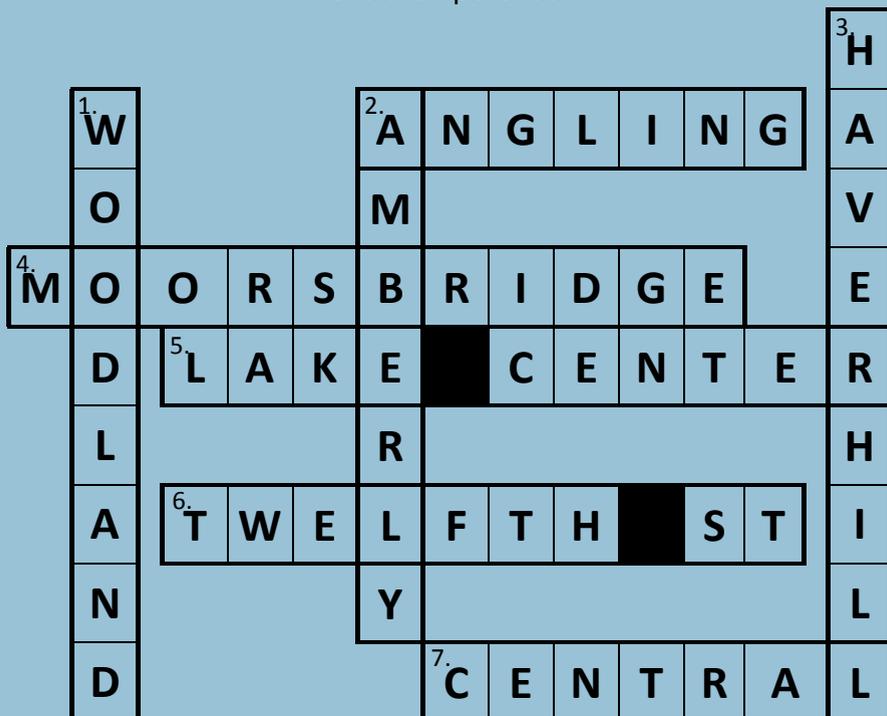


Portage Public Schools

THE FUTURE LEARNS HERE

Elementary Schools: Building the foundation for students to achieve their potential



Elementary Program of Studies

2017-2018 SCHOOL YEAR

CLUES

1. Wildcats Welcome
- 2D. Pawsome Expectations
- 2A. We are CREW
3. Welcome to the Hive
4. Where Eagles Soar
5. SAIL with us
6. Practice PAWS
7. Go Comets

**ELEMENTARY SCHOOL
PROGRAM OF STUDIES AND INFORMATION
2017-2018**

Mark Bielang, Superintendent

BOARD OF EDUCATION

*Randy Van Antwerp, President
Terri Novaria, Vice President
Celeste Shelton-Harris, Secretary*

*Kurt Droppers, Trustee
Rusty Rathburn, Trustee
Robert 'Bo' Snyder, Trustee
Joanne Willson, Trustee*

AMBERLY ELEMENTARY

6637 Amberly, Portage 49024
323-5900
TBD, Principal

LAKE CENTER ELEMENTARY

10011 Portage Rd., Portage 49002
323-6300
Kelly Jensenius, Principal

ANGLING RD ELEMENTARY

5340 Angling Rd., Portage 49024
323-6000
Heather Yankovich, Principal

MOORSBRIDGE ELEMENTARY

7361 Moorsbridge Rd., Portage 49024
323-6400
Lori Kirshman, Principal

CENTRAL ELEMENTARY

8422 S. Westnedge Ave., Portage 49002
323-6100
Bill Dygert, Principal

TWELFTH STREET ELEMENTARY

6501 S. 12th St., Portage 49024
323-6900
Beth Hartman, Principal

HAVERHILL ELEMENTARY

6633 Haverhill, Portage 49024
323-6200
Jeremy Zonts, Principal

WOODLAND ELEMENTARY

1401 Woodland Ave., Portage 49024
323-6600
TBD, Principal

INTRODUCTION

This booklet provides information about curriculum for all eight elementary schools (Early Childhood – 5th Grade) of the Portage Public Schools.

The course descriptions in this booklet represent the courses as planned at the time of publication. The Program of Studies can be subject to change in whole or in part by direction of the Superintendent of Schools or the Portage Public Schools Board of Education.

TABLE OF CONTENTS

CURRICULUM

Elementary School Overview	3
--	---

GENERAL INFORMATION

Michigan State Standards	4
Parent/Guardian Involvement	4
Early Childhood Programs	5
Special Education: ECSE Program	6
Young Fives Program	6

CURRICULUM DESCRIPTION

Academic Core Classes

Language Arts	7
Mathematics	12
Science	15
Social Studies	16

Exploratory/Specials Classes

Art	18
Library/Media Skills	18
Music	19
Physical (Fitness) Education	21
Spanish (5th Grade)	22
Technology/Computer Education	23

Foundational Skills

Language Development	26
Learner Behaviors	26
Motor Skills	27

Academically Gifted & Talented

Enrichment & Extension (E²)	28
--	----

[Multi-tiered Systems of Support \(MTSS\)](#)

What I Need (WIN) Time	29
--	----

Grading

Elementary Report Card	30
Standards-Based Grading	30

ELEMENTARY SCHOOL OVERVIEW

Early Childhood, Pre-School	Language Arts Math/Science Art/Music Language Development Learner Behaviors Motor Skills
Young-Fives	Language Arts Math/Science Art Library Media Skills Music Physical Education Technology/Computer Education Learner Behaviors Motor Skills
Kindergarten	Language Arts Math Science Social Studies Art Library Media Skills Music Physical Education Technology/Computer Education Learner Behaviors
1st Grade	Language Arts Math
2nd Grade	Science Social Studies Art
3rd Grade	Library Media Skills Music
4th Grade	Physical Education Technology/Computer Education
5th Grade	Language Arts Math Science Social Studies Art Library Media Skills Music Physical Education Spanish Technology/Computer Education

GENERAL INFORMATION

Elementary grade level students participate in a core curriculum as well as exploratory experiences, commonly referred to as specials classes.

MICHIGAN STATE STANDARDS

What are State of Michigan Standards?

State of Michigan Standards are high levels of expectations for student achievement in Michigan public schools. The Standards referenced in this program have been developed by Portage teachers and administrators based on the Michigan State Standards.

How do we make sure our students are on track with Michigan State Standards?

A state-wide test, M-STEP, measures how well students are learning. It is given to students in grades 3-8 and grade 11. Schools are held accountable for their students' performances.

PARENT/GUARDIAN INVOLVEMENT

Research shows that parent support and involvement are critical for student success. You can impact your child's academic progress by:

- Reading to your child every day
- Encouraging daily school attendance
- Encouraging responsibility and providing opportunities to be responsible at home
- Setting firm and consistent guidelines
- Reading the teacher's weekly informational notes
- Checking your child's backpack daily
- Intentionally conversing with your child about his/her school experiences, interests, thoughts, concerns, and ideas
- Asking "WH-" questions (who, what, when, where, why)
- Encourage healthy lifestyles of eating healthy meals and snacks, getting adequate sleep, practicing personal hygiene (hand washing, teeth brushing, covering coughs, etc.)

During the early years of elementary school, you can also support your child's progress by:

- Realizing the importance of play, discovery and movement
- Encouraging self-help skills of independently dressing, tying, zipping, buttoning, fastening, etc.
- Modeling use of language and speaking in complete sentences
- Playing games with your child every day
- Providing a variety of fine motor activities and supplies for use at home (crayons, scissors, paper, glue, playdough, markers, etc.)

EARLY CHILDHOOD PROGRAMS

Portage Public Schools offers Early Childhood Programs that are income-eligibility based and tuition-based. These programs are available at select sites throughout the district. Please inquire with the program coordinator listed below for enrollment and other information.

Curious Kids: Bright Beacon and Safe Harbor

Portage Public Schools Curious Kids Program is a tuition-based preschool to meet the needs of your 3- and 4-year-olds. Our Bright Beacon and Safe Harbor Preschools help develop knowledge, skills, and behaviors that prepare children for Kindergarten. There are nine areas of development and learning – physical, cognitive, social-emotional, literacy, language, mathematics, science, social studies, and the arts. We encourage children to use their imaginations and problem-solving skills to create a fun and stimulating learning environment. Both programs utilize the Creative Curriculum, which provides research-based learning opportunities and Lively Letters, which brings the letter sounds to life.

Curious Kids Milham Office 323-6780

Great Start Readiness Program (GSRP)

Michigan's Great Start Readiness Program (GSRP) is a high-quality preschool education for students who turn 4 by September 1 of the enrolling school year. GSRP eligibility is primarily based on income. Some families above the income limit may be eligible, but may need to pay a fee based on a sliding scale.

Georgia Boyle 323-6614

Kristin Kelly 323-6625

Kathleen Kline 323-6623

Portage Head Start

Head Start is a Pre-K program that facilitates young children's learning through experience. The program runs from September to June and is offered at 12 locations around Kalamazoo County. Head Start provides children with learning activities that focus on social/emotional, physical, and intellectual growth, as well as early math and literacy skills. It also offers services for the families of enrolled children. These services support parents in their role as a child's first teacher since doing so helps to strengthen family ties. Head Start focuses on the developmental needs of the child and family.

KRESA 373-5066 or 250-8945

For more information and applications for Head Start and the GSRP visit kresa.org

Kalamazoo County Ready 4s

Kalamazoo County Ready 4s is a community-designed high quality pre-Kindergarten program for 4-year-olds. It is focused on helping local public and private pre-kindergarten programs offer tuition assistance to qualifying families so they can afford to enroll their 4-year-olds in a high-quality pre-kindergarten program; while building a sustainable pre-kindergarten program for all 4-year-olds in Kalamazoo County.

Donna Neevel 366-9140

SPECIAL EDUCATION

Early Childhood Special Education – Children age 3-5 may be enrolled in Early Childhood Special Education (ECSE), an intervention program for various disabilities or impairments when determined eligible according to the Michigan Special Education Rules and Regulations. Parents request assessment through the KRESA Preprimary Evaluation Team (PET). Services to be provided are specified at an Individualized Educational Planning (IEP) team meeting. For more information contact the PPS Special Education office or Kalamazoo Regional Educational Service Agency (KRESA).

Char Wheeler 323-5010

YOUNG FIVES PROGRAM

Children who turn 5 between September 2 and December 1 are eligible to enroll in the district's Young Fives program. Young 5s is a program for children who may be eligible for Kindergarten, but need the benefit of more time and experience to promote success in school. It is based on the philosophy that children develop language, motor, personal-social, and intellectual skills at an individual rate affected by physical maturation and environmental experiences. A Young Five student may need time to mature in one or more of these areas.

Young Fives is a district program and while every effort to place a student at their school of residence is made, space is not always available. Therefore students are placed by the district at a school where space is available in its Young Five classroom.

If your student does not meet the age requirement, but you feel Young 5s may be a better placement for your student developmentally, please contact your building principal.

COURSE DESCRIPTIONS

ACADEMIC CLASSES

LANGUAGE ARTS

Early Childhood:

- Exposure to letters, letter sounds, and language concepts
- Recognize first name in print
- Book awareness-title, front, back, top, bottom, left-to-right, spine and book orientation

Young-Fives

- Express ideas and feelings
- Share and listen for information
- Answer questions about stories
- Develop vocabulary
- Hear rhymes
- Recognize first name in print
- Identify uppercase and lowercase alphabet letters
- Identify letter sounds
- Express self in dramatic play
- Show interest in writing
- Write using pictures and symbols

Kindergarten

Demonstrate command of the conventions of Standard English when writing and speaking:
Grammar & Usage

- Print upper- and lowercase letters
- Form plural nouns orally
- Understand and use question words
- Use frequently occurring nouns and verbs
- Use frequently occurring prepositions
- Produce & expand complete sentences in language activities

Capitalization, Punctuation, and Spelling

- Recognize and name end punctuation
- Use sound spelling when writing
- Capitalize first word in a sentence and pronoun I

Vocabulary Acquisition & Use

- Identify words that have more than one meaning and use them accurately
- Sort objects into categories
- Use words to explain what the objects in the categories have in common
- Identify opposites
- Connect spoken and written words to the real world
- Recognize verbs that have similar meanings and show how they are different
- Discover new words and phrases through reading, listening and conversation
- Use new words and phrases acquired through conversation, reading and listening

Literature

- Ask and answer questions about key details in a text
- Retell familiar stories
- Identify story elements (characters, setting, etc.)
- Ask and answer questions about unknown words in a text
- Recognize common types of texts (e.g. storybooks, poems)
- Name the author & illustrator and define the role of each
- Describe the relationship between illustrations and story
- Compare & contrast characters in stories
- Actively engage in group reading activities

Informational Text

- Ask & answer “WH-” questions about key details in a text
- Identify the main topic and retell details
- Describe connection between two individuals, events, ideas or pieces of informational text
- Ask and answer questions about unknown words in a text
- Identify front, back and title page of a book
- Name the author and illustrator and define the role of each
- Describe the relationship between illustrations and the text
- Identify why an author wrote a text
- Identify likes/differences for two texts on the same topic
- Follow rules for listening: face the speaker, sit quietly, use eye contact and ask questions during group reading

Foundational Skills

- Print Concepts
 - Follow words left to right, top to bottom, page by page
 - Recognize spoken words are represented in written language by specific sequence of letters and those words are separated by spaces
 - Recognize and name all upper-and lowercase letters
- Phonological Awareness
 - Recognize and produce rhyming words
 - Count, pronounce, blend, and segment syllables in words
 - Blend and segment onsets and rimes
 - Isolate/pronounce initial, medial vowel, and final sounds
 - Add or substitute individual sounds in one-syllable words
- Phonics & Word Recognition
 - Demonstrate knowledge of letter-sound correspondence
 - Identify the five major vowels and say the long and short vowel sounds
 - Read common high-frequency words by sight
- Fluency
 - Read emergent-reader texts with purpose & understanding

Writing

- Use a combination of drawing, dictating, and writing to:
 - Compose opinion pieces that include the topic or name of the book they are writing about and state an opinion or preference about it
 - Compose informative/explanatory texts in which they name the topics and supply information about them
 - Narrate a single event or several loosely linked events, tell order of events, and provide a reaction to what happened
- With guidance and support from adults:
 - Explore digital tools to produce and publish writing
 - Participate in shared research and writing projects
 - Answer questions using information recalled or gathered

Speaking and Listening

- Follow rules for discussions
- Listen to others and share ideas through conversation
- Confirm understanding of texts by asking/answering questions
- Ask and answer questions to seek help, get information or seek clarification
- Describe familiar people, places, things and events
- Add drawings or other visual displays to descriptions to provide additional detail
- Speak audibly and express oneself clearly

1st Grade

Literature

- Describe characters, settings, and major events
- Explain major differences between books that tell stories
- Compare and contrast characters in stories

Informational Text

- Identify the main topic and retell key events
- Know and use various text features to locate key facts or information in a text
- Identify similarities in and differences between two texts on the same topic

Foundational Skills

- Understand spoken words, syllables and sounds
- Apply phonics and word recognition skills
- Read grade-level text with sufficient accuracy and fluency to support comprehension
- Demonstrate understanding of word meanings

Writing

- Write opinion pieces in which they introduce the topic, name the source, state opinion and reason, and provide a sense of closure
- Write informative text in which they name a topic, supply facts, and provide a sense of closure

- Write narrative in which they recount two or more appropriately sequenced events, include detail, and provide a sense of closure
- Effectively use conventions of standard English

Speaking and Listening

- Describes people, places, and events with relevant details, expressing ideas and feelings clearly
- Ask and answer questions about details in text read aloud

2nd Grade

Literature

- Demonstrate the ability to monitor, compare, summarize, question, evaluate, sequence and predict when reading
- Read fluently and accurately
- Stay engaged with text during sustained silent reading

Informational Text

- Express ideas clearly and fluently

Foundational Skills

- Understand and apply decoding skills
- Spell assigned words accurately
- Understand and apply reading comprehension skills and strategies

Writing

- Write compound sentences and use punctuation effectively
- Write an opinion which includes an introduction, states the opinion, provides supporting reasons and a conclusion
- Write a summary of an informative piece including an introduction, facts and a conclusion
- Write a narrative story with events in logical order
- Write complete sentences with capitals and end marks

Speaking and Listening

- Participate in collaborative conversations
- Speak with appropriate volume and clear enunciation
- Listen and view attentively and politely for information

3rd Grade

Literature

- Identify, compare and contrast narrative elements and themes of stories
- Summarize a story
- Draw conclusions and make inferences
- Read with comprehension for a wide variety of purposes and increase fluency

Foundational Skills

- Understand the meaning of new grade appropriate words
- Read grade level text fluently

Writing

- Write narrative, persuasive and informational pieces with focus on style, organization, conventions and content
- Strengthen writing through planning and revision of various written pieces of various writing genre
- Spell grade level assigned words correctly
- Use research skills to write informational pieces
- Demonstrate appropriate formation of letters and use correct posture and paper placement in cursive handwriting

Speaking and Listening

- Be proficient in giving oral presentations
- Comprehend material that is read aloud

4th Grade

Literature

- Read fluently at an appropriate rate
- Understand and apply comprehension skills and strategies
- Understand new words using a variety of strategies
- Predict/infer events not directly stated by the author
- Connect/compare one text to another
- Evaluate the techniques used by an author

Writing

- Create narrative, informative, ten percent summaries, and opinion writing pieces
- Summarize informational text
- Construct a well-supported essay with main idea, details and conclusion

Speaking and Listening

- Comprehend material that is read aloud
- Use effective presentation skills
- Verbally recall main idea and important details

5th Grade

Literature

- Identify main idea and details in literature and informational text
- Evaluate and connect themes, story elements, and events in literature and informational text
- Analyze the structure, purpose, and viewpoint of literature and informational text
- Read grade-level text fluently and understand grade-level vocabulary in literature and informational text

Writing

- Generate opinion, informative and narrative text
- Strengthen writing through planning and revision
- Effectively use conventions of standard English

MATHEMATICS

Early Childhood

- Exposure to colors, shapes, and numbers
- Begin to practice 1 to 1 correspondence
- Practice rote counting
- Sorting, classifying, categorizing

Young-Fives

- Identify eleven colors
- Demonstrate 1 to 1 correspondence
- Recognize shapes
- Identify and make two part patterns
- Experiment with measurement
- Count forward to 30
- Recognize numerals 0-20
- Sort by attributes

Kindergarten

The following mathematical practices are embedded in the standards below: use concrete manipulatives, represent strategies, and explain thinking through drawings, models, objects, and writing equations

Counting and Cardinality

- Compare groups of objects
- Write numbers 0-20
- Know number names & the count sequence by 1s and 10s
- Count to tell the number of objects
- Compare numbers 1-10

Operations and Algebraic Thinking

- Understand addition and subtraction
- Add/subtract within 10
- Find the number partner to make 10 with any number 10 or less
- Add/subtract fluently within 5
- Compose/decompose numbers to 20

Number and Operations in Base Ten

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

Measurement and Data

- Describe and compare measurable attributes: longer, taller, shorter, heavier, lighter
- Classify objects and count the number in each category

Geometry

- Identify, name, and describe 2-D and 3-D shapes
- Analyze, compare, create and compose shapes

1st Grade

Operations and Algebraic Thinking

- Use addition and subtraction within 20 to solve word problems
- Apply properties of operations as strategies to add and subtract
- Add and subtract within 20, fluency for facts within 10
- Determine the unknown whole number in an addition or subtraction equation relating three whole numbers

Numbers and Operations in Base Ten

- Count to 120
- Understand that two digits of a two-digit number represent amounts of tens and ones
- Add within 100

Measurement and Data

- Express the length of an object as a whole number of length units
- Tell and write time to the hour and half-hour
- Organize, represent and interpret data

Geometry

- Distinguish between defining attributes verses non-defining
- Partition shapes into two, three, and four equal parts and describe them using halves, thirds, and fourths

2nd Grade

Operations and Algebraic Thinking

- Represent and solve word problems involving addition and subtraction within 100
- Memorize addition facts to 20
- Use addition to group objects in an array and write their equations

Number and Operations in Base Ten

- Use place value to add and subtract within 1000
- Understand the place value of 3 digit numbers
- Count, read, write numbers within 1000 in a variety of forms
- Compare two three digit numbers

Measurement and Data

- Represent and solve problems using bills and coins
- Measure and estimate lengths in standard units
- Tell and write time to the nearest 5 minutes
- Represent and interpret data using line plot, picture, and bar graphs

Geometry

- Segment whole shapes to create fractions
- Recognize and draws shapes with specific attributes

3rd Grade

Operations and Algebraic Thinking

- Understand, represent and solve problems utilizing the relationship between multiplication and division, the commutative property, and distributive property
- Be able to fluently multiply and divide within 100

Numbers and Operations

- Be able to fluently add and subtract within 1,000
- Develop an understanding of fractions as numbers

Measurement and Data

- Understand concepts of area and perimeter
- Solve problems involving measurement of time, volume and mass
- Represent and interpret data

Geometry

- Reason with shapes and their attributes

4th Grade

Operations and Algebraic Thinking

- Represent and record patterns and relationships
- Memorize and recall basic multiplication facts
- Use successful strategies for multi-digit addition and subtraction fluently
- Use strategies to multiply and divide fluently
- Calculate the perimeter and the area of a rectangle
- Use successful strategies for solving multiplication and division number stories

Numbers and Operations

- Read, write and compare numbers to one million
- Identify the value of digits to one million
- Read and interpret decimals to two decimal places
- Add/subtract fractions with common denominators
- Use strategies to compare and order fractions

Measurement and Data

- Measure using common tools and appropriate units of measure
- Construct tables from data

Geometry

- Recognize right angles, parallel lines and line segments
- Recognize plane figures that have line symmetry

5th Grade

Operations and Algebraic Thinking

- Write and interpret numerical expressions

Numbers and Operations

- Understand the place value system
- Perform operations with multi-digit numbers and decimals
- Add, subtract, multiply and divide with fractions

Measurement and Data

- Convert measurements
- Understand concepts of volume

Geometry

- Graph points on a coordinate plane to solve problems

SCIENCE

Early Childhood

- Sorting, classifying, categorizing
- Exposure to common safety practices

Young Five

- Demonstrate growing awareness of the environment
- Develop understanding of the weather around us
- Develop understanding of our five senses
- Experiment with measurement

Kindergarten

- Students explore science experiments/investigations by:
 - Formulating questions
 - Carrying out experiments
 - Making observations
 - Forming conclusions
 - Recording data

1st Grade

- Recognize that living things follow a cycle
- Understand daily weather conditions affect personal decisions
- Use property words to communicate observations

2nd Grade

- Think scientifically and use scientific knowledge to make decisions about real world observations
- Develop solutions to problems through reasoning, observation and investigation
- Understand Earth's surface composition & how it changes
- Identify landforms
- Know the properties of magnets and how they interact with other materials
- Understand that living things have observable body characteristics, basic needs and definite life cycles

3rd Grade

- Think scientifically and use scientific knowledge to make decisions about real world observations
- Develop solutions to problems through reasoning, observation and investigation
- Know the functions of plant parts, the process of photosynthesis and the basic requirements for plants to maintain their existence
- Classify the characteristics of vertebrates, describe their food and environmental needs, adaptations and the food chains
- Know the properties of the three basic states of matter and be able to identify evidence of physical and chemical changes in matter

4th Grade

- Understand interactions within an ecosystem including the relationships between living and nonliving factors of the ecosystem
- Understand force and its effect on objects
- Understand how electrical circuits work
- Understand and identify forms of energy and how energy is transferred between objects

5th Grade

- Understand the position and relationship of planets and other objects to the sun
- Understand the motion of the Earth and the Earth's moon and how this relates to eclipses, tides and seasons
- Identify and explain the functions and interdependence of these human body systems: respiratory, digestive, muscular, skeletal and circulatory
- Begin the Human Growth and Development (HGD) curriculum. This includes body development and adolescent changes which are a part of Portage Public Schools sexual education curriculum.

SOCIAL STUDIES

Kindergarten

- Understand events and timelines: yesterday, today, tomorrow, past, present
- Understand needs and wants
- Understand rules, both in the classroom and world, and why they are important
- Demonstrate responsibility and good citizenship

1st Grade

- Know how people in a community live and work together
- Recognize people learned from the past

2nd Grade

- Understand that events in the community, in the United States and in other countries can affect oneself
- Describe changes in the local community over time
- Organize information to make and interpret simple maps
- Locate continents and oceans
- Identify consumers, producers, resources, goods and services

3rd Grade

- Define, describe and compare the geography, people and cultures of Michigan and the regions to which it belongs
- Understand how natural, human, and capital resources drive Michigan's market economy

- Use historical thinking to understand Michigan's past
- Explain why people create governments and understand one's role as a responsible citizen

4th Grade

- Understand major economic activity in US and the factors influencing their location
- Know how United States businesses are involved in trade as producers, distributors, importers and exporters
- Know the basic organization and responsibilities of Federal Government
- Understand and apply the five themes of geography
- Make civic-minded decisions and use evidence to support
- Describe ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region

5th Grade

- Describe the interactions among European, African and American Indian peoples prior to 1620
- Describe the development of North American colonies including the slave system
- Understand the causes and consequences of the American Revolution
- Understand the ideas in America's founding documents

EXPLORATORY/SPECIALS CLASSES

ART

Early Childhood

- Explore a variety of art materials through organized activities
- Begin to draw a recognizable picture
- Begin to express thought through pictures

Young Fives – Kindergarten

- Apply skills and knowledge to create in the arts
- Analyze, describe, and evaluate works of art

1st – 5th Grade

- Apply skills and knowledge to create in the arts
- Analyze, describe, and evaluate works of art
- Understand, analyze, and describe the arts in their historical, social, and cultural contexts
- Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life

LIBRARY/MEDIA SKILLS

Young Fives

- Use media center facilities appropriately
- Care for library media center materials

Kindergarten

- Use media center facilities appropriately
- Care for library media center materials
- Listen to literature and participate in a variety of reading experiences

1st Grade

- Use media center facilities appropriately
- Care for media center materials
- Distinguish and define fiction and non-fiction
- Listen to literature and participate in a variety of reading experiences

2nd Grade

- Care for media center materials
- Listen to literature and participate in a variety of reading experiences
- Locate specific areas and materials in the library media center

- Use appropriate online and print research tools
- Select appropriate library resources to match interest and comprehension level
- Have an awareness of being a good digital citizen

3rd Grade

- Recognize the Dewey Decimal System arrangement of non-fiction materials
- Know the proper arrangement of fiction on shelves
- Locate a book using the online catalog
- Develop an awareness of a variety of authors and literature genres
- Use appropriate online and print research tools
- Discuss the responsibilities of being a good digital citizen
- Use appropriate Google Apps for Education tools

4th Grade

- Use the Dewey Decimal System to locate non-fiction materials
- Use appropriate online and print research tools
- Use selected online resources to locate information about a specific topic and evaluate for reliability
- Understand the importance of citing resources
- Develop an awareness of a variety of authors and literature genres
- Demonstrate an awareness of being a good digital citizen

5th Grade

- Use appropriate online and print research tools to locate information about a specific topic and evaluate for reliability
- Demonstrate further digital citizen awareness, focusing on personal safety
- Develop an understanding of plagiarism
- Begin to credit resources properly
- Demonstrate knowledge of favorite authors and genres and become an independent user of libraries

MUSIC

Early Childhood

- Sing simple songs and move to music

Young Fives

- Learn a repertoire of simple songs, chants, speech pieces, and singing games
- Move in response to music
- Add body percussion and non-pitched percussion instrument to patterns in songs and speech pieces

Kindergarten

- Learn a repertoire of simple songs, chants, speech pieces, and singing games
- Move in response to music
- Add body percussion and non-pitched percussion instrument to patterns in songs and speech pieces
- Read rhythm patterns with long/short icons
- Clap the syllables in names and other familiar words
- Move appropriately in shared space
- Experience the four voices: sing, whisper, speak, shout

1st Grade

- Experience a repertoire of simple songs, chants, speech pieces, and singing games
- Move in response to music, especially showing steady beat and up/down
- Identify six unpitched percussion instruments (hand drum, triangle, cowbell, guiro, wood block, and tambourine)
- Classify and play pitched and unpitched percussion instruments
- Use four levels of body percussion
- Play barred instruments using bordun and ostinato
- Identify sound and silence, and read beginning rhythms
- Identify melody using so, la, mi

2nd Grade

- Experience songs, singing games, and folk dances
- Sing a varied repertoire that includes folk, seasonal, multicultural, and patriotic songs
- Play a broken bordun with a steady beat to accompany a song or speech piece
- Discriminate between wood and metal when hearing a pitched percussion instrument
- Experience musical phrases using time/space/shape/force
- Identify meter signatures, measures, bar lines, and be able to follow multiple verses correctly in a song

3rd Grade

- Experience songs, singing games, and folk dances
- Sing a varied repertoire that includes folk, seasonal, multicultural, and patriotic songs
- Use correct mallet technique on barred instruments
- Play crossover borduns on barred instruments
- Draw notes of several different note values
- Experience canon/round and ostinato
- Study the orchestral string family
- Experience progressive solfege and rhythm patterns both aurally and with notation

- Identify major and minor harmonies
- Identify crescendo and decrescendo

4th Grade

- Experience songs, singing games, and folk dances
- Sing a varied repertoire that includes folk, seasonal, multicultural, and patriotic songs
- Attend a live performance by a professional orchestra
- Perform on the recorder using at least four different pitches
- Identify the notes (lines and spaces) of the treble clef staff
- Read rhythm patterns that include syncopation
- Classify orchestral instruments into four families
- Sing a musical scale in solfege
- Study the-orchestral woodwind, brass, and percussion instruments

5th Grade

- Experience songs, singing games, and folk dances
- Sing a varied repertoire that includes folk, seasonal, multicultural, and patriotic songs
- Sing a vocal harmony part
- Read a score of at least two parts
- Compose a BAG melody for recorder
- Read and independently perform rhythms
- Experience music of various genres, with a special emphasis on jazz
- Attend a live concert by a symphony orchestra
- Perform on the recorder, using at least six different pitches

PHYSICAL (FITNESS) EDUCATION

Young Fives and Kindergarten

- Apply gross motor movements or running, hopping, jumping and balance
- Apply the use of manipulatives

1st Grade

- Continue work on gross motor movements in addition to skipping, running with proper hand-foot opposition, rolling, kicking
- Introduce cooperative play
- Demonstrate personal and social behavior in physical activity settings
- Apply “active learners learn better” model

2nd Grade

- Continue work on gross motor movements in addition to sliding, running backwards, foot dribble, horizontal and vertical jump, gallop and hand dribble

- Achieve and maintain a health-enhancing level of physical fitness
- Introduce lead up games teaching sportsmanship and cooperative play as well as team building skills
- Introduce Personal Best Concept for one's own fitness level

3rd Grade

- Continue gross motor development in addition to throwing and catching fly balls
- Introduce Sport Specific Skills
- Achieve and maintain a health-enhancing level of physical fitness
- Understand the importance of daily healthy play and diet choices
- Understand that sports and lead up games are a means to healthy play and learning to win and lose with appropriate behavior

4th Grade

- Continue to apply gross motor movements and personal best practices to enhance one's own level of fitness and skill development
- Introduce lead up games of football, basketball, soccer, bowling, whiffle ball, kickball, track and field and floor hockey
- Introduce the use of pedometers and the health benefits of them
- Understand the benefits of active play and dietary choices

5th Grade

- Create own diet and movement plan to maintain a healthy lifestyle
- Introduce sports games with modified equipment and scoring
- Demonstrate proper sportsmanship
- Achieve and maintain a health-enhancing level of physical fitness
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and social interaction

SPANISH

5th Grade

- | | |
|---|--|
| • Greet and introduce oneself | • Count from 0 to 31 |
| • Ask another person his/her name | • State one's birthday and age |
| • Express basic feelings | • Ask the birthday and age of another person |
| • Ask how another person feels | • Know the months and seasons |
| • Know ten basic color words | |
| • Identify different Spanish-speaking countries on a world map | |
| • Recognize flags of Spanish speaking countries | |
| • Compare daily living in the United States to life in Spanish speaking countries | |
| • Discuss how Day of the Dead is celebrated in Mexico | |
| • Discuss celebrations that take place during the winter months in Mexico | |

TECHNOLOGY/COMPUTER EDUCATION

Young Fives

- Follow identified procedures when using technology
- Use age appropriate applications and programs
- Practice positive digital citizenship skills appropriate for the young fives grade level

Kindergarten

- Follow identified procedures when using technology
- Use age appropriate applications and programs
- Turn on/off devices
- With assistance, login/logout using username and password
- Use a touchscreen, trackpad, and/or mouse to select items
- Practice positive digital citizenship skills appropriate for the kindergarten level

1st Grade

- Follow identified procedures when using technology
- Use age appropriate applications and programs
- Use a touchscreen, trackpad and/or mouse to select items, and drag/drop
- Open and close browser windows
- Navigate a website including scrolling and selecting items
- Independently turn on/off devices, login/logout using username and password
- Type name and a few basic words in one sitting
- Use the keyboard to add and erase words in a document
- Start and stop videos
- Practice positive digital citizenship skills appropriate for the first grade level

2nd Grade

- Follow identified procedures when using technology
- Use age appropriate applications and programs
- Navigate a website or application, including scrolling and selecting items, and opening and closing tabs
- Create bookmarks and access websites using links shared by the teacher
- Recognize proper hand position when keyboarding, and can identify the home row
- Type 1-3 sentences in a sitting
- Use the keyboard to capitalize letters (shift key), add punctuation (end marks, commas, and apostrophes), and proper spacing after punctuation in a document
- Use painting/drawing tools to brainstorm, plan, and illustrate ideas
- Add images in documents and presentations to present information, enhance documents, and illustrate ideas
- Understand the importance of balancing time on technology with other activities
- Practice positive digital citizenship skills appropriate for the second grade level

3rd Grade

- Follow identified procedures when using technology
- Use age appropriate applications and programs
- Use the keyboard, mouse, touchscreen and/or trackpad to execute copy and paste functions
- Create or open documents and presentations
- Complete assignments using digital tools as directed by the teacher
- Navigate a website or application, including moving between multiple tabs or applications
- Use proper hand position when keyboarding and type with both hands
- Accurately type 8-10 words per minute
- Type a half page or more of text in one sitting
- Research a topic using online resources and provide a simple citation of where the information was found
- Adjust the font in a document, and add slides to presentations
- Add, move, and resize images/videos in a document, presentation, or website
- Communicate and collaborate by crafting an appropriate response to a topic/question, and sharing documents
- Practice positive digital citizenship skills appropriate for the third grade level

4th Grade

- Follow identified procedures when using technology
- Use age appropriate applications and programs
- Assess the type of application/program (ex: word processing, presentation, spreadsheet, drawing, video, poster, etc.) needed to complete a project, and create the new document accordingly
- Complete assignments using digital tools as directed by the teacher
- Navigate a website or application, including moving between multiple windows or applications
- Accurately type 12-15 words per minute
- Type a page or more of text in one sitting
- Research, summarize, and provide a simple citation for information found using databases and teacher curated resources
- Format a document as directed by the teacher, including indenting, line spacing, bulleted lists, and alignment
- Enhance the appeal of a presentation with appropriate transitions and animations
- Communicate and collaborate with peers and teachers by providing valuable feedback, sharing documents, and working on group projects
- Practice positive digital citizenship skills appropriate for the fourth grade level

5th Grade

- Follow identified procedures when using technology
- Use age appropriate applications and programs
- Organize files stored on the device or online
- Accurately type 15 or more words per minute
- Type a page and a half or more of text in one sitting
- When researching information to support an argument, assess the quality of a source on the Internet and provide a simple citation for the source
- Use editing tools (spell check, grammar check, thesaurus, etc.) to increase the quality of a finished writing piece
- Find, add, move, and resize images/videos in a document, presentation, or website in order to enhance the presentation/document or tell a story
- Communicate and collaborate with peers and teachers by providing valuable feedback, peer editing, discussing a topic, sharing documents, and working on group projects
- Practice positive digital citizenship skills appropriate for the fifth grade level

FOUNDATIONAL SKILLS

LANGUAGE DEVELOPMENT

Early Childhood

- Develop vocabulary
- Begin to express ideas and feelings
- Share and listen for information
- Answer questions about stories
- Exposure to hearing rhymes and beginning sounds
- Practice of articulation and clarity of spoken words/ideas
- Express thoughts in complete sentences
- Initiate and sustain conversations

LEARNER BEHAVIORS

Early Childhood

- Begin to display self confidence
- Exposure to structured games and activities
- Begin to use simple phrases to address wants/needs
- Begin to navigate classroom independently
- Begin to take-turns, share and engage in simple cooperative play activities
- Follow directions and routines
- Listen and attend appropriately
- Participate in classroom activities
- Accept responsibility and consequences for behaviors
- Express self in dramatic play
- Promote self-care (bathroom, nose, hand-washing and dressing)

Young Fives

- Display self confidence
- Respect personal and school property
- Demonstrate self-control
- Interact cooperatively
- Follow directions promptly
- Listen and attend appropriately
- Participate in classroom activities
- Accept responsibility and consequences for behaviors
- Communicate with others appropriately
- Attend to self-care (bathroom, nose, hand-washing and dressing)

Kindergarten

- Follow school and classroom rules
- Follow directions promptly
- Demonstrate appropriate work habits
- Listen and attend appropriately
- Participate and collaborate in class
- Organize self and materials

MOTOR SKILLS

Early Childhood

- Strengthen hand muscles through cutting, coloring, drawing and painting
- Develop eye-hand coordination
- Begin to trace and/or write name
- Develop pre-writing strokes
- Develop jumping, hopping, catching, running and balancing skills
- Begin to use age appropriate writing grasp
- Begin to express thought through pictures
- Begin to draw a recognizable picture
- Begin to safely maneuver playground

Young Fives

- Strengthen hand muscles through cutting, coloring, drawing, and painting
- Develop eye-hand coordination
- Print first name with a capital at the beginning, followed by lowercase letter(s)
- Show control in jumping, hopping, catching, running and balancing
- Grip writing utensil correctly
- Write numerals 1-5

ACADEMICALLY GIFTED & TALENTED

ENRICHMENT & EXTENSION (E²)

What is the E² program?

The E² program is a full day one day per week program for students in grades 3-5. Its purpose is to provide time for high ability students to meet together at the Enrichment Center to experience challenging activities outside of the general curriculum.

How do children qualify for E²?

In the second grade, the Otis Lennon School Ability Test (OLSAT) is administered to all students. The data collected from that assessment, along with school achievement data, and classroom teacher's confidential perspective is analyzed to qualify students for this program. Students new to the district are evaluated using a combination of ability and achievement data obtained through a testing process.

What if a student does not qualify in 3rd Grade?

A parent or teacher may request a child be reevaluated, to be done in the fall of third, fourth or fifth grade.

What is taught in the E² Program?

Critical and creative thinking are the foundation of learning in this program. Students will collaborate during interdisciplinary units as well as experience instruction in logical, mathematical, and language-based challenges. An abbreviated list of past studies includes:

- Create a Business
- Mock Presidential Campaign
- Lego Robotics

Problem solving with the use of a variety of strategies is emphasized. Students in the 4th and 5th grade program will complete a guided independent research project on a topic of their choosing.

If you have any questions or would like more information contact Merrie Conner or Jenny Taffee at 323-5090.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

OVERVIEW OF MTSS

Multi-Tiered Systems of Support is a framework for providing instruction and support to promote academic and behavioral success for all students.

The Foundational Principles of MTSS include:

- Coordinated use of data that informs instruction, student and school outcomes, and school accountability
- Provision of rigorous curricula to *ALL* students
- Coordination of services within schools and across systems
- Use of evidence-based learning supports
- Integration of school mental and behavioral health services into learning supports
- Integration of school climate and safety efforts into school improvement efforts
- Provision of high-quality, relevant professional development
- Maintenance of an accountability system

The MTSS process typically has three tiers which each provide differing levels of support.

- In Tier I, all students receive high quality curriculum and instruction in the general education classroom and they are explicitly taught positive behavior expectations.
- In Tier II, the school provides supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum. The school provides supplemental targeted behavioral skill interventions usually in small groups.
- In Tier III, intense instructional and behavioral support is provided to students with the greatest needs with frequent progress monitoring.

Parents can help at home by talking with their child about school, communicating with their child's teacher, using online resources, making reading a daily habit, monitoring and assisting with homework assignments, and attending parent/ teacher conferences.

WIN TIME

“What I Need” Time

WIN stands for What I Need and is a highly individualized time in the day for students in grades K through 5 during which students get extra support or enrichment. Each elementary building has WIN time under various names. Teachers and support staff collaborate closely to plan for this time. WIN time helps a school respond to a student's academic challenges or extend their strengths. WIN time is a strategy that allows teachers to respond effectively to each student's uniqueness as a learner within the school day.

GRADING

ELEMENTARY REPORT CARD

Portage Public Schools is thankful for our parents, guardians, teachers, staff and community for the support which allows us to provide so many academic opportunities and extracurricular activities for our students. We are committed to ensuring that students are well prepared for the future. Providing a clear, complete communication tool is the main goal of our standards-based elementary report card.

STANDARDS-BASED GRADING

Q: Why does Portage Public Schools use a standards-based elementary report card?

A: Standards-based Report Cards are the best research-based method for reporting on what students know and can do related to our aligned curriculum and State learning standards. This helps teachers and staff to support student learning and provides parents with knowledge on their student's learning. Standards-based report cards provide:

1. An in-depth look at student progress on grade-level skills
2. Consistent evaluation throughout the year on the end of year learning goals (strands)
3. Individualized instruction information
4. Consistent evaluation between students/classes/schools

Q: How does standards-based grading differ from traditional grading?

Traditional Report Cards: Students receive a single grade for reading, one for math, one for science and so on. Traditional letter grades average all of the work a student has completed in a quarter, as well as other subjective factors such as behavior. Work habits may have been calculated in the letter grade (missing assignments, late work, homework, effort, etc.). How grades are determined can vary from teacher to teacher.

Standards-based Report Cards: Each of these subject areas is divided into a list of strands. These represent key concepts that students are responsible for learning in that grade level. Students receive a separate mark for each strand, when it is assessed. Student Learning Behaviors are assessed independently from the academic factors. Standards-based grading considers a student's overall work, as well as his or her most recent work, to more accurately communicate what a student has learned in a marking period. The focus is on a student's performance over multiple opportunities, not simply the grading and averaging of tests and quizzes. Standards are specified learning goals applied to all students and provide consistent learning targets for students to meet.

Q: What are the performance levels?

A: There are three performance levels for evaluating the standards and strands. They are:

1. **Meets the Standard (MS or M)** - Student consistently demonstrates mastery of the knowledge and can apply the skills expected at this grade level.
2. **Progressing towards the Standard (PS or P)** - Student is making progress towards mastery, yet sometimes shows inconsistent knowledge and skills expected at this grade level.
3. **Limited Progress towards the Standard (LPS or L)** - Student is making limited progress, and is not yet demonstrating an understanding of knowledge and skills expected at this grade level.

Q: If my child meets a standard what is being done to accelerate their learning?

A: Through our Multi-Tiered System of Supports, we strive to provide high quality instruction for all students. Teachers differentiate instruction to meet the needs of their students in the classroom. Students in grades 3-5 may also qualify for the district's Enrichment and Extension Program.

Q: How does this help parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period, specifically on how their child is progressing in specific grade level strands. In addition, they:

1. Identify the learning standards to be met at the end of each grade level and provide specific information about your child's progress in meeting the year-end grade expectations.
2. Promote more detailed and meaningful conversations at parent/teacher conferences.
3. Provide a picture of how your child is progressing in set skill areas from K - 5th grade.

Q: I believe that my student is Meeting the Standard (MS) on a particular strand; she is getting all the questions on the assessments correct. Why is she scored as Progressing towards the standard?

A: There are many factors that go into the progress levels on the report card. Since the standards are year-end goals, teachers often break up the learning into logical chunks and assess the students on what has been taught. Therefore, if a child is earning a P, it may be because they have only been assessed to the Progressing level of the standard. Teachers continue providing learning and assessing opportunities for students to demonstrate that they meet the standard. For example, if the learning goal is to count from one to twenty, and we check student learning after teaching 1 through 10, the student hasn't met the standard yet - but they are making progress. When we assess 1 through 20, she will demonstrate proficiency and will meet the standard. Also, teachers collect a variety of evidence to demonstrate learning. If a student isn't meeting the standard yet, then the teacher has student work to discuss with you at conferences about the next steps to ensure the student meets the standard prior to the end of the year.

Q: Is every learning standard taught during the year listed on the report card?

A: No. The report card lists the essential strands for each grade level content area. These can include multiple essential standards combined into a single score. The teacher evaluates the student's progress on many other inside standards. This information is rolled into the reported grade level strand.

Q: Can my child Meet the Standard (MS) and then move to a lower level in the next marking period?

A: The learning target for each grade level doesn't change, and we assess student progress using the end of year expectations. For the majority of our standards, we expect our students to grow throughout the year, so students may have many PS grades on the first quarter progress report. As students move through the year, PS grades will become MS grades as teachers gather the evidence and continue to teach students.

Occasionally a student can move from an MS down to a PS. Some of our standards relate to fluency (the ability to complete a reading passage or a set of math problems in a particular amount of time.) Occasionally a student's fluency decreases when moving to a new set of problems or when new spelling words are assigned. Behavior standards can also fluctuate between marking periods for a variety of reasons. A score can also decline related to a loss of the learning.

Q: Why are there blank boxes on the report card?

A: A box will be blank if the strand was not assessed during the marking period or if there is not enough data to accurately assess student learning on the strand. By the end of the school year, every strand is assessed and reported on the final report card.