</li> <li>Explain how the respiratory system works.</li> </ul> <b>Lesson 3</b> <ul style="list-style-type: none"> <li>Describe the structure and function of the digestive system.</li> <li>Describe the structure and function of the nervous system.</li> <li>Describe the structure and function of the endocrine system.</li> <li>Describe the structure and function of the urinary system.</li> </ul>
I will accept the ways my body changes as I grow.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>List signs that show that you are growing.</li> <li>Explain how your body grows.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>List the factors that affect growth.</li> <li>Describe ways that you have changed since birth.</li> <li>Describe ways that you are changing during childhood.</li> </ul> <b>Lesson 5</b> <ul style="list-style-type: none"> <li>Describe changes that will occur in adolescence.</li> <li>Describe changes that will occur in adulthood.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe the changes that occur in infancy and childhood.</li> <li>Describe the changes that occur in adolescence and adulthood.</li> </ul>
I will choose habits for healthful growth and aging.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>List habits to practice to care for body systems throughout the life span.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>List habits to practice for healthful growth and aging.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Explain how developing healthful habits helps you throughout your life.</li> </ul>



I will learn the stages of the life cycle.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Describe the stages of the life cycle.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe ways that you have changed since birth.</li> <li>Describe ways that you are changing during childhood.</li> </ul> <b>Lesson 5</b> <ul style="list-style-type: none"> <li>Describe changes that will occur in adolescence.</li> <li>Describe changes that will occur in adulthood.</li> <li>Identify the final stage of the life cycle.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe the changes that occur in infancy and childhood.</li> <li>Describe the changes that occur in adolescence and adulthood.</li> </ul>
I will be glad that I'm unique.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<b>Chapter 1, Lesson 2</b> <ul style="list-style-type: none"> <li>Explain what makes you special.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>List the factors that affect growth.</li> <li>Explain why you are unique.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>Explain how heredity affects development.</li> <li>List factors other than heredity that affect development.</li> <li>Explain why you are unique.</li> </ul>
I will discover my learning style.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<b>Chapter 1, Lesson 2</b> <ul style="list-style-type: none"> <li>Identify different ways in which people learn.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Identify different ways in which people learn.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>Identify different ways in which people learn.</li> </ul>
I will practice life skills.	See descriptions above.	<b>Manage Stress</b> <ul style="list-style-type: none"> <li>Describe the four steps in managing stress.</li> <li>Apply the four steps in managing stress.</li> </ul>	<b>Practice Healthful Behaviors</b> <ul style="list-style-type: none"> <li>Describe the four steps in practicing healthful behaviors.</li> <li>Apply the four steps in practicing healthful behaviors.</li> </ul>	<b>Practice Healthful Behaviors</b> <ul style="list-style-type: none"> <li>Describe the four steps in practicing healthful behaviors.</li> <li>Apply the four steps in practicing healthful behaviors.</li> </ul>
<b>Chapter 4: Nutrition</b>				
I will eat correct numbers of servings from the Food Guide Pyramid.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Identify the nutrients your body needs.</li> <li>Identify what foods are in food groups.</li> <li>Explain how to use the Food Guide Pyramid to make healthful food choices.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List the groups in the Food Guide Pyramid and their recommended number of servings.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>List the important nutrients and the foods that provide them.</li> <li>Describe how to use the Food Guide Pyramid to plan a balanced diet.</li> </ul>
I will follow the Dietary Guidelines.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List the Dietary Guidelines.</li> <li>Explain how to follow the Dietary Guidelines.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List ways to follow the Dietary Guidelines.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain the importance of the Dietary Guidelines.</li> </ul>
I will read food labels.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Describe what facts are found on food labels.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Explain the importance of reading food labels.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe what information is contained on a food label.</li> </ul>
I will check out food ads.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Identify influences on your food choices.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Identify appeals found in food ads.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Identify and name influences on food choices.</li> </ul>



Health Goals	The National Health Education Standards	Grade 3 Objectives	Grade 4 Objectives	Grade 5 Objectives
I will eat healthful meals and snacks.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Explain how to use the Dietary Guidelines to choose healthful snacks.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Explain how to plan a menu for a healthful meal.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• List the important nutrients.</li> <li>• Describe energy sources for the body.</li> <li>• Explain why your body needs water, vitamins, and minerals.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Identify healthful ways to eat.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Describe a balanced diet.</li> <li>• Explain how to choose healthful foods.</li> <li>• Explain why you need to eat a healthful breakfast.</li> </ul>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Identify and name influences on food choices.</li> <li>• Explain how to plan well-balanced menus.</li> </ul>
I will choose healthful foods when eating at fast food restaurants.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Explain how to plan a menu for a healthful meal.</li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Explain how to eat healthfully at fast-food restaurants.</li> </ul> <p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Identify ways to compare meals at fast-food restaurants.</li> </ul>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Identify and name influences on food choices.</li> <li>• Explain how to plan well-balanced menus.</li> </ul>
I will protect others and myself against germs in foods and beverages.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Explain how food can be kept safe.</li> <li>• List safety rules for preparing foods.</li> </ul>	<p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Identify ways people may adversely react to foods.</li> <li>• Explain ways to prevent foodborne illness.</li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Explain how pathogens can get into food.</li> <li>• List and apply safety guidelines for handling food.</li> </ul>
I will use table manners.	Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Identify the health benefits of good table manners.</li> </ul>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Describe how table manners help keep you safe.</li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Describe the safety and social benefits of table manners.</li> </ul>
I will stay at a healthful weight.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• List the Dietary Guidelines.</li> </ul>	<p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• Explain how to balance food intake with physical activity.</li> <li>• Identify ways to maintain a healthful weight.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Explain what weight management is.</li> <li>• Explain why and how to find and maintain a healthful weight.</li> </ul>
I will work on skills to prevent eating disorders.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• List the Dietary Guidelines.</li> </ul>	<p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• Explain the health benefits of a positive body image.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Describe the causes, signs, and treatment of eating disorders.</li> </ul>
I will practice life skills.	See <i>descriptions above</i> .	<p><b>Analyze What Influences Your Health</b></p> <ul style="list-style-type: none"> <li>• Describe the four steps in analyzing what influences your health.</li> <li>• Apply the four steps in analyzing what influences your health.</li> </ul>	<p><b>Analyze What Influences Your Health</b></p> <ul style="list-style-type: none"> <li>• Describe the four steps in analyzing what influences your health.</li> <li>• Apply the four steps in analyzing what influences your health.</li> </ul>	<p><b>Analyze What Influences Your Health</b></p> <ul style="list-style-type: none"> <li>• Describe the four steps in analyzing what influences your health.</li> <li>• Apply the four steps in analyzing what influences your health.</li> </ul>



## Chapter 5: Personal Health and Physical Activity

I will have regular checkups.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain why you need medical checkups.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>List the role of each member of your health-care team.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Describe the components of a personal health plan.</li> </ul>
I will keep my eyes and ears healthy.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe how to keep your eyes healthy.</li> <li>Describe how to keep your ears healthy.</li> <li>Explain how to protect your hearing.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Describe ways to take care of your eyes.</li> <li>Describe ways to take care of your ears.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe the structure and workings of the eye.</li> <li>List some common vision problems and ways they can be corrected.</li> <li>Describe the structure and workings of the ear.</li> <li>List some common hearing problems.</li> </ul>
I will help my parents or guardian keep my personal health record.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain what a personal health record is.</li> </ul>	<b>On Your Own</b> <ul style="list-style-type: none"> <li>Work with a parent or guardian to compile a personal health record.</li> </ul>	<b>Life Skills Activity</b> <ul style="list-style-type: none"> <li>Work with a parent or guardian to compile a personal health record.</li> </ul>
I will follow a dental health plan.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain why you need to keep your teeth healthy.</li> <li>Describe how to floss and brush your teeth.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe the structure and function of teeth.</li> <li>List ways to care for teeth and gums.</li> <li>Describe ways to protect teeth against injury.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe the structure and function of teeth.</li> <li>Describe conditions that can harm teeth.</li> </ul>
I will be well groomed.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Explain why grooming skin, hair, and nails is important.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Explain how to choose grooming products.</li> <li>Identify ways the media tries to influence health behaviors.</li> <li>List ways to care for skin, hair, and nails.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain how to have correct posture.</li> <li>Describe the basics of caring for skin, hair, nails, and clothes.</li> <li>Explain how personal hygiene can affect personal health, friendships, positive attitude, and self-image.</li> </ul>
I will get plenty of physical activity.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Explain why being physically active is important.</li> <li>Describe how you can work on the five kinds of fitness.</li> </ul> <b>Lesson 5</b> <ul style="list-style-type: none"> <li>Describe a physical fitness plan.</li> <li>Describe how to improve fitness skills.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Describe the physical, mental, and social benefits of physical activity.</li> <li>Explain why you need each of the five kinds of physical fitness.</li> <li>Identify fitness skills you can use when playing sports and games.</li> </ul> <b>Lesson 5</b> <ul style="list-style-type: none"> <li>List tests that measure fitness.</li> <li>Identify seven exercises involved in fitness tests.</li> </ul> <b>Lesson 6</b> <ul style="list-style-type: none"> <li>Describe the difference between aerobic and anaerobic exercise.</li> <li>Identify lifetime sports you can enjoy now.</li> <li>Explain the importance of taking responsibility for developing and maintaining a personal fitness plan.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Describe the social, emotional, and physical benefits of physical activity.</li> <li>List the five kinds of health fitness.</li> <li>Describe the kinds of fitness skills.</li> </ul> <b>Lesson 4</b> <ul style="list-style-type: none"> <li>Explain how age, gender, heredity, and health behaviors affect fitness.</li> <li>Describe the various kinds of exercise and how they affect the body.</li> <li>Explain how aerobic exercise benefits the heart and lungs.</li> <li>Identify the formula for fitness (FITT).</li> <li>Discuss the importance of frequent workouts.</li> </ul>



Health Goals	The National Health Education Standards	Grade 3 Objectives	Grade 4 Objectives	Grade 5 Objectives
I will follow safety rules for sports and games.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Identify ways to be a good sport.</li> </ul>	<b>Lesson 7</b> <ul style="list-style-type: none"> <li>Explain how you can be a good sport and a good teammate.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>Explain the importance of good sportsmanship.</li> <li>Describe the influence of players, parents, coaches, and fans on sports behavior.</li> </ul>
I will prevent injuries during physical activities.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Discuss ways to prevent injuries during physical activity.</li> <li>List safety equipment needed for different sports.</li> </ul>	<b>Lesson 7</b> <ul style="list-style-type: none"> <li>Identify ways to stay safe when you exercise and play sports.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>List things to think about when choosing exercise equipment.</li> <li>Describe safety precautions to take before, during, and after a workout.</li> <li>Explain how to prevent and treat muscle strain and sprains.</li> </ul>
I will get enough rest and sleep.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Explain why getting enough rest is important to good health.</li> </ul>	<b>Lesson 7</b> <ul style="list-style-type: none"> <li>Describe how sleep affects performance.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Describe the health benefits of getting enough sleep.</li> </ul>
I will practice life skills.	See descriptions above.	<b>Use Communication Skills</b> <ul style="list-style-type: none"> <li>Describe the four steps in using good communication skills.</li> <li>Apply the four steps in using good communication skills.</li> </ul>	<b>Access Health Facts, Products, and Services</b> <ul style="list-style-type: none"> <li>Describe the four steps in accessing health facts, products, and services.</li> <li>Apply the four steps in accessing health facts, products, and services.</li> </ul>	<b>Access Health Facts, Products, and Services</b> <ul style="list-style-type: none"> <li>Describe the four steps in accessing health facts, products, and services.</li> <li>Apply the four steps in accessing health facts, products, and services.</li> </ul>
<b>Chapter 6: Violence and Injury Prevention</b>				
I will follow safety rules for my home and school.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>List safety rules to prevent falls.</li> <li>List safety rules to follow in case of fire.</li> <li>List ways to prevent poisoning.</li> <li>Explain what computer safety means.</li> </ul> <b>Lesson 3</b> <ul style="list-style-type: none"> <li>Discuss how to stay safe outdoors.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>List safety rules to prevent falls.</li> <li>List safety rules to follow in case of fire.</li> <li>Describe the elements of a family fire escape plan.</li> <li>List ways to prevent poisoning.</li> <li>List safety rules in case of an earthquake.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>List ways to eliminate common safety hazards at home.</li> <li>List ways to eliminate common safety hazards at school.</li> <li>Describe some common fire hazards and some rules for fire safety.</li> </ul>
I will follow safety rules for biking, walking, skating, and swimming.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List safety rules to follow when walking, biking, skating, and riding a scooter.</li> <li>Describe how to keep safe around water.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List safety rules to follow for walking.</li> <li>List safety rules to follow for swimming.</li> <li>List safety rules to follow in the water.</li> <li>Explain how personal flotation devices and HELP and huddle methods prevent drowning.</li> </ul> <b>Lesson 3</b> <ul style="list-style-type: none"> <li>List safety rules for riding a bike or a scooter.</li> <li>Identify the meaning of different safety signs that are posted on roads.</li> <li>List safety rules for skating.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe safety precautions pedestrians should follow.</li> <li>Describe safety rules to follow when you ride bicycles, scooters, or skateboards.</li> <li>List safety rules to follow in the water.</li> </ul>



I will follow safety rules for riding in a car or bus.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List ways to keep safe around cars and buses.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>List safety rules for riding in a car and a bus.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe safety rules to follow when you ride in a car.</li> </ul>
I will follow safety rules for hazardous weather conditions.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Explain how to stay safe in bad weather.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List ways to stay safe in cold and hot weather, thunderstorms, tornadoes, and floods.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>List safety rules to follow during different weather conditions.</li> </ul>
I will follow safety rules to protect myself from people who might harm me.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>List safety rules for times when you are home with someone besides your parents or guardian.</li> <li>List ways to stay safe from strangers.</li> <li>Define an unsafe touch.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>List ways to stay safe from strangers when home alone.</li> <li>List ways to stay safe at school and in the community.</li> <li>Describe what to do if you get an unsafe touch.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Describe safety precautions pedestrians should follow.</li> </ul>
I will follow safety rules to protect myself against violence.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>List safety rules for times when you are home with someone besides your parents or guardian.</li> <li>List ways to stay safe from strangers.</li> <li>Describe an unsafe touch.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>List ways to stay safe from strangers when home alone.</li> <li>List ways to stay safe at school and in the community.</li> <li>Describe what to do if you get an unsafe touch.</li> <li>Describe ways a victim of violence can recover.</li> </ul> <b>Lesson 5</b> <ul style="list-style-type: none"> <li>List safety rules to protect yourself from violence.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>List examples of violence.</li> <li>Describe ways to express anger and resolve conflict without violence.</li> <li>Explain where victims of violence and abuse can get help.</li> </ul>
I will stay away from gangs.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>List ways to stay safe from a gang.</li> </ul>	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>List reasons to stay away from gangs.</li> <li>Name ways to avoid gangs.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Describe some characteristics of gangs.</li> <li>Identify ways to avoid gangs.</li> </ul>
I will follow safety rules to reduce my risk of injuries from guns and knives.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 5</b> <ul style="list-style-type: none"> <li>Explain safety rules to prevent injury from guns and knives.</li> <li>Describe what to do if you find a gun.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Identify safety rules to follow to prevent injuries from guns and knives.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Identify ways to avoid guns and knives.</li> </ul>
I will be ready for an emergency.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Explain when and how to call for help in an emergency.</li> <li>Explain how to help an injured person.</li> <li>Describe what safety rules to follow in case of a disaster.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>Describe how to put together a first aid kit with a parent or guardian.</li> <li>Describe what an emergency alert is.</li> <li>Explain when and how to call for emergency help.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Explain how to assess an emergency situation.</li> <li>Describe how to prepare for an emergency.</li> <li>Describe what safety measures to take in case of a natural disaster.</li> </ul>



# Health Goals

## The National Health Education Standards

## Grade 3 Objectives

## Grade 4 Objectives

## Grade 5 Objectives

I will be skilled in first aid.

Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.

### Lesson 7

- Describe precautions to take when giving first aid.
- Describe first aid for cuts, scrapes, nosebleed, bruises, burns, insect stings, animal bites, reactions to poisonous plants, and choking.
- List items that should be part of a first aid kit.

### Lesson 6

- Describe how to put together a first aid kit with a parent or guardian.

### Lesson 7

- Describe how to administer first aid for small cuts, deep cuts, scrapes, and nosebleeds.
- Explain how to follow universal precautions.
- Describe first aid for sprains, burns, and choking.
- Describe first aid for rashes from plants and insects.

### Lesson 4

- Describe how to administer first aid for minor injuries.
- Describe CPR and rescue breathing.

I will practice life skills.

See descriptions above.

### Set Health Goals

- Describe the four steps in setting health goals.
- Apply the four steps in setting health goals.

### Be a Health Advocate

- Describe the four steps in advocating for health.
- Apply the four steps in advocating for health.

### Resolve Conflicts

- Describe the four steps in resolving conflicts.
- Apply the four steps in resolving conflicts.

## Chapter 7: Alcohol, Tobacco, and Other Drugs

I will use over-the-counter (OTC) and prescription drugs in safe ways.

Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

### Lesson 1

- List ways medicines can help health.
- Explain how prescription and OTC drugs differ.
- List safety rules to follow when using medicines.

### Lesson 1

- List safety rules for taking prescription drugs.
- Name safety rules for taking over-the-counter drugs.

### Lesson 1

- Describe the differences among drugs, medicines, prescription medicine, over-the-counter (OTC) medicine, and illegal drugs.
- List important safety precautions involved with taking medicines.

I will tell how someone who uses drugs in harmful ways can get help.

Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

### Lesson 4

- Explain how to get help for drug abuse.

### Lesson 1

- Identify ways to prevent drug misuse.
- Identify ways to prevent drug abuse.

### Lesson 2

- Describe types of help that are available to someone who has a drinking problem.

### Lesson 3

- Describe how to quit tobacco use.

### Lesson 5

- Describe ways to get help for someone who abuses drugs.

### Lesson 1

- Describe the signs of drug misuse and abuse.

### Lesson 5

- List the kinds of help available to people who abuse drugs.

I will say "no" if someone offers me a harmful drug.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### Lesson 2

- List ways to say "no" to drinking alcohol.

### Lesson 3

- List ways to say "no" to tobacco use.

### Lesson 4

- Tell how to say "no" to illegal drugs and the benefits of a drug-free lifestyle.

### Lesson 2

- List ten reasons to say "no" to drinking alcohol.

### Lesson 3

- List ten reasons to say "no" to tobacco use.

### Lesson 5

- List ten reasons to say "no" to drug abuse.
- Name protective factors that help you say "no" to abusing drugs.

### Lesson 6

- Describe ways to resist pressure to use drugs.
- List some important FDA regulations on tobacco, alcohol, and drugs.
- Explain how to use resistance skills to avoid drug abuse.



I will not drink alcohol.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• List ways that alcohol affects physical health.</li> <li>• Describe how alcohol affects the way a person thinks, feels, and acts.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Describe ways that alcohol harms physical health, mental and emotional health, and family and social health.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• List the short- and long-term effects of alcohol use.</li> <li>• Explain why laws prohibit children from drinking alcohol.</li> <li>• Describe the link between drinking alcohol and injury and disease.</li> </ul>
I will not use tobacco.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Describe how smoking and smokeless tobacco harm health.</li> <li>• Explain ways ads try to get people to use tobacco.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• List ways smoking tobacco harms health.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• List several toxins found in tobacco smoke.</li> <li>• Describe the short- and long-term effects of tobacco use on the body.</li> <li>• Describe the laws governing tobacco use by a minor.</li> <li>• Explain the link between tobacco use and disease.</li> </ul>
I will try to protect myself from secondhand smoke.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• List ways secondhand tobacco smoke harms health.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Explain ways secondhand smoke harms health.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Explain how secondhand smoke can be harmful to health.</li> </ul>
I will not be involved in illegal drug use.	Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Tell ways caffeine can harm health.</li> <li>• List the harmful effects of illegal drugs—marijuana, cocaine, crack, and ecstasy.</li> <li>• List the dangers of chemical inhalants.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Describe ways marijuana harms health.</li> <li>• Identify ways that the misuse or abuse of stimulants and depressants harms health.</li> <li>• Explain why it is harmful to abuse inhalants and steroids.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Describe the role drug abuse can play in someone's life.</li> <li>• Identify some illegal drugs.</li> <li>• List the effects of illegal drugs and drug abuse on the body.</li> <li>• List some prescription and over-the-counter drugs that should be taken with caution.</li> </ul> <b>Lesson 5</b> <ul style="list-style-type: none"> <li>• Describe why people abuse drugs.</li> <li>• List sources of pressure to abuse drugs.</li> <li>• Explain how drug abuse can affect family and friends.</li> <li>• Describe ways family and friends can cope with drug abuse.</li> <li>• Explain how family, peers, and the school influence resistance to drugs.</li> </ul>
I will practice life skills.	See descriptions above.	<b>Use Resistance Skills</b> <ul style="list-style-type: none"> <li>• Describe the four steps in using resistance skills.</li> <li>• Apply the four steps in using resistance skills.</li> </ul>	<b>Use Resistance Skills</b> <ul style="list-style-type: none"> <li>• Describe the four steps in using resistance skills.</li> <li>• Apply the four steps in using resistance skills.</li> </ul>	<b>Be a Health Advocate</b> <ul style="list-style-type: none"> <li>• Describe the four steps in advocating for health.</li> <li>• Apply the four steps in advocating for health.</li> </ul>



## Chapter 8: Communicable and Chronic Diseases

I will choose habits that prevent the spread of germs.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Tell what causes disease.</li> <li>• Describe ways to prevent the spread of disease.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Identify ways the body keeps germs out.</li> <li>• Explain how the immune system fights disease.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• List kinds of pathogens that cause disease.</li> <li>• Name ways that pathogens enter the body.</li> <li>• Describe habits that keep germs from spreading.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• Explain how the body's defenses work.</li> <li>• List habits that help protect you from diseases spread by pathogens.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Describe how pathogens spread and cause disease.</li> <li>• Explain how pathogens get into the body.</li> </ul> <p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>• List the stages of disease.</li> <li>• Describe how the body fights illness.</li> <li>• Identify ways to help strengthen your body's immune system.</li> </ul>
I will recognize symptoms and get treatment for communicable diseases.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Explain how to treat flu, cold, and strep throat.</li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• List symptoms of communicable diseases.</li> <li>• List treatments for communicable diseases.</li> <li>• List the cause, symptoms, and treatment for some common childhood illnesses.</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>• Distinguish between communicable and noncommunicable diseases.</li> </ul> <p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• List typical symptoms of common diseases.</li> <li>• Identify some common communicable diseases and their treatments.</li> </ul>
I will choose habits that reduce the risk of heart disease.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Discuss ways to reduce the risk of heart disease.</li> </ul>	<p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Define heart disease.</li> <li>• Explain what causes a heart attack.</li> <li>• List ways to reduce the risk of heart disease and premature heart attack.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• List symptoms of heart disease and heart attacks.</li> <li>• Explain how to reduce the risk of heart disease.</li> </ul>
I will choose habits that reduce the risk of cancer.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Discuss ways to reduce the risk of cancer.</li> </ul>	<p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• List ways to reduce the risk of skin cancer.</li> <li>• List ways to reduce the risk of lung cancer.</li> <li>• List ways to reduce the risk of colon cancer.</li> </ul>	<p><b>Lesson 5</b></p> <ul style="list-style-type: none"> <li>• Describe the effects of cancer on the body.</li> <li>• Explain ways to reduce the risk of and treat cancer.</li> </ul>
I will choose habits that reduce the risk of diabetes.	Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Discuss ways to reduce the risk of diabetes.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Describe ways to reduce the risk of type 2 diabetes.</li> </ul>	<p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• Explain what diabetes is, its causes, and how to manage it.</li> </ul>
I will tell ways to manage chronic (lasting) health conditions.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>• Define noncommunicable diseases.</li> <li>• Describe ways to prevent noncommunicable diseases.</li> <li>• Demonstrate ways to show care, concern, and respect for people with special needs.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• List causes of chronic diseases.</li> <li>• Describe ways to control diabetes.</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>• Define chronic disease.</li> </ul> <p><b>Lesson 6</b></p> <ul style="list-style-type: none"> <li>• Explain what epilepsy and arthritis are and how to manage them.</li> <li>• Explain what diabetes is, its causes, and how to manage it.</li> </ul>



I will tell ways to manage asthma and allergies.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Explain what causes an asthma attack.</li> <li>• List things you can be allergic to.</li> <li>• Discuss ways to lessen allergens.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>• Describe causes of allergies and ways to reduce the risk of allergy attacks.</li> <li>• Describe ways to reduce triggers for asthma.</li> </ul>	<b>Lesson 6</b> <ul style="list-style-type: none"> <li>• Explain what asthma and allergies are and how to manage them.</li> </ul>
I will practice life skills.	See descriptions above.	<b>Practice Healthful Behaviors</b> <ul style="list-style-type: none"> <li>• Describe the four steps for practicing healthful behaviors.</li> <li>• Apply the four steps for practicing healthful behaviors.</li> </ul>	<b>Set Health Goals</b> <ul style="list-style-type: none"> <li>• Describe the four steps to set health goals.</li> <li>• Apply the four steps to set health goals.</li> </ul>	<b>Manage Stress</b> <ul style="list-style-type: none"> <li>• Describe the four steps to manage stress.</li> <li>• Apply the four steps to manage stress.</li> </ul>
I will learn facts about HIV and AIDS.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention.	<b>Your Body Book</b> <i>This optional soft-cover book helps children learn age-appropriate facts about HIV and AIDS.</i>	<b>Your Body Book</b> <i>This optional soft-cover book helps children learn age-appropriate facts about HIV and AIDS.</i>	<b>Your Body Book</b> <i>This optional soft-cover book helps children learn age-appropriate facts about HIV and AIDS.</i>
<b>Chapter 9: Consumer and Community Health</b>				
I will check out sources of health information.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Identify ways to get health information.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Explain the purpose of advertisements and commercials.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Explain what health-care products and services are.</li> </ul>
I will check out ways technology, media, and culture influence health choices.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Explain how you can check out commercials for health products.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Identify how to check out media messages.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Describe how technology affects health and health care.</li> </ul>
I will choose safe and healthful products.	Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Describe ways to be a consumer.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Describe how to make responsible choices about health-care products and services.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Describe how to make responsible choices about health-care products and services.</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Explain how government and private groups help protect consumers.</li> </ul>
I will spend time and money wisely.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Describe ways to organize your time and spend money wisely.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Describe responsible ways to spend money.</li> <li>• Describe responsible ways to spend time.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• List strategies to manage time and money.</li> </ul>
I will choose healthful entertainment.	Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• Describe different kinds of healthful community activities.</li> </ul>	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Explain how to choose healthful entertainment.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>• Describe how to make responsible entertainment choices.</li> </ul>
I will cooperate with community and school health helpers.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>• Tell where health helpers work.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• List places where health helpers work in the community.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>• List the health needs of a community.</li> <li>• Describe how communities meet their health needs.</li> <li>• Explain ways that volunteers can contribute to the health of a community.</li> </ul>



The National Health Education Standards		Grade 3 Objectives	Grade 4 Objectives	Grade 5 Objectives
I will learn about health careers.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Tell what health helpers do.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>List health careers that benefit the community.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Explain where information about health careers is available.</li> <li>List some jobs done by health workers.</li> <li>Describe how to prepare for a health career.</li> </ul>
I will practice life skills.	See descriptions above.	<b>Access Health Facts, Products and Services</b> <ul style="list-style-type: none"> <li>Describe the four steps in accessing health facts, products, and services.</li> <li>Apply the four steps in accessing health facts, products, and services.</li> </ul>	<b>Make Responsible Decisions</b> <ul style="list-style-type: none"> <li>Describe the four steps in making responsible decisions.</li> <li>Apply the four steps in making responsible decisions.</li> </ul>	<b>Use Communication Skills</b> <ul style="list-style-type: none"> <li>Describe the four steps in using good communication skills.</li> <li>Apply the four steps in using good communication skills.</li> </ul>
<b>Chapter 10: Environmental Health</b>				
I will help protect my environment.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain how people use natural resources.</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>Tell what you can do to stop pollution.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Define environment.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Describe what makes a healthful environment.</li> </ul>
I will help keep the air, land, and water clean and safe.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain how people use natural resources.</li> <li>Explain how water is kept clean.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Identify kinds of land, air, and water pollution.</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>Explain how to keep land clean and safe.</li> <li>Identify ways to keep the air clean and safe.</li> <li>Describe ways to keep water clean and safe.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain how air pollution affects the health of the environment.</li> </ul> <b>Lesson 2</b> <ul style="list-style-type: none"> <li>List sources of water and land pollution.</li> <li>Describe ways to reduce water and land pollution.</li> </ul>
I will help keep noise at a safe level.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain the harmful effects of noise pollution.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain the harmful effects of noise pollution.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Explain how noise pollution affects the health of the environment.</li> </ul>
I will not waste energy and resources.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Tell ways to save resources.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>Describe ways to save water.</li> <li>List ways to reduce, recycle, and reuse.</li> <li>Describe ways to save energy.</li> </ul>	<b>Lesson 3</b> <ul style="list-style-type: none"> <li>List ways to conserve water.</li> <li>List ways to conserve energy.</li> </ul> <b>Lesson 4</b> <ul style="list-style-type: none"> <li>Explain what it means to precycle, reuse, and recycle.</li> </ul>
I will help keep my environment friendly.	Standard 7: Students will demonstrate the ability to advocate for personal, family and community health.	<b>Lesson 2</b> <ul style="list-style-type: none"> <li>Explain how communities stay clean.</li> </ul>	<b>Lesson 1</b> <ul style="list-style-type: none"> <li>Identify ways to keep your school and community environment friendly.</li> </ul>	<b>Lesson 4</b> <ul style="list-style-type: none"> <li>Explain what it means to precycle, reuse, and recycle.</li> <li>List ways to help make a positive environment.</li> </ul>
I will practice life skills.	See descriptions above.	<b>Be a Health Advocate</b> <ul style="list-style-type: none"> <li>Describe the four steps in advocating for health.</li> <li>Apply the four steps in advocating for health.</li> </ul>	<b>Use Communication Skills</b> <ul style="list-style-type: none"> <li>Describe the four steps in using good communication skills.</li> <li>Apply the four steps in using good communication skills.</li> </ul>	<b>Set Health Goals</b> <ul style="list-style-type: none"> <li>Describe the four steps in setting health goals.</li> <li>Apply the four steps in setting health goals.</li> </ul>





# PROGRAM ORGANIZATION

## Why organize by the standards?

- Makes planning easy—every standard is a lesson.
- Helps you pace to complete the content standards.
- Allows for easy tracking of students' standards mastery.

### Unit 1 Approximately 2–3 weeks

#### Citizenship

H-SS 1.1

- |          |                         |            |
|----------|-------------------------|------------|
| Lesson 1 | How do we make rules?   | H-SS 1.1.1 |
| Lesson 2 | How do we show respect? | H-SS 1.1.2 |

### Unit 2 Approximately 4–6 weeks

#### People and Places

H-SS 1.2

- |          |                                 |            |
|----------|---------------------------------|------------|
| Lesson 1 | How can we use maps and globes? | H-SS 1.2.1 |
| Lesson 2 | What does a model show?         | H-SS 1.2.2 |
| Lesson 3 | How can you make a map?         | H-SS 1.2.3 |
| Lesson 4 | Where do you live?              | H-SS 1.2.4 |

### Unit 3 Approximately 3–4 weeks

#### Our Country

H-SS 1.3

- |          |                              |            |
|----------|------------------------------|------------|
| Lesson 1 | How do we honor our country? | H-SS 1.3.1 |
| Lesson 2 | How do we honor heroes?      | H-SS 1.3.2 |
| Lesson 3 | What are symbols of America? | H-SS 1.3.3 |

### Unit 4 Approximately 3–4 weeks

#### Changes Over Time

H-SS 1.4

- |          |                                  |            |
|----------|----------------------------------|------------|
| Lesson 1 | What was life like long ago?     | H-SS 1.4.1 |
| Lesson 2 | How has travel changed?          | H-SS 1.4.2 |
| Lesson 3 | How can we learn about the past? | H-SS 1.4.3 |

### Unit 5 Approximately 3–4 weeks

#### Celebrate Cultures

H-SS 1.5

- |          |                               |            |
|----------|-------------------------------|------------|
| Lesson 1 | How are we alike?             | H-SS 1.5.1 |
| Lesson 2 | Who came before us?           | H-SS 1.5.2 |
| Lesson 3 | How do we learn about others? | H-SS 1.5.3 |

### Unit 6 Approximately 2–3 weeks

#### Goods and Services

H-SS 1.6

- |          |                             |            |
|----------|-----------------------------|------------|
| Lesson 1 | How do people use money?    | H-SS 1.6.1 |
| Lesson 2 | How do goods get to people? | H-SS 1.6.2 |



# ANALYSIS SKILLS

## How can I build Analysis Skills while teaching the standards?

- Practice of Analysis Skills is provided through activities and skill lessons.
- Leveled assessment questions provide analysis opportunities after each lesson.
- Easy-to-use teaching support for Analysis Skills is provided with every lesson.

### Skill

### At This Grade

### Examples\*

## Chronological and Spatial Thinking

**CST 1** Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

Children use a time line to put people and events in order.

Unit 3, Lesson 1  
Unit 4, Lesson 2

**CST 2** Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.

Children use words such as past, present, future in their everyday speech.

Unit 3, Lesson 1  
Unit 4, Lesson 2

**CST 3** Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

Children compare and contrast the past and the present by explaining changes that happen over time.

Unit 4, Lesson 3  
Unit 5, Lesson 2

**CST 4** Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Children use maps and globes to find locations and use map legends.

Unit 2, Lesson 1  
Unit 6, Lesson 1

**CST 5** Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

Children discuss the advantages and disadvantages of the location of a place.

Unit 2, Lesson 2  
Unit 6, Lesson 1

## Research, Evidence, and Point of View

**REPV 1** Students differentiate between primary and secondary sources.

Children explore first-hand accounts of events.

Unit 3, Lesson 3  
Unit 4, Lesson 1

**REPV 2** Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Children ask questions about events they learn about from documents and photos.

Unit 3, Lesson 1  
Unit 5, Lesson 2

**REPV 3** Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Children decide whether sources contain facts or fiction.

Unit 4, Lesson 3

## Historical Interpretation

**HI 1** Students summarize the key events of the era they are studying and explain the historical context of those events.

Children explain historical periods by explaining events that took place during that period.

Unit 3, Lesson 2  
Unit 6, Lesson 2

**HI 2** Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.

Children point out unique details about the environment and the people of particular places.

Unit 2, Lesson 4

**HI 3** Students identify and interpret the multiple causes and effects of historical events.

Children explain causes and effects of events in history.

Unit 4, Lesson 2  
Unit 5, Lesson 2

**HI 4** Students conduct cost-benefit analyses of historical and current events.

Children decide whether the benefits of certain events were worth the cost of making them happen.

Unit 4, Lesson 3  
Unit 6, Lesson 1

\*See individual units for additional coverage.



# California Connections: Grade 1 Content Standards Links

## English-Language Arts Content Standards

### READING

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

**ELA 1RW1.6** Create and state a series of rhyming words, including consonant blends.

**ELA 1RW1.10** Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.

**ELA 1RW1.12** Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.

**ELA 1RW1.13** Read compound words and contractions.

**ELA 1RW1.14** Read inflectional forms (e.g., *-s*, *-ed*, *-ing*) and root words (e.g., *look*, *looked*, *looking*).

**ELA 1RW1.17** Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

#### 2.0 Reading Comprehension

**ELA 1RC2.1** Identify text that uses sequence or other logical order.

**ELA 1RC2.2** Respond to *who*, *what*, *when*, *where*, and *how* questions.

**ELA 1RC2.4** Use context to resolve ambiguities about word and sentence meanings.

**ELA 1RC2.5** Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).

**ELA 1RC2.6** Relate prior knowledge to textual information.

**ELA 1RC2.7** Retell the central ideas of simple expository or narrative passages.

#### 3.0 Literary Response and Analysis

**ELA 1RL3.3** Recollect, talk, and write about books read during the school year.

### WRITING

#### 1.0 Writing Strategies

**ELA 1WS1.1** Select a focus when writing.

**ELA 1WS1.2** Use descriptive words when writing.

**ELA 1WS1.3** Print legibly and space letters, words, and sentences appropriately.

#### 2.0 Writing Applications (Genres and Their Characteristics)

**ELA 1WA2.1** Write brief narratives (e.g., fictional, autobiographical) describing an experience.

**ELA 1WA2.2** Write brief expository descriptions of a real object, person, place, or event, using sensory details.

## Science Content Standards

### LIFE SCIENCES

**S2b** *Students know* both plants and animals need water, animals need food, and plants need light.

### EARTH SCIENCES

**S3b** *Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.

## Mathematics Content Standards

### NUMBER SENSE

**MNS1.1** Count, read, and write whole numbers to 100.

**MNS1.5** Identify and know the value of coins and show different combinations of coins that equal the same value.

**MNS2.0** Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.

**MNS2.6** Solve addition and subtraction problems with one- and two-digit numbers (e.g.,  $5 + 58 = \underline{\quad}$ ).

### MEASUREMENT AND GEOMETRY

**MMG2.3** Give and follow directions about location.

**MMG2.4** Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

## Visual and Performing Arts Content Standards

### VISUAL ARTS

**VAPA VA1.3** Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

**VAPA VA2.8** Create artwork based on observations of actual objects and everyday scenes.

### MUSIC

**VAPA M2.1** Sing with accuracy in a developmentally appropriate range.

### THEATRE

**VAPA T2.1** Demonstrate skills in pantomime, tableau, and improvisation.

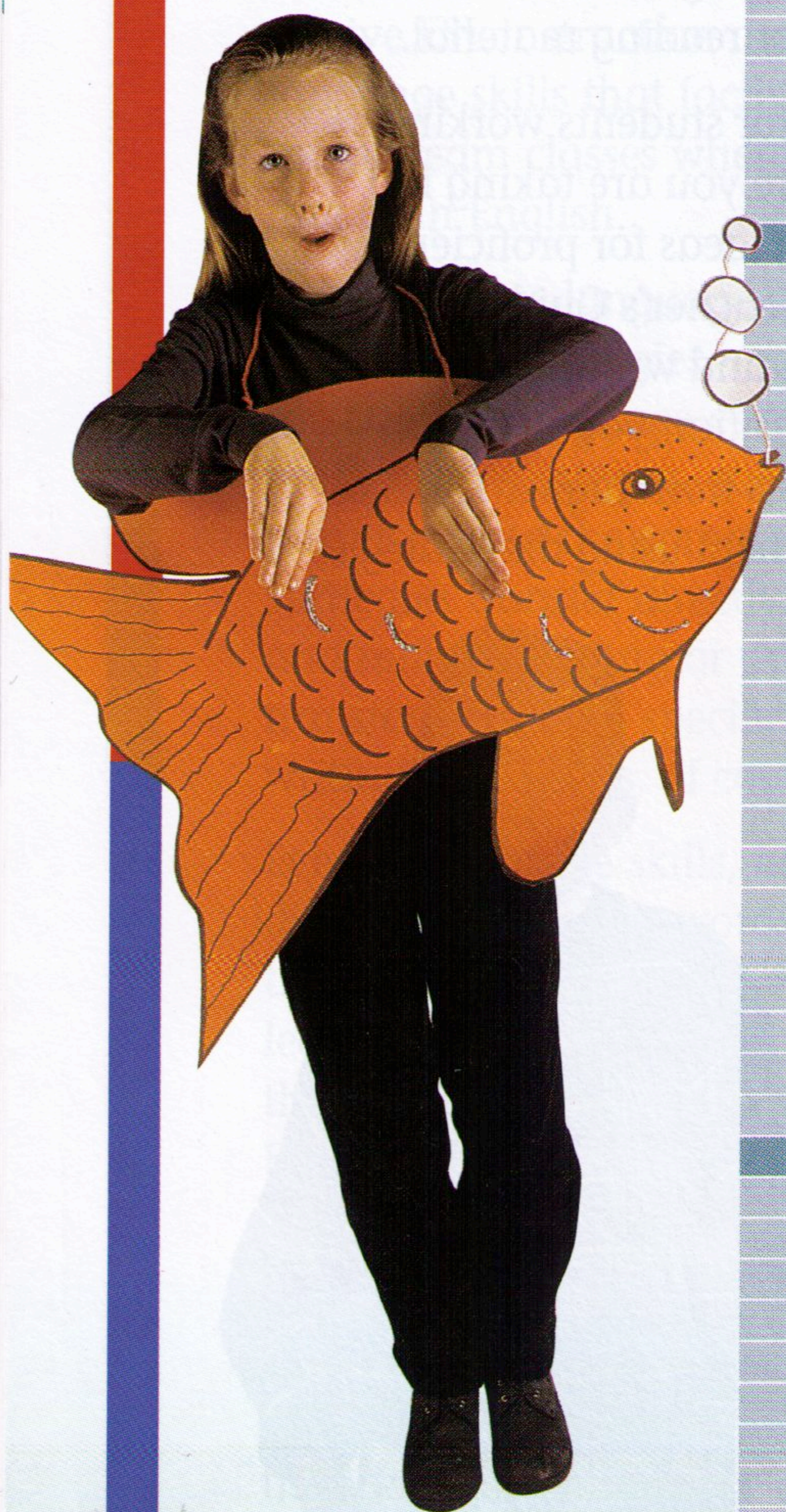
### DANCE

**VAPA D2.2** Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).



# Scope and Sequence

• **Into English!** addresses the following strands and skills.



<b>LISTENING, SPEAKING, &amp; LANGUAGE DEVELOPMENT</b>	Program Level						
	A	B	C	D	E	F	G
<b>LANGUAGE FLUENCY</b>							
Songs, Poems, Chants, Raps, and Fingerplays	•	•	•	•	•	•	•
Story Echo	•	•	•	•	•	•	•
Choral Renditions	•	•	•	•	•	•	•
Collaborative Reading	•	•	•	•	•	•	•
Read Along	•	•	•	•	•	•	•
Retelling	•	•	•	•	•	•	•
Dramatization/Pantomime/Role-Play	•	•	•	•	•	•	•
<b>LANGUAGE FUNCTIONS</b>							
Listen Actively and Attentively	•	•	•	•	•	•	•
Listen to a Story and its Preview	•	•	•	•	•	•	•
Speak Clearly, at an Understandable Volume/Rate	•	•	•	•	•	•	•
Use Eye Contact and Gestures in Speaking	•	•	•	•	•	•	•
Recite	•	•	•	•	•	•	•
Read a Story	•	•	•	•	•	•	•
Exchange Greetings	•	•	•	•	•	•	•
Express Social Courtesies	•	•	•	•	•	•	•
Express Feelings, Needs, Opinions, etc.	•	•	•	•	•	•	•
Give Directions	•	•	•	•	•	•	•
Follow Directions	•	•	•	•	•	•	•
Role-Play/Dramatize	•	•	•	•	•	•	•
Ask Questions	•	•	•	•	•	•	•
Ask for Information	•	•	•	•	•	•	•
Give Information	•	•	•	•	•	•	•
Describe	•	•	•	•	•	•	•
Engage in Discussion	•	•	•	•	•	•	•
Persuade	•	•	•	•	•	•	•
Retell a Story	•	•	•	•	•	•	•
Tell an Original Story	•	•	•	•	•	•	•
Conduct Research	•	•	•	•	•	•	•
<b>LANGUAGE PATTERNS &amp; STRUCTURES</b>							
Statements	•	•	•	•	•	•	•
Questions	•	•	•	•	•	•	•
Exclamations	•	•	•	•	•	•	•
Commands	•	•	•	•	•	•	•
Negative Sentences	•	•	•	•	•	•	•
Compound Sentences	•	•	•	•	•	•	•
Complex Sentences	•	•	•	•	•	•	•
Sentences with <i>There is/are, was/were; Here is/are, was/were</i>	•	•	•	•	•	•	•
Nouns – Proper Nouns	•	•	•	•	•	•	•
Plurals	•	•	•	•	•	•	•
Pronouns	•	•	•	•	•	•	•
Possessives	•	•	•	•	•	•	•
Adjectives	•	•	•	•	•	•	•
Comparatives and Superlatives	•	•	•	•	•	•	•
Adverbs	•	•	•	•	•	•	•
Prepositions	•	•	•	•	•	•	•
Conjunctions	•	•	•	•	•	•	•

Grade Level

K-1	1	2	3	4	5	6
-----	---	---	---	---	---	---



Program Level

<b>LISTENING, SPEAKING, &amp; LANGUAGE DEVELOPMENT</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
<b>LANGUAGE PATTERNS &amp; STRUCTURES</b>							
Verbs – Modals	●	●	●	●	●	●	●
Present-Tense Verbs	●	●	●	●	●	●	●
Progressive-Tense Verbs	●	●	●	●	●	●	●
Past-Tense Verbs	●	●	●	●	●	●	●
Future-Tense Verbs	●	●	●	●	●	●	●
Statements with Infinitives	●	●	●	●	●	●	●
Perfect-Tense Verbs	●	●	●	●	●	●	●
Interjections	●	●	●	●	●	●	●
Contractions	●	●	●	●	●	●	●
<b>LITERACY DEVELOPMENT</b>							
Concepts of Print	●	●	●	●	●	●	●
Phonemic Awareness	●	●	●	●	●	●	●
Phonics	●	●	●	●	●	●	●
Word Structure	●	●	●	●	●	●	●
<b>WRITING</b>							
<b>FORMS</b>							
Advertisements	●	●	●	●	●	●	●
Comparison and Contrast	●	●	●	●	●	●	●
Description	●	●	●	●	●	●	●
How-to (Instructions)	●	●	●	●	●	●	●
Innovations	●	●	●	●	●	●	●
Interviews or Surveys	●	●	●	●	●	●	●
Journals	●	●	●	●	●	●	●
Labels or Captions	●	●	●	●	●	●	●
Letters/Invitations	●	●	●	●	●	●	●
Messages, Lists, Notes	●	●	●	●	●	●	●
News Story	●	●	●	●	●	●	●
Personal Narratives and Stories	●	●	●	●	●	●	●
Persuasive Writing	●	●	●	●	●	●	●
Poems	●	●	●	●	●	●	●
Questions and Answers	●	●	●	●	●	●	●
Reports	●	●	●	●	●	●	●
Statements/Sentences	●	●	●	●	●	●	●
Summary Paragraphs	●	●	●	●	●	●	●
<b>WRITING PROCESS</b>							
Prewriting	●	●	●	●	●	●	●
Drafting	●	●	●	●	●	●	●
Revising	●	●	●	●	●	●	●
Proofreading	●	●	●	●	●	●	●
Capitalization – First Word in a Sentence	●	●	●	●	●	●	●
Pronoun "I"	●	●	●	●	●	●	●
Proper Nouns	●	●	●	●	●	●	●
Days of the Week and Month	●	●	●	●	●	●	●
In Salutation and Closing of Letters	●	●	●	●	●	●	●
Punctuation – Period	●	●	●	●	●	●	●
Question Mark	●	●	●	●	●	●	●
Exclamation Mark	●	●	●	●	●	●	●
Comma	●	●	●	●	●	●	●
Paragraph Indentation	●	●	●	●	●	●	●
Subject/Verb Agreement	●	●	●	●	●	●	●
Noun/Pronoun Agreement	●	●	●	●	●	●	●
Complete Sentences	●	●	●	●	●	●	●
Sentence Combining	●	●	●	●	●	●	●
Spelling	●	●	●	●	●	●	●
Publishing	●	●	●	●	●	●	●
Word Processing	●	●	●	●	●	●	●
Electronic Technology	●	●	●	●	●	●	●
	<b>K-1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

Grade Level



# Scope and Sequence

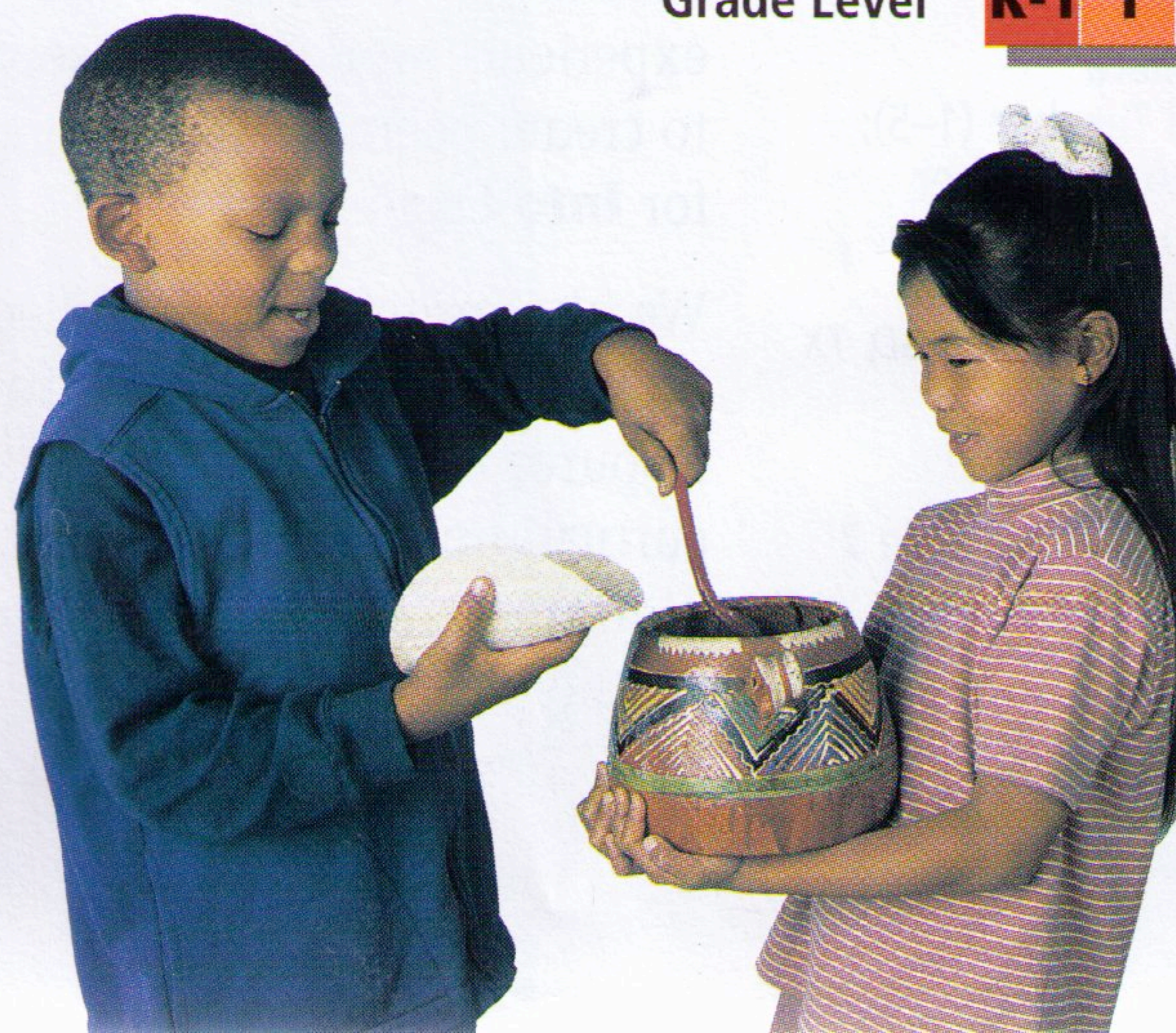
		Program Level						
<b>COGNITIVE ACADEMIC SKILLS</b>		A	B	C	D	E	F	G
<b>READING &amp; LEARNING STRATEGIES</b>								
Select Strategies/Self-Monitor		●	●	●	●	●	●	●
Use Phonics		●	●	●	●	●	●	●
Use Visual Clues				●	●	●	●	●
Confirm Predictions				●	●	●	●	●
Use Context Clues				●	●	●	●	●
Retelling				●	●	●	●	●
Ask Questions				●	●	●	●	●
Use Word Structure (prefixes, suffixes, roots compounds)				●	●	●	●	●
Use Word Relationships (synonyms, antonyms, multiple-meaning words)				●	●	●	●	●
Apply Rules				●	●	●	●	●
Read On				●	●	●	●	●
Rerun Language				●	●	●	●	●
Use Cognates				●	●	●	●	●
Preview	●	●	●	●	●	●	●	●
Predict	●	●	●	●	●	●	●	●
Brainstorm	●	●	●	●	●	●	●	●
Visualize	●	●	●	●	●	●	●	●
Gather Information	●	●	●	●	●	●	●	●
Organize Information Graphically	●	●	●	●	●	●	●	●
Plan	●	●	●	●	●	●	●	●
Take Notes	●	●	●	●	●	●	●	●
Cooperate with a Team	●	●	●	●	●	●	●	●
Self-Assess	●	●	●	●	●	●	●	●
<b>LITERARY CONCEPTS, VIEWING, AND MEDIA</b>								
<b>• Literary Forms and Skills</b>								
Fiction	●	●	●	●	●	●	●	●
Nonfiction	●	●	●	●	●	●	●	●
Respond to Literature	●	●	●	●	●	●	●	●
Relate to Personal Experience	●	●	●	●	●	●	●	●
Recognize Rhyme, Rhythm, Patterned Selections	●	●	●	●	●	●	●	●
Identify Alliteration, Assonance, Simile, Symbol, Theme			●	●	●	●	●	●
Understand the Power of Word Choice		●	●	●	●	●	●	●
Recognize Home/School Language		●	●	●	●	●	●	●
Understand Formal and Informal Language			●	●	●	●	●	●
Know that Attitudes/Values of a Time Period Affect Literary Works			●	●	●	●	●	●
<b>• Viewing and Media</b>								
Identify Main Idea in Non-Print Communication		●	●	●	●	●	●	●
Recognize Non-Verbal Cues		●	●	●	●	●	●	●
Recognize/Respond to Non-Verbal Cues in a Variety of Non-Print Media			●	●	●	●	●	●
Know Various Types of Mass Media		●	●	●	●	●	●	●
Understand that a Variety of Messages Can Be Communicated Through Mass Media			●	●	●	●	●	●
Recognize that Using More than One Medium Increases the Power to Influence		●	●	●	●	●	●	●
Recognize Techniques Used in Mass Media and Their Purpose			●	●	●	●	●	●
Select and Use Appropriate Technologies			●	●	●	●	●	●
		<b>Grade Level</b>						
		K-1	1	2	3	4	5	6



		Program Level						
<b>COGNITIVE ACADEMIC SKILLS</b>		A	B	C	D	E	F	G
<b>CRITICAL THINKING TO CONSTRUCT MEANING</b>								
Classify		●	●	●	●	●	●	●
Identify or Relate – Sequence of Events		●	●	●	●	●	●	●
Steps in a Process		●	●	●	●	●	●	●
Cause and Effect		●	●	●	●	●	●	●
Main Idea and Details		●	●	●	●	●	●	●
Distinguish Between Real and Make-Believe		●	●	●	●	●	●	●
Distinguish Between Fiction and Nonfiction		●	●	●	●	●	●	●
Distinguish Between Fact/Opinion		●	●	●	●	●	●	●
Identify Author's Purpose: Persuasion		●	●	●	●	●	●	●
Compare and Contrast		●	●	●	●	●	●	●
Draw Conclusions		●	●	●	●	●	●	●
Make Judgments		●	●	●	●	●	●	●
Summarize		●	●	●	●	●	●	●
Solve Problems		●	●	●	●	●	●	●
Generate Ideas		●	●	●	●	●	●	●
<b>CONCEPTS AND VOCABULARY</b>								
<b>EVERYDAY VOCABULARY</b>								
Colors; Sizes; Common Places, Things, and Activities; etc.		●	●	●	●	●	●	●
<b>ACADEMIC CONCEPTS AND VOCABULARY</b>								
Mathematics		●	●	●	●	●	●	●
Life Science		●	●	●	●	●	●	●
Earth Science		●	●	●	●	●	●	●
Physical Science		●	●	●	●	●	●	●
Social Studies		●	●	●	●	●	●	●
Language Arts		●	●	●	●	●	●	●
Art		●	●	●	●	●	●	●
Music		●	●	●	●	●	●	●
Drama		●	●	●	●	●	●	●
Non-literal Vocabulary		●	●	●	●	●	●	●
<b>STUDY AND REFERENCE SKILLS</b>								
Using and Making Graphic Aids — Charts and Tables		●	●	●	●	●	●	●
Time Lines and Diagrams		●	●	●	●	●	●	●
Graphs		●	●	●	●	●	●	●
Maps		●	●	●	●	●	●	●
Using Parts of a Book		●	●	●	●	●	●	●
Using Reference Books		●	●	●	●	●	●	●
<b>CULTURAL PERSPECTIVES</b>								
<b>U.S. CULTURE</b>								
U.S. History, U.S. Folklore, U.S. Symbols, U.S. Customs		●	●	●	●	●	●	●
U.S. Holidays, or U.S. Government		●	●	●	●	●	●	●
<b>HOME CULTURE</b>								
Cultural Heritage		●	●	●	●	●	●	●
Home Language		●	●	●	●	●	●	●

Grade Level

K-1	1	2	3	4	5	6
-----	---	---	---	---	---	---







# SCOPE AND SEQUENCE

## » **Number Sense**

T49 Whole Number Concepts  
T49 Money  
T49 Fraction Concepts  
T50 Decimal Concepts  
T50 Integer Concepts and Operations  
T50 Estimation and Mental Math Strategies  
T51 Whole-Number Addition  
T51 Whole-Number Subtraction  
T52 Whole-Number Multiplication  
T53 Whole-Number Division  
T53 Fraction Operations  
T54 Decimal Operations  
T54 Ratios, Proportions, and Percents

## » **Algebra and Functions**

T55 Patterns and Relationships  
T55 Number Sentences, Equations  
and Inequalities

## » **Measurement and Geometry**

T56 Time and Temperature  
T56 Length, Perimeter, Area  
T56 Weight/Mass  
T56 Capacity/Volume  
T57 Converting Units  
T57 Plane and Solid Figures  
T57 Angles  
T57 Symmetry, Congruence,  
and Transformations  
T57 Number Lines and Grids

## » **Statistics, Data Analysis, and Probability**

T58 Graphs  
T58 Data Collection and Analysis  
T58 Probability

## » **Problem Solving**

T59 Problem-Solving Skills and Strategies  
T59 Reasoning, Communication,  
Connections  
T60 Representation

For each row in the scope and sequence chart, sample page references are given. For complete references, see the index in this book beginning on page T73.



# SCOPE AND SEQUENCE

## » Number Sense

T49 Whole Number Concepts  
 T49 Money  
 T49 Fraction Concepts  
 T50 Decimal Concepts  
 T50 Integer Concepts and Operations  
 T50 Estimation and Mental Math Strategies  
 T51 Whole-Number Addition  
 T51 Whole-Number Subtraction  
 T52 Whole-Number Multiplication  
 T53 Whole-Number Division  
 T53 Fraction Operations  
 T54 Decimal Operations  
 T54 Ratios, Proportions, and Percents

»

T55 Patterns and Relationships  
 T55 Number Sentences, Equations  
 and Inequalities

»

T56 Time and Temperature  
 T56 Length, Perimeter, Area  
 T56 Weight/Mass  
 T56 Capacity/Volume  
 T57 Converting Units  
 T57 Plane and Solid Figures  
 T57 Angles  
 T57 Symmetry, Congruence,  
 and Transformations  
 T57 Number Lines and Grids

»

## Statistics, Data Analysis, and Probability

T58 Graphs  
 T58 Data Collection and Analysis  
 T58 Probability

»

## Problem Solving

T59 Problem-Solving Skills and Strategies  
 T59 Reasoning, Communication,  
 Connections  
 T60 Representation

For each row in the scope and sequence chart, sample page references are given. For complete references, see the index in this book beginning on page T75.



# SCOPE AND SEQUENCE

## » Number Sense

T49 Whole Number Concepts  
T49 Money  
T49 Fraction Concepts  
T50 Decimal Concepts  
T50 Integer Concepts and Operations  
T50 Estimation and Mental Math Strategies  
T51 Whole-Number Addition  
T51 Whole-Number Subtraction  
T52 Whole-Number Multiplication  
T53 Whole-Number Division  
T53 Fraction Operations  
T54 Decimal Operations  
T54 Ratios, Proportions, and Percents

»

T55 Patterns and Relationships  
T55 Number Sentences, Equations and Inequalities

»

T56 Time and Temperature  
T56 Length, Perimeter, Area  
T56 Weight/Mass  
T56 Capacity/Volume  
T57 Converting Units  
T57 Plane and Solid Figures  
T57 Angles  
T57 Symmetry, Congruence, and Transformations  
T57 Number Lines and Grids

»

## Statistics, Data Analysis, and Probability

T58 Graphs  
T58 Data Collection and Analysis  
T58 Probability

»

## Problem Solving

T59 Problem-Solving Skills and Strategies  
T59 Reasoning, Communication, Connections  
T60 Representation

For each row in the scope and sequence chart, sample page references are given. For complete references, see the index in this book beginning on page T73.



# SCOPE AND SEQUENCE

## » Number Sense

T49 Whole Number Concepts  
T49 Money  
T49 Fraction Concepts  
T50 Decimal Concepts  
T50 Integer Concepts and Operations  
T50 Estimation and Mental Math Strategies  
T51 Whole-Number Addition  
T51 Whole-Number Subtraction  
T52 Whole-Number Multiplication  
T53 Whole-Number Division  
T53 Fraction Operations  
T54 Decimal Operations  
T54 Ratios, Proportions, and Percents

## » Algebra and Functions

T55 Patterns and Relationships  
T55 Number Sentences, Equations  
and Inequalities

## » Geometry

T56 Time and Temperature  
T56 Length, Perimeter, Area  
T57 Weight/Mass  
T57 Capacity/Volume  
T57 Converting Units  
T57 Plane and Solid Figures  
T58 Angles  
T58 Symmetry, Congruence,  
and Transformations  
T58 Number Lines and Grids

## » Statistics, Data Analysis, and Probability

T59 Graphs  
T59 Data Collection and Analysis  
T59 Probability

## » Problem Solving

T60 Problem-Solving Skills and Strategies  
T60 Reasoning, Communication,  
Connections  
T61 Representation

For each row in the scope and sequence chart, sample page references are given. For complete references, see the index in this book beginning on page T71.



# SCOPE AND SEQUENCE

## » Number Sense

T49 Whole Number Concepts  
T49 Money  
T49 Fraction Concepts  
T50 Decimal Concepts  
T50 Integer Concepts and Operations  
T50 Estimation and Mental Math Strategies  
T51 Whole-Number Addition  
T51 Whole-Number Subtraction  
T52 Whole-Number Multiplication  
T53 Whole-Number Division  
T53 Fraction Operations  
T54 Decimal Operations  
T54 Ratios, Proportions, and Percents

## » Algebra

T55 Patterns and Relationships  
T55 Number Sentences, Equations  
and Inequalities

## » Geometry

T56 Time and Temperature  
T56 Length, Perimeter, Area  
T57 Weight/Mass  
T57 Capacity/Volume  
T57 Converting Units  
T57 Plane and Solid Figures  
T58 Angles  
T58 Symmetry, Congruence,  
and Transformations  
T58 Number Lines and Grids

## » Statistics, Data Analysis, and Probability

T59 Graphs  
T59 Data Collection and Analysis  
T59 Probability

## » Problem Solving

T60 Problem-Solving Skills and Strategies  
T60 Reasoning, Communication,  
Connections  
T61 Representation

For each row in the scope and sequence chart, sample page references are given. For complete references, see the index in this book beginning on page T75.







# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Whole Number Concepts</b>								
One-to-one correspondence								
Relating sets of objects to numerals								
Using ordinal numbers for position								
Counting, reading, writing, renaming								
Numbers to 30								
Numbers to 100								4-7
Numbers to 1,000								4-7
Numbers to 1,000,000								4-7
Numbers in millions								8-9
Billions and trillions								
Concrete/pictorial and number-line models								278-283
Comparing and ordering								10-13, 14-15, 338-341
Forms of numbers (standard form, expanded form)								4
Place value								270-271
Place-value relationships and patterns								270-271, 284-285
Skip counting								60-61, 68-69
Rounding								24-27, 292-295
<b>Money</b>								
Counting and showing amounts								
Penny, nickel, dime								
Quarter, half-dollar, dollar								
Value of collection of coins								
Comparing amounts								272-273
Making change								272-273
Using dollar sign and decimal point								272-273
Rounding to nearest dollar								292-295
<b>Fraction Concepts</b>								
Showing concrete/pictorial models for part of a whole								224-227, 278-283
Describing part of a whole or set								224-227
Reading and writing fractions								228-229, 242-245
Rounding/estimating								384-385
Comparing and ordering using models								278-283, 284-285
Comparing using common denominators								224, 252-253
Models for equivalent fractions								230-232
Lowest terms/simplest form								234-235
Mixed numbers, fractions greater than 1								236-239
Fractions on a number line								278-283
Related to decimals								276-277
Rational numbers								

Introduce ☐ Develop ☐ Master and Apply ☐



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Whole Number Concepts</b>								
One-to-one correspondence								
Relating sets of objects to numerals								
Using ordinal numbers for position								
Counting, reading, writing, renaming								
Numbers to 30								
Numbers to 100								
Numbers to 1,000								4-8, 34-35, 100-101, 251
Numbers to 1,000,000								4-8, 34-35, 64-65, 100-101, 251
Numbers in millions								4-8, 34-35, 64-65
Billions and trillions								4-8
Concrete/pictorial and number-line models								52-53, 62-87, 90, 128-129, 342-349
Comparing and ordering								6-8, 344-345
Forms of numbers (standard form, expanded form)								4-5, 66-67, 78-79
Place value								4-8
Place-value relationships and patterns								6-8, 14-16, 136-137
Skip counting								14-16, 114-116, 217
Rounding								30-31, 63
<b>Money</b>								
Counting and showing amounts								
Penny, nickel, dime								
Quarter, half-dollar, dollar								
Value of collection of coins								
Comparing amounts								8, 11
Making change								9, 16
Using dollar sign and decimal point								16, 26, 31-32, 38-41, 130-141
Rounding to nearest dollar								30-31, 63
<b>Fraction Concepts</b>								
Showing concrete/pictorial models for part of a whole								426-428
Describing part of a whole or set								214-235
Reading and writing fractions								214-221
Rounding/estimating								238
Comparing and ordering using models								218-219, 236-237
Comparing using common denominators								224-225
Models for equivalent fractions								222-228
Lowest terms/simplest form								226-228, 248-251
Mixed numbers, fractions greater than 1								220-221, 224-225, 258-263, 284-289
Fractions on a number line								218-219, 236
Related to decimals								230-237
Rational numbers								

Introduce  Develop  Master and Apply 



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade K Pages
<b>Whole Number Concepts</b>								
One-to-one correspondence								23-24, 23-30, 39-44, 59-66, 69-76 ...
Relating sets of objects to numerals								23-24, 23-32, 39-48, 59-68, 69-78 ...
Using ordinal numbers for position								51-52, 97-98
Counting, reading, writing, renaming								
Numbers to 30								21-22, 31-32, 47-48, 67-68, 77-78 ...
Numbers to 100								
Numbers to 1,000								
Numbers to 1,000,000								
Numbers in millions								
Billions and trillions								
Concrete/pictorial and number-line models								23-30, 59-66, 69-76, 81-82, 181-182
Comparing and ordering								49-50, 107-108
Forms of numbers (standard form, expanded form)								21-22, 31-32, 47-48, 67-68, 77-78 ...
Place value								
Place-value relationships and patterns								
Skip counting								181-182
Rounding								
<b>Money</b>								
Counting and showing amounts								
Penny, nickel, dime								
Quarter, half-dollar, dollar								
Value of collection of coins								
Comparing amounts								
Making change								
Using dollar sign and decimal point								
Rounding to nearest dollar								
<b>Fraction Concepts</b>								
Showing concrete/pictorial models for part of a whole								
Describing part of a whole or set								
Reading and writing fractions								
Rounding/estimating								
Comparing and ordering using models								
Comparing using common denominators								
Models for equivalent fractions								
Lowest terms/simplest form								
Mixed numbers, fractions greater than 1								
Fractions on a number line								
Related to decimals								
Rational numbers								

Introduce

Develop

Master and Apply



NUMBER SENSE

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Whole Number Concepts</b>								
One-to-one correspondence								99-106
Relating sets of objects to numerals								103-106
Using ordinal numbers for position								
Counting, reading, writing, renaming								
Numbers to 30								103-110
Numbers to 100								103-110
Numbers to 1,000								415-422
Numbers to 1,000,000								
Numbers in millions								
Billions and trillions								
Concrete/pictorial and number-line models								99-106, 111-114, 415-422
Comparing and ordering								111-126, 427-438
Forms of numbers (standard form, expanded form)								415-418
Place value								115-130, 419-422
Place-value relationships and patterns								115-134, 419-426, 431-441
Skip counting								127-130
Rounding								215-222
<b>Money</b>								
Counting and showing amounts								
Penny, nickel, dime								447-450
Quarter, half-dollar, dollar								451-454, 463-470
Value of collection of coins								447-458, 463-466
Comparing amounts								459-466
Making change								
Using dollar sign and decimal point								463-470
Rounding to nearest dollar								
<b>Fraction Concepts</b>								
Showing concrete/pictorial models for part of a whole								323-326
Describing part of a whole or set								327-338
Reading and writing fractions								327-338
Rounding/estimating								
Comparing and ordering using models								
Comparing using common denominators								
Models for equivalent fractions								
Lowest terms/simplest form								
Mixed numbers, fractions greater than 1								
Fractions on a number line								
Related to decimals								
Rational numbers								

Introduce Develop Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Decimal Concepts</b>								
Meaning								
Decimal notation for money								
Concrete/pictorial models								
Tenths and hundredths								
Thousandths								
Equivalent decimals and place value								
Fractions as decimals								
Related to measurement (metric system)								
Decimals on a number line								
Comparing and ordering								
Compatible numbers								
Rounding								
<b>Integer Concepts and Operations</b>								
Meaning								
Comparing and ordering								
Adding and subtracting								
Multiplying and dividing								
Ordered pairs								
Equations with integers								
Integer patterns								
<b>Estimation and Mental Math Strategies</b>								
Deciding when to estimate								375–378
Rounding to nearest 10								
Rounding to nearest 100								
Rounding to nearest 1,000								
Substituting compatible numbers								
Determining reasonableness of results								
Counting on or back								567–590
Using 10s or 100s to add or subtract								563–570, 575–578, 583–590
Breaking apart numbers								331–334
Using patterns to multiply by 10 or 100								
Using multiplication and division patterns								
Using the distributive property								

Introduce

Develop

Master and Apply



	K	1	2	3	4	5	6	Grade 4 Pages
<b>Number Concepts</b>								
Meaning								270-275
Decimal notation for money								270-275
Concrete/pictorial models								280-283
Tenths and hundredths								276-277
Thousandths								
Equivalent decimals and place value								296-297, 302-304
Fractions as decimals								276-277
Related to measurement (metric system)								
Decimals on a number line								280-283
Comparing and ordering								280-283, 284-285
Compatible numbers								138
Rounding								292-295
<b>Integer Concepts and Operations</b>								
Meaning								336-337
Comparing and ordering								338-341
Adding and subtracting								
Multiplying and dividing								
Ordered pairs								
Equations with integers								
Integer patterns								
<b>Estimation and Mental Math Strategies</b>								
Deciding when to estimate								32-33, 94-95, 160-161
Rounding to nearest 10								94-95
Rounding to nearest 100								94-95
Rounding to nearest 1,000								94-95, 138-139
Substituting compatible numbers								138
Determining reasonableness of results								108-111
Counting on or back								28
Using 10s or 100s to add or subtract								32-33, 42-43
Breaking apart numbers								28, 51
Using patterns to multiply by 10 or 100								90-91, 144-145
Using multiplication and division patterns								60-61, 68-69, 422-423
Using the distributive property								82

Introduce



Develop






Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Decimal Concepts</b>								
Meaning								10-11
Decimal notation for money								16, 38-41, 136-141
Concrete/pictorial models								230-235, 388-391
Tenths and hundredths								14-16, 230-235
Thousandths								234-235
Equivalent decimals and place value								10-16, 28-29, 136-137
Fractions as decimals								230-237
Related to measurement (metric system)								
Decimals on a number line								10-11, 236-237
Comparing and ordering								10-11, 236-237
Compatible numbers								25, 31, 140-141
Rounding								28-32, 142-147, 160-161
<b>Integer Concepts and Operations</b>								
Meaning								342-343
Comparing and ordering								342-347, 353
Adding and subtracting								348-355, 373, 410-411
Multiplying and dividing								
Ordered pairs								402-411
Equations with integers								252, 354-355
Integer patterns								
<b>Estimation and Mental Math Strategies</b>								
Deciding when to estimate								30, 64-65, 80-81, 140
Rounding to nearest 10								28-32
Rounding to nearest 100								28-32
Rounding to nearest 1,000								28-32
Substituting compatible numbers								24-25, 30-32, 54-55, 80-101, 140-141
Determining reasonableness of results								38-44, 60-65, 80, 146-147, 157, 432
Counting on or back								
Using 10s or 100s to add or subtract								
Breaking apart numbers								122-123
Using patterns to multiply by 10 or 100								136-137
Using multiplication and division patterns								154-155
Using the distributive property								122-123, 197

Introduce  Develop  Master and Apply 



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade K Pages
<b>Decimal Concepts</b>								
Meaning								
Decimal notation for money								
Concrete/pictorial models								
Tenths and hundredths								
Thousandths								
Equivalent decimals and place value								
Fractions as decimals								
Related to measurement (metric system)								
Decimals on a number line								
Comparing and ordering								
Compatible numbers								
Rounding								
<b>Integer Concepts and Operations</b>								
Meaning								
Comparing and ordering								
Adding and subtracting								
Multiplying and dividing								
Ordered pairs								
Equations with integers								
Integer patterns								
<b>Estimation and Mental Math Strategies</b>								
Deciding when to estimate								177–180
Rounding to nearest 10								
Rounding to nearest 100								
Rounding to nearest 1,000								
Substituting compatible numbers								
Determining reasonableness of results								
Counting on or back								80–81
Using 10s or 100s to add or subtract								
Breaking apart numbers								
Using patterns to multiply by 10 or 100								
Using multiplication and division patterns								
Using the distributive property								

Introduce

Develop

Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Decimal Concepts</b>								
Meaning								
Decimal notation for money								463-470
Concrete/pictorial models								
Tenths and hundredths								
Thousandths								
Equivalent decimals and place value								
Fractions as decimals								
Related to measurement (metric system)								
Decimals on a number line								
Comparing and ordering								
Compatible numbers								
Rounding								
<b>Integer Concepts and Operations</b>								
Meaning								
Comparing and ordering								
Adding and subtracting								
Multiplying and dividing								
Ordered pairs								
Equations with integers								
Integer patterns								
<b>Estimation and Mental Math Strategies</b>								
Deciding when to estimate								219-226
Rounding to nearest 10								215-218, 223-226
Rounding to nearest 100								
Rounding to nearest 1,000								
Substituting compatible numbers								
Determining reasonableness of results								
Counting on or back								35-38
Using 10s or 100s to add or subtract								55-62, 167-170, 191-194
Breaking apart numbers								87-90, 195-198
Using patterns to multiply by 10 or 100								
Using multiplication and division patterns								
Using the distributive property								

Introduce

Develop

Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Whole-Number Addition</b>								
Addition stories/meanings								51-78
Related to subtraction								107-110, 423-438
Basic facts and fact strategies								51-62, 127-130, 135-138, 143-162 ...
Fact families								427-430
Properties								71-74, 411-414
Using concrete/pictorial models								51-78, 127-130, 143-162, 387-398
Addition number sentences								63-70, 143-166, 389-398, 423-434 ...
Adding on 100 chart								567-574
Adding 2-digit numbers								563-582
Adding numbers up to 3 digits								
Adding numbers with 4 or more digits								
Adding money								527-530
Three or more addends								411-414
Choosing whether to add or subtract								415-418, 439-442
Addition expressions and equations								
Estimation and mental math								375-378
Problem solving								75-78, 135-138, 163-166, 415-418 ...
<b>Whole-Number Subtraction</b>								
Subtraction stories/meanings								83-106, 111-114
Related to addition								107-110, 175-186, 423-438
Basic facts and fact strategies								83-94, 131-134, 171-186, 423-438
Properties								427-434
Using concrete/pictorial models								83-114, 131-134, 423-434 ...
Subtraction number sentences								95-114, 175-190, 423-442 ...
Subtracting on 100 chart								583-586
Subtracting 2-digit numbers								
Subtracting 3-digit numbers								
Subtracting 4-digit numbers								
Subtracting money								
Choosing whether to add or subtract								415-418, 439-442
Subtraction expressions and equations								
Inverse operations								
Estimation and mental math								375-378
Problem solving								111-114, 135-138, 187-190 ...

Introduce

Develop

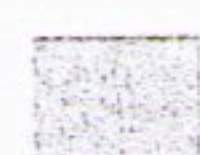
Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Whole-Number Addition</b>								
Addition stories/meanings								28-43, 296-299
Related to subtraction								28-43, 298
Basic facts and fact strategies								28-43
Fact families								75
Properties								28-43
Using concrete/pictorial models								44-47, 260-262, 342-343
Addition number sentences								44-47
Adding on 100 chart								
Adding 2-digit numbers								28-43
Adding numbers up to 3 digits								28-43
Adding numbers with 4 or more digits								28-43
Adding money								28-43, 296-308
Three or more addends								124-125
Choosing whether to add or subtract								28-43
Addition expressions and equations								122-125, 320-321, 420-421
Estimation and mental math								32-33, 296-297
Problem solving								34-35, 44-45
<b>Whole-Number Subtraction</b>								
Subtraction stories/meanings								28-43
Related to addition								28-43, 298
Basic facts and fact strategies								28-43
Properties								28-43
Using concrete/pictorial models								44-47, 342-343
Subtraction number sentences								44-47
Subtracting on 100 chart								
Subtracting 2-digit numbers								28-43
Subtracting 3-digit numbers								28-43
Subtracting 4-digit numbers								28-43
Subtracting money								28-43
Choosing whether to add or subtract								28-43, 296-308
Subtraction expressions and equations								122-125, 320-321, 420-421
Inverse operations								41, 74
Estimation and mental math								32-33
Problem solving								34-35, 44-47

Introduce



Develop



Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Addition</b>								
Addition stories/meanings								42-44, 68-70, 128-129, 164-166
Related to subtraction								34-35, 364-365
Basic facts and fact strategies								24-25
Fact families								
Properties								24-25, 197, 364-365
Using concrete/pictorial models								364-365, 376-377
Addition number sentences								24-26, 164-165, 324-325
Adding on 100 chart								
Adding 2-digit numbers								30-33
Adding numbers up to 3 digits								30-36
Adding numbers with 4 or more digits								30-36
Adding money								156-157
Three or more addends								164
Choosing whether to add or subtract								42-44
Addition expressions and equations								102-104, 114-126, 197, 364-365...
Estimation and mental math								24-26, 63
Problem solving								42-44, 102-104, 356-357, 370-372
<b>Subtraction</b>								
Subtraction stories/meanings								42-44, 128-129, 156-157, 376-378
Related to addition								34-35, 364-365
Basic facts and fact strategies								30-33
Properties								364-365
Using concrete/pictorial models								364-365, 376-377
Subtraction number sentences								24-26
Subtracting on 100 chart								
Subtracting 2-digit numbers								30-33
Subtracting 3-digit numbers								30-33
Subtracting 4-digit numbers								30-36
Subtracting money								156-157
Choosing whether to add or subtract								42-44
Subtraction expressions and equations								118-120, 124-126, 364-365, 371-378
Inverse operations								34-35, 364-365
Estimation and mental math								30-33, 251
Problem solving								42-44, 128-129, 370-372, 376-377

Introduce ☐ Develop ☐ Master and Apply ☐



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade K Pages
<b>Whole-Number Addition</b>								
Addition stories/meanings								115–126
Related to subtraction								
Basic facts and fact strategies								115–126
Fact families								
Properties								
Using concrete/pictorial models								115–126
Addition number sentences								121–124
Adding on 100 chart								
Adding 2-digit numbers								
Adding numbers up to 3 digits								
Adding numbers with 4 or more digits								
Adding money								
Three or more addends								
Choosing whether to add or subtract								
Addition expressions and equations								
Estimation and mental math								177–178
Problem solving								127–128
<b>Whole-Number Subtraction</b>								
Subtraction stories/meanings								133–144
Related to addition								
Basic facts and fact strategies								133–144
Properties								
Using concrete/pictorial models								133–144
Subtraction number sentences								133–144
Subtracting on 100 chart								
Subtracting 2-digit numbers								
Subtracting 3-digit numbers								
Subtracting 4-digit numbers								
Subtracting money								
Choosing whether to add or subtract								
Subtraction expressions and equations								
Inverse operations								
Estimation and mental math								179–180
Problem solving								145–146

 Introduce
  Develop
  Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Whole-Number Addition</b>								
Addition stories/meanings								7–10
Related to subtraction								23–26, 75–90, 203–206, 279–282
Basic facts and fact strategies								35–46, 51–62
Fact families								23–26, 75–90
Properties								47–50
Using concrete/pictorial models								3–6, 15–18, 123–25, 235–242
Addition number sentences								3–6, 63–66, 87–90, 255–258
Adding on 100 chart								179–182
Adding 2-digit numbers								167–178, 243–246, 251–254
Adding numbers up to 3 digits								487–490
Adding numbers with 4 or more digits								
Adding money								219–222
Three or more addends								51–54
Choosing whether to add or subtract								27–29
Addition expressions and equations								3–10, 35–50, 167–182
Estimation and mental math								167–178, 483–486
Problem solving								27–29, 63–66, 91–94, 255–258
<b>Whole-Number Subtraction</b>								
Subtraction stories/meanings								15–22
Related to addition								23–26, 75–90, 203–206, 279–282
Basic facts and fact strategies								234–26, 71–90
Properties								71–74
Using concrete/pictorial models								11–18, 23–26, 263–270, 275–278
Subtraction number sentences								11–14, 71–90, 191–194, 199–206
Subtracting on 100 chart								199–202
Subtracting 2-digit numbers								191–206
Subtracting 3-digit numbers								507–510
Subtracting 4-digit numbers								
Subtracting money								223–226
Choosing whether to add or subtract								27–29, 91–94
Subtraction expressions and equations								11–14, 71–90, 191–194, 199–206
Inverse operations								283–286
Estimation and mental math								191–206, 223–226
Problem solving								27–29, 91–94, 287–290

Introduce
Develop
Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Whole-Number Multiplication</b>								
Multiplication stories/meanings								
Related to joining equal groups								
Related to addition or skip counting								
Related to arrays or area models								
Related to comparison ("times as many")								
Basic facts and fact strategies								
Fact families								
Multiplication table (fact table)								
Three factors								
Properties								
Using concrete/pictorial models								
Multiplication number sentences								
By a 1-digit number								
By a 2-digit number								
Multiplying money								
By 10 and 100								
By multiples of 10 and 100								
Partial products								
By a multi-digit number								
Multiplication expressions and equations								
Missing factors								
Common factors								
Greatest Common Factor (GCF)								
Least Common Multiple (LCM)								
Prime and composite numbers								
Estimation and mental math								
Problem solving								

Introduce Develop Master and Apply



	K	1	2	3	4	5	6	Grade 4 Pages
Multiplication								
Multiplication stories/meanings								56-59
Related to joining equal groups								56-59
Related to addition or skip counting								60-61, 68
Related to arrays or area models								60, 140-143
Related to comparison ("times as many")								60-61, 68-69, 92-93
Basic facts and fact strategies								60-61
Fact families								60-61
Multiplication table (fact table)								60
Three factors								64-67
Properties								62-63
Using concrete/pictorial models								90-105
Multiplication number sentences								90-105, 108-111
By a 1-digit number								100-107
By a 2-digit number								96-99, 140-143
Multiplying money								306-307
By 10 and 100								90-91, 144-145
By multiples of 10 and 100								90-95, 144-145
Partial products								97, 101, 140
By a multi-digit number								96-99, 140-143
Multiplication expressions and equations								60-61, 68-69, 322-323, 422-423
Missing factors								34-35, 64-67
Common factors								64-67
Greatest Common Factor (GCF)								
Least Common Multiple (LCM)								
Prime and composite numbers								180-181
Estimation and mental math								94-95, 138-139
Problem solving								108-111

Introduce  Develop  Master and Apply



	K	1	2	3	4	5	6	Grade 5 Pages
Multiplication and Division								
Multiplication stories/meanings								68-70, 128-129, 156-157, 204-205
Related to joining equal groups								54-58, 64-65
Related to addition or skip counting								68-69, 370-375
Related to arrays or area models								52-53, 122-123, 194-195, 206-207
Related to comparison ("times as many")								128-129
Basic facts and fact strategies								194-207
Fact families								
Multiplication table (fact table)								
Three factors								52-53, 66-67, 330-332
Properties								52-53, 122-123, 197, 366-367
Using concrete/pictorial models								52-53, 68-69, 128-129
Multiplication number sentences								52-53, 61, 68-69, 324-325
By a 1-digit number								52-58, 166-169, 194-207
By a 2-digit number								54-65
Multiplying money								54-55, 60-61, 156-157
By 10 and 100								54-55, 64
By multiples of 10 and 100								54-55, 64-65
Partial products								56-62
By a multi-digit number								54-65
Multiplication expressions and equations								118-126, 165-166, 197, 366-378
Missing factors								52-53, 122-123, 366-367, 374-378
Common factors								204-207
Greatest Common Factor (GCF)								204-207, 226-228, 272-275
Least Common Multiple (LCM)								
Prime and composite numbers								66-67, 194-207
Estimation and mental math								54-55, 64-65, 251
Problem solving								68-70, 146-147, 166-167, 356-357

Introduce  Develop  Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade K Pages
<b>Whole-Number Multiplication</b>								
Multiplication stories/meanings								
Related to joining equal groups								
Related to addition or skip counting								
Related to arrays or area models								
Related to comparison ("times as many")								
Basic facts and fact strategies								
Fact families								
Multiplication table (fact table)								
Three factors								
Properties								
Using concrete/pictorial models								
Multiplication number sentences								
By a 1-digit number								
By a 2-digit number								
Multiplying money								
By 10 and 100								
By multiples of 10 and 100								
Partial products								
By a multi-digit number								
Multiplication expressions and equations								
Missing factors								
Common factors								
Greatest Common Factor (GCF)								
Least Common Multiple (LCM)								
Prime and composite numbers								
Estimation and mental math								
Problem solving								

 Introduce
  Develop
  Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Whole-Number Multiplication</b>								
Multiplication stories/meanings								519-522, 527-530, 539-542
Related to joining equal groups								519-522, 531-534
Related to addition or skip counting								519-522
Related to arrays or area models								523-526
Related to comparison ("times as many")								
Basic facts and fact strategies								547-548
Fact families								579-590
Multiplication table (fact table)								
Three factors								
Properties								
Using concrete/pictorial models								535-538
Multiplication number sentences								519-538
By a 1-digit number								519-538
By a 2-digit number								
Multiplying money								
By 10 and 100								519-538
By multiples of 10 and 100								
Partial products								
By a multi-digit number								
Multiplication expressions and equations								
Missing factors								
Common factors								
Greatest Common Factor (GCF)								
Least Common Multiple (LCM)								
Prime and composite numbers								
Estimation and mental math								
Problem solving								539-542

Introduce

Develop

Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Whole-Number Division</b>								
Division stories/meanings								
Related to subtraction								
Related to making equal groups								
Basic facts: 2, 5, and 10 as divisors								
Basic facts: other divisors								
Fact families								
1 and 0 in division								
Using concrete/pictorial models								
Division number sentences								
2-digit dividends								
By a 1-digit divisor								
Dividing money								
By multiples of 10 and 100								
By a 2-digit divisor								
3-digit dividends								
Interpreting remainders								
Division expressions and equations								
Estimation and mental math								
Problem solving								
<b>Fraction Operations</b>								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting, like denominators								
Adding and subtracting, unlike denominators								
Adding and subtracting mixed numbers								
Finding a fraction of a whole number								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing fractions								
Multiplying and dividing mixed numbers								
Least common denominators								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								

Introduce

Develop

Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Whole Number Division</b>								
Division stories/meanings								70-73
Related to subtraction								70-73
Related to making equal groups								158-163, 182-185
Basic facts: 2, 5, and 10 as divisors								164-177
Basic facts: other divisors								164-177
Fact families								82
1 and 0 in division								76-77, 176-177
Using concrete/pictorial models								164-167
Division number sentences								182-185
2-digit dividends								70-71, 168-171
By a 1-digit divisor								164-177
Dividing money								168-171
By multiples of 10 and 100								78-79
By a 2-digit divisor								
3-digit dividends								206-207
Interpreting remainders								162-163
Division expressions and equations								322-323, 422-423
Estimation and mental math								158-159, 160-161
Problem solving								80-83, 260-262, 342-343
<b>Fraction Operations</b>								
Adding and subtracting with concrete/pictorial models								252-255
Adding and subtracting, like denominators								252-255
Adding and subtracting, unlike denominators								256-259
Adding and subtracting mixed numbers								
Finding a fraction of a whole number								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing fractions								
Multiplying and dividing mixed numbers								
Least common denominators								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								

Introduce



Develop



Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Whole-Number Division</b>								
Division stories/meanings								102-104, 128-129, 156-157, 376-378
Related to subtraction								
Related to making equal groups								78-104
Basic facts: 2, 5, and 10 as divisors								78-81, 194-205
Basic facts: other divisors								78-81
Fact families								
1 and 0 in division								78-81, 90-91
Using concrete/pictorial models								62-87, 90-91, 128-129, 366-367
Division number sentences								78-79
2-digit dividends								78-89
By a 1-digit divisor								82-91, 194-205
Dividing money								80-83, 100-103, 156-157
By multiples of 10 and 100								78-81
By a 2-digit divisor								78-81, 92-104
3-digit dividends								82-87, 90-104
Interpreting remainders								92-98
Division expressions and equations								102-104, 124-126, 165-166 ...
Estimation and mental math								80-101, 124-126
Problem solving								102-104, 164-166, 356-357, 376-377
<b>Fraction Operations</b>								
Adding and subtracting with concrete/pictorial models								248-251, 254-261
Adding and subtracting, like denominators								248-251, 262-263
Adding and subtracting, unlike denominators								254-261
Adding and subtracting mixed numbers								258-263
Finding a fraction of a whole number								218-219, 270-271
Multiplying and dividing with concrete/pictorial models								270-273, 276-279
Multiplying and dividing fractions								270-289
Multiplying and dividing mixed numbers								284-289
Least common denominators								254-261
Expressions/sentences/equations								248-250, 258-261, 273-280, 284-289
Estimation and mental math								238-239, 271-272
Problem solving								238-239, 262-263, 288-289, 356-357

Introduce  Develop  Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade K Pages
<b>Whole-Number Division</b>								
Division stories/meanings								
Related to subtraction								
Related to making equal groups								
Basic facts: 2, 5, and 10 as divisors								
Basic facts: other divisors								
Fact families								
1 and 0 in division								
Using concrete/pictorial models								
Division number sentences								
2-digit dividends								
By a 1-digit divisor								
Dividing money								
By multiples of 10 and 100								
By a 2-digit divisor								
3-digit dividends								
Interpreting remainders								
Division expressions and equations								
Estimation and mental math								
Problem solving								
<b>Fraction Operations</b>								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting, like denominators								
Adding and subtracting, unlike denominators								
Adding and subtracting mixed numbers								
Finding a fraction of a whole number								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing fractions								
Multiplying and dividing mixed numbers								
Least common denominators								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Whole-Number Division</b>								
Division stories/meanings								567-578
Related to subtraction								571-574
Related to making equal groups								567-570
Basic facts: 2, 5, and 10 as divisors								583-590
Basic facts: other divisors								
Fact families								579-590
1 and 0 in division								
Using concrete/pictorial models								567-578
Division number sentences								567-578
2-digit dividends								
By a 1-digit divisor								
Dividing money								
By multiples of 10 and 100								
By a 2-digit divisor								
3-digit dividends								
Interpreting remainders								591-594
Division expressions and equations								
Estimation and mental math								
Problem solving								
<b>Fraction Operations</b>								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting, like denominators								
Adding and subtracting, unlike denominators								
Adding and subtracting mixed numbers								
Finding a fraction of a whole number								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing fractions								
Multiplying and dividing mixed numbers								
Least common denominators								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								

Introduce    Develop    Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Decimal Operations</b>								
Adding and subtracting money								
Multiplying and dividing money								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting decimals								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing decimals								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								
<b>Ratios, Proportions, and Percents</b>								
Meanings of ratios								
Meanings of percents								
Relating fractions, decimals, percents								
Finding percent of a number								
Finding percents less than 1 or greater than 100								
Rates and unit rates								
Proportions								
Similar figures and scale drawings								
Distance, rate, time								
Estimating percents								
Tip, taxes, discounts, and interest								

Introduce

Develop

Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Number Operations</b>								
Adding and subtracting money								296-297, 298-308
Multiplying and dividing money								306-308
Adding and subtracting with concrete/pictorial models								298-301
Adding and subtracting decimals								296-297, 298-308
Multiplying and dividing with concrete/pictorial models								306-309
Multiplying and dividing decimals								306-309
Expressions/sentences/equations								284-285, 298-301
Estimation and mental math								296-297, 302-304
Problem solving								310-311
<b>Ratios, Proportions, and Percents</b>								
Meanings of ratios								
Meanings of percents								
Relating fractions, decimals, percents								
Finding percent of a number								
Finding percents less than 1 or greater than 100								
Rates and unit rates								
Proportions								
Similar figures and scale drawings								
Distance, rate, time								
Estimating percents								
Tip, taxes, discounts, and interest								

Introduce  Develop  Master and Apply



	K	1	2	3	4	5	6	Grade 5 Pages
<b>Whole Numbers</b>								
Adding and subtracting money								38-41, 68-69
Multiplying and dividing money								68-69, 139-147, 155-158, 160-163
Adding and subtracting with concrete/pictorial models								
Adding and subtracting decimals								38-41
Multiplying and dividing with concrete/pictorial models								142-143
Multiplying and dividing decimals								136-137, 154-158, 160-166
Expressions/sentences/equations								158
Estimation and mental math								28-32, 140-141, 146-147, 160-161
Problem solving								14-16, 68-70, 146-147, 164-166
<b>Fractions, Decimals, and Percents</b>								
Meanings of ratios								386-387
Meanings of percents								388-391
Relating fractions, decimals, percents								388-395, 426-428
Finding percent of a number								392-395
Finding percents less than 1 or greater than 100								
Rates and unit rates								
Proportions								
Similar figures and scale drawings								
Distance, rate, time								
Estimating percents								
Tip, taxes, discounts, and interest								

Introduce  Develop  Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade K Pages
<b>Decimal Operations</b>								
Adding and subtracting money								
Multiplying and dividing money								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting decimals								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing decimals								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								
<b>Ratios, Proportions, and Percents</b>								
Meanings of ratios								
Meanings of percents								
Relating fractions, decimals, percents								
Finding percent of a number								
Finding percents less than 1 or greater than 100								
Rates and unit rates								
Proportions								
Similar figures and scale drawings								
Distance, rate, time								
Estimating percents								
Tip, taxes, discounts, and interest								

Introduce

Develop

Master and Apply



# NUMBER SENSE

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Decimal Operations</b>								
Adding and subtracting money								
Multiplying and dividing money								
Adding and subtracting with concrete/pictorial models								
Adding and subtracting decimals								
Multiplying and dividing with concrete/pictorial models								
Multiplying and dividing decimals								
Expressions/sentences/equations								
Estimation and mental math								
Problem solving								
<b>Ratios, Proportions, and Percents</b>								
Meanings of ratios								
Meanings of percents								
Relating fractions, decimals, percents								
Finding percent of a number								
Finding percents less than 1 or greater than 100								
Rates and unit rates								
Proportions								
Similar figures and scale drawings								
Distance, rate, time								
Estimating percents								
Tip, taxes, discounts, and interest								

Introduce

Develop

Master and Apply



# ALGEBRA AND FUNCTIONS

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Patterns and Relationships</b>								
Sorting and classifying objects								215–218
Patterns with objects/geometric figures								15–22, 127–134, 235–246
Skip counting								287–290, 299–306, 311–314
Repeating patterns								235–250
Patterns in place value								319–334, 339–342, 347–358 ...
Number patterns/sequences								287–314
Describing patterns in lists, tables, charts, and diagrams								291–302, 307–314, 355–358 ...
Making generalizations and predictions								239–250
Writing/evaluating numerical expressions								163–166, 187–190, 415–418 ...
Writing/evaluating expressions with parentheses								
Evaluating expressions with variables by substitution								
Writing number pairs for a situation								311–314
Identifying and extending patterns in a table								
Writing equations for number pair patterns								
Addition properties								71–74, 411–414
Multiplication properties								
Distributive property								
Patterns in related addition and subtraction sentences								
Patterns in related multiplication and division sentences								
Ordered pairs								
Graphing functions								
Prime and composite numbers								
<b>Number Sentences, Equations and Inequalities</b>								
Modeling problem situations with objects								67–70, 75–80, 99–106
Completing number sentences								63–74, 95–114, 143–150, 163–167 ...
Writing number stories for number sentences								
Finding missing addends, subtrahends, minuends								
Finding missing factors								
Equations that use letters as variables								
Expressing relationships using equations								
Expressing relationships using inequalities								
Solving equations using tables, graphs, and models								
Solving one-step equations								
Solving two-step equations								
Graphing linear equations								
Solving problems using formulas								

 Introduce
  Develop
  Master and Apply



# ALGEBRA AND FUNCTIONS

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Patterns and Relationships</b>								
Sorting and classifying objects								
Patterns with objects/geometric figures								60–61, 68
Skip counting								98–99
Repeating patterns								367
Patterns in place value								118–119
Number patterns/sequences								16–17, 284–285, 372–374, 430–431
Describing patterns in lists, tables, charts, and diagrams								126–128
Making generalizations and predictions								44–45, 82–83, 242–244
Writing/evaluating numerical expressions								60–61, 68
Writing/evaluating expressions with parentheses								60–61, 68
Evaluating expressions with variables by substitution								
Writing number pairs for a situation								402–409
Identifying and extending patterns in a table								98–99, 284–285, 372–374
Writing equations for number pair patterns								402–409
Addition properties								28–43
Multiplication properties								62–63
Distributive property								62–63
Patterns in related addition and subtraction sentences								44–47
Patterns in related multiplication and division sentences								74–75
Ordered pairs								402–409
Graphing functions								424–428
Prime and composite numbers								180–181
<b>Number Sentences, Equations and Inequalities</b>								
Modeling problem situations with objects								44–47
Completing number sentences								44–47
Writing number stories for number sentences								34–35
Finding missing addends, subtrahends, minuends								64–67
Finding missing factors								118–121, 320–326, 426–428
Equations that use letters as variables								320–321, 420–421
Expressing relationships using equations								44–47
Expressing relationships using inequalities								
Solving equations using tables, graphs, and models								420–421
Solving one-step equations								418–428
Solving two-step equations								
Graphing linear equations								424–428
Solving problems using formulas								418–419

Introduce
 
 Develop
 
 Master and Apply



# ALGEBRA AND FUNCTIONS

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Patterns and Relationships</b>								
Sorting and classifying objects								
Patterns with objects/geometric figures								126, 187, 234-235, 262-263, 370-371
Skip counting								14-16, 114-116, 217
Repeating patterns								187, 262-263
Patterns in place value								14-16, 33, 159, 217, 262-263...
Number patterns/sequences								14-16, 33, 159, 217, 262-263...
Describing patterns in lists, tables, charts, and diagrams								14-16, 33, 262-263, 370-375, 404
Making generalizations and predictions								322-323, 334-335
Writing/evaluating numerical expressions								89, 124-126
Writing/evaluating expressions with parentheses								118-126
Evaluating expressions with variables by substitution								114-126, 354-355, 379
Writing number pairs for a situation								159, 217
Identifying and extending patterns in a table								159, 217, 370-375, 394-395, 442-443
Writing equations for number pair patterns								370-375, 410-411
Addition properties								24-25, 197, 364-365
Multiplication properties								52-53, 122-123, 197, 366-367
Distributive property								122-123, 197
Patterns in related addition and subtraction sentences								
Patterns in related multiplication and division sentences								159, 217
Ordered pairs								402-411
Graphing functions								410-411
Prime and composite numbers								66-67, 194-207
<b>Number Sentences, Equations and Inequalities</b>								
Modeling problem situations with objects								128-129, 334-335
Completing number sentences								42-43, 52-53, 121-123, 258-261
Writing number stories for number sentences								103, 197
Finding missing addends, subtrahends, minuends								42-44, 122-123, 364-365, 370-378
Finding missing factors								52-53, 122-123, 366-367, 374-378
Equations that use letters as variables								71, 112-129, 197, 354-355, 364-379
Expressing relationships using equations								114-121, 364-375
Expressing relationships using inequalities								7-8, 12-13, 121
Solving equations using tables, graphs, and models								410-411
Solving one-step equations								42-44, 102-104, 288-289, 364-367
Solving two-step equations								
Graphing linear equations								410-411
Solving problems using formulas								300-302, 304-309, 324-325, 328-332

Introduce  Develop  Master and Apply 



# ALGEBRA AND FUNCTIONS

	K	1	2	3	4	5	6	Grade K Pages
<b>Patterns and Relationships</b>								
Sorting and classifying objects								3-14
Patterns with objects/geometric figures								189-192, 195-200
Skip counting								181-182
Repeating patterns								161-162, 187-200, 285-286
Patterns in place value								
Number patterns/sequences								49-50, 107-108, 161-162, 181-182 ...
Describing patterns in lists, tables, charts, and diagrams								
Making generalizations and predictions								
Writing/evaluating numerical expressions								
Writing/evaluating expressions with parentheses								
Evaluating expressions with variables by substitution								
Writing number pairs for a situation								
Identifying and extending patterns in a table								
Writing equations for number pair patterns								
Addition properties								
Multiplication properties								
Distributive property								
Patterns in related addition and subtraction sentences								
Patterns in related multiplication and division sentences								
Ordered pairs								
Graphing functions								
Prime and composite numbers								
<b>Number Sentences, Equations and Inequalities</b>								
Modeling problem situations with objects								109-110, 145-146
Completing number sentences								121-126, 139-144
Writing number stories for number sentences								
Finding missing addends, subtrahends, minuends								
Finding missing factors								
Equations that use letters as variables								
Expressing relationships using equations								
Expressing relationships using inequalities								
Solving equations using tables, graphs, and models								
Solving one-step equations								
Solving two-step equations								
Graphing linear equations								
Solving problems using formulas								

 Introduce
  Develop
  Master and Apply

SCOPE  
 AND SEQUENCE



# ALGEBRA AND FUNCTIONS

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Patterns and Relationships</b>								
Sorting and classifying objects								143-146
Patterns with objects/geometric figures								151-158
Skip counting								127-130
Repeating patterns								127-130, 423-426
Patterns in place value								419-426, 431-434
Number patterns/sequences								183-186, 419-426, 595-598
Describing patterns in lists, tables, charts, and diagrams								471-473, 595-598
Making generalizations and predictions								227-230
Writing/evaluating numerical expressions								3-14, 35-40, 71-90, 167-182 ...
Writing/evaluating expressions with parentheses								
Evaluating expressions with variables by substitution								
Writing number pairs for a situation								71-90, 199-206
Identifying and extending patterns in a table								595-598
Writing equations for number pair patterns								
Addition properties								47-50
Multiplication properties								535-538
Distributive property								
Patterns in related addition and subtraction sentences								75-90, 203-206
Patterns in related multiplication and division sentences								579-562
Ordered pairs								
Graphing functions								
Prime and composite numbers								
<b>Number Sentences, Equations and Inequalities</b>								
Modeling problem situations with objects								27-29, 347-349
Completing number sentences								35-62, 71-90, 167-182, 191-206 ...
Writing number stories for number sentences								527-530, 575-578
Finding missing addends, subtrahends, minuends								39-42, 55-62, 75-90, 195-206
Finding missing factors								
Equations that use letters as variables								
Expressing relationships using equations								3-6, 11-14
Expressing relationships using inequalities								
Solving equations using tables, graphs, and models								595-598
Solving one-step equations								
Solving two-step equations								
Graphing linear equations								
Solving problems using formulas								

 Introduce
  Develop
  Master and Apply



# MEASUREMENT AND GEOMETRY




	K	1	2	3	4	5	6	Grade 1 Pages
<b>Time and Temperature</b>								
Sequencing events								271–274
Compare and order by duration								267–270
Calendar								267–270
Nearest hour/half-hour								251–266, 271–274
Minutes before/after the hour								
Elapsed time								
Estimating time								
Equivalent times								
Comparing situations by temperature								
Reading a thermometer								
Temperature change								
<b>Length, Perimeter, Area</b>								
Compare attributes of objects								479–482
Length								
Comparing and ordering using direct comparison								535–538
Measuring with non-standard units								539–542
Relate size of units to number of units								543–546
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Measuring perimeter with standard units								
Perimeter formulas								
Circumference								
Area								
Measuring with square units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Area of squares and other rectangles								
Area of parallelograms and triangles								
Area of irregular shapes								
Area formulas								
Area of circles								
Surface area								
Applying measurement concepts to solve problems								
Length/perimeter/area relationships								
<b>Weight/Mass</b>								
Comparing and ordering using direct comparison								551–554
Measuring with non-standard units								555–558
Estimating and measuring with customary units								
Estimating and measuring with metric units								
<b>Capacity/Volume</b>								
Comparing and ordering using direct comparison								547–550
Measuring capacity with non-standard units								547–550
Estimating and measuring volume with cubic units								

 Introduce
  Develop
  Master and Apply



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Time and Temperature</b>								
Sequencing events								
Compare and order by duration								
Calendar								
Nearest hour/half-hour								
Minutes before/after the hour								
Elapsed time								
Estimating time								
Equivalent times								
Comparing situations by temperature								340-341
Reading a thermometer								336-337
Temperature change								340-341, 343, 345
<b>Length, Perimeter, Area</b>								
Compare attributes of objects								
Length								
Comparing and ordering using direct comparison								358-367, 372-375
Measuring with non-standard units								
Relate size of units to number of units								
Estimating and measuring with customary units								358-359
Estimating and measuring with metric units								358-359
Measuring perimeter with standard units								360-361
Perimeter formulas								360
Circumference								
Area								
Measuring with square units								358-359
Estimating and measuring with customary units								358-359
Estimating and measuring with metric units								358-359
Area of squares and other rectangles								362-367
Area of parallelograms and triangles								
Area of irregular shapes								364-367
Area formulas								
Area of circles								
Surface area								
Applying measurement concepts to solve problems								372-375, 430-431
Length/perimeter/area relationships								368-371
<b>Weight/Mass</b>								
Comparing and ordering using direct comparison								
Measuring with non-standard units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
<b>Capacity/Volume</b>								
Comparing and ordering using direct comparison								350-356
Measuring capacity with non-standard units								350-352
Estimating and measuring volume with cubic units								350-352

Introduce  Develop  Master and Apply 



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Time and Temperature</b>								
Sequencing events								
Compare and order by duration								
Calendar								
Nearest hour/half-hour								
Minutes before/after the hour								
Elapsed time								
Estimating time								
Equivalent times								
Comparing situations by temperature								
Reading a thermometer								352-353
Temperature change								352-353
<b>Length, Perimeter, Area</b>								
Compare attributes of objects								
Length								
Comparing and ordering using direct comparison								
Measuring with non-standard units								
Relate size of units to number of units								
Estimating and measuring with customary units								296-297
Estimating and measuring with metric units								298-299
Measuring perimeter with standard units								300-302
Perimeter formulas								300-302
Circumference								
Area								
Measuring with square units								304-305
Estimating and measuring with customary units								304-311
Estimating and measuring with metric units								304-311
Area of squares and other rectangles								304-305
Area of parallelograms and triangles								306-309
Area of irregular shapes								
Area formulas								304-309
Area of circles								
Surface area								324-325
Applying measurement concepts to solve problems								310-311
Length/perimeter/area relationships								310-311
<b>Weight/Mass</b>								
Comparing and ordering using direct comparison								
Measuring with non-standard units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
<b>Capacity/Volume</b>								
Comparing and ordering using direct comparison								
Measuring capacity with non-standard units								
Estimating and measuring volume with cubic units								328-329

Introduce  Develop  Master and Apply



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade K Pages
<b>Time and Temperature</b>								
Sequencing events								265-266
Compare and order by duration								261-264, 271-272
Calendar								279-288
Nearest hour/half-hour								269-270
Minutes before/after the hour								
Elapsed time								
Estimating time								
Equivalent times								
Comparing situations by temperature								
Reading a thermometer								
Temperature change								
<b>Length, Perimeter, Area</b>								
Compare attributes of objects								225-230
Length								
Comparing and ordering using direct comparison								225-230
Measuring with non-standard units								231-238
Relate size of units to number of units								231-238
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Measuring perimeter with standard units								
Perimeter formulas								
Circumference								
Area								
Measuring with square units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Area of squares and other rectangles								
Area of parallelograms and triangles								
Area of irregular shapes								
Area formulas								
Area of circles								
Surface area								
Applying measurement concepts to solve problems								
Length/perimeter/area relationships								

 Introduce
  Develop
  Master and Apply



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Time and Temperature</b>								
Sequencing events								
Compare and order by duration								
Calendar								375–378
Nearest hour/half-hour								363–366
Minutes before/after the hour								363–366
Elapsed time								371–374
Estimating time								367–370
Equivalent times								
Comparing situations by temperature								
Reading a thermometer								
Temperature change								
<b>Length, Perimeter, Area</b>								
Compare attributes of objects								143–146
Length								
Comparing and ordering using direct comparison								303–306
Measuring with non-standard units								299–302
Relate size of units to number of units								299–302
Estimating and measuring with customary units								303–306
Estimating and measuring with metric units								307–310
Measuring perimeter with standard units								315–318
Perimeter formulas								
Circumference								
Area								
Measuring with square units								
Estimating and measuring with customary units								
Estimating and measuring with metric units								
Area of squares and other rectangles								
Area of parallelograms and triangles								
Area of irregular shapes								
Area formulas								
Area of circles								
Surface area								
Applying measurement concepts to solve problems								
Length/perimeter/area relationships								

 Introduce
  Develop
  Master and Apply



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Capacity/Volume</b> <i>(continued)</i>								
Estimating and measuring volume with customary units								
Estimating and measuring volume with metric units								
Volume of a rectangular prism formula								
Volume of triangular prisms and cylinders								
<b>Converting Units</b>								
Length, converting units								
Capacity, converting units								
Weight/mass, converting units								
Relating customary and metric measures								
<b>Plane and Solid Figures</b>								
Spatial reasoning: over, under, above, below								223–226
Sorting shapes by attributes								199–202, 215–218
Geometric models for real-world situations								195–198, 207–210
Circles, rectangles, squares, triangles								195–202
Other polygons								
Spheres, rectangular prisms, cylinders, cones								207–210
Other solids								
Describing shapes								195–202, 211–218
Drawing figures from descriptions								199–202
Relating plane and solid figures								207–210
Combining shapes								
Subdividing shapes								
Faces, edges, vertices								199–202
Classifying polygons								195–198
Classifying triangles								
Classifying quadrilaterals								
Making conjectures about geometric relationships								
<b>Angles</b>								
Right, obtuse, acute angles								
Parallel and perpendicular								
Measuring and drawing angles								
Angles in polygons								
Angle pairs								
<b>Symmetry, Congruence, and Transformations</b>								
Symmetry								
Congruent figures								
Transformations (reflections, translations, rotations)								
<b>Number Lines and Grids</b>								
Points named by whole numbers								39–42, 359–360
Points named by fractions/decimals								
Using coordinate grids								
Ordered pairs								
Segment lengths on grids								

 Introduce
  Develop
  Master and Apply



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Capacity/Volume (continued)</b>								
Estimating and measuring volume with customary units								350–352
Estimating and measuring volume with metric units								354–356
Volume of a rectangular prism formula								
Volume of triangular prisms and cylinders								
<b>Converting Units</b>								
Length, converting units								350–356
Capacity, converting units								350–356
Weight/mass, converting units								350–356
Relating customary and metric measures								
<b>Plane and Solid Figures</b>								
Spatial reasoning: over, under, above, below								
Sorting shapes by attributes								
Geometric models for real-world situations								206–213
Circles, rectangles, squares, triangles								199–201, 203, 204–205, 362–363 ...
Other polygons								198–199
Spheres, rectangular prisms, cylinders, cones								206–209
Other solids								206–213
Describing shapes								206–213, 404–406
Drawing figures from descriptions								404–406
Relating plane and solid figures								404–406
Combining shapes								
Subdividing shapes								
Faces, edges, vertices								206–213
Classifying polygons								198–199
Classifying triangles								200–201
Classifying quadrilaterals								202–203
Making conjectures about geometric relationships								214–215
<b>Angles</b>								
Right, obtuse, acute angles								196–197
Parallel and perpendicular								196
Measuring and drawing angles								
Angles in polygons								
Angle pairs								
<b>Symmetry, Congruence, and Transformations</b>								
Symmetry								440–441
Congruent figures								438–439
Transformations (reflections, translations, rotations)								
<b>Number Lines and Grids</b>								
Points named by whole numbers								278–279
Points named by fractions/decimals								280–283
Using coordinate grids								402–409
Ordered pairs								402–409
Segment lengths on grids								408–409

Introduce  Develop  Master and Apply 



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Capacity/Volume</b> <i>(continued)</i>								
Estimating and measuring volume with customary units								330-332
Estimating and measuring volume with metric units								330-332
Volume of a rectangular prism formula								328-332
Volume of triangular prisms and cylinders								
<b>Converting Units</b>								
Length, converting units								
Capacity, converting units								
Weight/mass, converting units								
Relating customary and metric measures								
<b>Plane and Solid Figures</b>								
Spatial reasoning: over, under, above, below								
Sorting shapes by attributes								
Geometric models for real-world situations								310-311
Circles, rectangles, squares, triangles								180-187
Other polygons								180-181
Spheres, rectangular prisms, cylinders, cones								186-187, 318-325, 328-332, 334-335
Other solids								318-323
Describing shapes								180-185
Drawing figures from descriptions								458-459
Relating plane and solid figures								322-327
Combining shapes								
Subdividing shapes								
Faces, edges, vertices								180-187, 319-327, 334-335
Classifying polygons								180-187
Classifying triangles								182-183
Classifying quadrilaterals								184-187
Making conjectures about geometric relationships								186-187
<b>Angles</b>								
Right, obtuse, acute angles								178-179
Parallel and perpendicular								174-176, 454-458
Measuring and drawing angles								176-179, 452-453
Angles in polygons								182-185
Angle pairs								
<b>Symmetry, Congruence, and Transformations</b>								
Symmetry								
Congruent figures								452-456, 458-459
Transformations (reflections, translations, rotations)								462-463
<b>Number Lines and Grids</b>								
Points named by whole numbers								242-249
Points named by fractions/decimals								10-11, 218-219, 236-237
Using coordinate grids								402-411
Ordered pairs								402-411
Segment lengths on grids								

Introduce  Develop  Master and Apply 



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade K Pages
<b>Weight/Mass</b>								
Comparing and ordering using direct comparison								249–252
Measuring with non-standard units								253–256
Estimating and measuring with customary units								
Estimating and measuring with metric units								
<b>Capacity/Volume</b>								
Comparing and ordering using direct comparison								243–246
Measuring capacity with non-standard units								247–248
Estimating and measuring volume with cubic units								
Estimating and measuring volume with customary units								
Estimating and measuring volume with metric units								
Volume of a rectangular prism formula								
Volume of triangular prisms and cylinders								
<b>Converting Units</b>								
Length, converting units								
Capacity, converting units								
Weight/mass, converting units								
Relating customary and metric measures								
<b>Plane and Solid Figures</b>								
Spatial reasoning: over, under, above, below								
Sorting shapes by attributes								3–14
Geometric models for real-world situations								213–216
Circles, rectangles, squares, triangles								205–212, 219–220
Other polygons								
Spheres, rectangular prisms, cylinders, cones								213–216
Other solids								
Describing shapes								205–216
Drawing figures from descriptions								
Relating plane and solid figures								
Combining shapes								
Subdividing shapes								
Faces, edges, vertices								217–218
Classifying polygons								
Classifying triangles								
Classifying quadrilaterals								
Making conjectures about geometric relationships								



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Weight/Mass</b>								
Comparing and ordering using direct comparison								311-314
Measuring with non-standard units								311-314
Estimating and measuring with customary units								
Estimating and measuring with metric units								
<b>Capacity/Volume</b>								
Comparing and ordering using direct comparison								311-314
Measuring capacity with non-standard units								311-314
Estimating and measuring volume with cubic units								
Estimating and measuring volume with customary units								
Estimating and measuring volume with metric units								
Volume of a rectangular prism formula								
Volume of triangular prisms and cylinders								
<b>Converting Units</b>								
Length, converting units								
Capacity, converting units								
Weight/mass, converting units								
Relating customary and metric measures								
<b>Plane and Solid Figures</b>								
Spatial reasoning: over, under, above, below								
Sorting shapes by attributes								143-150, 159-161
Geometric models for real-world situations								143-146
Circles, rectangles, squares, triangles								147-150
Other polygons								151-154
Spheres, rectangular prisms, cylinders, cones								143-146
Other solids								
Describing shapes								143-158
Drawing figures from descriptions								151-158
Relating plane and solid figures								147-150
Combining shapes								151-154
Subdividing shapes								155-158
Faces, edges, vertices								143-146
Classifying polygons								159-162
Classifying triangles								
Classifying quadrilaterals								
Making conjectures about geometric relationships								

 Introduce
  Develop
  Master and Apply



# STATISTICS, DATA ANALYSIS, AND PROBABILITY

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Graphs</b>								
Reading and making graphs								
Pictographs/real graphs								467–474, 487–494
Bar graphs								475–478
Line graphs								
Circle graphs								
Histograms								
Misleading graphs								
Line plots								
Stem-and-leaf plots								
Making predictions from graphs								
Choosing appropriate graphs								
<b>Data Collection and Analysis</b>								
Sorting objects								487–492
Tally charts								483–494
Reading charts/tables								483–486
Collecting and organizing data								483–490
Describing sets of data								483–490
Comparing related sets of data								467–478, 487–498
Making charts/tables								487–498
Surveys								
Sampling methods								
Interpreting data and making predictions								
Range and mode								
Mean								
Median								
<b>Probability</b>								
Certain/possible/impossible events								
Likely/unlikely events								
More/less/equally likely								
Using fractions to describe results								
Experiments								
Outcomes								
Tree diagrams								
Making predictions								
Combinations								
Permutations								
Adding probabilities								
Independent and dependent events								

Introduce Develop Master and Apply







## Reading and making graphs

Pictographs/real graphs

420-422

Bar graphs

420-422, 430-431

Line graphs

430-431

Circle graphs

426-431

Histograms

424-425, 430-431

Misleading graphs

Line plots

Stem-and-leaf plots

Making predictions from graphs

406-408, 430-431

Choosing appropriate graphs

430-431

## Sorting objects

Tally charts

420-422

Reading charts/tables

420-435

Collecting and organizing data

420-431

Describing sets of data

432-435

Comparing related sets of data

430-431

Making charts/tables

440

Surveys

420-431

Sampling methods

Interpreting data and making predictions

420-425, 430-435

Range and mode

434-435

Mean

432-433

Median

434-435

Certain/possible/impossible events

438-440

Likely/unlikely events

438-440

More/less/equally likely

439-440

Using fractions to describe results

438-440

Experiments

438-440

Outcomes

436-443

Tree diagrams

436-439

Making predictions

Combinations

436-443

Permutations

Adding probabilities

Independent and dependent events

Introduce

Develop

Master and Apply



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade K Pages
<b>Angles</b>								
Right, obtuse, acute angles								
Parallel and perpendicular								
Measuring and drawing angles								
Angles in polygons								
Angle pairs								
<b>Symmetry, Congruence, and Transformations</b>								
Symmetry								
Congruent figures								
Transformations (reflections, translations, rotations)								
<b>Number Lines and Grids</b>								
Points named by whole numbers								
Points named by fractions/decimals								
Using coordinate grids								
Ordered pairs								
Segment lengths on grids								

 Introduce
  Develop
  Master and Apply



# MEASUREMENT AND GEOMETRY

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Angles</b>								
Right, obtuse, acute angles								
Parallel and perpendicular								
Measuring and drawing angles								
Angles in polygons								
Angle pairs								
<b>Symmetry, Congruence, and Transformations</b>								
Symmetry								
Congruent figures								
Transformations (reflections, translations, rotations)								
<b>Number Lines and Grids</b>								
Points named by whole numbers								131-134
Points named by fractions/decimals								
Using coordinate grids								
Ordered pairs								
Segment lengths on grids								

 Introduce
  Develop
  Master and Apply



# PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 1 Pages
<b>Problem-Solving Skills and Strategies</b>								
Use data from a picture, graph, or table								271-274
Extra or missing information								
Multiple-step problems								
Draw a picture								23-26, 163-166, 187-190
Make an organized list								339-342
Make a table								135-138
Make a graph								495-498
Act it out, use objects								23-26, 43-46, 75-78, 111-114
Look for a pattern								247-250, 311-314
Try, check, and revise								527-530
Write a number sentence/equation								
Work backward								
Solve a simpler problem								
Evaluate solutions for reasonableness								587-590
<b>Reasoning, Communication, Connections</b>								
Comparing/contrasting								107-110, 292-302, 327-330 ...
Classifying/sorting								195-202, 215-218, 479-482
Finding/extending/using patterns								15-22, 235-250, 291-314
Making and testing generalizations								
Drawing conclusions and evaluating arguments								67-70, 123-126, 287-290 ...
Evaluate solutions for reasonableness								587-590
Communicating ideas with objects, words, pictures, and numbers								3-26, 31-46, 51-78, 83-114 ...
Explaining a solution process								11-14, 23-26, 31-38, 74-78, 95-98 ...
Recording observations using objects, words, pictures, and numbers								199-202, 235-250, 355-358 ...
Relating informal language to math language and symbols								31-42, 51-58, 63-74, 83-86, 95-98 ...
Making connections between mathematics strands								7-22, 31-34, 39-42, 51-70, 83-110 ...
Making connections to other curriculum areas								535-538, 543-546, 551-554 ...
Making connections to daily life								7-26, 31-46, 51-78, 83-114 ...



# PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Problem-Solving Skills and Strategies</b>								
Use data from a picture, graph, or table								384-385
Extra or missing information								34-35
Multiple-step problems								182, 184-185
Draw a picture								44-45, 260-262, 410-411, 444-445
Make an organized list								16-17
Make a table								284-285, 372-374, 430-431
Make a graph								392-394
Act it out, use objects								126-128
Look for a pattern								98-99
Try, check, and revise								310-311
Write a number sentence/equation								260-262, 342-343
Work backward								328-329
Solve a simpler problem								372-374, 410-411
Evaluate solutions for reasonableness								108-110
<b>Reasoning, Communication, Connections</b>								
Comparing/contrasting								10-13
Classifying/sorting								196-209
Finding/extending/using patterns								60-61, 68-69, 275, 284-285, 367 ...
Making and testing generalizations								214
Drawing conclusions and evaluating arguments								108-110, 397
Evaluate solutions for reasonableness								108-110
Communicating ideas with objects, words, pictures, and numbers								372-375, 392-394, 430-431
Explaining a solution process								242-244
Recording observations using objects, words, pictures, and numbers								382
Relating informal language to math language and symbols								44-45, 82-83
Making connections between mathematics strands								7, 39, 59, 99, 167, 227, 263, 295 ...
Making connections to other curriculum areas								7, 39, 59, 99, 167, 227, 263, 295 ...
Making connections to daily life								2, 22, 54, 88, 116, 134, 156, 192 ...



PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 5 Pages
<b>Problem-Solving Skills and Strategies</b>								
Use data from a picture, graph, or table								420-435
Extra or missing information								282-283
Multiple-step problems								68-70, 102-104, 164-166
Draw a picture								42-44, 288-289, 310-311, 376-378
Make an organized list								310-311
Make a table								394-395, 442-443
Make a graph								430-431
Act it out, use objects								128-129, 334-335, 462-463
Look for a pattern								14-16, 262-263, 394-395
Try, check, and revise								206-207
Write a number sentence/equation								42-44, 102-104, 288-289, 376-378
Work backward								356-357, 412-413
Solve a simpler problem								334-335, 442-443
Evaluate solutions for reasonableness								38-44, 60-65, 80, 146-147, 157, 432
<b>Reasoning, Communication, Connections</b>								
Comparing/contrasting								6-8, 12-13, 222-225, 431-432
Classifying/sorting								180-185, 318-323
Finding/extending/using patterns								14-16, 262-263, 394-395, 442-443
Making and testing generalizations								186-187, 322-323, 334-335, 432
Drawing conclusions and evaluating arguments								174-175, 222, 351, 432
Evaluate solutions for reasonableness								38-44, 60-65, 80, 146-147, 157, 432
Communicating ideas with objects, words, pictures, and numbers								30, 38-43, 82-83, 190-203, 282-283
Explaining a solution process								57, 80-88, 138-143, 164, 272, 364-370
Recording observations using objects, words, pictures, and numbers								174-175, 222, 351, 432
Relating informal language to math language and symbols								66-67, 112-119, 174-176, 342-343
Making connections between mathematics strands								331, 334, 346-347, 410-411
Making connections to other curriculum areas								8, 238
Making connections to daily life								38-39, 54-55, 102, 136-137, 386-395

SCOPE AND SEQUENCE



# STATISTICS, DATA ANALYSIS, AND PROBABILITY

	K	1	2	3	4	5	6	Grade K Pages
<b>Graphs</b>								
Reading and making graphs								
Pictographs/real graphs								297–300
Bar graphs								292–294, 301–302
Line graphs								
Circle graphs								
Histograms								
Misleading graphs								
Line plots								
Stem-and-leaf plots								
Making predictions from graphs								
Choosing appropriate graphs								
<b>Data Collection and Analysis</b>								
Sorting objects								293–294
Tally charts								
Reading charts/tables								33–34, 53–54, 297–302
Collecting and organizing data								295–296
Describing sets of data								
Comparing related sets of data								
Making charts/tables								
Surveys								
Sampling methods								
Interpreting data and making predictions								
Range and mode								
Mean								
Median								
<b>Probability</b>								
Certain/possible/impossible events								
Likely/unlikely events								
More/less/equally likely								
Using fractions to describe results								
Experiments								
Outcomes								
Tree diagrams								
Making predictions								
Combinations								
Permutations								
Adding probabilities								
Independent and dependent events								

Introduce Develop Master and Apply



# STATISTICS, DATA ANALYSIS, AND PROBABILITY

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Graphs</b>								
Reading and making graphs								399–402
Pictographs/real graphs								403–406
Bar graphs								
Line graphs								
Circle graphs								
Histograms								
Misleading graphs								
Line plots								
Stem-and-leaf plots								
Making predictions from graphs								
Choosing appropriate graphs								
<b>Data Collection and Analysis</b>								
Sorting objects								27–29, 347–349, 159–162
Tally charts								399–406
Reading charts/tables								135–138, 407–410
Collecting and organizing data								391–394
Describing sets of data								391–394
Comparing related sets of data								391–394
Making charts/tables								399–406
Surveys								
Sampling methods								
Interpreting data and making predictions								
Range and mode								395–398
Mean								
Median								
<b>Probability</b>								
Certain/possible/impossible events								
Likely/unlikely events								
More/less/equally likely								
Using fractions to describe results								
Experiments								
Outcomes								
Tree diagrams								
Making predictions								
Combinations								
Permutations								
Adding probabilities								
Independent and dependent events								

Introduce Develop Master and Apply



PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 1 Pages
Representation								
Concrete/pictorial and number-line models for whole numbers								3–26, 119–126, 279–290, 319–326 ...
Whole-number addition/subtraction using concrete/pictorial models								19–22, 51–78, 83–114, 127–134 ...
Whole-number multiplication/division using concrete/pictorial models								
Concrete/pictorial models for part of a whole/set								
Fractions on a number line								
Fraction operations using pictorial models								
Pictorial models for decimals								
Decimals on a number line								
Decimal operations using pictorial models								
Similar figures and scale drawings								
Counting units to find length, area, volume								539–550
Geometric models for real-world situations								195–198, 207–210
Solving problems by drawing a picture/diagram								23–26, 163–166, 187–190
Making graphs/charts/tables/diagrams								135–138, 339–342
Number sentences and equations to model real situations								67–70, 99–106, 111–114, 163–166 ...

Introduce Develop Master and Apply



PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 4 Pages
<b>Representation</b>								
Concrete/pictorial and number-line models for whole numbers								278-283
Whole-number addition/subtraction using concrete/pictorial models								32-33, 36-41
Whole-number multiplication/division using concrete/pictorial models								100-107, 136-151
Concrete/pictorial models for part of a whole/set								275-283
Fractions on a number line								280-283
Fraction operations using pictorial models								275-283
Pictorial models for decimals								298-301
Decimals on a number line								278-283
Decimal operations using pictorial models								298-301
Similar figures and scale drawings								
Counting units to find length, area, volume								212-213, 362-363, 408-409
Geometric models for real-world situations								364-366, 410-411
Solving problems by drawing a picture/diagram								44-45, 260-262, 410-411, 444-445
Making graphs/charts/tables/diagrams								284-285, 372-374, 392-394, 430-431
Number sentences and equations to model real situations								44-47

Introduce      Develop      Master and Apply



PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 5 Pages
Representation								
Concrete/pictorial and number-line models for whole numbers								342-349
Whole-number addition/subtraction using concrete/pictorial models								364-365, 376-377
Whole-number multiplication/division using concrete/pictorial models								66-69, 82-87, 128-129, 366-367
Concrete/pictorial models for part of a whole/set								426-428
Fractions on a number line								218-219, 236
Fraction operations using pictorial models								248-251, 254-261, 270-273, 276-279
Pictorial models for decimals								230-235, 388-391
Decimals on a number line								236-237
Decimal operations using pictorial models								142-143
Similar figures and scale drawings								
Counting units to find length, area, volume								296-299, 328-329
Geometric models for real-world situations								310-311
Solving problems by drawing a picture/diagram								42-43, 102-104, 202-205, 288-289
Making graphs/charts/tables/diagrams								394-395, 410-411, 420-431, 442-443
Number sentences and equations to model real situations								68-69, 102-103, 112-121, 379

Introduce      Develop      Master and Apply



# PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade K Pages
<b>Problem-Solving Skills and Strategies</b>								
Use data from a picture, graph, or table								33-34, 85-86, 301-302
Extra or missing information								
Multiple-step problems								
Draw a picture								127-128, 287-288
Make an organized list								53-54
Make a table								33-34
Make a graph								85-86
Act it out, use objects								13-14, 109-110, 145-146, 219-220 ...
Look for a pattern								161-162, 181-182, 199-200
Try, check, and revise								235-236, 255-256
Write a number sentence/equation								
Work backward								
Solve a simpler problem								
Evaluate solutions for reasonableness								11-12, 273-274
<b>Reasoning, Communication, Connections</b>								
Comparing/contrasting								39-44, 91-96
Classifying/sorting								3-12
Finding/extending/using patterns								161-162, 181-182, 193-200
Making and testing generalizations								
Drawing conclusions and evaluating arguments								11-12, 273-274
Evaluate solutions for reasonableness								11-12, 273-274
Communicating ideas with objects, words, pictures, and numbers								13-14, 109-110, 145-146, 219-220
Explaining a solution process								11-12, 273-274
Recording observations using objects, words, pictures, and numbers								33-34, 53-54, 85-86, 127-128 ...
Relating informal language to math language and symbols								3-4, 121-126, 139-144
Making connections between mathematics strands								33-34, 53-54, 85-86, 127-128 ...
Making connections to other curriculum areas								261-272, 279-286
Making connections to daily life								261-272, 279-286

Introduce ☐ Develop ☐ Master and Apply ☐



# PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 2 Pages
<b>Problem-Solving Skills and Strategies</b>								
Use data from a picture, graph, or table								135-137, 407-410
Extra or missing information								207-210
Multiple-step problems								91-94, 287-290, 583-586
Draw a picture								63-66, 255-258, 539-542
Make an organized list								471-474
Make a table								595-598
Make a graph								511-514
Act it out, use objects								27-29, 347-350, 315-318
Look for a pattern								183-186, 439-441, 559-562
Try, check, and revise								18, 154, 162, 462, 466
Write a number sentence/equation								63-66, 255-258, 539-542
Work backward								
Solve a simpler problem								
Evaluate solutions for reasonableness								91-94, 287-290
<b>Reasoning, Communication, Connections</b>								
Comparing/contrasting								159-162, 315-318
Classifying/sorting								159-162, 347-350, 471-474
Finding/extending/using patterns								183-186, 471-474, 595-598
Making and testing generalizations								187-190, 447-449, 503-506
Drawing conclusions and evaluating arguments								159-162, 183-186, 315-318
Evaluate solutions for reasonableness								91-94, 287-290, 383-385
Communicating ideas with objects, words, pictures, and numbers								159-162, 315-318, 347-349
Explaining a solution process								255-258, 315-318, 347-350
Recording observations using objects, words, pictures, and numbers								63-66, 255-258, 347-349, 539-542
Relating informal language to math language and symbols								63-66, 255-258, 315-318, 347-350 ...
Making connections between mathematics strands								407-410, 423-426
Making connections to other curriculum areas								383-386
Making connections to daily life								287-290, 383-386, 407-410, 539-542

Introduce ☐ Develop ☐ Master and Apply ☐



PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade K Pages
<b>Representation</b>								
Concrete/pictorial and number-line models for whole numbers								19-20, 23-30, 59-66, 69-76, 79-82 ...
Whole-number addition/subtraction using concrete/pictorial models								115-126, 133-144
Whole-number multiplication/division using concrete/pictorial models								
Concrete/pictorial models for part of a whole/set								
Fractions on a number line								
Fraction operations using pictorial models								
Pictorial models for decimals								
Decimals on a number line								
Decimal operations using pictorial models								
Similar figures and scale drawings								
Counting units to find length, area, volume								225-226
Geometric models for real-world situations								213-216, 219-220
Solving problems by drawing a picture/diagram								127-128, 287-288
Making graphs/charts/tables/diagrams								33-34, 85-86, 301-302
Number sentences and equations to model real situations								125-126, 143-144

SCOPE AND SEQUENCE



PROBLEM SOLVING

	K	1	2	3	4	5	6	Grade 2 Pages
Representation								
Concrete/pictorial and number-line models for whole numbers								99–106
Whole-number addition/subtraction using concrete/pictorial models								3–36, 63–66, 247–250, 253–258
Whole-number multiplication/division using concrete/pictorial models								519–538, 567–574
Concrete/pictorial models for part of a whole/set								323–334, 567–570
Fractions on a number line								
Fraction operations using pictorial models								
Pictorial models for decimals								
Decimals on a number line								
Decimal operations using pictorial models								
Similar figures and scale drawings								
Counting units to find length, area, volume								143–146
Geometric models for real-world situations								143–146
Solving problems by drawing a picture/diagram								63–66, 255–258, 539–542
Making graphs/charts/tables/diagrams								471–474, 595–598
Number sentences and equations to model real situations								63–66, 255–258, 539–542

SCOPE  
AND SEQUENCE