Elementary Program of Studies Services & Policies 2014-2015

El Programa de Estudios Primarios, Servicios y Políticas está disponible en español en todas las oficinas de consejería de las Escuelas Públicas de Arlington o en el sitio web: www.apsva.us
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Welcome to the elementary program of the Arlington Public Schools! We appreciate your participation in the Arlington Public Schools and commit to providing a strong instructional program for your child.

This document, the *Elementary Program of Studies, Services & Policies*, intends to inform you about the policies, programs, and available services which apply to Arlington elementary school children. In our efforts to achieve clarity and conciseness, we have provided brief, objective descriptions of the many elements of our elementary schools. Please understand that more information is available on most of these topics. We have listed phone numbers for sources of additional information wherever appropriate.

The *Elementary Program of Studies, Services & Policies* reflects the commitment of the Arlington Public Schools to

- provide a challenging, rigorous instructional program for our students
- offer families choices of instructional delivery for that program
- prepare students to succeed on assessments and in secondary schools
- support student achievement through additional services to address student needs

We encourage you to communicate and visit with your child’s school principal and teachers during orientations, Back-to-School Night, conferences, and other scheduled opportunities. You may also call and schedule an individual appointment.

Thank you for joining us in the Arlington Public Schools and informing yourself of our policies, programs, and services. Please continue your involvement in your child’s education. The staffs of the Arlington Public Schools want to work with you to support your child’s achievement and growth.

Sincerely,

*Constance Skelton*  
Constance Skelton  
Assistant Superintendent, Instruction

*Donna J. Snyder, Ed.D.*  
Donna J. Snyder, Ed.D.  
Director of Early Childhood and Elementary Education
POLICY STATEMENTS

Link to Policies and Procedures on Admission, Placement, Attendance, and Discipline:

http://www.apsva.us/Page/3163

Admission

Children of Arlington County residents are eligible to attend Arlington schools free of charge if they have reached their fifth birthday on or before September 30. If parents wish not to enroll their child in kindergarten, they must inform the neighborhood school. Upon reaching the age of six, children are required to be enrolled in school. Further information is available from the Early Childhood Office at (703)228-8632 or http://www.apsva.us/page/2992.

Students entering kindergarten or another grade of elementary school in Arlington for the first time must present

1. Birth certificate or other valid proof of birth date.
2. A physical examination completed within 12 months prior to date of entry.
3. Medical information (certificate from licensed physician) stating day/month/year of immunizations against diphtheria, pertussis (whooping cough), tetanus, polio, hepatitis B (by sixth grade), measles, mumps, and rubella (German measles).
   Proof (certification from licensed physician) stating day/month/year of a second immunization against measles, mumps, and rubella (German measles) for first time entry into any school.
   Written results of a tuberculin skin test completed within one year of initial entry into an Arlington Public School or following any break in enrollment.
   (Families who object to immunization on religious beliefs must submit a notarized statement on a special Virginia State form which can be obtained from the school. Also, if one or more of the required immunizations may be detrimental to the student's health, a physician must sign the request for a medical exemption.)
4. A Social Security number. (If not provided, a waiver must be completed and filed in child's permanent record folder.)
5. Proof of residence or a residence change into Arlington which will occur within sixty (60) calendar days must be provided. Proof of residence includes a current lease signed by lessor or tenant and landlord or a copy of the mortgage agreement showing that the parent/guardian owns a home and resides in Arlington County. Exceptions are listed in Arlington School Policies. The Arlington School Policies are available at every school, the education center, and the public library, and on the web: www.apsva.us

To find out which school a child should attend, call the Arlington Schools Information Office at (703)228-6005 or use the online boundary resource at http://www.apsva.us/page/3001

Attendance

The following are considered excused absences from school. (All others are unexcused.)

1. Illness, quarantine, doctor or dentist appointment
2. Death in the family
3. Observance of a religious holiday
4. Summons to court of law
5. Violent storms or state emergencies
6. Suspensions
7. Severe family emergency
8. Others, approved in advance by principal

The student must present a written explanation of absence from a parent or guardian no later than two days following the return to school.
Tardiness to class is dealt with according to teacher discretion. Excessive tardiness is reported to the principal. At all levels, students forfeit daily class grades for unexcused absences. At the elementary level, parents are advised after the first unexcused absence and are called for a school conference after the second unexcused absence. After the third unexcused absence, the school social worker/visiting teacher, to the extent possible, will make a home visit.

If a student has five unexcused absences, the Code of Virginia requires school staff, parents and the students to jointly develop a plan to resolve the student’s nonattendance. Further unexcused absences will necessitate a conference with the student, parents, school staff, court staff, and other involved professionals to resolve issues related to the pupil’s nonattendance. Arlington Public Schools and the Arlington County Juvenile and Domestic Relations District Court are committed to work collaboratively to promote the regular school attendance of all students. If the pattern of nonattendance continues beyond six days, a petition will be filed with the Court.

**Link to Policies and Procedures on Homework, Grading, and Instruction:**

http://www.apsva.us/Page/3162

**Homework**

The School Board policy on homework states

Homework is one important component of the educational process. Homework consists of learning activities assigned by the teacher to be performed primarily outside of the class by the student by a certain date, without the direct supervision of the teacher, and assessed by the teacher after it is performed. Homework should:

- Prepare for, relate to, build on, reinforce, and/or enhance learning in the classroom.
- Encourage and strengthen the communication between home and school.
- Be appropriate for the age and stage of development of the student.
- Encourage a student’s sense of responsibility, develop a sense of personal accountability, promote learning, and improve study habits.
- Acknowledge individual differences among students through differentiation when feasible.

Summer assignments should be designed to be achievable by all students receiving the assignments independently of access to school staff, technological, and material support and resources.

The following guidelines intend to support principals, teachers, other staff, parents, and students in developing a common understanding of homework expectations.

In general, the following total amount of time spent daily on homework over four nights a week represents an average for the typical student.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Time on Homework</th>
<th>Plus Reading or Being Read to</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>maximum of 15 minutes</td>
<td>minimum of 15 minutes</td>
</tr>
<tr>
<td>1</td>
<td>maximum of 20 minutes</td>
<td>minimum of 20 minutes</td>
</tr>
<tr>
<td>2</td>
<td>maximum of 30 minutes</td>
<td>minimum of 20 minutes</td>
</tr>
<tr>
<td>3</td>
<td>maximum of 45 minutes</td>
<td>minimum of 20 minutes</td>
</tr>
<tr>
<td>4</td>
<td>maximum of 60 minutes</td>
<td>minimum of 30 minutes</td>
</tr>
<tr>
<td>5</td>
<td>maximum of 60 minutes</td>
<td>minimum of 30 minutes</td>
</tr>
</tbody>
</table>
POLICY STATEMENTS

It is recognized that students vary significantly in the amount of time they spend on a given assignment. Therefore, these maximum amounts of time represent the teacher’s estimate regarding times required by the average student for completion of the assignment. Assignments should be reviewed and/or evaluated to provide meaningful feedback to students in a timely manner.

Guidelines for Teachers

Teachers should assign homework that relates to, builds on, reinforces, and/or enhances learning in the classroom; encourages a student’s sense of responsibility, develops a sense of personal accountability, promotes learning, and improves study habits; strengthens the links between home and school; and is appropriate for the age and stage of development of the student. In addition, students should have been taught the skills necessary to complete the homework. Teachers should follow the guidelines and intervene where students frequently are spending excessive amounts of time on homework.

The assignment of homework, to the extent possible, should be coordinated among subjects, teams, teachers, and/or grades to distribute the workload across disciplines, integrate assignments, and avoid excessive amounts on any given night.

The evaluation of homework by the teacher should be timely, consistent, understandable, and communicated clearly and regularly to students and parents. In general, only a brief amount of class time should be used to assess understanding of the homework. Teachers should not assign homework as a punishment.

Guidelines for Parents

Parents should be aware of the APS policy and guidelines on homework as well as the requirements of their son or daughter’s school and teachers. Parents should provide, to the extent possible, appropriate time and space for their children to complete homework at home. If a student frequently spends excessive amounts of time on homework, then the parent should alert the teacher so that the teacher can assist the student and parent to determine appropriate intervention.

Summer Assignments

If teachers assign summer work that requires specialized resources (computers, software, specific books, expenditure of funds), then the school has an obligation to provide or ensure access to these resources in a manner that ensures equitable opportunity for all students regardless of family situation and/or summer plans. These assignments are designed to provide students with an opportunity to review concepts and skills learned in the previous school year and prepare them for concepts and skills to be introduced in the upcoming school year. These assignments should be collected during the first week of school and reviewed and evaluated by teachers and students in the appropriate classroom within the first weeks of school. In elementary school, students should receive positive credit and recognition; assignments, or the lack thereof, should not have a negative impact on a student's grade.

Remediation

Students who, for whatever reason, are not progressing in school at expected rates have the opportunity to participate in a variety of school and systemwide programs of prevention, intervention, and/or remediation (for example, Reading Recovery, and Standards of Learning remediation classes). Programs may vary from school to school. Student progress is assessed using a wide range of criteria, including performance on standardized tests, predictor tests associated with standardized tests, classroom curricular assessments, parent/caregiver observation, and teacher judgment. Parents receive information regarding ongoing assessments of student progress throughout the school year in a number of formats (conferences, report cards, weekly backpack mail). Students who have failed SOL tests in Grades 3, 4, and 5 may be required to attend special programs possibly including an extended school day or mandatory summer school. Students who have failed the Grade 3 or 4 reading and/or mathematics SOL tests may participate in remediation during Grade 4 or 5, respectively.

Policy Statements
POLICY STATEMENTS

Standardized Testing in the Elementary School

The Virginia Board of Education requires students in elementary school to participate in the Standards of Learning (SOL) assessments. The SOL assessments are criterion-referenced tests designed to match Virginia’s SOLs. The SOL assessments are administered in all public schools in Virginia in the spring. Students in Grades 3, 4, and 5 will take the SOL tests.

SOL TESTING

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>History</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4, 5</td>
<td>4</td>
<td>3, 4, 5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

The Elementary SOLS are given in May and June.

Arlington Public Schools also administers the Phonemic Awareness Literacy Screening (PALS) test in Pre-K, Kindergarten, and to selected students in Grades 1, 2, and 3. The PALS is designed to assess a number of fundamental literacy skills including: phonological awareness, concept of word, word knowledge (for example, alphabet, phonics, and orthography) word recognition, and instructional reading level.

Schools will send results for each child directly to parents. Summary results for Arlington Public Schools and individual schools are published annually and can be found on the Arlington Public Schools web site. The Virginia Department of Education publishes yearly a School Performance Report Card which provides information on each school’s Standards of Learning test performance. These report cards are posted on the state’s website at http://www.doe.virginia.gov/index.shtml

Textbooks

Textbooks, digital textbooks, and other instructional resources are provided by Arlington Public Schools for use in the classroom. Books may also be borrowed for home study. When a book is borrowed, the student assumes full responsibility. Should the book be damaged beyond reasonable wear, a fine is levied. If the book is lost, the cost is charged to the student.

Textbooks and related instructional resources in major subject areas are selected approximately every six years. The Virginia State Board of Education provides lists of approved texts for local school districts to consider. Textbook selection committees, which include teacher and citizen representatives, review and recommend texts to be used in the Arlington schools. Final responsibility for the adoption of basic textbooks for local use rests with the Arlington School Board. Supplementary text materials may be selected by the local school to extend, enrich, and support the basic instructional program, provided such texts are in compliance with policy.
REPORTING TO PARENTS

Kindergarten teachers report student progress to parents four times during the year. Parent-teacher conferences are scheduled for fall and spring. Written Kindergarten Progress Reports are sent to parents at the end of January and the end of the school year.

At Grades 1 through 5, four written reports are scheduled on a nine-week basis. In addition, two parent-teacher conferences are scheduled: one in the fall and one in the spring.

THE FALL BACK-TO-SCHOOL MEETING

A parent-teacher meeting is held early in the school year before the fall parent-teacher conference. A written statement, including systemwide program outlines, a list of instructional materials, and a schedule of standardized tests, is prepared by the teacher and sent home before or distributed during the fall meeting. Specific grade-level objectives to be achieved by students during the elementary years are detailed in materials available in each school:

- The Elementary Program of Studies, Services, and Policies Handbook
- Curriculum guides in each content area which incorporate the Standards of Learning
- Textbooks
- The Standards of Learning (SOL) for Virginia Public Schools

The purpose of the parent-teacher meeting is to discuss the written statement that was sent home, describe any unique program plans for the year, discuss the homework policy, and display instructional materials. In addition, the teacher and parents may wish to discuss the standards of conduct or other topics of mutual interest.

CONFERENCES

Student-Teacher Conferences

Evaluation with the student is one of the most important elements of the reporting system. The teacher helps students evaluate their own efforts, abilities, and achievements; set realistic goals; and define practical means of working toward those goals.

Student-teacher conferences precede parent-teacher conferences. Their purpose is to let the students know the subject and content of the upcoming parent-teacher conferences and allay any anxieties the students may have developed because of impending parent-teacher conferences.

Student-teacher conferences are also scheduled before the first report card is issued to help ensure that students understand the nature of the report. The various aspects of the formal report card, including personal growth, effort, and academic achievement, are explained carefully. Students are helped to understand the standards used for evaluation and the meaning of report card symbols.

Parent-Teacher Conferences

The primary purpose of the parent-teacher conference is to provide a regular, scheduled time for the home and school to share specific information about a child's personal and academic growth. It recognizes the joint responsibility shared by parents and teachers in helping children learn. Specific objectives of the parent-teacher conference are to:

a) enable parents and the teacher to discuss the status and achievement potential of the student, share information and plan for the student's continued educational growth
b) enable the teacher to gain a better understanding of the student's home and family background
c) provide an opportunity for parents to understand the reporting system, the promotion and retention policy, and the school program.

Reporting to Parents
REPORTING TO PARENTS

Scheduling of Conferences
Parent-teacher conferences are regularly scheduled on an appointment basis. During fall and spring conferences, students in Grades K-5 are released from school. The first parent-teacher conference is scheduled in the fall mid-way between the opening of school and the first written report. The second conference is held in the spring between the second and third written reports.

Fall and spring conferences are scheduled at thirty-minute intervals, allowing twenty minutes for each conference and ten minutes for teacher preparation for the next conference. Appointment agenda forms are sent home prior to conferences to advise parents of the times and dates of the parent-teacher conferences. Parents are urged to mark the scheduled days and times on their calendars in the interest of the best use of everyone's time. Parent cooperation is appreciated. Parents are urged to meet and talk with teachers. Parent participation in the conference can have important and positive implications for the child.

Principals and teachers are encouraged to make a special effort to invite parents with limited English proficiency for conferences using bilingual staff or volunteers to make the initial contacts and serve as interpreters for the conference.

Parents may also request a conference with their child's teacher at any time by contacting the school office.

Agenda of Conferences
The fall conference agenda emphasizes student adjustments to school and readiness for the year's work. Parents are invited to share background information that will give the teacher a better understanding of the child and enable the school to plan a more appropriate instructional program.

In the case of a student who has been identified as gifted, the teacher reviews the nature of the differentiated curriculum which will address the student's special learning needs during the year. A description of the differentiated curriculum is distributed during the fall meeting. A copy of the unit of study for that grade level is available for the parent to examine at the conference, as are any novels which students will study as extensions of the curriculum for gifted students.

The spring agenda focuses on student progress and academic achievement in relation to the objectives of the grade. At the spring conference, it is understood that the child will be promoted to the next grade unless the subject of retention, and its related causes, form the basis for that conference. At this time, the teacher may discuss possible summer school programs for the student and other future learning opportunities.

In the case of a student who has been identified as gifted, the teacher describes the student's participation in the differentiated curriculum and the instructional activities associated with it.

The Conference Guide Sheet is used by teachers to prepare for the conference and to summarize the discussion. A copy of the Conference Guide Sheet is available to parents on request. In cases where retention is considered, a statement to this effect is included and signed by the parent.
REPORTING TO PARENTS

REPORT CARDS

KINDERGARTEN
The kindergarten progress report summarizes the teacher’s observations and evaluation of the child’s growth in specified areas of development: social development, language and literacy, mathematical thinking, social studies, science, technology, art, music, and physical education. The Kindergarten Progress Report is accompanied by the Kindergarten Indicator Descriptions (KIDS) designed to provide additional information for parents on the grade level standards.

The kindergarten progress report marking code is designed to reflect a developmental continuum. An explanation is below:

Explanation of the Marking Code
These marks are used to indicate a student’s progress, based on the skills and concepts to be mastered:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
</table>
| M - Meeting | Child consistently meets behavior or skill  
Child consistently meets behavior or skill  
Student independently demonstrates an understanding of the key concepts and skills |
| P - Progressing | Child is in the process of developing a behavior or skill  
Student demonstrates or applies key skills, strategies, or concepts inconsistently  
Student partially meets the standard |
| B - Beginning | Child is beginning to demonstrate a behavior or skill  
Student is beginning to understand concepts and skills and requires teacher support to complete these tasks |
| N - Not Yet | Child is not yet demonstrating behavior or skill |
| NI - Not Introduced | Skill has not been introduced |

Each child is an individual who grows and develops at his or her own rate. Children in the same grade may differ widely from others in their group. The Kindergarten Progress Report and Kindergarten Indicators Descriptions (KIDS) are both designed to provide clear communication between the school and home. When school and home work together as partners, children have the best opportunity to learn and succeed in school.
REPORTING TO PARENTS

GRADES 1-2

Achievement
Student achievement in each academic area and participation and interest in art, music, health, and physical education are evaluated on the progress report. The standards for this evaluation are the objectives established in the Arlington curriculum for each grade level and are demonstrated by:

- daily written work
- class participation
- performance on tests
- individual and class projects
- contributions beyond assigned tasks

The report card for grades one and two is ungraded. In the early grades, the readiness for various learning tasks changes quickly with advancing age. As a result, efforts to measure performance may reflect age or developmental difference rather than difference in scholastic aptitude. Scholastic reporting in the early primary grades seeks to inform parents while at the same time encouraging students in a positive learning environment. The symbols used are:

"P" - Making Expected Progress indicates that the student is successful in understanding and applying the objectives established by the county for each area in each grade.

"N" - Not Making Expected Progress indicates that the student is not understanding and applying the grade appropriate objectives established by the county for each area in each grade.

Areas of difficulty (#), areas of strength (+), and areas of satisfactory progress (no symbol) are indicated for each subcategory listed under each academic subject.

Instructional Level
Instructional levels in reading and mathematics are marked numerically.

Social and Work Characteristics
Social development and work habits are evaluated using the following symbols:

“N” - Needs Improvement
“I” - Improving
“S” - Satisfactory
REPORTING TO PARENTS

GRADES 3-5

Achievement
Student achievement in each academic area is evaluated on the report card. The standards for this evaluation are the objectives established in the Arlington curriculum for each grade level, and achievement is demonstrated by:

- daily written work
- class participation
- performance on tests
- individual and class projects
- contributions beyond assigned tasks

The symbols used are:

A - Exceeds Grade Level Expectation
"A" means that a student consistently exceeds grade level expectations. Assignments are correctly and completely done and are on time. Overall performance and student products are superior and reflect a high degree of individual thinking.

B - Often Exceeds Grade Level Expectations
"B" means that a student often exceeds grade level expectations. Assignments are correctly and completely done and on time.

C - Meets Grade Level Expectation
"C" means that a student meets grade level expectations. Assignments are done on time and are generally complete and correct. Objectives for the grade have been achieved.

D - Does not meet Grade Level Expectations - Passing
"D" means that a student does not meet grade level expectations. Assignments often are not completed on time and may be incomplete or incorrect. This level of work is the minimum accepted for promotion.

E - Does not meet Grade Level Expectations - Failing
"E" means that a student does not meet grade level expectations. The level of work is unsatisfactory. "E" work is not acceptable for promotion.

An asterisk (*) indicates either that a supplement is attached or that the curriculum has been modified.
REPORTING TO PARENTS

Music Achievement Scale

B - Beginning: Your child has been exposed to the music content.

P - Progressing: Your child is making good progress in the development of musical skills and understanding of the content.

S - Skilled: Your child has demonstrated competency in musical skills and has a good understanding of the content.

O - Outstanding: Your child has demonstrated outstanding musical skills and understanding of the content.

Effort/Social and Work Habits/Participation

In addition to achievement, the student's effort in each academic area, achievement in some special subjects, work habits, and social skills will be evaluated and marked using the following symbols:

O - Outstanding
S - Satisfactory
I - Improving
U - Unsatisfactory

The student's instructional level in mathematics and reading will also be indicated. A modified written report may be used for identified students whose learning characteristics make the use of the standard report card inappropriate.

Teacher and Parent Comments: Grades K-5

Teacher comments are made to inform parents of:

• improvement since the last report
• particular difficulties and/or specific needs
• unusual traits, talents, abilities, or accomplishments
• work beyond assigned tasks
• other areas determined by the teacher to be important

Parent comments are encouraged and valued. Parents are asked to sign the designated portion of the report card and return it to the teacher. Parents' comments will be attached to the report card which remains in the child's permanent record.
ALTERNATIVE PROGRESS REPORTS

Modified Progress Report

Some students are enrolled in special programs which make the use of the standard progress report inappropriate. Many of these students are identified as disabled and receive special education and/or related services. Each identified disabled student has an Individualized Education Program (IEP) developed by school staff, parents, and when appropriate, the student. The IEP includes specific goals and objectives relevant to needs.

Identified students with disabilities who receive special education services must receive progress reports from the special education teacher with the same frequency that regular education written reports are given. These reports are in addition to the regular education progress report and include information regarding progress on IEP goals.

Special education teachers also participate in regularly scheduled parent-teacher conferences. Any other reporting procedure constitutes a non-standard report and must be developed in accordance with procedures outlined in this guide.

A modified progress report is used for students with limited English proficiency who are enrolled in the English for Speakers of Other Languages (ESOL) or High Intensity Language Training (HILT) programs.

A narrative report may also be used for students in the regular program who, because of special circumstances, may receive failing grades throughout the year. The teachers, parents, and principal are involved in the decision to substitute a narrative report for the standard progress report. The narrative report includes the student's instructional levels in reading, mathematics, and spelling as well as indicates the student's status in regard to promotion or retention.

Non-Standard Report

Individual school communities, for appropriate reasons, may develop and use a reporting system which is different from the standardized reporting system by following an approved procedure. Appropriate reasons for adopting a non-standard report may include such factors as innovative programs, unusual demographic factors, and/or special communication needs. A non-standard report must be consistent with promotion and retention policies.

Reporting information which only supplements the standard report form may be added at the discretion of an individual school and is not subject to the procedures for adopting a non-standard report.

The professional staff or community associated with a particular elementary school may recommend a change in the reporting system in the following manner.

1. Proposals for a non-standard reporting system must be studied by the school staff and a representative group of the school community originating the change. Proposals must be submitted to the Parent/Teacher Association for approval before being forwarded to the central office.

2. Proposals must be submitted in writing to the Assistant Superintendent, Instruction for recommendation to the Superintendent.

3. Final recommendation is submitted by the Superintendent to the School Board for approval. Proposals for non-standard progress reports must be submitted annually.
PROMOTION AND RETENTION

Promotion

Promotion is based upon the progress made by the individual in the acquisition of skills, knowledge, and work habits in relation to the objectives established at each grade level in the elementary school.

Progress through the elementary school follows the general pattern set forth in the policy stated above. Promotion from the elementary school to the middle school usually takes place after normal progression through grades K-5. Individual differences, however, may require a departure from this norm; accelerated or delayed movement through the elementary school is provided as indicated.

In either instance, the parents of the child are involved in the planning that results in acceleration or retention. Factors to be considered include the achievement of the individual as determined by class performance, teacher judgment, achievement tests, and criterion-referenced measures in relation to the objectives established at each grade level.

Retention

A student is retained in a grade when educational growth does not warrant assignment to the next grade. Retention is based on academic performance in relation to the objectives established at each grade level.

Decision to Retain

The school staff recommends retention of a student when that decision will benefit the student’s long-term achievement. Factors considered include:

- class performance in the basic skills of reading, writing, and mathematics as determined by report card grades, achievement tests, and criterion referenced measures
- teacher judgment of student achievement in relation to the objectives established at each grade level
- previous experience of the student in relation to grade retention, remediation in basic skill areas, and proficiency in the English language

Advising Parents

When retention is considered, the parents of the student are involved in early planning beginning no later than the spring parent-teacher conference. Exceptions to this may be necessary for transfer students who arrive late in the school year. If retention is deemed advisable, parents are consulted and reasons for the retention discussed. Final responsibility for assignment rests with the principal.
Arlington Public Schools offers a variety of programs and services across 22 elementary schools. All Arlington elementary schools are accredited by the Virginia State Board of Education and the Southern Association of Colleges and Schools. The Standards for Accreditation of Schools in Virginia are designed to provide a foundation for quality education. These standards provide guidance and direction to assist schools in their continuing efforts to offer educational programs that meet the needs, interests, and aspirations of all students.

In the following section, you will find a listing of each elementary school and descriptions of programs and services that are available countywide and in individual elementary schools. For information regarding neighborhood and county-wide school options please refer to the Elementary School: A Guidebook for Parents located at http://www.apsva.us/page/1058. Additional information may also be found on the Arlington Public Schools website.

**Abingdon**
Joanne Uyeda, Principal  
Gail Seligson, Assistant Principal  
3035 S. Abingdon Street, 22206  
(703)228-6650  
[www.apsva.us/abingdon](http://www.apsva.us/abingdon)

**Arlington Science Focus School**
Mary Begley, Principal  
Barbara Jones, Assistant Principal  
1501 N. Lincoln Street, 22201  
(703)228-7670  
[www.apsva.us/asfs](http://www.apsva.us/asfs)

**Arlington Traditional School**
Holly Hawthorne, Principal  
Donna Honeywell, Assistant Principal  
855 N. Edison Street, 22205  
(703)228-6290  
[www.apsva.us/ats](http://www.apsva.us/ats)

**Ashlawn**
Judy Apostolico-Buck, Principal  
Shannan Ellis, Assistant Principal  
5950 North 8th Road, 22205  
(703)228-5270  
[www.apsva.us/ashlawn](http://www.apsva.us/ashlawn)

**Barcroft**
Colette Bounet, Principal  
Nathan Reich, Assistant Principal  
625 S. Wakefield Street, 222  
(703)228-5838  
[www.apsva.us/barcroft](http://www.apsva.us/barcroft)

**Barrett**
Dan Redding, Principal  
Yolanda Smingler, Assistant Principal  
4401 N. Henderson Road, 22203  
(703)228-6288  
[www.apsva.us/barrett](http://www.apsva.us/barrett)

**Campbell School**
Maureen Nesselrode, Principal  
Karen Anselmo, Assistant Principal  
737 S. Carlin Springs Road, 22204  
(703)228-6770  
[www.apsva.us/campbell](http://www.apsva.us/campbell)

**Carlin Springs**
Corina Coronel, Principal  
Michelle McCarthy, Assistant Principal  
5995 S. 5th Road, 22204  
(703)228-6645  
[www.apsva.us/carlinsprings](http://www.apsva.us/carlinsprings)

**Claremont School**
Jessica Panfil, Principal  
Susan Allan-Burnett, Assistant Principal  
4700 S. Chesterfield Road, 22206  
(703)228-2500  
[www.apsva.us/claremont](http://www.apsva.us/claremont)

**Drew Model School**
Darryl Carlos Evans, Principal  
TBD, Assistant Principal  
3500 S. 24th Street, 22206  
(703)228-5825  
[www.apsva.us/drew](http://www.apsva.us/drew)

**Glebe**
Jamie Lee Borg, Principal  
Ingrid Clarke, Assistant Principal  
1770 N. Glebe Road, 22207  
(703)228-6280  
[www.apsva.us/glebe](http://www.apsva.us/glebe)

**Henry**
Andrea Frye, Principal  
TBD, Assistant Principal  
701 S. Highland Street, 22204  
(703)228-5820  
[www.apsva.us/henry](http://www.apsva.us/henry)
PROGRAMS AND SERVICES

**Hoffman-Boston**  
Kimberley Graves, Principal  
Carmen de la Cruz, Assistant Principal  
1415 S. Queen Street, 22204  
(703)228-5845  
www.apsva.us/hoffmanboston

**Oakridge**  
Lynne Wright, Principal  
TBD, Assistant Principal  
1414 S. 24th Street, 22202  
(703)228-5840  
www.apsva.us/oakridge

**Jamestown**  
Kenwyn Schaffner, Principal  
Heather Hurley, Assistant Principal  
3700 N. Delaware Street, 22207  
(703)228-5275  
www.apsva.us/jamestown

**Randolph**  
Renée Bostick, Principal  
Rachael Dischner, Assistant Principal  
1306 S. Quincy Street, 22204  
(703)228-5830  
www.apsva.us/randolph

**Key**  
Marjorie Myers, Principal  
Evelyn Fernández, Assistant Principal  
2300 Key Boulevard, 22201  
(703)228-4210  
www.apsva.us/key

**Stratford Program**  
Special Education Center  
(11 to 22 years of age)  
Karen Gerry, Principal  
4102 Vacation Lane, 22207  
(703)228-6440  
www.apsva.us/stratford

**Long Branch**  
Felicia Russo, Principal  
Laurel Cerrud, Assistant Principal  
33 N. Fillmore Street, 22201  
(703)228-4220  
www.apsva.us/longbranch

**Taylor**  
Harold Pellegreen, Principal  
Yvonne Dangerfield, Assistant Principal  
2600 N. Stuart Street, 22207  
(703)228-6275  
www.apsva.us/taylor

**McKinley**  
Colin Brown, Principal  
TBD, Assistant Principal  
www.apsva.us/mckinley  
1030 N. McKinley Road, 22205  
(703)228-5280

**Tuckahoe**  
Cynthia Brown, Principal  
Mitch Pascal, Assistant Principal  
6550 N. 26th Street, 22213  
(703)228-5288  
www.apsva.us/tuckahoe

**Nottingham**  
Mary Beth Pelosky, Principal  
John Koutsouftikis, Assistant Principal  
5900 Little Falls Road, 22207  
(703)228-5290  
www.apsva.us/nottingham

Programs and Services
PROGRAMS AND SERVICES

Arlington Public Schools offers a variety of programs and services. Contact information for selected offices is listed below.

ARTS EDUCATION
Pam Farrell, Supervisor
(703)228-6169

BUSINESS EDUCATION
Phyllis Gandy, Supervisor
(703)228-7213

EARLY CHILDHOOD and ELEMENTARY EDUCATION
Dr. Donna Snyder, Director
(703)228-2413
Kate Graham,
Early Childhood/VPI Coordinator
(703)228-6157

ENGLISH LANGUAGE ARTS
Dr. Michelle Picard, Supervisor
(703)228-8045

ESOL/HILT
Faith Tabatabai, Supervisor
(703)228-6095

EXTENDED DAY
Robert Kaplaw, Director
(703)228-6068

GIFTED SERVICES
Cheryl McCullough, Supervisor
(703)882-6160

HEALTH EDUCATION
Deborah DeFranco, Supervisor
(703)228-6167

LANGUAGE SERVICES
REGISTRATION CENTER
Silvia Koch, Coordinator
(703)228-7663

LIBRARY MEDIA SERVICES
TBD, Supervisor
(703)228-6085

MATHEMATICS
Sarah Minervino, Supervisor
(703)228-6135

PHYSICAL EDUCATION
Deborah DeFranco, Supervisor
(703)228-6167

SCIENCE
Dr. Dat Le, Supervisor
(703)228-6166

SOCIAL STUDIES
Cathy Hix, Supervisor
(703)228-6140

SPECIAL EDUCATION
Dr. Kristy Murphy, Director
(703)228-6040

TITLE I
Wendy Pilch, Supervisor
(703)228-6161

WORLD LANGUAGES
Marleny Perdomo, Supervisor
(703)228-6097
## PROGRAMS AND SERVICES

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Elementary School Counseling Program (703)228-6060

Professional school counseling services are available in all elementary schools. The comprehensive school counseling program promotes school success in the areas of academic, personal/social, and career development. School counselors provide short-term direct counseling services to students in both individual and small group settings. They also deliver the counseling program through classroom guidance lessons. The school counselor works closely with teachers and other educational staff, families, and community agencies in order to meet the diverse needs of all learners. For more information, please visit http://www.apsva.us/Page/18520.

English for Speakers of Other Languages/High Intensity Language Training

The English for Speakers of Other Languages (ESOL)/High Intensity Language Training (HILT) program provides instructional support for identified students in kindergarten to grade five. Students are assessed and placed yearly at one of five levels based on their English language proficiency. HILT provides English language development/language arts instruction for students at beginning and intermediate levels. ESOL supports students at advanced levels of English language proficiency. The ESOL/HILT program also supports and monitors the progress of advanced proficiency students who are classified as Bridging-Level 5 and Reaching-Level 6.

Students in levels 1-5 are assessed annually by the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) language proficiency test as well as by local assessments. Students must meet specific criteria in the four language domains of listening, speaking, reading, and writing to be identified as HILT, pass to ESOL, or exit from direct services.

The First Language Support (FLS) program is offered in four elementary schools: Barcroft, Barrett, Carlin Springs, and Hoffman-Boston. Instruction in Spanish incorporates grade-level content curriculum. For the remainder of the day, students receive instruction in English. At Barcroft, Barrett, and Carlin Springs, the FLS program provides content instruction in Spanish at an advanced proficiency level for Spanish-speaking students in grades K-5, in conjunction with the Foreign Language in the Elementary Schools (FLES) program. (See the Spanish Foreign Language Elementary School Program on page 26.) At Hoffman-Boston, to accelerate content instruction in social studies and/or science, students in grades K-2 receive First Language Support in Spanish for a maximum of one hour each day. For further information, please see the ESOL/HILT web page at: http://www.apsva.us/site/Default.aspx?PageID=1761

The Enrichment Programs, Arlington Career Center (703)228-5742

The Arlington Career Center “Enrichment Programs” offer a variety of classes on Saturdays.

- Fall Enrichment Classes-October/November
- Winter Enrichment Classes-January/February
- Spring Enrichment Classes-February/March
- Summer Enrichment Classes-July

The program is developed to give students experiences in areas of interest and to discover something new. It’s a fun, engaging, and hands-on opportunity to learn.

For additional information, please call the Enrichment Programs Office at 703-228-5742.
Exemplary Projects

Exemplary Projects are designed to improve student learning and promote academic achievement gains through innovative teaching models; increase interest in the school; and strengthen instructional coherence in the school. Each exemplary project must:

- enhance instruction for all students enrolled at the school
- strengthen the school's instructional coherence
- build local community commitment to the school
- include a clear evaluation plan and reporting schedule

Exemplary projects reflect the specific needs and desired outcomes for students as articulated by the school community and may provide:

- professional development in particular teaching methods for staff members
- additional staff members and/or a project coordinator
- unique teaching spaces with special instructional materials
- enriched curriculum
- partnerships with businesses and community organizations
- increased school activities and communication with families

Exemplary Projects help schools to create a unique identity while addressing APS Strategic Plan’s educational objectives. By providing a focal point for the entire school community, Exemplary Projects direct attention to common goals and provide motivation for students, families, and staff.

Extended Day (703)228-6069

The Arlington Public Schools Extended Day Program is a service to families that provides a planned before school and after school program for students whose parents are employed, in school or incapacitated. This is a fee for service program. The program is operated by Arlington Public Schools staff and offers daily safe, supervised, asset-building activities which are designed to meet the needs of students.

There is a before and after school Extended Day Program at each elementary school and at the Stratford Program, which operates on all regularly scheduled school days (182). Extended Day is also available for 4 year old students in APS Pre-Kindergarten programs. The before school programs open at 7 am and operate until the beginning of the school day. All after school programs begin at dismissal time and operate until 6 pm. During the summer, Extended Day operates before and after school programs at each elementary summer school site and the Stratford Program (maximum 30 days).

When Arlington Public Schools are closed, all elementary Extended Day Programs are closed. If Arlington Public Schools announce a delayed opening, the Extended Day before school session, which regularly opens at 7 a.m., is delayed the same number of hours. If Arlington Public Schools close earlier than the regularly scheduled time, all after school programs will close at 4 pm.

Enrollment is on a first-come, first served basis. Registration is accepted in the order received and enrollment at particular schools may be limited. Registration can be completed online at http://www.apsva.us/extday.

For additional information, please refer to the Extended Day Program’s website at www.apsva.us/extday or call 703-228-6069.
PROGRAMS AND SERVICES

Health Services (703)228-6060

School health services, provided by public health nurses employed by the Arlington Department of Human Services, provide students and their families with preventive and early intervention services. The goal of these services is to enable the student to learn to the best of his or her potential.

1. School Health Services
   Through the cooperative efforts of the Arlington Department of Human Services, a public health nurse is scheduled a minimum of one day per week in each elementary school. A health aide is present daily.

2. School Health Physician
   The school health physician provides consultation to school staff and parents and coordinates a health appraisal clinic at school sites for income eligible students with limited means at all grade levels.

3. Screening Procedures
   a. Vision. Screening is conducted at entry into kindergarten and at grades three, seven, and ten. In addition, students are screened at the request of a teacher, parent, or physician.
   b. Hearing. A hearing screening is provided to students in kindergarten and in grades three, seven, ten, students being evaluated for special education; new students in all grades; students who showed a loss the previous year; and students referred because of symptoms suggesting a hearing loss.
   c. Scoliosis screening is provided upon request of a parent, teacher, nurse, or physician.

4. Referral and Follow-up
   Public health nurses provide a pivotal link for families to county and community resources for identified health problems.

5. Dental Health
   It is advised that every student have a dental checkup every six months by a private dentist or clinic. Students meeting income criteria may be referred to the Arlington DHS Dental Clinic.

6. Accidents and Illness at School
   In the case of accidents and illness at school, first aid is administered, and the parent or other designated person is notified. Emergency Services (911) are called when appropriate.

7. Medication in School
   Signed physician and parent consent forms are required for medication to be administered during school hours. Procedural details and forms are available at the local school.

8. Exemption from Physical Education Classes
   All students are required to participate in physical education classes unless there is a medical reason not to do so. A note from a medical doctor must be provided if a student is to be exempted from classes or provided with a program adapted to specific needs.

9. Health Education
   Nurses frequently teach various aspects of health education in the classrooms and serve as resources to teachers for health education materials.
PROGRAMS AND SERVICES

Homebound Instruction (703)228-6051

Homebound instruction is designed to provide continuity of education when a student is confined to home or a health care facility due to physical or psychiatric conditions which prevent school attendance for a limited period of time.

The student’s inability to attend school must be certified by a licensed physician or licensed clinical psychologist, and the request must be approved by the Supervisor, Special Education.

The APS Guidelines for Homebound Instruction, as well as necessary forms, can be found on the APS main website, under Special Education, Homebound or at http://www.apsva.us/Page/2766.

Humanities Project (703)228-6299

The Humanities Project, an artist-in-education program administered by the Arts Education Office, sponsors performances, residencies, and workshops. In each of Arlington’s public schools, students at all grade levels experience visits by guest artists annually. The Humanities Project utilizes the combined resources of schools and community to enhance education through the arts. Programs of high artistic quality that integrate the arts with other academic core subject are selected to participate in the Humanities Project. A directory of programs is available in the Arts Education office.

Junior Honors Music Programs (703)228-6171

The Junior Honors Music Program is comprised of Elementary Honors Chorus (grade 5), Junior Honors Band (grades 4-6), and Junior Honors Orchestra (grades 4-6). The Junior Honors Programs are administered through the Arts Education Office. These music programs are designed to encourage excellence in the arts and to provide music experiences for highly motivated and talented students. Auditions for these programs occur in the fall and are advertised through the schools’ music staff and the APS website. Rehearsals occur over a period of up to 14 weeks in the winter with a concert in the early spring.

Language Services Registration Center (LSRC) (703)228-7663

Students who have non-English language backgrounds are referred to Language Services Registration Center (LSRC) for assessment and registration. Based on assessment of the student’s language and mathematics skills, as well as on consideration of past academic experience and of information provided by the parent or by adult students, the LSRC staff recommends the appropriate grade level and English program placement for each student. Parents and students also receive assistance with completion of registration requirements and are given necessary school information. The LSRC multilingual staff answers parent questions and provides information about schools and school programs and provides evaluation of foreign student transcripts, parent orientation, oral language interpretation and written translation.

For more information you can visit us at http://apsva.us/domain/170
PROGRAMS AND SERVICES

**Primary Montessori Program (Pre-School and Kindergarten) (703)228-8632**

Montessori education, based on the work of Maria Montessori, is an interdisciplinary, multi-age approach to learning. Students work independently and cooperatively in a prepared environment which allows student to work at their own pace. Montessori teaching materials are designed to promote habits of concentration, initiative, persistence, and discovery, while the Montessori philosophy and community emphasizes respect for others, peace and creativity.

Montessori programs for three, four, and five-year-old children are located at Ashlawn, Barrett, Campbell, Drew, Glebe, Hoffman-Boston, McKinley, Jamestown, and Key and Schools. Children of Arlington residents are eligible for admission provided they have reached their third birthday on or before September 30th of the year of admission. Tuition for pre-kindergarten-aged children is charged on a sliding scale based on income. Two-thirds of the vacancies are reserved for children whose family income is at or less than 80% of the median income for a family of four in Arlington County.

Applications for children applying as a three year-old are accepted after February 1 and before April 15 to be considered with the first round of applicants. A lottery is conducted if there are more applications than available spaces. Four and five year old children may also apply. Applications are taken at any time and are placed on the appropriate waitlist. Tuition is not charged for kindergarten students.

For more information on the program or application process, please visit the APS website [http://www.apsva.us/earlychildhood](http://www.apsva.us/earlychildhood) or call the Office of Early Childhood at 703-228-8632.

**Pupil Services (703)228-6061**

School psychologists are scheduled into the schools on a regular basis. The psychologist serves as part of a multi-disciplinary team which assesses problems and develops intervention plans for students who are experiencing difficulty with learning or adjustment. The psychologist may conduct individual evaluations of the intellectual, social, and emotional development of students; provide individual or small group counseling; and/or serve as a consultant to parents and other staff members. A close relationship is maintained with community mental health resources.

Visiting teachers/school social workers are also scheduled into the schools on a regular basis. They facilitate communication between the home and school and serve as liaisons to various community agencies. As a part of a multi-disciplinary team, they assess the total environment of students to determine factors which may be contributing to social, emotional, or academic difficulties. Visiting teachers/school social workers may offer a range of intervention services including parenting classes, counseling, short-term counseling, consultation, and assistance with referrals to other agencies.
Pupil Services: Section 504 of the Rehabilitation Act of 1973

Arlington Public Schools identifies, evaluates and provides appropriate educational accommodations to students who are identified with a disability within the meaning of Section 504 of the Rehabilitation Act of 1973. A Section 504 Compliance Officer is responsible for monitoring the implementation of the policy and holds an impartial hearing whenever necessary. When a referral for possible identification under section 504 is received, the building principal (or designee) initiates the 504 process described in the School Board Policies. The process includes gathering referral information, notifying parents and staff, holding the local screening and, if necessary, developing and monitoring the Section 504 Plan. For additional information, see the application process described in the School Board Policies and/or Section 504 Procedural Manual (Revised August 2013). To obtain copies of the policy visit http://www.apsva.us/domain/177. To obtain copies of the Section 504 Procedural Manual, please visit http://www.apsva.us/Page/2761, call or write:

Jeffrey Carpenter, Section 504 Compliance Officer
Office of Pupil Services-3rd floor
Arlington Education Center
1426 N. Quincy Street
Arlington, Virginia 22207
703-228-6061

Services for Gifted Students (703)228-6160

Each school provides differentiated education for students who have been identified as gifted. School-based services are delivered in the regular classroom setting with identified students cluster-grouped for specific instruction based on areas of strength. Cluster teachers receive training in characteristics of gifted learners and in best practices in differentiating for the varying needs of gifted learners. Cluster teachers are also trained in curriculum and resources written for gifted learners focusing on advanced content and concepts which extend and enrich the general education curriculum using critical and/or creative thinking, problem-solving, inquiry and research skills. When appropriate, opportunities for further acceleration are explored.

Resource teachers for the gifted (RTG) are an integral part of each elementary school’s staff. Using a collaborative planning and/or co-teaching model, the classroom teacher and the RTG work together to integrate designated curriculum written for advanced learners into lessons for daily differentiation. RTGs also model critical and creative thinking strategies and lessons for all teachers with the goal of supporting further integration of these strategies in lessons throughout the school year.

Students may be identified for gifted services each school year in the specific academic areas of English, mathematics, social studies and science in Grades K-12 and in art and/or music in Grades 3-12. Additional information about the multiple criteria for eligibility and services can be found on the Gifted Services webpage: http://www.apsva.us/giftedservices or by contacting the resource teacher of the gifted at your child’s school.
Arlington Public Schools (APS) is committed to providing a free, appropriate education to all identified individuals with disabilities aged two through twenty-two who require special education services and reside in the county. Additionally, students with disabilities who are parentally enrolled in private schools located within the Arlington County boundaries are offered special education through an individual services plan developed by APS. To meet the unique educational needs of students with disabilities effectively, a full continuum of special education programs and services is offered. To the maximum extent appropriate, students with disabilities are served in the general education environment, attending classes with their non-disabled peers.

Student study committees are established in all schools to receive and act upon referrals of students who are experiencing difficulties. These committees may refer students with suspected disabling conditions to the school-based Special Education Eligibility Committee. Such a referral requires parental permission prior to formal assessment, which includes medical, sociocultural, psychological, and education evaluations of the student. The Eligibility Committee reviews the required assessment information to determine whether the student has an educational disability which requires special education and/or related services. Parental consent is required for initial eligibility.

When a student is identified as having an educational disability that requires special education, an Individualized Education Program (IEP) is developed. The IEP is developed by the IEP team, which includes parents. It is a written document whose primary purpose is to state the needs of the identified student and describe the specific special education services which will meet these needs. Implementation of the IEP requires parental consent. The IEP team reviews and revises the IEP, as appropriate at least once each year.

In order to most effectively meet the needs of students with specialized needs, APS has established a variety of countywide programs. These programs allow APS to concentrate resources in order to provide consistent and effective services to students with disabilities. Each program provides specially designed instruction to address specific student needs and follows the standards of learning or the aligned standards of learning curriculum. Placement of a student into a countywide program is a carefully considered IEP team decision, since such programs represent a more restrictive placement.

Below are brief descriptions of current countywide programs. Program classrooms are considered self-contained settings, although opportunities for inclusion are sought for each student, as appropriate. All program classrooms are supervised by the principal of the building in which they are located, with support from the Office of Special Education. Each program classroom has one teacher and one or two classroom assistants. Each program is supported by additional staff from the Office of Special Education, to include related service providers, disability and behavior specialists, and special education coordinators.

In addition to countywide programs, APS has developed a model of concentrated disability-specific services to support special education students who experience a pervasive need for accommodations and services in order to access the general education curriculum. This concentrated services model provides services (such as Braille transcription or sign language interpretation) as well as environmental accommodations to ensure safe access to the building. In addition to provide direct services to students, this model maximizes the impact of professional development to the instructional and support staff.

Further information about special education in Arlington Public Schools can be found on the APS website, under Office of Special Education or by calling (703)228-6040 or the APS Special Education Parent Resource center at (703)228-7239.
PROGRAMS AND SERVICES

Special Education Program: Communications Class

The Communication Class is an intensive alternative special education program for students whose expressive and receptive language deficits significantly interfere with academic achievement and pragmatic social interactions. The program uses a total communication approach with access to assistive technology. Students in this program are taught by a special educator with support from a speech therapist and teacher assistant. Services are provided primarily in a self-contained special education setting with opportunities for integration based on individual student needs. Students who are receiving special education support due to significant language impairments not associated with significant cognitive impairments may be candidates for the Communications class.

Special Education Program: Deaf and Hard of Hearing

The Deaf and Hard of Hearing Program are designed for students with deafness or significant hearing impairment in absence of additional cognitive or learning disabilities. It is taught by a teacher of the deaf and hard-of-hearing with support from a speech-language pathologist and audiologist. The students receive support in order to participate in SOL-based curriculum. Students receive assistive technology support according to individualized need.

Special Education Program: Functional Life Skills Program

The focus of the Functional Life Skills program is on increasing daily living skills, communication, motor/mobility skills, and sensory development. The elementary Functional Life Skills Program serves students with significant cognitive impairments coexisting with deficits in adaptive behaviors and/or chronic medical/health needs. The areas that are addressed by this program may include daily living skills (i.e. emerging feeding skills, dressing, hygiene), communication (i.e. pre-symbolic or emerging symbolic skills), motor/mobility (i.e. positioning, equipment needs, safety issues), and sensory development (i.e. tactile, vestibular, auditory and visual stimulation and tolerance). Students, who receive special education support due to cognitive or intellectual disabilities, sensory impairments, orthopedic impairments, or other health impairments, may be candidates for the elementary Functional Life Skills program. The program provides highly individualized educational programming with intensified related services. The team-oriented approach draws upon a variety of strategies and interventions to develop educational plans to serve the needs of the students.

Special Education Program: Interlude

The focus of the Interlude program is on improving social and emotional functioning in students who have significant interfering behaviors due to psychological or behavioral disorders. Students who are receiving special education support due to an emotional disability or significant behavioral issues, but whose academic skills are at or near grade-level, may be candidates for Interlude. The program provides a therapeutic environment to help students improve self-concept, develop positive relationships, and succeed academically. The team-oriented approach draws upon academic, clinical, therapeutic, interagency and family resources to develop educational to serve the needs of the students.

Special Education Program: Multi-Intervention Program for Students with Autism (MIP-A)

The Multi-Intervention Program for Students with Autism (MIP-A) is designed to meet the needs of certain school-aged students with Autism. The goals of the program include a focus on communication, social skills, academics, and independent life skills. The program provides a highly structured environment and research-based academic and behavioral interventions for autism.
PROGRAMS AND SERVICES

Special Education Program: Preschool Special Education Program: Mini MIP-A

The Mini-Multi-Intervention Program for Students with Autism Spectrum Disorder (Mini MIP-A) is designed to meet the needs of certain preschool students with Autism Spectrum Disorders. The goals of the program include a focus on communication, adaptive behavior, and the ability to play independently and with other children. Mini MIP-A classrooms use a variety of evidence-based strategies within a highly structured setting to prepare students for elementary school.

Special Education Program: Preschool Special Education Program: Mini MIP-A

The Mini-Multi-Intervention Program for Students with Autism (Mini MIP-A) is designed to meet the needs of certain preschool students with Autism. The goals of the program include a focus on communication, adaptive behavior, and the ability to play independently and with other children. Mini MIP-A classrooms use a variety of evidence-based strategies within a highly structured setting to prepare students for elementary school.

Special Education Program: Pre-Kindergarten Autism Class (PAC)

The Pre-Kindergarten Autism Class (PAC) is an intensive special education program for students ages three to four who have significant deficits in communication and social interactions as a result of autism. Students in this program require extensive direct instruction due to interfering behaviors. This program utilizes an instructional approach that focuses on discrete trial training, pivotal response training and functional routines.

Students in this program are taught by a special educator and teacher assistant(s) with support from a speech and occupational therapist. Weekly support is provided by one of the country’s autism coordinators. Services are provided primarily in a self-contained special education setting with opportunities for integration based on individual student needs.

Curriculum is focused in the six curricular areas of receptive language, expressive language, spontaneous language, functional routines, academics, and play and social skills. There is extensive data collection and the use of a research-based curriculum.

Special Education Program: Visually Impaired Consolidated Vision Services

The Consolidated Vision Services model provides support for students who receive special education services due to vision impairment. Specially designed instruction is provided by a teacher of the visually impaired in order to access grade-level curriculum and participate in SOL assessments. Students are learning or proficient with Braille, and receive assistive technology support according to individualized need.
Summer School (703)228-7645

A variety of summer school programs are offered each year to students who are entering pre-k through grade 12. Make up and strengthening courses are provided to help students who need to improve academic competencies. Elementary enrichment and secondary new work for credit courses are challenging. First-paced programs designed for advanced students.

Elementary summer school locations vary from year to year. A summer school catalog giving exact locations and offerings is distributed each spring to all APS schools. The catalog may also be reviewed on-line by going to www.apsva.us and clicking on the Instruction link. Parents interested in summer opportunities for their children should review the courses offered and the fees charged for each course. Parents may obtain a registration form and register their children for summer school at their home school. Parents are asked to please pay attention to the deadlines as they vary and are strictly enforced. Transportation is provided to the elementary students who live at least one mile from the summer school site and to secondary students who live at least one and a half miles from the summer school site.

The Spanish Foreign Language Elementary School (FLES) Program, Grades K-5

The Spanish FLES Program is a proficiency oriented program designed to develop novice level Spanish language skills in listening, speaking, reading and writing and to develop an openness, understanding and appreciation for other cultures. Students focus on the functional aspect of language and develop communicative skills to allow them to speak and write about real life topics and themes like those related to self, friends and family, school, likes and dislikes and personal needs. Instruction in early grades is focused on developing oral language skills through a wide variety of hands-on activities including games, songs skits and performances. Throughout the learning sequence, opportunities for the integration of reading and writing and for reinforcement of concepts in other content areas are included in the instructional program. Students exiting the K-5 program will be able to:

- Engage in simple conversations
- Speak and write using short sentences
- Recombine sentences and memorized expressions to write short paragraphs about highly familiar topics
- Understand short, simple phrases, sentences and directions
- Read and understand brief texts on familiar material when supported by visual cues

The instructional program is differentiated in content and process to provide enrichment and acceleration for native speakers of Spanish. At Barcroft, Barrett, and Carlin Springs, the First Language Support (FLS) program provides content instruction in Spanish at a more advanced proficiency level for Spanish-speaking students in Grades K-5 (See the English for Speakers of Other Languages/High Intensity Language Training description on page 17).

The FLES Program in each school follows the Arlington FLES curriculum framework. This framework is aligned with national and state standards and addresses Goal 1 of the Arlington Public Schools Strategic Plan to “ensure that every student is challenged and engaged.” Additionally, the APS FLES Program responds to the School Board Value stating that “all APS students should be proficient in at least two languages upon graduation and should have access to world language proficiency programs regardless of school of attendance.”

The FLES Program is available in Grades K-5 at Ashlawn, Barcroft, Barrett, Campbell, Carlin Springs, Drew, Glebe, Jamestown, McKinley, Nottingham, Oakridge, Patrick Henry, Randolph, and Tuckahoe Elementary Schools.

In addition, FLES funding has been provided to the Spanish Immersion program at Key and Claremont Elementary Schools. This addition will help ensure consistent instructional time for the Spanish language arts instruction. For further information, please see the World Languages web page at: http://www.apsva.us/page/2138
PROGRAMS AND SERVICES

Title I Program (703)228-6161

Title I is a federal program designed to provide educational opportunities for low-performing students in schools with high economic need. Through Title I, Arlington schools in which 40% or more of students are designated as economically disadvantaged receive additional funding to help meet program goals.

The primary goal of the Title I program is to enable all students to perform on or above grade level as measured by established state and local standards in reading and mathematics. Additionally, Title I is committed to the APS-wide effort of raising student achievement and eliminating achievement gaps. Key components of the Title I program that help to achieve these goals are: high academic standards for all students; early comprehensive literacy and mathematics intervention; continuous assessment of student understanding to inform instructional planning; sustained family involvement activities to support a successful partnership between home and school; continuous, sustained professional development for teachers and school leaders; and community partnerships with organizations that can help schools meet these goals. In conducting a multifaceted program of initiatives focused on these goals and components, a few highlights of Arlington’s program are supplemental instruction in reading and mathematics for identified students in grades kindergarten through five delivered by highly trained staff, active encouragement of family and community involvement, support for learning outside school walls through tutoring and a summer reading program, and at several sites, schoolwide initiatives aimed at raising the academic success of all students. The program is offered in nine elementary schools across the county.

One key instructional approach that is used for early intervention in Title I schools is Reading Recovery. Reading Recovery is an intervention designed to equip first grade students who are struggling to read and write on grade level with strong reading strategies, guide them through an accelerated learning process that results in grade-level reading and writing performance within the 12- to 20-week timeframe of program delivery, and engender in them the motivation to be lifelong learners who are capable and enthusiastic about engaging with and learning from the written word. The research-based program requires intense, specified training for the Reading Recovery teacher and prescribed methods of identifying, instructing, and assessing students. Reading Recovery is available in all APS Title I schools, and has, due to its success, also been adopted by several non-Title I APS schools. For further information about Title I or Reading Recovery, please visit our website at www.apsva.us/title1

Virginia Preschool Initiative (VPI) Pre-Kindergarten

In collaboration with the Virginia Preschool Initiative (VPI), Arlington Public Schools offers Pre-Kindergarten classes for children who are four years old by September 30 and who come from families whose income is at or less than 80% of the median income for a family of four in Arlington County. The pre-kindergarten curriculum is research-based, fosters the development of literacy and math skills, and builds social-emotional foundations for lifetime learning.

Classes are offered at sixteen elementary schools and follow the school schedule Monday through Friday. Each class has 16 children including a certified teacher and full time instructional assistant. Transportation is provided. Extended day for four year old students is available at most schools.

To apply, submit a VPI Pre-Kindergarten application and Office of Early Childhood Income Verification form with required documents to the school between February 1 and April 15th. A lottery will be conducted if there are more applications than available spaces. After April 15th, applications are accepted on a space-available basis. For more information on the program or application process, please visit the APS website at www.apsva.us/earlychildhood and locate the Early Childhood office under the Instruction tab or call the Office of Early Childhood at 703-228-8632.

Programs and Services
INSTRUCTIONAL AREAS OF STUDY

The following pages outline major skills and content which children are expected to learn at each of the elementary grade levels. The curricula include all the Virginia Standards of Learning. This display is not to be considered a complete listing of what students are taught and expected to achieve. Parents who desire to review the full range of grade level objectives or program descriptions are encouraged to review local and state curriculum guides and text materials available in each school and/or contact the supervisor or visit the Arlington Public Schools website http://www.arlington.k12.va.us

KINDERGARTEN

ARTS EDUCATION

Visual Arts
Creative Expression and Production
Students will:
• Identify and use colors, textures, line, shape and patterns
• Express personal experiences, thoughts and feelings through art
• Demonstrate motor skills through art experiences
• Manipulate three-dimensional art materials- pinch, pull, squeeze, twist, pound and roll
• Explore a variety of materials and techniques to make art including, but not limited to painting, drawing, printmaking, collage, sculpture and crafts
• Create a work of art that commemorates a personal or historical event

Historical, Cultural and Social Contexts
Students will:
• Identify people who make art as artists (Painters, sculptors, printmakers, architects)
• Understand that all cultures create art
• Identify the purposes for creating works of art

Judgment and Criticism
Students will:
• Describe and respond to works of art
• Describe techniques used to create art
• Classify objects in the environment by using color, texture, line, shape and pattern
• Share and discuss personal artwork

Aesthetics
Students will:
• Discuss and explain ideas in personal works of art
• Select a preferred work of art from among others and explain why it was chosen
• Discuss thoughts, experiences and feelings expressed in works of art

General Music
Performing
Students will:
• Explore the four types of voices: whisper, speak, sing, call
• Sing songs and develop a repertoire of familiar songs within the range of a 6th
• Perform sounds of long and short duration through singing and playing instruments, and demonstrate understanding of duration through movement
• Perform steady beat and duple metric groupings on percussion instruments and through movement
• Perform music with dynamic contrasts and tempo contrasts
• Sing songs and use movement to demonstrate simple binary forms

Understanding
Students will:
• Understand aurally and visually high and low pitches
• Read and notate two-note melodies with graphics or icons
• Understand rhythmic contrasts: sound/silence; same/different
• Understand one sound vs. more than one sound; songs with accompaniment vs. no accompaniment
• Identify contrasting melodic materials: same and different/AB forms

• Understand that people have made art for many different purposes

Kindergarten
INSTRUCTIONAL AREAS OF STUDY

Creating
Students will:
• Create two-note melodies using graphics or icons
• Create new lyrics to familiar melodies
• Arrange rhythmic patterns using graphics, icons, or quarter notes and rests
• Suggest the use of loud and soft, fast and slow for various parts of a class composition
• Dramatize songs, stories, and poems
• Create accompaniments and suggest appropriate instruments for sound effects

Connecting
Students will:
• Contribute to a group effort of making music and listening to music
• Participate in music activities that involve sharing and taking turns
• Listen to and learn folk songs and folktales from world cultures
• Sing songs about famous historical figures, U.S. holidays, mathematical concepts, science, and health and safety

ENGLISH LANGUAGE ARTS
The main goal of the English Language Arts program is to teach students English language literacy skills. Literacy is primarily expressed as the ability to read for knowledge, write coherently, and think critically. The elementary language arts program has three strands in grades K-3: oral language, reading, and writing.

Oral Language:
Students will:
• Demonstrate growth in the use of oral language
• Expand understanding and use of word meanings
• Build oral communication skills
• Identify, say, segment, and blend various units of speech sounds

Reading:
Students will:
• Understand how print is organized
• Understand that print conveys meaning
• Develop an understanding of basic phonetic principles
• Expand vocabulary
• Demonstrate comprehension of fictional texts
• Demonstrate comprehension of nonfiction texts

Writing:
Students will:
• Write to communicate ideas for a variety of purposes
• Use available technology for reading and writing

Handwriting:
Students will:
• Print in manuscript

HEALTH EDUCATION
Social and Emotional Health
Students will:
• Demonstrate acceptable behavior in school and play
• Recognize the effects of positive and negative behavior on social relationships
• Show respect for others
• Identify how to be a good friend
• Describe a family
• Identify good touch/bad touches
• Learn how to respond to inappropriate approaches
• Learn appropriate expressions of affection
• Experience success and positive feelings about self
• Identify the concept of peer pressure

Disease Prevention
Students will:
• Identify grooming and hygiene practices
• Name appropriate grooming products
• Describe the importance of clean clothes
• Know the importance of frequent hand washing and demonstrate
• Describe the importance of tooth-brushing
• Demonstrate the proper way to brush teeth
• Define germs and how to protect the body from them
• Define disease and how to recover from illness
INSTRUCTIONAL AREAS OF STUDY

Physical Health
Students will:
- Identify body parts and the five senses
- Make good food choices
- Identify the need of physical activity
- Recognize that taking care of and respecting one’s body is necessary for good health

Safety
Students will:
- Describe dangerous situations and how to avoid them
- Describe strategies for preventing injuries
- Define an emergency
- Understand reasons for safety rules
- Know how to find help
- Know rules about medicine
- Identify community members who safely use guns
- Identify three safety rules for making a good choice when a gun is discovered

Consumer and Community Health
Students will:
- Identify health and safety information
- Identify health and safety providers
- Identify consumers and consumer information sources

MATHEMATICS
Mathematics instruction includes teaching for conceptual understanding and for computational and procedural fluency. Multiple resources are used to develop students’ understanding and proficiency.

Number and Number Sense
Focus: Whole Number Concepts
Students will:
- Identify and describe a set of 10 or fewer concrete objects as having more, fewer, or the same number as another set of 10 or fewer objects using the concept of one-to-one correspondence
- Identify a set containing 15 or fewer concrete objects by telling how many are in the set by counting orally; write the numeral; select the corresponding numeral from a given set of numerals
- Indicate the ordinal position of items, first through tenth
- Count forward to 100 and backward from 10, and count by fives and tens to 100

- Identify one more than a number and one less than a number
- Identify the parts of a set and/or region that represent fractions for halves and fourth

Computation and Estimation
Focus: Whole Number Operations
Students will:
- Model addition and subtraction of two whole numbers using up to 10 concrete objects

Measurement
Focus: Instruments and Attributes
Students will:
- Identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month and season), and temperature (thermometer)
- Recognize a penny, nickel, dime, and quarter and determine the value of a collection of pennies and/or nickels up to 10 cents
- Tell time to the hour using an analog and digital clocks
- Compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder)

Geometry
Focus: Plane Figures
Students will:
- Identify, describe, and trace two dimensional (plane) geometric figures (circle, triangle, square, and rectangle), and compare the size and shape
- Describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space

Probability and Statistics
Focus: Data Collection and Display
Students will:
- Gather data by counting and tallying
- Display gathered data in object graphs picture graphs and tables and answer questions related to the data

Patterns, Functions, and Algebra
Focus: Attributes and Patterning
Students will:
- Sort and classify objects according to attributes
- Identify, describe, and extend repeating patterns

Kindergarten
PHYSICAL EDUCATION

Skilled Movement
Students will:
- Demonstrate two critical elements for specific locomotor skills
- Demonstrate two critical elements for specific manipulative skills
- Demonstrate two critical elements for specific non-manipulative skills
- Demonstrate moving to sound using a pattern

Movement Concepts and Principles
Students will:
- Demonstrate directions, levels, and pathways and effort using locomotor skills

Personal Fitness
Students will:
- Participate in moderate to vigorous physical activity

Responsible Behaviors
Students will:
- Demonstrate listening skills and ability to share and cooperate

Physically Active Lifestyle
Students will:
- Participate in regular activity and explain the importance

SCIENCE

Scientific Investigation and Reasoning
Students will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which:
- Basis characteristics or properties of objects are identified by direct observation
- Observations are made from multiple positions to achieve different perspectives
- A set of objects is sequenced according to size
- A set of objects is separated into two groups based on a single physical characteristic
- Nonstandard units are used to measure the length, mass, and volume of common objects
- Observations and predictions are made for an unseen member in a sequence of objects
- A question is developed and predictions are made from one or more observations
- Observations are recorded
- Picture graphs are constructed
- Unusual or unexpected results in an activity are recognized
- Objects are described both pictorially and verbally

Units of Study
Students will investigate and understand:
- That humans have senses that allow them to seek, find, take in, and react or respond to information in order to learn about their surroundings
- That magnets have an effect on some materials, make some things move without touching them, and have useful applications
- That position, motion and physical properties of an object can be described
- That water flows and has properties that can be observed and tested
- The differences between living organisms and nonliving objects
- Basic needs and life processes of plants and animals
- That shadows occur when light is blocked by an object
- That there are simple repeating patterns in his/her daily life
- That change occurs over time and rates may be fast or slow
- That materials can be reused, recycled, and conserved
INSTRUCTIONAL AREAS OF STUDY

**SOCIAL STUDIES**

**History**

Students will:
- Recognize that history describes events and people of other times and places by
  a) identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln; and
  b) identifying the people and events honored in the holidays of Thanksgiving Day, Martin Luther King Jr. Day, Presidents’ Day, and Independence Day (Fourth of July)
- Describe everyday life in the present and in the past and begin to recognize that things change over time

**Geography**

Students will:
- Describe the relative location of people, places, and things by using positional words, emphasis on near/far, above/below, left/right, and behind/in front
- Use simple maps and globes to:
  a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
  b) describe places referenced in stories and real-life situations; and
  c) locate land and water features
- Develop an awareness that maps and globes:
  a) show a view from above;
  b) show things in smaller size; and
  c) show the position of objects

**Economics**

Students will:
- Match simple descriptions of work that people do with the names of those jobs
- Recognize that people make choices because they cannot have everything they want
- Explain that people work to earn money to buy the things they want

**Civics**

Students will:
- Demonstrate that being a good citizen involves
  a) taking turns and sharing;
  b) taking responsibility for certain classroom chores;
  c) taking care of personal belongings and respecting what belongs to others;
  d) following rules and understanding the consequence of breaking rules;
  e) practicing honesty, self-control, and kindness to others;
  f) participating in decision making in the classroom, and
  g) participating successfully in group settings
- Recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States
INSTRUCTIONAL AREAS OF STUDY

FIRST GRADE

ARTS EDUCATION

Visual Art
Creative Expression and Production
Students will:
• Observe and depict people, plants and animals in a landscape work of art
• Recognize and discuss various solutions to a single art problem
• Identify and use primary colors, line and line variations, texture, shape and patterns
• Create original works of art inspired by written or spoken language
• Create an artwork from real or imaginary sources
• Demonstrate the ability to recognize size relationships
• Demonstrate motor skills by weaving, tearing and folding
• Use past experiences and simulated situations as subject matter in works of art

Historical, Cultural and Social Contexts
Students will:
• Recognize and describe how art is an integral part of one’s own culture
• Identify and describe works of art that communicate feelings, ideas, and information
• Identify American cultural symbols and events depicted in art

Judgment and Criticism
Students will:
• Discuss why viewers may have different responses to works of art
• View works of art and describe similarities and differences between them
• Respond orally to works of art with reference to primary colors, line, texture, shape and pattern
• Describe and discuss visual qualities of works of art

Aesthetics
Students will:
• Discuss the reasons why works of art have value
• Discuss various points of view regarding what art is and what purpose art serves
• Describe and discuss ideas and emotions communicated in works of art

General Music

Performing
Students will:
• Demonstrate the difference between the speaking and singing voice
• Sing a varied repertoire of songs, alone and with others, with appropriate tone quality, posture, and breathing
• Sing songs that contain sol, mi, and la pitches
• Sing, play, and use movement to perform sounds of same, shorter, and longer duration Play instruments or body percussion or use movement to demonstrate steady beat and duple metric groupings
• Accompany songs and speech pieces using body percussion, un-pitched percussion, or steady beat drone on melodic percussion instruments
• Perform call and response songs, and songs in binary form

Understanding
Students will:
• Recognize melodic movement by steps, skips and repeated tones
• Read simple rhythm patterns that include quarter notes and rests and pairs of eighth notes
• Identify strong and weak beats in duple meters
• Identify and distinguish between accompanied and unaccompanied vocal music
• Understand and perform music using dynamic symbols: f and p

Creating
Students will:
• Create a short melody with sol, mi, and la, using graphics or icons
• Create musical answers to musical questions using a pentatonic scale
• Create new lyrics to familiar melodies
• Create short rhythmic patterns on unpitched percussion instruments using graphics, icons, or traditional notation
• Suggest possibilities in a group composition effort for a contrasting B section for a song, speech, body percussion or instrumental piece
• Create movements prompted by descriptive words and movements that describe moods or feelings

First Grade
INSTRUCTIONAL AREAS OF STUDY

Connecting
Students will:
• Sing songs about American leaders, holidays, health and safety, mathematical concepts, and science
• Understand two elements of music: rhythm and melody
• Understand the relationship between size and pitch
• Develop aesthetic sensitivity through listening to music with a variety of timbres
• Listen quietly to live or recorded music performances

ENGLISH LANGUAGE ARTS
The main goal of the English Language Arts program is to teach students English language literacy skills. Literacy is primarily expressed as the ability to read for knowledge, write coherently, and think critically. The elementary language arts program has three strands in grades K – 3: oral language, reading, and writing.

Oral Language:
Students will:
• Continue to demonstrate growth in the use of oral language
• Expand understanding and use of word meanings
• Adapt or change oral language to fit the situation
• Orally identify, produce, and manipulate various units of speech sounds within words

Reading:
Students will:
• Apply knowledge of how print is organized and read
• Apply phonetic principles to read and spell
• Use semantic clues and syntax to expand vocabulary when reading
• Expand vocabulary
• Read and demonstrate comprehension of a variety of fictional texts
• Read and demonstrate comprehension of a variety of nonfiction texts
• Use simple reference materials

Writing:
Students will:
• Write to communicate ideas for a variety of purposes
• Use available technology for reading and writing

Handwriting:
Students will:
• Print legibly

HEALTH EDUCATION
Social and Emotional Health
Students will:
• Recognize the importance of respect
• Describe ways to cooperate with others and follow rules
• Learn how to express feelings
• Recognize the effects of behavior on others
• Describe the role of members in a healthy family
• Learn appropriate expressions of affection within a family
• Understand that parents provide basic needs for babies
• Adapt to change
• Show self-acceptance
• Define peer pressure
• Demonstrate the ability to adhere to rules

Physical Health
Students will:
• Identify proper terms for body parts
• Identify body functions and systems
• Describe good nutrition
• Recognize the importance of rest, sleep and physical activity
• Identify physical activities and healthy entertainment
• Recognize the importance of physical and dental hygiene
**INSTRUCTIONAL AREAS OF STUDY**

**Safety**
Students will:
- Identify reasons to use protective gear
- Understand the importance of home safety
- Understand the importance of common safety
- Understand the importance of recreational safety
- Understand medicine and drug use
- Understand the danger of poisons
- Identify individuals who use guns for safety reasons and that individuals may learn to use guns safely in a sporting activity
- Identify three gun safety rules for making a good choice if a gun is discovered

**Consumer and Community Health**
Students will:
- Describe the importance of a clean environment
- Recognize the role of health helpers
- Identify the purpose of community health agencies

**MATHEMATICS**
Mathematics instruction includes teaching for conceptual understanding and for computational and procedural fluency. Multiple resources are used to develop students’ understanding and proficiency.

**Number and Number Sense:**
**Focus: Place Value and Fraction Concepts**
Students will:
- Count from 0-100 and write the corresponding numerals
- Group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value
- Count forward by ones, twos, fives, and tens to 100 and backwards by ones from 30
- Identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions

**Computation and Estimation**
**Focus: Whole Number Operations**
Students will:
- Select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three digit numeral (e.g., 5, 50, 500); and explain the reasonableness of the choice, given a familiar problem situation involving magnitude
- Recall basic addition facts, sums to 18 or less, and the corresponding subtraction facts
- Create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtractions facts

**Measurement**
**Focus: Time and Nonstandard Measurement**
Students will:
- Identify the number of pennies equivalent to a nickel, a dime, and a quarter, and determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less
- Tell time to the half-hour using analog and digital clocks
- Use nonstandard units to measure length, weight/mass, and volume
- Compare, using the concepts of more, less, and equivalent, the volumes of two given containers; and the weight/mass of two objects, using a balance scale
- Use calendar language appropriately (e.g., names of the months, today, yesterday, next week, last week)

**Geometry**
**Focus: Characteristics of Plane Figures**
Students will
- Identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices and right angles
- Construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the reasonableness of each choice
INSTRUCTIONAL AREAS OF STUDY

Probability and Statistics

Focus: Data Collection and Interpretation

Students will:
- Investigate, identify, and describe various forms of data collection using tables, picture graphs, and object graphs
- Interpret information displayed in a picture or object graph, using the vocabulary more, less, fewer, greater than, and less than and equal to.

Patterns, Functions, and Algebra

Focus: Patterning and Equivalence

Students will:
- Sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness
- Recognize, describe, extend and create a wide variety of growing and repeating patterns
- Demonstrate an understanding of equality through the use of the equal sign

PHYSICAL EDUCATION

Skilled Movement

Students will:
- Demonstrate correct critical elements used in all locomotor skills
- Demonstrate correct critical elements of all manipulative
- Demonstrate correct critical elements of all non-manipulative skills
- Demonstrate simple sequences that have balance, roll, and transfer of weight and flight

Movement Concepts and Principles

Students will:
- Apply concepts of direction, levels, pathways, force, and direction to all skills
- Moving to rhythm while keeping time to a beat

Personal Fitness

Students will:
- Participate frequently in vigorous physical activity and identify associated changes in body

Responsible Behaviors

Students will:
- Work independently for short periods/try new activities/skills

Physically Active Lifestyle

Students will:
- Participate in physical activity that requires exertion and skill

SCIENCE

Scientific Investigation and Reasoning

Students will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which:
- The senses are used to observe differences in physical properties
- Observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy
- Objects or events are classified and arranged according to characteristics or properties
- Simple tools are used to enhance observations
- Length, mass, volume and temperature are measure using nonstandard units
- Inferences are made and conclusions are drawn about familiar objects and events
- A questions is developed from one or more observations
- Predictions are made based on patterns of observations
- Observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers
- Simple investigations and experiments are conducted to answer questions

Units of Study

Students will investigate and understand:
- That moving objects exhibit different kinds of motion
- How different common materials interact with water
- That plants have basic life needs and functional parts and can be classified according to certain characteristics
- That animals, including humans, have basic needs and certain distinguishing characteristics
- The basic relationships between the sun and Earth
- Weather and seasonal changes
- That natural resources are limited
INSTRUCTIONAL AREAS OF STUDY

SOCIAL STUDIES

History
Students will:
• Interpret information presented in picture time lines to show sequence of events and will distinguish among past, present, and future
• Describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver and Eleanor Roosevelt
• Study the lives of people associated with Presidents’ Day, Columbus Day, and the events of Independence Day (Fourth of July)

Geography
Students will:
• Develop map skills by:
  a) recognizing basic map symbols, including references to land, water, cities, and roads
  b) using Cardinal directions on maps
  c) identifying the shapes of the United States and Virginia on maps and globes
  d) locating Washington D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States Map
• Construct a simple map of a familiar area, using basic map symbols in the map legend
• Describe how location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation

Economics
Students will:
• Explain the difference between goods and services and will describe how people are consumers and producers of goods and services
• Explain that people make choices because they cannot have everything they want
• Recognize that people save money for the future to purchase goods and services

Civics
Students will:
• Apply the traits of good citizenship by:
  a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect
  b) recognizing the purpose of rules and practicing self-control
  c) working hard in school
  d) taking responsibility for one’s own actions
  e) valuing honesty and truthfulness in oneself and others
  f) participating in classroom decision making through voting
• Recognize the symbols and traditional practices that honor and foster patriotism in the United States by:
  a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty
  b) demonstrating respect for the American flag by learning the Pledge of Allegiance
• Recognize that communities in Virginia: include people who have diverse ethnic origins, customs, and traditions who make contributions to their communities, and who are united as Americans by common principles
• Have local governments
• Benefit from people who volunteer in their communities
SECOND GRADE

ARTS EDUCATION

Visual Arts
Creative Expression and Production
Students will:
- Use literary sources to generate ideas for works of art
- Identify and use secondary colors, shapes and three-dimensional forms
- Communicate an environmental or historical theme in a work of art
- Create a still life work of art using inanimate objects as a visual source
- Depict objects in proportion within a work of art
- Collaborate with others to create a work of art
- Create a three-dimensional work of art
- Create a work of art by manipulating clay

Historical, Cultural and Social Contexts
Students will:
- Compare the art artifacts, and architecture of other cultures with that of their own
- Identify symbols that various cultures use to represent common themes
- Identify art from other cultures, including Ancient Egypt, Ancient China, and American Indians

Judgment and Criticism
Students will:
- Express opinions with supporting statements regarding works of art
- Categorize works of art by subject matter including portrait landscape and still life
- Distinguish between natural objects and objects made by man in the environment

Aesthetics
Students will:
- Discuss local public art and its value to the community
- Describe the meanings and feelings evoked by works of art
- Discuss the ways that the art of a culture reflects its people’s attitudes and beliefs

General Music
Performing
Students will:
- Sing melodies within the range of a sixth
- Sing a varied repertoire of songs, individually and in groups
- Play ostinato and single-chord accompaniments on classroom instruments
- Read and perform rhythm patterns using quarter notes and eighth notes in traditional notation
- Respond to music with movement

Understanding
Students will:
- Recognize form: like and unlike phrases; A B form; beginning and ending of phrases
- Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement, and use music terminology to describe the changes
- Identify selected orchestral and folk instruments by sight and sound
- Identify melody patterns that move upward, downward, and remain the same

Creating
Students will:
- Create lyrics to familiar melodies
- Create new verses to songs
- Create accompaniments and ostinati
- Create music to enhance songs, stories and poems
- Create interpretive movement

Connecting
Students will:
- Contribute to a group effort of making music and listening to music
- Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- Demonstrate an understanding of the relationship between music and other disciplines
INSTRUCTIONAL AREAS OF STUDY

ENGLISH LANGUAGE ARTS
The main goal of the English Language Arts program is to teach students English language literacy skills. Literacy is primarily expressed as the ability to read for knowledge, write coherently, and think critically. The elementary language arts program has three strands in grades K-3: oral language, reading, and writing.

Oral Language:
Students will:
• Demonstrate an understanding of oral language structure
• Expand understanding and use of word meanings
• Use oral communication skills
• Orally identify, produce, and manipulate various units of speech sounds within words

Reading:
Students will:
• Use phonetic strategies when reading and spelling
• Use semantic clues and syntax to expand vocabulary when reading
• Expand vocabulary when reading
• Read and demonstrate comprehension of fictional texts
• Read and demonstrate comprehension of nonfiction texts
• Demonstrate comprehension of information in reference materials

Writing:
Students will:
• Write stories, letters, and simple explanations
• Edit writing for correct grammar, capitalization, punctuation, and spelling
• Use available technology for reading and writing

Handwriting:
Students will:
• Practice and maintain legible printing

HEALTH EDUCATION

Social and Emotional Health
Students will:
• Explain the impact of aggressive behavior
• Demonstrate good manners
• Identify ways of sharing
• Practice dealing with feelings
• Identify appropriate expressions of affection
• Recognize the contributions made by various cultures
• Practice accepting others
• Identify elements of good/bad touches
• Learn how to handle inappropriate approaches
• Recognize the stress associated with loss, disappointment, and grief
• Realize that all people are worthwhile
• Identify ways to show respect for customs and traditions
• Recognize the impact of success on self esteem
• Identify the addictive nature of ATOD

Alcohol, Tobacco and Other Drug Use Prevention
Students will:
• Identify the addictive nature of ATOD

Disease Prevention
Students will:
• Describe how germs enter the body
• Describe how to prevent the spread of germs
• Identify how to get well if germs caused an illness

Physical Health
Students will:
• Identify body structures and organs
• Use correct words for body parts
• Describe the interconnection of body systems
• Define Heredity
• Describe inherited traits and health conditions
• Make good food choices
• Identify good posture
• Describe the importance of regular checkups

Safety
Students will:
• Describe ways to avoid dangerous situations
INSTRUCTIONAL AREAS OF STUDY

Consumer and Community Health
Students will:
- Define environment and pollution
- Recognize the influence of the media
- Identify health care professionals
- Identify emergency services

MATHEMATICS
Mathematics instruction includes teaching for conceptual understanding and for computational and procedural fluency. Multiple resources are used to develop students’ understanding and proficiency.

Number and Number Sense
Focus: Place Value, Number Patterns, and Fraction Concepts
Students will:
- Read, write, and identify the place value of each digit in a three-digit numeral, using numeration models
- Round two-digit numbers to the nearest ten, and compare two whole numbers between 0 and 999, using symbols (>, <, or =) and words (greater than, less than, or equal to)
- Identify the ordinal positions first through twentieth, using an ordered set of objects; and write the ordinal numbers
- Identify the parts of a set and/or region that represent fractions for halves, thirds, fourths, sixths, eighths, and tenths, write the fractions, and compare the unit fractions for halves, thirds, fourths, sixths, eights, and tenths
- Count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10; count backward by tens from 100; and recognize even and odd numbers

Computation and Estimation
Focus: Number Relationships and Operations
Students will:
- Recall addition facts with sums to 20 or less and the corresponding subtraction facts
- Estimate the sum, and find the sum, using various methods of calculation when given two whole numbers whose sum is 99 or less
- Estimate the difference, and find the difference, using various methods of calculation when given two whole numbers, each of which is 99 or less
- Create and solve one-and two-step addition and subtraction problems, using data from simple tables, pictures graphs, and bar graphs
- Recognize and describe the related facts that represent and describe the inverse relationship between addition and subtraction

Measurement
Focus: Money, Linear Measurement, Weight/Mass, and Volume
Students will:
- Count and compare a collection of pennies, nickels, dimes, and quarters whose total value is $2.00 or less, and correctly use the cent symbol (¢), dollar symbol ($), and decimal (.).
- Estimate and measure length to the nearest centimeter and inch; weight/mass of objects in pounds/ounces and kilograms/grams, using a scale, and liquid volume in cups, pints, quarts, gallons, and liters
- Tell and write time to the nearest five minutes, using analog and digital clocks
- Determine past and future days of the week, and identify specific days and dates on a given calendar
- Read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees

Geometry
Focus: Symmetry and Plane and Solid Figures
Students will:
- Draw a line of symmetry in a figure, and identify and create figures with at least one line of symmetry
- Identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism)

Probability and Statistics
Focus: Applications of Data
Students will:
- Use data from experiments to construct picture graphs, pictographs, and bar graphs; analyze the data displayed in graphs
- Use data from experiments to predict outcomes when the experiment is repeated

Patterns, Functions, and Algebra
Focus: Patterning and Numerical Sentences
Students will:
- Identify, create, and extend a wide variety of patterns
- Solve problems by completing numerical sentences involving the basic facts for addition and subtraction
- Demonstrate an understanding of equality by recognizing that symbol = in an equation indicates equivalent quantities and the symbol ≠ indicates that quantities are not equivalent
INSTRUCTIONAL AREAS OF STUDY

PHYSICAL EDUCATION

Skilled Movement
Students will:
- Continue to demonstrate all critical elements of locomotor skills
- Continue to demonstrate all critical elements of manipulative skills
- Continue to demonstrate all critical elements of non-manipulative skills
- Demonstrate educational sequences including balance, roll, transfer of weight and flight
- Demonstrate moving to a rhythm using basic folk and creative dance sequences

Movement Concepts and Principles
Students will:
- Apply concepts of relationships to change performance
- Use feedback to improve performance

Personal Fitness
Students will:
- Identify and participate in activities having cardio-respiratory, muscular, and flexibility benefits

Responsible Behaviors
Students will:
- Exhibit cooperative, respectful, and safe behaviors

Physically Active Lifestyle
Students will:
- Identify physical activities outside of school to participate in

SCIENCE

Scientific Investigation and Reasoning
Students will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which:
- Observations and predictions are made and questions are formed
- Observations are differentiated from personal interpretation
- Observations are repeated to ensure accuracy
- Two or more characteristics or properties are used to classify items
- Length, volume, mass, and temperature are measured in metric units and standard English units using proper tools
- Time is measure using the proper tools
- Conditions that influence a change are identified and inferences are made
- Data are collected and recorded and bar graphs are constructed using numbered axes
- Data are analyzed, and unexpected or unusual quantitative data are recognized
- Conclusions are drawn
- Observations and data are communicated
- Simple physical models are designed and constructed to clarify explanations and show relationships
- Current applications are used to reinforce science concepts

Units of Study
Students will investigate and understand:
- That natural and artificial magnets have certain characteristics and attract specific types of metals
- Basic properties of solids, liquids, and gases
- That plants and animals undergo a series of orderly changes as they mature and grow
- That living things are part of a system
- Basic types, changes, and patterns of weather
- That weather and seasonal changes affect plants, animals, and their surroundings
- That plants produce oxygen and food, are a source of useful products, and provide benefits in nature
INSTRUCTIONAL AREAS OF STUDY

SOCIAL STUDIES

History
Students will:
• Explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language
• Compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest
• Identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population

Geography
Students will:
• Develop map skills by
  a) locating the United States, China, and Egypt on world maps
  b) understanding the relationship between the environment and the culture of ancient China and Egypt
  c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on a United States map
  d) understanding the relationship between the environment and culture of the Powhatan, Lakota, and Pueblo Indians
• Develop map skills by
  a) locating the equator, the seven continents, and the five oceans on maps and globes
  b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile), mountain ranges (Appalachian Mountains and the Rocky Mountains), and lakes (Great Lakes) in the United States
• Demonstrate map skills by constructing simple maps, using title, map legend, and compass rose

Economics
Students will:
• Describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings)
• Distinguish between the use of barter and money in the exchange for goods and services
• Explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services

Civics
Students will:
• Explain the responsibilities of a good citizen, with emphasis on
  a) respecting and protecting the rights and properties of others
  b) taking part in the voting process when making classroom decisions
  c) describing actions that can improve the school and community
  d) demonstrating self-discipline and self-reliance
  e) practicing honesty and trustworthiness
• Identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans
• Understand that people of Virginia have state and local government officials who are elected by voters.
• Understand that people of Virginia have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles
INSTRUCTIONAL AREAS OF STUDY

THIRD GRADE

ARTS EDUCATION

Visual Arts
Creative Expression and Production
Students will:
• Use various art processes and techniques to produce works of art
• Create a work of art that communicates feelings
• Develop art ideas from alternative sources, including print, non-print, and technology
• Identify and use intermediate colors, warm and cool colors, positive and negative space, balance and symmetry
• Create a work of art based upon interpretation of sensory experiences
• Create a functional work of art that reflects the contributions of Greco-Roman civilizations as found in artifacts
• Create the illusion of depth using overlapping, size variation, and placement in the picture plane
• Use foreground, middle ground and background in two-dimensional works or art

Historical, Cultural, and Social Contexts
Students will:
• Discuss how history, culture and visual arts influence each other
• Identify distinguishing characteristics of landscape, seascape and cityscape
• Compare and contrast architectural styles of ancient cultures including Greece and Rome
• Identify works of art that reflect times, places and cultures

Judgment and Criticism
Students will:
• Discuss why works of art have been interpreted in different ways throughout history
• Describe the problem-solving process involved in producing personal works of art using appropriate art vocabulary
• Categorize works of art by subject matter, including portrait, landscape, and still life and narrative
• Analyze works of art for the use of rhythm, balance, and spatial relationships

Aesthetics
Students will:
• Develop and describe personal reasons for valuing works of art
• Identify common attributes in works of art produced by artists within one culture
• Examine the relationship between beauty and function in the artifacts of a culture
• Discuss how criteria used to value art varies from one culture to another

General Music
Performing
Students will:
• Sing in tune with a clear tone melodies within the range of an octave
• Perform in a two-part music ensemble
• Accompany singing with rhythm and/or melody instruments
• Perform melody and rhythm patterns in treble staff using traditional notation
• Respond to music with movement, performing line, circle, and dances from various cultures
• Use the I and V chords to accompany a two-chord melody using classroom instruments
• Perform sets of beats that grouped in twos and threes

Understanding
Students will:
• Identify ABA form Notate rhythms using quarter notes, eighth notes, and half notes with corresponding rests using traditional notation
• Notate three-note melodies using traditional notation in the treble staff
• Recognize music symbols within a composition and use music terminology to explain their functions
• Use descriptive terminology to identify strong beats and weak beats
• Identify by sight and sound the four orchestral families: woodwind, string, brass, percussion
• Demonstrate melodic shape of a musical phrase

Third Grade
INSTRUCTIONAL AREAS OF STUDY

Creating
Students will:
- Create accompaniments and ostinati for songs and chants
- Create interpretive movement
- Create lyrics to familiar melodies
- Create new verses to songs

Connecting
Students will:
- Explore the music of world cultures through song, dance, and movement
- Contribute to a group effort of making music and listening to music
- Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- Demonstrate an understanding of the relationship between music and other disciplines

BUSINESS & INFORMATION TECHNOLOGY

Computer Keyboarding
Students will:
- Demonstrate knowledge of basic computer operations and functions keys
- Demonstrate knowledge of basic practices related to online safety
- Demonstrate mastery of touch-typing techniques for automatic reaches
- Attain a computer typing speed faster than student’s handwriting speed
- Demonstrate ability to access software programs
- Demonstrate efficient use of word processing software for language arts practice
- Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing
- Create, edit, and format a document with text and graphics
- Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer

ENGLISH LANGUAGE ARTS

The main goal of the English Language Arts program is to teach students English language literacy skills. Literacy is primarily expressed as the ability to read for knowledge, write coherently, and think critically. The elementary language arts program has three strands in grades K-3: oral language, reading, and writing.

Oral Language:
Students will:
- Use effective communication skills in group activities
- Present brief oral reports using visual media

Reading:
Students will:
- Apply word-analysis skills when reading
- Expand vocabulary when reading
- Read and demonstrate comprehension of fictional texts and poetry
- Read and demonstrate comprehension of nonfiction texts
- Demonstrate comprehension of information from a variety of print and electronic resources

Writing:
Students will:
- Write for a variety of purposes
- Edit writing for correct grammar, capitalization, punctuation, and spelling
- Write a short report
- Use available technology for reading and writing

Handwriting:
Students will:
- Begin to make the transition from manuscript to cursive
- Write legibly in cursive by the end of grade three

Handwriting:
Students will:
- Begin to make the transition from manuscript to cursive
- Write legibly in cursive by the end of grade three
HEALTH EDUCATION

Social and Emotional Health
Students will:
- Realize the importance of positive interaction with peers and other people
- Understand the Conflict Resolution procedure
- Identify ways to make good friends
- Recognize the importance of positive family interaction
- Understand the uniqueness of the family
- Identify coping strategies for family changes
- Learn how to deal with inappropriate touches and approaches
- Learn strategies for coping with stress
- Provide a personal example of positive self-image
- Use the decision making model to make good choices
- Use refusal skills to say "no"

Alcohol, Tobacco and Other Drug Use Prevention
Students will:
- Identify some physical effects of ATOD (including inhalants) on body systems
- Recognize that behavioral changes can be the result from mind-altering drug use

Physical Health
Students will:
- Identify terms for male and female genitalia and elimination
- Recognize that a mother and father are needed for human reproduction
- Use age-appropriate basic reproduction vocabulary
- Identify human growth patterns
- Identify nutrients
- Name the benefits of physical fitness

Safety
Students will:
- Identify safe and harmful behaviors
- Recognize the improper use of medicine

Consumer and Community Health
Students will:
- Recognize customs impacting community decisions
- Explain technological health care improvement
- Identify how media uses emotions to sell products and influence behavior
- Access health information
- Identify health agencies

MATHEMATICS
Mathematics instruction includes teaching for conceptual understanding and for computational and procedural fluency. Multiple resources are used to develop students’ understanding and proficiency.

Number and Number Sense
Focus: Place Value and Fractions
Students will:
- Read and write six-digit numerals and identify the place value and value of each digit
- Round a whole numbers 9,999 or less, to the nearest ten, hundred and thousand; and compare two whole numbers between 0 and 9,999 using symbols (>,<, or =) and words (greater than, less than, or equal to)
- Recognize and use inverse relationship between addition/subtraction and multiplication/division to complete basic fact sentences
- Name and write fractions (including mixed numbers) represented by a model; model fractions (including mixed numbers) and write the fractions’ names and compare fractions having like and unlike denominators, using words and symbols (>, <, or =)
INSTRUCTIONAL AREAS OF STUDY

Computation and Estimation
Focus: Computation and Fraction Operations
Students will:
- Estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping
- Recall multiplication facts through the twelve times tables, and the corresponding division facts
- Represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less, and the second factor is 5 or less
- Add and subtract proper fractions having like denominators of 12 or less

Measurement
Focus: U.S. Customary and Metric Units, Area and Perimeter, and Time
Students will:
- Determine by counting the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the coins and bills, and make change
- Estimate and use U.S. Customary and metric units to measure length to the nearest ½ inch, inch, foot, yard, centimeter, and meter; liquid volume in cups, pints, quarts, gallons, and liters; weight/mass in ounces, pounds, grams, and kilograms; and area and perimeter
- Measure the distance around a polygon in order to determine perimeter, and count the number of square units needed to cover a given surface in order to determine area
- Tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks and determine elapsed time in one hour increments over a 12-hour period
- Identify equivalent periods of time, including relationships among days, months and years, as well as minutes and hours
- Read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer

Geometry
Focus: Properties and Congruence Characteristics of Plane and Solid Figures
Students will:
- Identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models
- Identify and draw representations of points, line segments, rays, angles, and lines
- Identify and describe congruent and non-congruent plane figures

Probability and Statistics
Focus: Applications of Data and Chance
Students will:
- Collect and organize data, using observations, measurements, surveys, or experiments; construct a line plot, a picture graph, or a bar graph to represent the data; read and interpret the data represented in line plots, bar graphs, and picture graphs; and write a sentence analyzing the data
- Investigate and describe the concept of probability as chance and list possible results of a given situation

Patterns, Functions, and Algebra
Focus: Patterns and Property Concepts
Students will:
- Recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.
- Investigate the identity and the commutative properties for addition and multiplication, and identify examples of the identity examples of identity and commutative properties for addition and multiplication
PHYSICAL EDUCATION

Skilled Movement
Students will:
• Apply locomotor skills in increasingly complex movement activities
• Demonstrate correct critical elements used in aquatic safety
• Apply manipulative skills in increasingly complex movement activities
• Apply non-manipulative skills in increasingly complex movement activities
• Perform educational gymnastics sequences with at least four non-manipulative movements
• Perform simple dances, and develop and refine creative dance sequences

Movement Concepts and Principles
Students will:
• Apply the principles of relationships in increasingly complex movement activities

Personal fitness
Students will:
• Engage and describe how and why the body responds to activity

Responsible Behaviors
Students will:
Demonstrate an understanding of the purpose of rules, procedures, and respectful behaviors

Physically Active Lifestyle
Students will:
• Select and participate in regular physical activity

SCIENCE

Scientific Investigation and Reasoning
The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which:
• Observations are made and repeated to ensure accuracy
• Predictions are formulated using a variety of sources of information
• Objects with similar characteristics or properties are classified into at least two sets and two subsets
• Natural events are sequenced chronologically
• Length, volume, mass and temperature are estimated and measured in metric and standard English units using proper tools and techniques
• Time is measured to the nearest minute using proper tools and techniques
• Questions re developed to formulate hypotheses
• Data are gathered, charted, graphed, and analyzed
• Unexpected or unusual quantitative data are recognized
• Inferences are made and conclusions are drawn
• Data are communicated
• Models are designed and built
• Current applications are used to reinforce science concepts

Units of Study
Students will investigate and understand:
• Simple machines and their uses
• That objects are made of materials that can be described by their physical properties
• That adaptations allow animals to satisfy life needs and respond to the environment
• Relationships among organisms in aquatic and terrestrial food chains
• That ecosystems support a diversity of plants and animals that share limited resources
• The major components of soil, its origin, and importance to plans and animals including humans
• Basic patterns and cycles occurring in nature
• The water cycle and its relationship to life on Earth
• That natural events and human influences can affect the survival of species
• Different sources of energy
SOCIAL STUDIES

History
Students will:
- Explain how the contributions of Ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports
- Study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade)
- Study the exploration of the Americas by:
  a) describing the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport;
  b) identifying reasons for exploring, the information gained, and the results from the travels on American Indians

Geography
Students will:
- Develop map skills by:
  a) locating Greece, Rome, and West Africa;
  b) describing the physical and human characteristics of Greece, Rome, and West Africa;
  c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs
- Develop map skills by:
  a) positioning and labeling the seven continents and five oceans to create a world map
  b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western hemispheres
  c) locating the countries of Spain, England, and France
  d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport ( Jamestown, Virginia)
  e) locating specific places on a simple letter-number grid system
- Interpret geographic information from maps, tables, graphs, and charts
- Read and construct maps, tables, graphs, and/or charts

Economics
Students will:
- Explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services
- Recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest
- Identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice)

Civics
Students will:
- Recognize the importance of government community, Virginia and the United States of America by
  a) explaining the purpose of rules and laws;
  b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
  c) explaining that government protects the rights and property of individuals
- Explain the importance of the basic principles that form the foundation of a republican form of government by:
  a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law
  b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr., and Cesar Chavez recognizing that Veterans Day and Memorial Day honor people who have served to protect the country’s freedoms
  c) describing how people can serve the community, State, and nation
- Recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms
INSTRUCTIONAL AREAS OF STUDY

FOURTH GRADE

ARTS EDUCATION

Visual Arts
Creative Expression and Production

Students will:
• Generate ideas for works of art through discussion
• Create a work of art that uses themes, ideas and art forms from the past
• Identify and use the characteristics of color, including hue, tint, shade, and intensity
• Identify and use variety, repetition, and unity in a work of art
• Describe and use hand-building techniques, including the slab method to make a ceramic work of art
• Use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three dimensional object on a two-dimensional surface
• Create an abstraction based upon an object in the environment

Historical, Cultural and Social Contexts

Students will:
• Compare and contrast abstract and realistic works of art
• Identify the characteristics of cultural diversity in works of contemporary art
• Identify the influences of ancient cultures on Early American architecture
• Evaluate the importance arts, crafts, and artist in fulfillment of basic needs in Colonial America
• Use research tools and procedures to investigate artists and their work

Judgment and Criticism

Students will:
• Analyze works of art based on visual properties
• Distinguish among abstract, representational, and nonrepresentational works of art
• Identify and investigate ways that works of art from popular culture reflect the past and how they influence the present
• Support the selection of a work of art using appropriate art vocabulary
• Categorize works of art by subject matter including portrait, landscape, still life and narrative and genre

Aesthetics

Students will:
• Discuss how personal beliefs influence responses to works of art
• Formulate questions about works of art from past or present cultures
• Select a preferred work of art from among others and defend the choice using appropriate art vocabulary

General Music

Performing

Students will:
• Sing in tune with clear tone quality, using expression with dynamics and phrasing
• Sing in a group setting songs using simple harmony
• Perform melody and rhythm patterns that contain melodic movement in steps, leaps, or repeated tones, reading from traditional notation
• Interpret dynamic markings in performance
• Respond to music with movement that includes interpretive movement, traditional folk dances, choreographed movement, and body percussion
• Play I and V chords to accompany a two-chord melody

Understanding

Students will:
• Identify and explain extended examples of AB and ABA forms
• Identify by sight and sound instruments from various music ensembles from other cultures
• Identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats
• Distinguish between major and minor tonality
• Use music terminology to describe various styles of music
• Identify a composer and a music composition from each of four different music historical periods
INSTRUCTIONAL AREAS OF STUDY

Creating
Students will:
• Improvise simple melodic and rhythmic accompaniments
• Create melodic or rhythmic motives to enhance literature using a variety of sound sources, including technology
Create interpretive movement, individually or in groups

Connecting
Students will:
• Contribute to a group effort of making music and listening to music
• Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
• Demonstrate an understanding of the relationship between music and other disciplines

Instrumental Music
Instruction on violin, viola, cello, flute, clarinet, saxophone, trumpet, and trombone is offered to students in grades four and five. Class lessons for first and second year players are given each week during school hours. Students are responsible for securing their own instruments. The school system has a limited supply of school-owned instruments available for rental.

Chorus
Choral techniques and performance skills are developed in an ensemble setting. Students may be grouped by grade and/or ability, generally as a separate class during the day. Performances are given throughout the year at daytime and/or evening events. There is no charge to participate in Chorus.

ENGLISH LANGUAGE ARTS
The main goal of the English Language Arts program is to teach students English language literacy skills. Literacy is primarily expressed as the ability to read for knowledge, write coherently, and think critically. The elementary language arts program has four strands in Grades 4 – 5: communication, reading, writing, and research.

Communication: Speaking, Listening, Media

Literacy
Students will:
• Use effective oral communication skills in a variety of settings
• Make and listen to oral presentations and reports
• Learn how media messages are constructed and for what purposes

Reading:
Students will:
• Expand vocabulary when reading
• Read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry
• Read and demonstrate comprehension of nonfiction texts

Writing:
Students will:
• Write cohesively for a variety of purposes
• Edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing

Handwriting:
Students will:
• Practice and maintain legible cursive

Research:
Students will:
• Demonstrate comprehension of information resources to research a topic

HEALTH EDUCATION
Social and Emotional Health
Students will:
• Identify and express human emotions
• Practice self-control
• Identify obstacles to communication
• Identify ways to assume responsibilities as a family member
• Recognize abusive behaviors and relationships
• Recognize stressful situations and use basic coping skills
• Recognize one's uniqueness and strengths
• Understand that weaknesses can be improved
• Develop one's talents
• Identify uniqueness among people
• Practice the use of refusal skills
• Demonstrate doing the right thing in spite of pressure from others
INSTRUCTIONAL AREAS OF STUDY

Alcohol, Tobacco and Other Drug Use Prevention
Students will:
- Explain the impact of drug use on self, family, and community
- Identify the longtime effects of drug use
- Recognize laws related to the illegal use of ATOD

Disease Prevention
Students will:
- Define the three most common types of pathogens
- Identify how to prevent the spread of pathogens
- Define and name communicable and non-communicable diseases
- Identify stages of disease
- Become aware of early disease detection

Physical Health
Students will:
- Recognize the importance of cleanliness
- Describe the physical and mental changes of puberty
- Identify organs of the reproductive system
- Describe human fertilization and prenatal development
- Recognize that a baby grows inside a mother for nine months
- Describe balanced meals
- Identify the effects of malnutrition
- Identify the nutrients needed for physical and mental growth and performance
- Describe the role of regular physical activity

Safety
Students will:
- Recognize the importance of communication with a trusted person
- Recognize and avoid unsafe places

Violence
Students will:
- Identify how ATOD affects weapon use
- Identify bullying
- Describe bystander (to bullying) responsibilities
- Recognize ways to cope with difficult relationships

Consumer and Community Health
Students will:
- Describe responsibilities in public places
- Identify accurate health information
- Describe strategies for Internet safety
- Recognize the importance of volunteerism
- Use health resources to improve health

MATHEMATICS
Mathematics instruction includes teaching for conceptual understanding and for computational and procedural fluency. Multiple resources are used to develop students’ understanding and proficiency.

Number and Number Sense
Focus: Place Value, Fractions, and Decimals
Students will:
- Identify orally and in writing the place value for each digit in a whole number expressed through millions; compare two whole numbers expressed through millions, using symbols (>, <, or =); and round whole numbers expressed through millions to the nearest thousand, ten thousand, and hundred thousand
- Compare and order fractions and mixed numbers; represent equivalent fractions; and identify the division statement that represents a fraction
- Read, write, represent, and identify decimals expressed through thousandths; round decimals to the nearest whole number, tenth, and hundredth; compare and order decimals and given a model, write the decimal and fractions and equivalents

Computation and Estimation
Focus: Factors and Multiples, and Fraction and Decimal Operations
Students will:
- Estimate sums, differences, products, and quotients of whole numbers; add, subtract, and multiply whole numbers; divide whole numbers, finding quotients with and without remainders; and solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers
- Determine common multiples and factors, including least common multiple and greatest common factor
- Add and subtract fractions having like and unlike

Fourth Grade
INSTRUCTIONAL AREAS OF STUDY

• denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors; and add and subtract with decimals
• Solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals

Measurement
Focus: Equivalence within U.S. Customary and Metric Systems
Students will:
• Estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and identify equivalent measurements between units within the metric system (grams and kilograms)
• Estimate and measure length, and describe the result in both metric and U.S. Customary units; and identify equivalent measurements between units within the U.S. Customary system (inches and feet; feet and yards; inches and yards; yards and miles) and between units within the metric system (millimeters and centimeters; centimeters and meters; and millimeters and meters)
• Estimate and measure liquid volume and describe the results in U.S. Customary units; and identify equivalent measurements between units within the U.S. Customary system (cups, pints, quarts, and gallons)
• Determine elapsed time in hours and minutes within a 12 hour period

Geometry
Focus: Representations and Polygons
Students will:
• Identify and draw representations of points, lines, line segments, rays and angles including endpoints and vertices; and identify representations of lines that illustrate intersection, parallelism, and perpendicularity
• Investigate congruence of plane figures after geometric transformations such as reflection, translation, and rotation, using mirrors, paper folding, and tracing; and recognize the images of figures resulting from geometric transformations, such as translation, reflection, and rotation
• Define polygon; and identify polygon with 10 or fewer sides

Probability and Statistics
Focus: Outcomes and Data
Students will:
• Predict the likelihood of an outcome of a simple event; and represent probability as a number between 0 and 1, inclusive
• Collect, organize, display, and interpret data from a variety of graphs.

Patterns, Functions, and Algebra
Focus: Geometric Patterns, Equality, and Properties
Students will:
• Recognize, create, and extend numerical and geometric patterns
• Recognize and demonstrate the meaning of equality in an equation; and investigate and describe the associative property for addition and multiplication

PHYSICAL EDUCATION
Skilled Movement
Students will:
• Refine locomotor skills and combine in increasingly complex movement activities
• Continue to develop critical elements in aquatic safety
• Demonstrate correct critical elements in aquatics basic stroke development
• Refine manipulative skills and combine in increasingly complex movement activities
• Refine non-manipulative skills and combine in increasingly complex movement activities
• Perform smooth sequences with four or more movements: rolling, traveling, transferring weight and balancing
• Demonstrate moving to a rhythm using international and American styles

Movement Concepts and Principles
Students will:
• Apply trajectory, force, and speed to complex skills

Personal Fitness
Students will:
• Identify fitness components, apply fitness data to personal goals, and understand FITT
INSTRUCTIONAL AREAS OF STUDY

SCIENCE

Scientific Investigation and Reasoning
Students will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which:
- Distinctions are made among observations, conclusions, inferences, and predictions
- Objects or events are classified and arranged according to characteristics or properties
- Appropriate instruments are selected and used to measure length, mass, volume, and temperature in metric units
- Appropriate instruments are selected and used to measure elapsed time
- Predictions and inferences are made and conclusions are drawn from a variety of sources
- Independent and dependent variables are identified
- Constants in an experimental situation are identified
- Hypotheses are developed as cause and effect relationships
- Data are collected, recorded, analyzed, and displayed using bar and basic line graphs
- Numerical data that are contradictory or unusual in experimental results are recognized
- Data are communicated with simple graphs, pictures, written statements, and numbers
- Models are constructed to clarify explanations, demonstrate relationships, and solve needs
- Current applications are used to reinforce science concepts

Units of Study
Students will investigate and understand:
- Characteristics and interactions of moving objects
- The characteristics of electricity
- Basic plant anatomy and life processes
- How plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem
- How weather conditions and phenomena occur and can be predicted
- The organization of the solar system
- The relationships among the Earth, moon and sun
- Important Virginia natural resources

SOCIAL STUDIES

Virginia Studies
Students will:
- Demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to:
  a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
  b) determine cause and effect relationships;
  c) compare and contrast historical events;
  d) draw conclusions and make generalizations;
  e) make connections between past and present;
  f) sequence events in Virginia history;
  g) interpret ideas and events from different historical perspectives;
  h) evaluate and discuss issues orally and in writing;
  i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events
- Demonstrate knowledge of the geography and native peoples, past and present, of Virginia by:
  a) locating Virginia and its bordering states on maps of the United States.
  b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau
  c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, Lake Drummond, and the Great Dismal Swamp)
  d) locating three American Indian (First Americans) language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia
  e) describing how American Indians related to the climate and their environment to secure food, clothing, and shelter
  f) describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown
  g) identifying and locating the current state-recognized tribes
- Demonstrate knowledge of the first permanent English settlement in America by:
  a) explaining the reasons for English colonization
  b) describing how geography influenced the decision to settle at Jamestown

Fourth Grade
INSTRUCTIONAL AREAS OF STUDY

c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement
d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America
e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement
f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival
g) describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers

• Demonstrate knowledge of life in the Virginia colony by:
a) explaining the importance of agriculture and its influence on the institution of slavery
b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, African, and American Indians;
c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond
d) describing how money, barter, and credit were used
e) describing everyday life in colonial Virginia

• Demonstrate knowledge of the role of Virginia in the American Revolution by:
a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;
b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry and James Lafayette; identifying the importance of Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown

• Demonstrate knowledge of the role of Virginia in the establishment of the new American nation by:
a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution.”
b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom
c) explaining the influence of geography on the migration of Virginians into Western territories

• Demonstrate knowledge of the issues that divided our nation and led to the Civil War by:
a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia
b) describing Virginia’s role in the war, including major battles that took place in Virginia
c) describing the role played by whites, enslaved African Americans, free African Americans and American Indians

• Demonstrate knowledge of the reconstruction of Virginia following the Civil War by:
a) identifying the effects of Reconstruction on life in Virginia
b) identifying the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans and American Indians
c) describing the importance of railroads, new industries, and the growth of cities to Virginia’s economic development

• Demonstrate knowledge of the twentieth and twenty-first century Virginia by:
a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries
b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events
c) identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history
d) identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., L. Douglas Wilder, Oliver W. Hill, Arthur Ashe, and A. Linwood Holton, Jr.

• Demonstrate knowledge of government, geography, and economics by:
a) identifying the three Branches of Virginia government and the function of each
b) describing the major products and industries of Virginia’s five geographic regions
c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy

Fourth Grade
INSTRUCTIONAL AREAS OF STUDY

FIFTH GRADE

ARTS EDUCATION

Creative Expression and Production

Students will:
- Use the primary colors and black and white to mix a variety of hues, tints and shades to create a work of art
- Use the elements of art: line, shape, form, color, value, texture, and space to express ideas, images, and emotions
- Develop ideas for works of art by conducting research, making preliminary sketches, and constructing models
- Collaborate with others to produce work of art that characterizes a historical time period
- Defend a position regarding a historical or contemporary issue through the production of a work of art
- Demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art
- Use linear perspective in a work of art
- Emphasize spatial relationships in a work of art
- Use a computer to produce work of art
- Use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief
- Describe the changes that occur in clay during the ceramic process, including plastic, leather hard, greenware, bisque and glazeware
- Produce fiber art that reflects the qualities of the fiber art of another age, culture or country

Historical, Cultural and Social Contexts

Students will:
- Compare art, architecture, and artifacts of past culture with that of a present
- Identify the influences of historical events, subject matter, and media in works of art
- Research artists from a variety of cultures and the works of art they have produced
- Identify and discuss how American historical events influenced works of art with emphasis on Westward Expansion and the Civil War
- Research, compare, and contrast the art of two cultures using current technology

Judgment and Criticism

Students will:
- Compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American, and European using appropriate art vocabulary
- Discuss an artist’s point of view based on evidence perceived in works of art
- Compare and contrast natural and constructed environments

Aesthetics

Students will:
- Discuss how criteria used to value art varies over time within the same culture
- Describe a valued object within the culture of today in terms of aesthetic preferences
- Articulate reasons for establishing preferences among works of art using appropriate vocabulary

General Music

Performing

Students will:
- Demonstrate beginning choral behaviors and skills in group singing
- Participate in group singing involving two-part or three-part harmony
- Develop age-appropriate ability in singing skills
- Perform melody and rhythm patterns from the treble staff using traditional notation, with pitched and non-pitched instruments and computer technology
- Respond to music with movement that includes interpretive movement, traditional folk dances, choreographed movement, and body percussion

Understanding

Students will:
- Identify and explain music forms of rondo and theme and variations
- Identify music symbols within a music composition and explain their functions using music terminology
- Identify top and bottom numbers of a meter signatures in duple and triple meters
- Place music examples into broad categories of style and use music terminology to compare and contrast styles
- Identify notable characteristics of the music of world cultures

Fifth Grade
INSTRUCTIONAL AREAS OF STUDY

- Identify a composer and one music composition from each of four different historical periods

Creating
Students will:
- Create movement to music
- Create non-traditional notation

Connecting
Students will:
- Contribute to a group effort of making music and listening to music
- Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship
- Demonstrate an understanding of the relationship between music and other disciplines

Instrumental Music
Instruction on violin, cello, flute, clarinet, saxophone, trumpet, and trombone is offered to students in Grades 4 and 5. Free class lessons for first and second year players are given each week during school hours. Students are responsible for securing their own instruments. The school system has a limited supply of school-owned instruments available for rental.

Chorus
Choral techniques and performance skills are developed in an ensemble setting. Students may be grouped by grade and/or ability, generally as a separate class during the day. Performances are given throughout the year at daytime and/or evening events. There is no charge to participate in Chorus.

ENGLISH LANGUAGE ARTS
The main goal of the English Language Arts program is to teach students English language literacy skills. Literacy is primarily expressed as the ability to read for knowledge, write coherently, and think critically. The elementary language arts program has four strands in Grades 4-5: communication, reading, writing, and research.

Communication: Speaking, Listening, Media Literacy
Students will:
- Listen, draw conclusions, and share responses in subject-related group learning activities

- Use effective verbal and nonverbal communication skills to deliver planned oral presentations
- Learn how media messages are constructed and for what purposes

Reading
Students will:
- Expand vocabulary when reading
- Read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry
- Read and demonstrate comprehension of nonfiction texts

Writing
Students will:
- Write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade
- Edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing

Handwriting
Students will:
- Practice and maintain legible cursive

Research
Students will:
- Find, evaluate, and select appropriate resources for a research project

HEALTH EDUCATION
Social and Emotional Health
Students will:
- Show positive social skills involving communication, listening and using "I" statements
- Understand the non-traditional roles of family members
- Recognize that there are different family forms
- Recognize the importance of interaction among family members
- Understand the importance of contributing to a group
- Recognize abuse and how to react to them
- Describe the dangers of stress
- Identify healthy strategies for managing stress
- Identify the effects of positive self-image on health

Fifth Grade
INSTRUCTIONAL AREAS OF STUDY

- Strengthen the use of refusal skills
- Describe the conflict resolution steps
- Relate family values to peer pressure

Alcohol, Tobacco and Other Drug Use Prevention
Students will:
- Understand the effects of alcohol, tobacco and other drugs (including inhalants) on physical health, academics, and family
- Participate in the Too Smart to Start program and understand the physiological effects of alcohol on the body, understand the dangers of alcohol use, and demonstrate refusal skills

Disease Prevention
Students will:
- Define healthy lifestyle
- Connect a healthy lifestyle to disease prevention
- List chronic diseases that can be prevented or delayed as a result of a healthy lifestyle

Physical Health
Students will:
- Describe the endocrine system
- Identify the relationship between emotions and physical changes during puberty
- Describe hygiene issues during puberty
- Identify stages of fetal development
- Define the function of the reproductive organs
- Describe diet and weight management
- Recognize the importance of cardiovascular fitness and recreation

Safety
Students will:
- Recognize threatening and/or uncomfortable situations

Consumer and Community Health
Students will:
- Promote group support for environmental issues
- Identify tools to evaluate ads and validate health information
- Explain messages from the mass media
- Promote volunteerism and community service
- Identify community health issues

MATHEMATICS
Mathematics instruction includes teaching for conceptual understanding and for computational and procedural fluency. Multiple resources are used to develop students’ understanding and proficiency.

Number and Number Sense
Focus: Prime and Composite Numbers and Rounding Decimals
Students will:
- Round a decimal through thousandths to the nearest whole number, tenth, or hundredth
- Recognize and name fractions in their equivalent decimal form and vice versa and compare and order fractions and decimals in a given set from least to greatest and greatest to least
- Identify and describe the characteristics of prime and composite numbers; and identify and describe the characteristics of even and odd numbers

Computation and Estimation
Focus: Multistep Applications and Order of Operations
Students will:
- Create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of whole numbers with and without remainders
- Find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit), and create and solve single-step and multistep practical problems involving decimals
- Solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form
- Evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division
INSTRUCTIONAL AREAS OF STUDY

Measurement
Focus: Perimeter, Area, Volume, and Equivalent Measures
Students will:
- Find perimeter, area, and volume in standard units of measure; differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation; identify equivalent measurements within the metric system; estimate and then measure to solve problems, using U.S. Customary and metric units; and choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units
- Identify and describe a diameter, radius, chord, and circumference of a circle
- Determine an amount of elapsed time in hours and minutes within a 24-hour period
- Measure right, acute, obtuse, and straight angles

Geometry
Focus: Classification and Subdividing
Students will:
- Classify angles as right, acute, obtuse, or straight; and triangles as right, acute, obtuse, equilateral, scalene, or isosceles
- Develop definitions of these plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), and investigate and describe the results of combining and subdividing plane figures

Probability and Statistics
Focus: Outcomes and Measures of Center
Students will:
- Make predictions and determine the probability of an outcome by constructing a sample space
- Collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs
- Describe mean, median, and mode as measures of center and mean as fair share
- Find the mean, median, mode, and range of a set of data and describe the range of a set of data as a measure of variation

Patterns, Functions, and Algebra
Focus: Equations and Properties
Students will:
- Describe the relationship found in a number pattern and express the relationship
- Investigate and describe the concept of variable, and write an open sentence to represent a given mathematical relationship using a variable
- Model one-step linear equations in one variable, using addition and subtraction, and create a problem situation based on a given open sentence, using a single variable
- Investigate and recognize the distributive property of multiplication over addition

PHYSICAL EDUCATION
Skilled Movement
Students will:
- Demonstrate proficiency in movement skills and combinations in complex movement activities
- Perform different types of rhythm and dance sequences

Movement Concepts and Principles
Students will:
- Apply principles (accuracy, force, follow through, form, consistency, and repetition)
- Offensive and defensive strategies
- Use feedback
- Perform complex educational with smooth transitions, change of direction, speed and flow

Personal Fitness
Students will:
- Describe short and long term benefits of physical activity
- Use fitness data to enhance understanding

Responsible Behaviors
Students will:
- Participate in establishing and maintaining a safe environment

Physically Active Lifestyle
Students will:
- Identify and participate based on abilities and interest
INSTRUCTIONAL AREAS OF STUDY

SCIENCE

Scientific Investigation and Reasoning
Students will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which:

- Items such as rocks, minerals, and organisms are identified using various classification keys
- Estimates and accurate measurements of length, mass, volume and temperature are made in metric units using proper tools
- Estimates and accurate measurements of elapsed time are made using proper tools
- Hypotheses are formed from testable questions
- Independent and dependent variables are identified
- Constants in an experimental situation are identified
- Data are collected, recorded, analyzed and communicated using proper graphical representations and using metric measurements
- Predictions are made using patterns from data collected, and simple graphical data are generated
- Inferences are made and conclusions are drawn
- Models are constructed to clarify explanations, demonstrate relationships, and solve needs
- Current applications are used to reinforce science concepts

Units of Study
Students will investigate and understand:

- How sound is created and transmitted, and how it is used
- Basic characteristics of visible light and how it behaves
- That matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas
- That organisms are made of one or more cells and have distinguishing characteristics that play a vital role in the organism’s ability to survive and thrive in its environment
- Characteristics of an ocean environment
- How the Earth’s surface is constantly changing

SOCIAL STUDIES

Civics
Students will:

- Summarize how early civilizations interacted, migrated, and organized to meet basic needs, e.g., hunters/gatherers, Skara Brae, Mesopotamia, Sumer, Egypt, Kush, Nubia, Indus Valley, Yellow River Valley, and the Mediterranean region
- Analyze reasons for the development of governments in ancient civilizations, e.g., cooperation, conquests, missionary activity, and trade
- Describe such government systems as city-states, codes of law, feudalism, and caste systems, e.g., Sumer, Hammurabi, Ten Commandments, Confucianism, Athens, Sparta, Athenian Democracy, Roman Codes, the Magna Carta, chivalric code, Justinian Code, and Chinese civil service

Economics
Students will:

- Demonstrate an understanding of the economic effects of major scientific and technological discoveries, i.e., tools, fire, irrigation, mummification, marine vessels, plows, chariots, metals, architectural construction, aqueducts, weapons, measurement systems, astronomy, medicine, sugar crystallization, etc.
- Describe early major trade routes and the importance of controlling these, i.e., Nile Valley, Silk Route, the Mediterranean, Indian Ocean, and Pacific Ocean
- Evaluate how trade builds interdependence among peoples, e.g., exchange of ideas, cooperation, development of new cities and road systems, building of wealth, spread of religion, new foods

History
Students will:

- Develop chronological time lines that describe major events and human achievement from the Paleolithic era to about 1400 AD
- Demonstrate an understanding of the term civilization by describing such social systems as religions, written visual, and oral communication systems, family structures, languages, monuments, calendars, and other institutions of the following early cultures: Mesopotamia, Sumer, Egypt, Phoenicia, Nubia, Kush, Shang China, Olmec, Maya Persia, Greece, Rome, Byzantine, European, Aztec, and Inca
INSTRUCTIONAL AREAS OF STUDY

- Describe major figures who impacted the rise of civilizations to 1400 AD
- Research the basic tenets of Judaism, Confucianism, and Christianity

**Geography**

Students will:

- Demonstrate knowledge of the five themes of geography: location, place, human environment, movement, and region
- Locate early civilizations on a world map
- Trace human migration to centers of early civilizations
- List ways in which early civilizations adapted to and changed environments
- Prepare a plan to move to the best place to live in the Nile, Indus, and Yellow River Valleys
- Analyze maps of the world to determine human and physical characteristics of early regions (4000 B.C. to 1400 A.D.), e.g., race, language, religion, land forms, climate, etc.
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