

Lower School Curriculum

English Language Arts

In the Lower School at St. Margaret's, students work daily in literacy centers to support their learning of reading, writing and thinking. There is an emphasis on continuously engaging students in literacy activities because the more they read and write the more they think. Novel studies, guided reading books, Junior Great Books, class read alouds, picture books and countless other sources allow teachers to address the diverse reading needs of their students and to inspire them to think broadly in a variety of ways on a range of topics. The activities our students are involved in during literacy instruction are authentic activities that engage active participation in the learning process.

The Lower School Literacy Curriculum cultivates imaginative, critical, and thoughtful speakers and listeners, readers and writers. Lessons are tailored for individuals, small groups, and the whole class to meet students' diverse literacy needs, interests, and abilities and to appropriately challenge all learners in the classroom. In classrooms where students are active participants you see flexible grouping practices. For example, in guided reading groups students will meet as a whole class to introduce a new concept and share common experience and understandings. During small group instruction students have the opportunity to contribute their ideas, collaborate and learn from each other, and explore concepts in more depth.

Using oral and written language is an essential component for the development of thought. During reading groups the teacher mediates thought and learning. Instead of simply passing text meaning on to the student reader or composition skills to the student author, the teacher is modeling or demonstrating how to do something. A small group allows for the teacher to observe and analyze how each student thinks and what strategies they are using to create meaning and solve problems. Through these interactions and observations the teacher can help the students to build upon or develop new strategies to self-monitor or become metacognitive. Metacognition entails being able to plan for learning by figuring out what you know and don't know, selecting appropriate strategies to learn new things and monitoring your progress as you learn.

Strong emphasis is placed on expression through writing, engaging our students as writers of stories, response journals, poems, narratives, expository pieces and as scientific reporters. From the start, students are taught the skills and process of writing, learning to draft, revise, edit and publish their own work. Through the *Write From the Beginning* program, the Lower School uses the "Six Traits" to teach and assess students' writing. These traits include ideas, organization, voice, word choice, sentence fluency and conventions. Students using the "Six Traits" hear a common language across grade levels and know what is expected of them. Of course, writing is developmental so a fifth grader will be more advanced in what he or she writes than a first grader but the same six traits can serve as a foundation for good writing. What do these six traits mean?

Ideas: A clear and concise thesis that is well supported.

Organization: Smooth transitions between sentences or paragraphs. A beginning or introduction, middle or body, and an end or conclusion.

Voice: The writer has an awareness of an audience and takes a point of view.

Word choice: Words are appropriate, powerful, and varied.

Sentence fluency: Brings rhythm and flow to the piece.

Conventions: Writing mechanics.

The Write from the Beginning Program is a developmental program for students in kindergarten through fifth grade. The focus of the program is in using thinking maps, mini lessons and rubrics to establish a solid foundation in the writing process and high writing achievement for all students.

The learning outcomes for students using this program are:

- Students will be familiar with the terminology and concepts related to effective writing
- Students will be able to self-assess their writing performance and articulate a plan for improvement
- Students will use Thinking Maps cooperatively and independently to organize and plan for writing

Read about the Literacy Curriculum for St. Margaret's Lower School students:

Lower School K-5 ELA Essential Questions:

1. How does reading help us learn about ourselves and the world?
2. What makes writing worth reading?

Kindergarten

Language arts instruction in Kindergarten focuses on developing beginning literacy skills in the areas of reading, writing and speaking. Reading instruction for each child begins with the analysis of formal, informal and observational assessments which determine each child's individual starting point and instructional needs. Ongoing observations determine the course and pace of each student's instruction through mastery and application of letter-sound recognition, early phonics decoding strategies and mastery of essential primary sight words. Children learn in a variety of heterogeneous and homogeneous guided reading and instructional groupings both large and small, as well as one-on-one, and are provided with guided reading skill instruction tailored to their evolving instructional needs.

Simultaneously, students build skills in reading comprehension through listening, analyzing and retelling a wide variety of reading genres. Children discover reading not as a

passive process, but as an interactive challenge to create a personal understanding of what they read. Students learn to discuss the connections they make between stories and real-life experiences, identify characters, and determine settings, notice story events and share oral predictions. Written language in Kindergarten begins with building an understanding of sound-symbol correlations. Students learn to use sounds heard in words to spell and master high frequency non-phonetic words such as those with silent letters or unusual vowel sounds, foundational to beginning writing. Building on oral language, students learn to express personal ideas using complete sentences.

Kindergarten Essential Questions:

- How does reading help us learn about ourselves and the world?
- Why does writing need to follow a format?

Kindergarten Learning Outcomes:

1. Students emerge as readers when they understand that printed materials provide information and they know how to hold a book, turn pages, and follow print.
2. Students learn that we read to understand the world around us by connecting events and information in the text to life experiences.
3. Students know that letters and sounds create words and provide us meaning.
4. Students relate the illustrations in the text to the characters, setting and important events in the story and are able to retell the story by asking and answering questions about the key details in the text.
5. Students begin to explore the uses of writing by communicating stories through brief legible sentences and illustrations.
6. Students learn the importance of listening and responding to oral communication and speaking clearly.

First Grade

St. Margaret's first grade students expand their skills in word analysis. They learn to decode phonetic elements of consonant blends, digraphs, vowel teams, diphthongs, r-control vowels and root words with common inflectional endings such as -ed, -es and -ing. First grade students also deepen their understanding and application of reading and comprehension strategies. They learn to describe story elements of plot and identify answers to who, what, where, when and how questions. Students also learn to confirm predictions made about text, identify key or signal words such as next and then, and learn how to retell the central ideas of

simple expository or narrative passages. Throughout the year, students analyze and respond to literature by discussing, illustrating, summarizing, dramatizing and writing about books they have read.

Reading instruction for first grade students is individualized based upon analysis of frequent formal and informal oral reading assessments to determine skill application and next-step instructional needs. Depending on their changing needs and abilities, students receive guided reading instruction in small groups using a combination of leveled books, specific phonics readers, grade-level basal readers and big books. First grade teachers' emphasis in written language instruction is on helping students learn to select and maintain a focus in their writing and present ideas in logical sequence. Teachers also improve both writing clarity and interest by including sensory details. By orally participating in group writes, observations of modeled writing activities and guided writing activities, students learn to initially identify these elements in writing produced by others, then in their own writing. First grade students write about topics of interest to them as they focus on clear descriptions of personal and autobiographical experiences, as well as descriptions of objects, events and people.

First-Grade Essential Questions:

- Why do we need phonics?
- How do phonics skills help us decode words?
- Why is it important to understand what you read?
- What makes a complete sentence?

First-Grade Learning Outcomes:

1. Students will understand the basic features of reading, including concepts about print, phonemic awareness, decoding and word recognition, and vocabulary and concept development.
2. Students will develop fluent oral and silent reading
3. Students will read, understand, and respond to grade-level-appropriate material by drawing upon a variety of comprehension strategies.
4. Students retell the story's main ideas as well as the plot, setting, and characters and include a description of the beginning, middle and end of the story.
5. Students will write clear and coherent sentences and paragraphs, including a main idea and descriptive words.
6. Students will listen critically and respond appropriately to oral communication. They will stay on topic when speaking and develop strategies for using proper phrasing, pitch, and modulation.

Second Grade

Second grade students learn to accurately and efficiently decode multi-syllable words of increasing complexity. They continue to refine the accuracy and fluency of their oral reading and to read with appropriate intonation and expression. Reading comprehension strategy instruction accelerates in second grade, as students learn to take greater responsibility for monitoring their understanding of texts. Students learn to ask clarifying questions while reading, such as what, why, or how. Students learn to adjust their pace and style of reading, depending on the type of material read, and they also learn how to determine an author's purpose for writing.

Guided reading, small-group instruction, guided practice and independent practice provide children with instruction tailored to personal learning needs, thus helping students gain independence and mastery in applying learned strategies. Second grade students learn to refine the focus of their writing, and learn to edit and revise drafts to improve clarity, sequence, mechanics and descriptions.

Second-Grade Essential Questions:

- What do good readers do? What do they do when they don't understand?
- How do we express our thoughts on paper?
- How do we paint a picture with our words?
- How do we communicate clearly so people can understand us?

Second-Grade Learning Outcomes:

1. Students will interpret and fluently read grade-level texts and show their understanding through written response, discussion, and oral presentation.
2. Students will construct complete sentences and paragraphs utilizing a variety of writing applications, including an opening, sequence of events with descriptive details, transitions and a conclusion.
3. Students recognize cause and effect relationships in text and compare and contrast plots, settings, and characters presented by different authors.
4. Students will utilize grade-appropriate spelling, vocabulary, and conventions in their own student-generated writing.
5. Students listen critically to others and respond appropriately by clarifying, explaining, and paraphrasing stories and ideas.

Third Grade

Third grade students learn to read narrative and expository texts fluently and expressively with appropriate pacing, intonation and expression. They build on word analysis strategies to fluently decode regular multi-syllable words and words with common prefixes and suffixes.

Third grade students assume increasing academic responsibility, monitoring their understanding of what they read. They learn to ask questions and determine answers by connecting prior knowledge with literal and inferential information they encounter in text. Students also learn to distinguish between main ideas and supporting details and to identify answers to questions in what they read.

Students learn to analyze traits of character as they examine what characters say and do, as well as how authors portray characters. Literature selections provide students with practice as they identify the speaker or narrator of texts to determine underlying themes and authors' messages. In written language, students learn to group ideas into cohesive, focused, logically sequenced paragraphs using a writing rubric to self-evaluate their drafts and make decisions for revising their writing. Third grade students create narratives, write descriptions and learn to write letters, thank you notes and invitations.

Third-Grade Essential Questions:

- How do I read between the lines?
- How do reading strategies help you comprehend the text?
- What is good writing and how do we know?

Third-Grade Learning Outcomes:

1. Students will be able to apply understanding of story elements and draw upon a variety of comprehension strategies to read, interpret, and respond to significant works of children's literature.
2. Students will be able to use phonics, syllabication, and word parts to achieve fluency in oral and silent reading.
3. Students will distinguish their own point of view from that of the narrator or those of the characters.
4. Students will be able to progress through the stages of the writing process in order to write clear and coherent sentences and paragraphs about a central idea. They will incorporate rich description and details to support the main idea and keep in mind the audience and purpose.

5. Students will be able to listen critically and respond appropriately to oral communication.

Fourth Grade

Fourth grade students continue to refine their understanding and application of comprehension strategies, as they work with increasingly challenging informational texts. Students learn to identify and evaluate structural patterns such as sequential-chronological order, proposition statements and argument supports in nonfiction reading. They use these patterns to clarify and monitor their personal understanding of what they read.

Students also develop skills of increasing sophistication in literary analysis, and learn to evaluate the influences of plot and cause-effect relationships on future actions within stories they read. Students develop familiarity with figurative language, as they learn to identify similes, metaphors, hyperbole and personification in text.

Fourth grade teachers use both written assessment and ongoing observation to differentiate curriculum, assignments and instruction to meet the needs of the various learners in classrooms, adjusting instruction as necessary. Fourth grade students draft narratives, responses to literature, information reports and refined summaries. They create multiple-paragraph compositions that focus on points of view determined by their purpose, audience, length and genre. Students refine their understanding of editing and revision, and refine the coherence of their writing as they add, delete, consolidate and rearrange text.

Fourth-Grade Essential Questions:

- What makes a great story?
- What makes a strategic reader?
- How do the elements of a story enrich literature?
- What do good writers do?
- How do writing conventions enrich your writing?

Fourth-Grade Learning Outcomes:

1. Students will read widely (varying in genre and difficulty) and with a variety of purposes with the goal of developing skills for an increasingly deep and critical understanding of the text.
2. Students will apply strategies to construct meaning from texts which vary in genre, format, difficulty and purpose.

3. Students will apply their understanding of language and the writing process to develop organized and coherent responses to literature, express ideas, write summaries, and accurately describe situations or events in narratives or information reports.
4. Students will effectively and confidently articulate information, ask thoughtful questions, and organize for delivery of oral communication.

Fifth Grade

Fifth grade students learn to discern both main ideas and concepts and to identify and assess evidence supporting those ideas. They learn to draw inferences, conclusions, or generalizations about text and to distinguish among facts, supported inferences and opinions. They support their positions with textual evidence and prior knowledge.

In literary response and analysis, students learn to identify and analyze the characteristics of poetry, drama, fiction and nonfiction as literary forms chosen by an author for a specific purpose. They develop increasing sophistication in their understanding of conflict, conflict resolution, theme, moral and characterization.

In writing, students compose powerful multiple paragraph narrative and expository compositions, responses to literature, persuasive letters and research reports. They develop increasingly effective skills as they edit and revise manuscripts to improve the meaning and focus of their writing as they add, delete, consolidate, clarify and rearrange words and sentences.

Fifth-Grade Essential Questions:

- What is good writing and how do we know?
- How can using comprehension strategies and skills increase reader understanding?

Fifth-Grade Learning Outcomes:

1. Students will be able to apply their knowledge of word origins and relationships to analyze the meaning of academic vocabulary, using historical and literary context clues to decode the meaning of grade-level appropriate words.
2. Students will be able to discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. Students will be able to draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

3. Students will have an in-depth understanding of the story elements, including: being able to identify the main problem or conflict of the plot and explain how it is resolved, being able to contrast the actions and motives (e.g., loyalty, selfishness, conscientiousness) of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme, and being able to recognize and understand how the theme refers to the meaning of a text.
4. Students will be able to create multiple-paragraph narrative, expository, or response to literature compositions and persuasive letters or compositions establishing a topic, important ideas, or events in sequence or chronological order. Students will be able to write research reports about important ideas, issues, or events.
5. Students will evaluate the author's use of various techniques to influence reader's perspectives and deliver focused, coherent presentations that clearly convey ideas and relate to the audience.

MATHEMATICS CURRICULUM

The Lower School Mathematics Program, Everyday Math, emphasizes mastery of basic mathematical concepts, number sense, mental math and problem solving. Math concepts are presented in a context meaningful to the students moving from concrete objects to pictorial representations to abstract algorithms. Students build mathematical concepts and mathematical fluency to provide a solid conceptual foundation for problem solving.

At the Lower School, the goal of our math program is to teach our students how to think and act like mathematicians. Our math instruction takes a constructivist approach where teachers create learning situations that enable students to actively engage in math and do the work of mathematicians. The National Council of Teachers of Mathematics identified five cognitive processes that students must engage in to understand mathematical concepts: problem solving, reasoning and proof, communication, connections and representations. We help our students to use these cognitive processes by asking them to tackle realistic math problems and by building new understandings upon their prior knowledge.

There are six strands are revisited in our math curriculum: number sense, operations and computation, data and probability, measurement, geometry and patterns, functions and algebra. We revisit these concepts because they are essential to the foundation of mathematical understanding.

Number sense is described by Trafton and Thiessen (1999) as “a cluster of ideas, such as the meaning of a number, the ways of representing numbers and the relationships among numbers.” It is important our students learn they can manipulate numbers to make sense of a math problem.

In the area of computation, we are helping our students master their accuracy and fluency. For example, teaching students to calculate mentally builds their ability to reason and fosters their number sense. “When students calculate mentally, they can estimate before they solve problems so they can judge whether the answer they arrive at makes sense” (Burns, 2007). We are encouraging students to use part-whole thinking, for example, teaching students the various ways to add two numbers that equal ten. Students who have a strong number sense understand the relationship among numbers and when they are taught part- whole thinking are able to master computation. With a strong foundation in number sense and computation, our students will be better equipped to think critically and to tackle and solve math problems that are presented to them. Another important part of our math program is asking students to share the strategy or process they used to solve mathematical problems and to use math vocabulary in their explanations. For example, we want our students to use the term “subtract” not “minus.” Students are explicitly taught math vocabulary terms such as product, factor and equation. When versed in the language of mathematics, students have an essential tool as they know what they are being asked to do when they read a math problem.

At the Lower School, we differentiate our math instruction by doing pre-assessments before each unit of instruction. Pre-assessments help teachers to learn what concepts students may have already mastered so that they can plan to group students as needed. Groupings vary depending on the needs of the students from one unit to the next. For example, teachers might divide the entire grade level into three homogeneous groups, they might ask students in the same classroom with different mathematical abilities to collaborate with one another in small groups or they might engage in whole class instruction.

Read about the Mathematics Curriculum for St. Margaret’s Lower School students:

Lower School K-5 Math Essential Question:

1. What do the best problem solvers do?

Kindergarten

Kindergarten students focus on building concrete understanding of concepts of number sense, algebra, measurement, geometry, statistics, probability and math reasoning. Through multiple experiences with manipulatives, students learn to connect their concrete understanding to symbolic numerical representations. By the end of their Kindergarten year, students are expected to count, recognize, represent, name and order numbers to 100, as well as use concrete objects to determine the answers to addition and subtraction problems for two numbers, each less than ten.

Kindergarten Essential Questions:

- Why do we use numbers in our daily life?
- Why is it important to have units of measure?

Kindergarten Learning Outcomes:

1. Students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects, and develop a sense of properties and patterns.
2. Students sort and classify objects according to their attributes and properties.
3. Students will be able to name and identify shapes and figures and use reasoning to solve problems.
4. Students will be able to make decisions about objects by looking, touching and comparing to recognize similarities and differences.
5. Students will apply simple math concepts to problem solving situations.

First Grade

First grade students extend their grasp of numbers to place value and continue working with manipulatives to solidify their understanding. Building on their concrete comprehension, students commit to memory addition and subtraction facts up to 20, thus building computational fluency and automaticity, which are fundamental to their future math success. Students build skills essential for effective math reasoning and accurate problem-solving by learning to estimate numbers and to compute mentally. The focus of math instruction is on developing computational fluency for the purpose of problem-solving. First grade students learn to make decisions about how to approach problems using a variety of concepts, skills, and strategies to find solutions. They learn to communicate their results by explaining mathematical processes and solutions and the steps in the math reasoning in which they have engaged.

First-Grade Essential Questions:

- How does manipulating numbers help us interact in our daily lives?
- How do patterns define our world?

First-Grade Learning Outcomes:

1. Students will understand the concept of ones and tens in the place value number system.

2. Students will internalize addition and subtraction concepts, including sums to 20, the inverse relationship between addition and subtraction, counting by 2s, 5s, and 10s to 100, and demonstrate that addition means putting together and subtracting means taking away.
3. Students will compare small and large objects using various forms of measurement.
4. Students will describe geometrical figures in their environment, sort them by attributes, and define them by their location.
5. Students will analyze data and solve simple problems, and represent patterns of numbers in charts and graphs.

Second Grade

Second grade students build number sense and learn relationships among numbers and quantities up to 1,000. The use of manipulatives continues to be an integral part of the second grade math curriculum, as students connect abstract concepts of place value, renaming in both addition and subtraction, and comparative values of fractions to concrete understanding. Students build models to represent and solidify understanding as they begin to study multiplication and division. Second grade students continue to work on developing greater computational fluency as they commit multiplication and division facts for 2's, 5's, and 10's to memory.

Second-Grade Essential Questions:

- What would the world be like without fractions?
- How are the operations related?
- Why is place value important?
- Why do numbers count?

Second-Grade Learning Outcomes:

1. Students will develop number sense and an understanding of the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
2. Students will calculate any whole number sums and differences up to three digits, including the use of money.
3. Students will solve simple problems involving multiplication and division, through the use of repeated addition and subtraction, arrays, counting by multiples, and sharing equal groups with remainders.
4. Students will construct and solve word problems using the appropriate operation and justify their mathematical reasoning.

5. Students will tell time (analog or digital) and learn to create usable calendars.
6. Students will estimate and measure length, weight and distance using standard and non-standard measures. Students will calculate perimeter.
7. Students will identify, compare and classify specific geometric shapes, as well as fractional portions of those objects.
8. Students will recall addition and subtraction facts between 1 and 20 with automaticity.

Third Grade

Third grade students learn to understand and use place value of whole numbers up to 10,000. They develop an understanding of regrouping and grow in both accuracy and fluency as they compute sums or differences for equations of whole numbers. Third grade students learn the inverse relationship of multiplication and division and memorize with automaticity multiplication and division facts for numbers between one and 12.

Third grade students learn a four-step process to make decisions about how to approach problems. Students develop proficiency in applying strategies, skills and concepts to find solutions. They also learn to communicate their results and explain their processes and solutions. Third grade students work with complex mathematical concepts in the areas of statistics, fractions, decimals, and algebraic functions, using manipulatives to demonstrate understanding and connect symbolic math representations to concrete understanding.

Third-Grade Essential Questions:

- How are addition and multiplication related?
- How do we communicate mathematical ideas?

Third-Grade Learning Outcomes:

1. Students will be able to identify the place value of whole numbers up to 100,000 and understand the relationship between whole numbers, simple fractions, and decimals.
2. Students will be able to calculate and solve problems involving addition, subtraction, multiplication and division.
3. Students will be able to approach word problems by selecting from a repertoire of strategies, making decisions about solving the problem and checking the solution, generalizing to other situations, and explaining mathematical reasoning.
4. Students will be able to choose and use appropriate units and measurement tools to quantify the properties of objects.

5. Students will be able to describe and compare attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.
6. Students will be able to conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

Fourth Grade

Fourth grade students expand their understanding of place value by ordering, comparing and rounding whole numbers through millions. They develop increasing sophistication in their understanding of decimals and fractions, learn to identify sequence and compare decimal and fraction notations; and they factor whole numbers up to 100. Fourth grade students learn to solve multi-digit multiplication and division calculations, as well as equations involving negative numbers, decimals, mixed fractions, and simple algebraic expressions.

In geometry, students learn to demonstrate an understanding of plane and solid geometric objects, describe and represent geometric solids, and determine the number and shape of faces, edges and vertices. They also learn to understand and use formulas to solve problems involving perimeter and area.

Fourth grade math instruction focuses on students' application of skills learned to real-life problem solving. Students develop increasing fluency and confidence as they apply strategies, skills and concepts to solve, communicate and justify their solutions for increasingly complex, multi-step problems.

Fourth-Grade Essential Questions:

- How can objects be represented and compared using geometric attributes?
- How can you estimate measures?

Fourth-Grade Learning Outcomes:

1. Students understand the relationship of how whole numbers and decimals relate to simple fractions, recognizing place value and the concept of negative numbers.
2. Students deeply understand addition, subtraction, multiplication and division and know how to factor small whole numbers.
3. Students use symbolic notation to represent mathematical relationships and can manipulate equations.
4. Students understand perimeter and area and demonstrate an understanding of plane and solid geometric objects.

5. Students represent numerical and categorical data on graphs, tables, and charts to clearly depict their findings from surveys and mathematical problems.
6. Students synthesize word problems by breaking them into smaller parts and approaching them using various strategies.

Fifth Grade

Fifth grade students study percents, fractions and relationships of equivalency. They learn to sequence decimals, fractions and negative integers. Students demonstrate proficiency with addition, subtraction, multiplication and division, including calculations with decimals, negative numbers and mixed fractions. Fifth grade students also learn to write and evaluate simple algebraic equations, solve simple problems involving linear functions with integer values and graph ordered pairs of integers.

In geometry, fifth grade students understand and compute area, perimeter, volume and surface area, as well as measure, identify and draw angles, perpendicular and parallel lines and determine the sum of the angles of any triangle.

Fifth-Grade Essential Questions:

- How is mathematics the language of problem solving?
- Why is it important to be able to estimate?

Fifth-Grade Learning Outcomes:

1. Students work with very large and very small numbers, positive integers, decimals, fractions, and percents in performing calculations and solving problems.
2. Students manipulate, plot and interpret variables in simple expressions, graphs and equations to solve problems and to draw conclusions.
3. Students identify, describe, classify and analyze 2-and 3-dimensional plane and solid geometric figures and compute the volumes and areas of simple objects.
4. Students collect, analyze, compare and display data in order to understand and solve problems and draw conclusions.
5. Students make decisions about how to approach problems by analyzing the information given, they use strategies, skills, and concepts in finding solutions, and they move beyond a particular problem by generalizing to other situations.

Social Science

The Lower School Social Studies Program provides students tools that will enable them to be active participants in a multicultural world. The curriculum introduces students to varied ways of learning about their communities, their own larger social world, historical events, and geography. Studying our school community and cultures around the world, students begin to see themselves as responsible, thoughtful, and active global citizens.

Read about the Social Science Curriculum for St. Margaret's Lower School students:

Lower School K-5 Social Science Essential Questions:

1. What is leadership? What kind of behaviors do you see in a good leader?
2. Why does character count?
3. What does it mean to be a good citizen?
4. What is teamwork? Why is it important?

Kindergarten

Through the Kindergarten social science curriculum, students explore the concepts of citizenship, national symbols, community and occupations, learning to understand that history relates to events, periods of time and people.

Kindergarten Essential Questions:

- What is a good friend?
- How do things in the world grow and change? How are we growing and changing?

Kindergarten Learning Outcomes:

1. Students know what it means to be a good citizen in the classroom, school, home and community and understand that being a good citizen involves acting in certain ways.
2. Students recognize national and state symbols.
3. Students are aware of time and begin to organize their lives around real events, using a calendar to place days, weeks and months in proper order.
4. Students know that their community benefits from people working in many different ways and they can describe the roles of different jobs.
5. Students understand the concept of history and how it relates to events, people and places from long ago.

First Grade

First grade students explore the concepts of geographical location, physical characteristics of geography, and the effects of geography on the people who live in varied areas. Through comparisons of everyday life in different times and places, students learn that certain aspects of people, places and things stay the same over time, while others change.

First-Grade Essential Questions:

- What is a community?
- How do we fit into the world around us?

First-Grade Learning Outcomes:

1. Students will understand the rights and responsibilities of being a citizen.
2. Students compare and contrast the absolute and relative locations of places and people, describing the physical or human characteristics of places.
3. Students understand the symbols and icons of the United States and how these play a part in the tradition and sense of community in America.
4. Students will examine the geographic, economic, and cultural aspects of life today and long ago.
5. Students explore various backgrounds of our country's citizens and how they contribute to America's heritage.

Second Grade

Second grade students extend their understanding of historic references, and learn to differentiate between events that took place long ago and more recently. They refine their understanding of absolute and relative map locations and learn to apply geographic terminology in locating and describing places and environments. Second grade students also begin to learn the basic institutions and practices of governments in the United States and other countries.

Second-Grade Essential Questions:

- Why do people move? Why do people stay?
- How does our government help people to get along?

- How does our location affect our development?
- How do we find out about people from long ago?

Second-Grade Learning Outcomes:

1. Students will observe changes that have taken place in their communities and their families and they will be able to differentiate between things that happened long ago and things that happened yesterday. Students explore their own family heritage.
2. Students demonstrate map skills by locating, labeling, and comparing and contrasting locations of people, places and environments.
3. Students will explain the structure of community, state and the federal governments.
4. Students will explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly.
5. Students will be aware of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.
6. Students identify natural resources and think critically about how to preserve and protect our earth.

Third Grade

Third grade students continue their study of physical and human geography, as they learn to use maps, tables, graphs, photographs and charts to organize information spatially. Students draw from historical and community resources to organize the sequence of historical events in San Juan Capistrano, as they study how each period of settlement left its mark on the land. Students also learn about the Native American nations in the regions, both long ago and in the recent past.

Third-Grade Essential Questions:

- How has life changed for people over time?
- How does where we live affect how we live?

Third-Grade Learning Outcomes:

1. Students will be able to determine ways in which physical geography and climate influence how people, from California Indians through people today, adapt to their natural environment.
2. Students will be able to relate how California communities have changed from the time of explorers through today and how each period of settlement left its mark on the land.
3. Students will be able to identify the role of rules and laws in our daily lives and the basic structure of the U.S. government, including our roles and responsibilities as citizens.
4. Students will be able to use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments.
5. Students will be able to demonstrate basic economic reasoning skills and an understanding of the economy of our state and local region.

Fourth Grade

Fourth grade students study the regions of California and examine the social, cultural and economic life and interactions among people of California from the pre-Colombian societies to the Spanish mission and Mexican rancho periods. They learn about the structure and function of the United States' local, state and federal governments as described in the United States Constitution.

Fourth-Grade Essential Questions:

- What impact does physical geography have on human life?
- How can various cultural groups have an impact on the development of a community?
- How have key events influenced how California has changed over time?
- What are the responsibilities and rights of individuals in government as well as in school and in the community?

Fourth-Grade Learning Outcomes:

1. Students will be able to locate California in North America and the world and relate how its location and physical features have influenced the growth and development of the state.
2. Students will describe the social, political, cultural, and economic life and interactions among groups of people who have visited California, including Native Americans,

explorers, and settlers, and describe the physical challenges they faced in getting to and/or settling California.

3. Students will be able to explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
4. Students explain how California became an agricultural and industrial power, tracing important economical trends, and political and cultural developments since the 1850s.
5. Students relate the U.S. Constitution to the structures, functions and powers of the local, state, and federal governments.

Fifth Grade

Fifth grade students study the routes and discoveries of the Americas' early explorers. They learn about the major pre-Columbian settlements as well as the regional Native American cultures of the United States. Students study the history of relationships between the Native American nations and new settlers, and the political, religious, social, and economic institutions that evolved in the Colonial era. A major focus in fifth grade is the study of the causes, course and consequences of the American Revolution, and of the people and events associated with the development of the United States Constitution.

Fifth-Grade Essential Questions:

- How does the spirit of independence unify people?
- How do you balance individual rights while being part of the group?
- How does physical geography affect the movement of people and their way of life?

Fifth-Grade Learning Outcomes:

1. Students describe the geography, customs, traditions, economies, and governments of the major pre-Columbian societies inhabiting the Americas.
2. Students explain the aims, obstacles, and accomplishments of early explorers, the technological developments that made them possible, and the routes they took, including routes that linked Europe, Asia, Africa, and North and South America.
3. Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

4. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
5. Students explain the causes of the American Revolution, including political, religious, and economic ideas, and understand the significance of the first and second Continental Congress and the events associated with the drafting and signing of the Declaration of Independence.
6. Students understand the course and consequences of the American Revolution, including the contribution of France and other nations, the major military battles, womens' roles, the personal impact and hardship of the war on families, and the way people viewed slavery.
7. Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, and locate on the map the current 50 states and their capitals.

Special Subjects

Read about the various special subjects curriculum for St. Margaret's Lower School students:

Technology & Computer Science

Grades K-4 use the learning.com easy tech sets for introduction of skills to students, aligned with ISTE NETS for students.

Kindergarten learning outcomes:

Instruction focuses on the development of vocabulary and responsibility for computer equipment and operation.

1. Students learn the physical parts of the computer.
2. Students learn to speak and respond to vocabulary centered around the computer, posture and care.
3. Students learn to identify letters on the keyboard.
4. Students learn to use a mouse.
5. Students learn to draw simple pictures.

First-Grade learning outcomes:

Instruction focuses on the development of keyboarding, word processing and graphics.

1. Students learn how to log onto the network and web sites.

2. Students learn how to identify home row keys on the keyboard and positional typing.
3. Students learn how to type and illustrate a story on the computer.

Second Grade:

Instruction focuses on introduction of productivity tools.

1. Students learn how to transfer thinking map information to a graphical organizer.
2. Students learn how to create a presentation.
3. Students learn how to create a graph.
4. Students learn how to import a picture.
5. Students learn how to save to a network folder.

Third Grade:

Instruction focuses on accessing information and transformation to a product.

1. Students learn how to log on to the network with personalized information.
2. Students learn how to access a website and log on with personalized information.
3. Students learn how to keyboard using appropriate keyboarding techniques.
4. Students learn how to use word processing to complete classroom assignments.
5. Students learn how to create a multi-media presentation.

Fourth Grade:

Instruction focuses on productivity.

1. Students will independently access, store and retrieve their own work on the network.
2. Students learn to correctly keyboard while using appropriate ergonomic positions.
3. Students learn desktop publishing to produce a finished product.

Fifth Grade:

Instruction focuses on productivity.

1. Students learn appropriate behaviors online.
2. Students increase keyboarding speed and accuracy.
3. Students learn to use a search engine and online subscriptions to access and evaluate information.
4. Students learn to select productivity tools to complete projects.
5. Students learn to create a graph in an electronic spreadsheet.

Science

Kindergarten:

1. Students will be able to identify, compare and contrast the 4 seasons.
2. Students will be able to identify major structures of common plants and animals (e.g. stems, roots, leaves, arms, wings, legs)
3. Students will understand that materials can be observed, measured, and predicted.
4. Students will be able to identify the colors that make up white light.

First Grade:

1. Students will be able to identify the 3 states of matter and their different properties.
2. Students will understand that the properties of substances can change when the substances are mixed, cooled, or heated.
Students will be able to identify ways plants meet their basic needs.
3. Students will be able to use simple tools to measure weather conditions and record changes from day to day.
4. Students will be able to identify the main tools used to measure weather (e.g. thermometer, wind vane, anemometer).
5. Students will be able to identify the external features of a fish.
6. Students will be able to identify how fish meet their needs to survive.

Second Grade:

1. Students will understand the concept of motion and force.
2. Students will be able to apply Newton's 1st Law of Motion to real life situations.
3. Students will understand that magnets can be used to make some objects move without being touched.
4. Students will know the life cycle of a butterfly and use that knowledge to understand that animals have predictable life cycles.
5. Students will be able to identify the parts of an insect.
6. Students will be able to identify some basic features of a squid.
7. Students will know the basic steps in dissecting a squid.
8. Students will understand that the Earth is made up of various materials that have distinct properties.
9. Students will be able to compare and contrast the physical properties of different kinds of rocks (e.g. color, size, texture, smell).
10. Students will know what erosion means.

Third Grade:

1. Students will be able to identify the differences between a physical and chemical change.
2. Students will know the definition of energy and be able to identify multiple forms of energy.

3. Students will understand how light is energy and shadows are formed.
4. Students will be able to identify 8 phases of the moon.
5. Students will be able to identify 5 major constellations in the Northern Hemisphere.
6. Students will be able to identify common misconceptions about the solar system.
7. Students will understand how animals adapt to their environment to survive (e.g. camouflage, protective coverings, external features).

Fourth Grade:

1. Students will know the difference between observations and inferences.
2. Students will know the main parts of a circuit (current, load, conductor, power source).
3. Students will be able to construct simple series and parallel circuits.
4. Students will know the difference between conductors and insulators.
5. Students will be able to classify rocks into sedimentary, igneous, or metamorphic.
6. Students will be able to identify common rock-forming minerals such as quartz, calcite, feldspar, and mica.
7. Students will complete their NAIS Challenge by using multiple science skills learned through the year (research, organization, data collection) and present their research with parents and faculty.
8. Students will know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs.

Fifth Grade:

1. Students will know that all matter is made up of atoms.
2. Students will be able to identify differences in physical and chemical properties of substances.
3. Students will be able to identify specific mixtures, compounds, and solutions.
4. Students will know the primary functions of the circulatory, respiratory, digestive, and excretory systems as well as be able to explain how they are interrelated.
5. Students will be able to explain how water on Earth moves between the oceans and land through the water cycle.
6. Students will gain an understanding of the origin of water used by their local communities.
7. Students will know how to apply the scientific method to perform and write up lab reports.
8. Students will know how the uneven heating of the Earth causes air movement and convection currents.
9. Students will be able to identify the 8 planets in our solar system, as well as, other bodies that orbit the Sun.

Physical Education

The philosophy of the Physical Education Department is based on the belief that an individual's physical and social development is as important as their academic growth. The Department encourages students to learn skills for participation in a variety of aerobic and anaerobic activities, to gain an understanding of movement and spatial awareness, and to improve (develop an appreciation for) personal strength and endurance in order to develop an appreciation for a healthy, active lifestyle. Students will develop sportsmanship, teamwork, and leadership abilities through developmentally appropriate activities and competition.

In Lower School, students come to Physical Education 2-3 times a week. The curriculum follows the California State Framework in addition to following the St. Margaret's tradition of developing strong skills in leadership, sportsmanship, and lifelong fitness. Our content focuses on developing students abilities, learning life skills, developing fundamental athletic skills, and promotion of healthy living. Through individual and team activities students build self-confidence which apply to students' social, emotional, physical, and academic intelligence. Throughout the learning experiences on the courts and fields, students are lead to valuable conversations directed towards our 3 essential questions:

1. Why does team work matter?
2. What does it mean to be a good sport?
3. What is healthy living?

Kindergarten Learning Outcomes: "How I Move in My Environment"

1. Travel in different ways in a group without bumping into others or falling.
2. Balance while moving and bending.
3. Toss and catch a ball alone or with a partner.
4. Strike a stationary ball with the hand or foot.
5. Recognize changes in heart rate.
6. Follow simple instructions and routines.
7. Identify qualities of leadership.

First Grade Learning Outcomes: "Moving through Space and Time"

1. Travel and change direction quickly in response to a signal
2. Travel in relationship to objects.
3. Perform loco motor and non-loco motor skills individually, with a partner and while manipulating objects.
4. Identify how to use equipment safely and responsibly.
5. Develop responsibility for expected behaviors in the classroom and playground.
6. Identify and begin to develop qualities of leadership.

Second Grade Learning Outcomes: "My Partner and I—How We Move in Space"

1. Move and change direction quickly and safely without falling.
2. Throw an object hard, demonstrating an overhand technique, a side orientation, and opposition.
3. Jump a self turned rope repeatedly.
4. Use acquired motor skills in simple, low organized games.

5. Develop qualities of leadership within group.

Third Grade Learning Outcomes: “Continuity and Change in Movement”

1. Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be used in a variety of ways.
2. Accept the feelings resulting from challenge, success, and failure in physical activity.
3. Play and assist others in activities in team groups.
4. Demonstrate qualities of leadership within group and during play.
5. Identify and develop fundamental skills team sports (Volleyball, Flag Football, Basketball, Soccer, Lacrosse, Track & Field)

Fourth Grade Learning Outcomes: “Manipulating Objects in and Through Space”

1. Move while manipulating an object within a group.
2. Maintain continuous aerobic activity for a specified time.
3. Describe healthful benefits that result from regular participation in physical activity.
4. Identify the fundamental strategies in simple games.
5. Begin to appreciate individual differences within small-group competition and cooperation.
6. Developing fundamental skills and team strategies in team sports (Volleyball, Flag Football, Basketball, Soccer, Lacrosse, Track & Field)

Fifth Grade Learning Outcomes: “Manipulating Objects with Accuracy and Speed”

1. Manipulate objects with accuracy and speed.
2. Participate in game like activities, with emphasis on more than two skills.
3. Identify between compliance and noncompliance with game rules.
4. Use fundamental strategies (i.e., offensive and defensive strategies) in simple to complex games.
5. Apply leadership qualities beyond the classroom.
6. Demonstrating fundamental skills and team strategies in team sports (Volleyball, Flag Football, Basketball, Soccer, Lacrosse, Track & Field)

Expectations for our students:

- Come to class in uniform.
- Listen attentively to directions and follow simple to complex instructions.
- Demonstrate qualities of good sportsmanship: leadership, caring, persistence, thinking interdependently (teamwork).
- Demonstrate a willingness to improve skills.

Christian Life Skills

Kindergarten:

1. Students learn the importance of listening and responding in respectful work in the atrium.
2. Students begin to explore the uses of the parables when they use art or writing medium to display and or write about what they have learned.
3. Students learn about God and his love for them through Bible stories using manipulatives and practical life experiences.
4. Students relate the figures in the manipulative sets to the important events in the Infancy Narratives and recall them.
5. Students begin to explore the idea of having conversations with God through prayer and prayer services.

First Grade:

1. Students learn the importance of listening and responding in respectful work in the atrium.
2. Students continue to explore the uses of the parables when they use art or writing medium to display and or write about what they have learned.
3. Students extend their learning about God and his love for them through Bible stories using manipulatives and practical life experiences.
4. Students relate the figures in the manipulative sets to the important events in the Infancy Narratives and recall and retell them.
5. Students continue to explore the idea of having conversations with God through prayer and prayer services.
6. Students begin to celebrate diversity through study of holidays and events from other cultures.
7. Students begin to develop an understanding of what service and leadership means in their lives.

Second Grade:

1. Students continue to develop their understanding of the importance of listening and responding in respectful work in the atrium.
2. Students begin to develop a sense of the love of God through written responses, discussions, and oral presentations of the Kingdom Parables and the Infancy Narratives.
3. Students begin to understand humankind's relationship to God by comparing and contrasting the Kingdom Parables and Infancy Narratives.
4. Students develop the idea of having conversations with God through prayer and prayer services.
5. Students continue to celebrate diversity through study of holidays and events from other cultures.
6. Students continue develop an understanding of what service and leadership means in their lives.

Third Grade:

1. Students continue to develop and refine their understanding of the importance of listening and responding in respectful work in the atrium.
2. Students begin to develop a sense of the magnitude of the love of God through written responses, discussions, and oral presentations of the Creation story, the History of the Kingdom of God, the Fettuccia Ribbon, and the Kingdom Parables, the Infancy Narratives.
3. Students begin to develop original prayers as they grow in their understanding of their relationship with God.
4. Students begin to develop their understanding of how to participate in formalized worship.
5. Students will be able to listen responsively and respond appropriately to oral communications about God and the Kingdom of Heaven.
6. Students begin to develop a wider understanding of what diversity means through study and celebration of holidays and events from other cultures.
7. Students increase in their understanding of what service and leadership means in their lives through study of the history of the life of Jesus Christ.

Fourth-Grade:

1. Students refine the development of their listening and response skills as related to respectful work in the atrium.
2. Students understand and begin to articulate their sense of the magnitude of the love of God through discussions, and oral presentations of the Creation story, the History of the Kingdom of God, the Fettuccia Ribbon, and the Kingdom Parables, the Infancy Narratives.
3. Students continue to develop original prayers as they grow in their understanding of their relationship with God and other people in their lives.
4. Students continue to develop their understanding of how to participate in formalized worship.
5. Students continue to develop a wider understanding of what diversity means through study and celebration of holidays and events from other cultures.
6. Students begin to demonstrate understanding of what service and leadership means in their lives through personal and group experiences available in class and through school activities.

Fifth-Grade:

1. Students continue to refine their understanding of the importance of listening and responding in respectful work in the atrium.
2. Students understand and continue to articulate their sense of the magnitude of the love of God through discussions, and oral presentations, Plan of God and study of the development of world religions.
3. Students continue to develop original prayers, articulating them in class communicating their understanding of their relationship with God and other people in their lives and in the world.

4. Students continue to use their listening and response skills respectfully and appropriately when participating in scripture reading and oral communications about the development of humankind's relationship to God.
5. Students demonstrate their understanding of formalized worship through participation in classroom prayer services, Lower School Chapel services, and retreat worship experiences.
6. Students demonstrate a wider understanding of what diversity means through study and celebration of holidays and events from other cultures.
7. Students continue to demonstrate understanding of what service and leadership means in their lives through personal and group experiences available in class and in school activities.

First Grade:

First grade students become comfortable with speaking a second language by learning words and phrases germane to their environment. This is achieved through a variety of activities and games that make it fun to learn. Easy grammar is introduced through manipulation of our vocabulary. Students will learn about different holidays celebrated in Spanish-speaking countries.

First Grade Essential Questions:

- Why should we want to speak Spanish?
- Who are Spanish speakers?

First Grade Learning Outcomes:

1. Students will know vocabulary and be able to answer short, oral questions in Spanish about items they find in the classroom, animals, body parts, and family.
2. Students will be able to describe how they feel and what the weather is like.
3. Students will know be able to match noun gender/number to adjectives.
4. Students will be able to identify some holidays celebrated in Spanish-speaking countries.

Second Grade:

Second grade students begin to work in pairs to read and respond orally to questions concerning our vocabulary. They will communicate with each other and with the teacher in very short phrases. Students will learn which countries speak Spanish through practice with maps and computer games.

Second Grade Essential Questions:

- How can I speak Spanish around the school?
- Where is Spanish spoken?

Second Grade Learning Outcomes:

1. Students will know vocabulary and be able to answer short, oral questions in Spanish about clothing, school, and transportation.
2. Students will be able to read short Spanish questions and answer them orally.
3. Students will be able to identify the Spanish-speaking countries.

Third Grade:

Third grade students begin to read and write extended but formulaic sentences. They learn vocabulary and then manipulate the words in a question to give a complete answer. They also continue to work in pairs and communicate orally with each other. Students are required to read aloud to the class from their seats, and this boosts confidence to speak in a public setting. Finally, students learn about the history and life of the Aztecs, Maya, and Inca.

Third Grade Essential Questions:

- How do I speak Spanish with a friend?
- What was it like in the Americas before Spanish?

Third Grade Learning Outcomes:

1. Students will know vocabulary and be able to answer short, oral questions in Spanish about houses and food.
2. Students will be able to read, write, and respond to long questions in Spanish.
3. Students will be able to explain the rise and fall of the three great Native American empires in Spanish-speaking countries.

Fourth Grade:

Fourth grade students learn how to conjugate regular verbs in the present tense. This is the most important aspect of Spanish grammar they need in order to truly understand the mechanics of a Spanish sentence. They also work with short (one page) stories, reading parts of them aloud to the class as individuals, pairing up to read and answer questions about the stories in Spanish, and then sharing and correcting answers with the class. Students will also learn what life is like in certain Spanish-speaking countries.

Fourth Grade Essential Questions:

- How does a Spanish sentence work?
- What is it like to be a Spanish speaker?

Fourth Grade Learning Outcomes:

1. Students will know vocabulary about zoo animals, buildings, and school; students will also be able to incorporate these words in conversation.
2. Students will be able to conjugate regular verbs in the present tense.
3. Students will be able to read short stories in Spanish, read questions about them, and answer in full Spanish sentences.
4. Students will be able to describe what life is like in Argentina, Mexico, and Cuba.

5. Students will be able to craft full Spanish sentences and use them in conversation.

Fifth Grade:

Fifth grade students continue their fourth grade work, only at a more difficult level. Instead of regular verbs, they learn irregular and stem-changing verbs, though always staying in the present tense. The stories they read get more detailed and the questions more difficult. Students do an in-depth study of life in Spain, to include, art, military, fashion, and food.

Fifth Grade Essential Questions:

- How does a Spanish sentence work?
- What is it like to be a Spaniard?

Fifth Grade Learning Outcomes:

1. Students will know vocabulary about family, school, and many verbs; students will also be able to incorporate these words in conversation
2. Students will be able to conjugate all verbs in the present tense
3. Students will be able to read short stories in Spanish, read questions about them, and answer in full Spanish sentences
4. Students will be able to describe what life is like in Spain
5. Students will be able to write a very short story using present tense verbs

Visual Art

The Visual Arts faculty recognizes and values the creative spirit, an essence at the core of all humanity. Through our courses and classes, students will discover their artistic abilities, develop an on-going knowledge of elements and principles, and experience confidence in self-expression. Heritage, aesthetic criticism, and skills in art making are inherent throughout the visual art program. Students will develop greater awareness of personal potential, communicate thoughts and feelings through a variety of media, and better perceive and appreciate the world in which they live.

An essential question being asked all grades that come through the art room is

Why Art Matters?

We ask it often, during various lessons and discussions.

Kindergarten:

The primary emphasis is on encouraging self confidence in exploring art forms, stimulating curiosity through motivating projects, developing growth and skill in ability, heightening enjoyment of participation in art activities and developing an appreciation of others accomplishments.

1. Students will use appropriate art vocabulary (line, color, shape/form, texture, value, space & composition) in discussing their own works of art and the art of others.
2. Students will discuss the process of creating a specific work of art and be able to articulate the concept verbally.
3. Students will use appropriate (clay, paint, and crayons, pencils & scissors) for this level.
4. Students will experience color mixing.
5. Students will create a three-dimensional art project.
6. Students will demonstrate beginning skills in the use of tools such as scissors, glue and paper.
7. Students will make a collage with cut or torn paper shapes/forms.
8. Students will tell a story and express feelings with their art.
9. Students will discuss the role of artist as illustrator in a book.
10. Students will study the art of Claude Monet and create a painting in the impressionist style
11. Students will enjoy the process of making art.

First Grade:

The primary emphasis is on encouraging self confidence in exploring art forms, stimulating curiosity through motivating projects, and continued development in skills and ability, instilling enjoyment and participation in art activities and developing an appreciation of others accomplishments.

1. Students will use appropriate art vocabulary (line, color, shape/form, texture, value, space) in their own works of art and the art of others.
2. Students will tell a story and express feelings with their art by incorporating the elements and principals of art.
3. Students will mix secondary colors from primary colors and describe the process.
4. Students will demonstrate beginning skill in the use of sculptural materials (clay, paper, and paper mache) to create form and texture in works of art.
5. Students will draw or paint a still life as part of observational drawing.
6. Students will view, and describe the art of other cultures.
7. Students will create a cut paper collage relating to their community.
8. Students will recognize famous artists and their work.
9. Students will enjoy the process of making art.

Second Grade:

The primary emphasis is on encouraging self confidence in exploring art forms, stimulating curiosity through motivating projects, and continued development in skills and ability, instilling enjoyment and participation in art activities and developing an appreciation of others accomplishments. As well as perceive and respond to art, objects in nature, events and the environment.

1. Students will use appropriate art vocabulary (line, color, shape/form, texture, value, space) in their own works of art and the art of others.
2. Students will use appropriate tools and art-making processes (pencils, erasers, scissors, glue and paint brushes) for this level.

3. Students will demonstrate beginning skill in use of art media, such as oil pastels, watercolors, tempera, crayon and chalk.
4. Students will view and describe the art of other cultures.
5. Students will study the art of Beatrix Potter and create a watercolor painting in her style.
6. Students will tell a story and express feelings with their art.
7. Students will create a piece of art using overlapping technique.
8. Students will enjoy the process of making art.

Third Grade:

The primary emphasis is on encouraging self confidence in exploring art forms, stimulating curiosity through motivating projects, and continued development in skills and ability, instilling enjoyment and participation in art activities and developing an appreciation of others accomplishments.

1. Students will understand and use appropriate art vocabulary (line, color, shape/form, texture, value, space, tints, shade, foreground, middle ground, background) in their own works of art and the art of others.
2. Students will use appropriate materials for this level.
3. Students will tell a story and express feelings with their art.
4. Students will value and support fellow students contributions.
5. Students will use the conventions of facial and figure proportions in a self- portrait painting.
6. Students will create an imaginative clay sculpture based on an organic form.
7. Students will compare and contrast works of art from his/her own community, county, or state and describe them, using appropriate vocabulary.
8. Students will identify and describe objects of art from different parts of the world observed in visits to a museum or gallery.

Fourth Grade:

The primary emphasis is on encouraging self confidence in exploring art forms, stimulating curiosity through motivating projects, and continued development in skills and ability, instilling enjoyment and participation in art activities and developing an appreciation of others accomplishments.

1. Students will understand and use appropriate art vocabulary (line, color, shape/form, texture, value, space, tints, shade, foreground, middle ground, background) in their own works of art and the art of others.
2. Students will tell a story and express feelings with their art
3. Students will identify and discuss the content of works of art in the mission period of California
4. Students will understand how native cultures have contributed to California's history and art heritage.
5. Students will create a drawing based on observations of a California Mission.
6. Students will use additive and subtractive processes in making simple sculptural forms.
7. Students will continue to explore various mediums.
8. Students will create a collage in the style of artist Eric Carle.

9. Students will analyze, assess, and derive meaning from works of arts (their own and fellow students contributions)

Fifth Grade:

The primary emphasis is on encouraging self confidence in exploring art forms, stimulating curiosity through motivating projects, and continued development in skills and ability, instilling enjoyment and participation in art activities and developing an appreciation of others accomplishments.

1. Students will understand and use appropriate art vocabulary and materials for this level.
2. Students will tell a story and express feelings with their art.
3. Students will recognize value and develop craftsmanship in their work.
4. Students will identify and describe characteristics of representational, abstract, and nonrepresentational works of art.
5. Students will create gesture and contour observational drawings.
6. Students will use one-point perspective to create the illusion of space.
7. Students will assemble a found object sculpture or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme.
8. Students will explore other cultures holidays through various art projects.
9. Students will communicate values, opinions, or personal insights through an original work of art.