



**MILWAUKEE
PUBLIC SCHOOLS**

STANDARDS-BASED REPORT CARD



PARENT GUIDE—K3 to Grade 8

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**MILWAUKEE
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Dear Parents/Guardians,

As Milwaukee Public Schools (MPS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as the District adopts new, more rigorous standards for what every child should know and be able to do in each subject area and grade level. The *Common Core State Standards* [www.corestandards.org] set high expectations for students, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. For several years, MPS has studied the use of a standards based report card for elementary students. This new report card was piloted in several schools over the last two years and was well received by parents, families, and teachers as a positive step in better communicating grade-level expectations for student learning. The report card, to be rolled out to more schools in 2011-12, will provide valuable information on your student's performance to the standards—from basic to advanced levels. The report card also provides information on your child's work habits, behavior, and effort.

The standards based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all MPS students and schools. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the new report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success in the next grade level helps ensure that your child receives additional support—at home and school—when needed,

This Parent Handbook provides information about the report card being piloted at your child's school, including frequently asked questions and additional background information, a description of proficiency levels, a sample report card, further detail on the content area standards included on the report card, and a list of additional resources for parents.

I hope you will find the Parent Handbook and the standards based report card system helpful. Please feel free to contact your child's school if you have questions or concerns.

Sincerely,

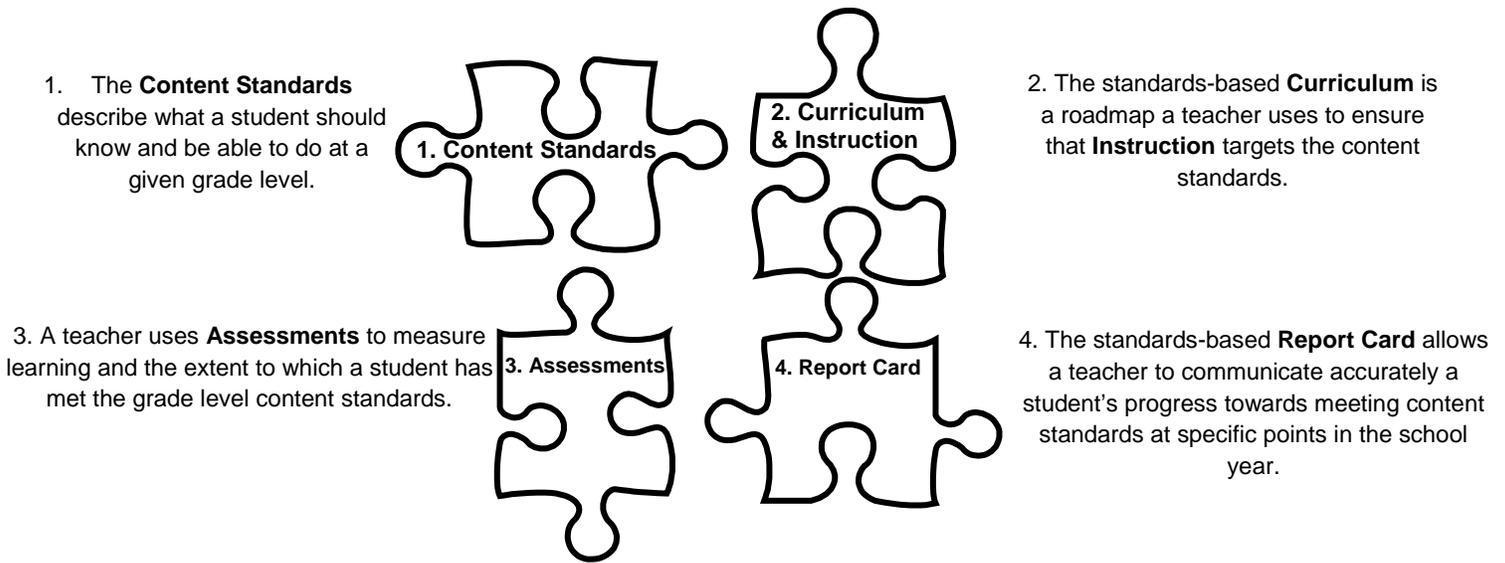
A handwritten signature in black ink that reads "Greg Thornton". The signature is written in a cursive, flowing style.

Gregory E. Thornton, Ed.D.
Superintendent of Schools

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Components of a Standards-Based System

There are four essential components of a standards-based teaching, learning, assessment, and reporting system:



Student receiving this standards-based report card will no longer be given a traditional letter grade (A, B, C, D, U) in each content area. Instead, proficiency levels will be given for each standard that has been taught and assessed during that marking period.

The academic proficiency scale is: **AD: Advanced, PR: Proficient, BA: Basic, MI: Minimal**

Definitions of Proficiency Levels

At the elementary level, there are 3 standards-based reporting periods. For the first 2 reporting periods, students are evaluated based on expected progress at that particular point in the school year. In other words, students who receive a "PR" or "Proficient" are performing at the level expected for their grade level at this point in the school year. Students receiving "BA" or "Basic" are performing below the level expected for their grade level at this point in the school year.

In the third and final reporting period, the report card proficiency level reflects a student's achievement of grade-level standards in all content areas. The grading scale aligns with proficiency levels used on the Wisconsin Knowledge and Concepts Examination (WKCE). Proficiency levels are broadly defined as follows:

Advanced (AD)

The student consistently **exceeds** grade-level expectations on standards as demonstrated by a body of evidence that shows depth of understanding and flexible application of grade-level concepts.

Proficient (PR)

The student consistently **meets** grade-level expectations on standards as demonstrated by a body of evidence that shows independent understanding and application of grade-level concepts.

Basic (BA)

The student performs **just below** grade-level expectations on standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of grade-level concepts.

Minimal (MI)

The student performs **far below** grade-level expectations on standards as demonstrated by a body of evidence that shows limited understanding and application of grade-level concepts.

Special Populations of Students and the New Standards-based Report Card

Students with Special Needs: All students must be graded according to grade level standards, in line with their peers, on the grade level report card. Proficiency levels given on the new Standards-based Report Card must be based on expectations for that grade level. This means any student performing below grade level **CANNOT** receive a PR-Proficient or AD-Advanced in any content area, including reading. For students with special needs, the IEP Progress Report informs parents about their child's progress toward their IEP goals and is included with the mailing of every report card. Students whose IEP includes modified standards will receive an alternate report card based on Extended Grade Band Standards (EGBS). (See the specific handbook that accompanies the EGBS report card.)

Early Childhood Scale and explanation: Students in grades K3 and K4 are assessed based on the Wisconsin Model Early Learning Standards (WMELS). Students are evaluated based on expected developmentally appropriate progress at that particular point in the school year. In other words, students who receive a "3" or "Usually" is performing at the level expected for their grade level at this point in the school year. Students receiving "2" or "Sometimes" are performing below the level expected for their grade level at this point in the school year.

Students in the Bilingual Program are Spanish-speaking students working to achieve the skills of understanding, speaking, reading and writing in two languages, one of which is English. The goal is greater success in Spanish and English, along with the understanding of customs and values of the cultures associated with the two languages being taught. The premise is to foster continued development and retention of a child's literacy skills in their native language and to utilize the language as a vehicle for exploring and acquiring a second language.

Students in the Bilingual program are graded according to grade level standards in line with their peers on the grade level report card. There will be an additional line in reading section that states: "Your child has transitioned to reading in English" with a Yes or No indicator.

English Language Learners (ELL): Milwaukee Public Schools recognize the continuum of language development within the four areas of listening, speaking, reading and writing with six **English language proficiency levels**. These levels describe a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. Students' English language proficiency levels fall within this continuum.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

All English Language Learners (ELL) must acquire the English skills necessary for academic success and ultimately for success in a global, multicultural, and multilingual society. Consequently, **ELL students are graded according to grade level standards in line with their peers on the grade level report card.**

Students Learning a World Language

World Language Courses are designed to prepare students for citizenship in a multi-cultural, multi-lingual global community. These courses promote proficiency in languages along with knowledge of cultures and literature. The standards in world language courses include:

- **Communication**-uses language in "real life" situations
- **Cultures**-understand and appreciate the relationship between the language and culture
- **Connections**-connect classroom learning experiences with content from other subject areas
- **Comparisons**-discover patterns, make predictions, and analyze similarities and differences across languages and cultures
- **Communities**-extend classroom learning experiences to the home and to the multilingual and multicultural community

Frequently Asked Questions about the New Standards-based Report Card

1. Why are we changing to this new Standards-based Report Card?

- Aligning classroom instruction, assessment, and feedback to students and families to rigorous standards is essential to improving teaching and learning. This is particularly true as we begin to roll out new, more challenging Common Core State Standards. The revised, K-8 standards-based report card is only one component in this effort. Other efforts include classroom assessments based on standards, student and parent conferences, and MAP universal screener/benchmark assessments to support more differentiated instruction and identify students for targeted supports. Each of these creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.
- This report card allows MPS to communicate with parents and students about grade level standards. It identifies students' levels of progress with regard to those standards, areas of strength, and areas where additional time and effort are needed to meet expectations at this particular point in the school year. The new report card helps the MPS community transition to the Common Core State Standards language and supports student learning.

2. Who will use the new Standards-based Report Card?

- The new standards-based report card will be implemented in 2011-12 in grades K3 to 8 in these schools:

Academy of Accelerated Learning	Doerfler	Hayes Bilingual	Longfellow	Rogers Street Academy
Alcott	Engleburg	Honey Creek	Lowell	Victory
Allen-Field	Fairview	I.D.E.A.L.	Maple Tree	Vieau
Bethune	Forest Home Avenue School	Kagel	Manitoba	Whitman
Brown St. Academy	U.S. Grant	Kluge	Milwaukee Spanish Immersion	Wisconsin Conservatory of Lifelong Learning
Cooper	Greenfield Bilingual	Kosciuszko Montessori	Mitchell	Westside Academy
Curtin Leadership Academy	Hampton	Lincoln Avenue	Morgandale	Zablocki

- Traditional Middle Schools currently using the eSIS courses report cards for grades **6-8** will continue using the courses report card for at least one more year.

3. How did MPS include parent and teacher feedback in the process of creating this report card?

- Focus groups and surveys of teachers and parents were used to collect data from pilot schools in 2010-11 and these responses informed revisions of the report card for 2011-12.
- Parents reported high levels of satisfaction with the amount and type of information provided.

4. Is Milwaukee Public Schools the only large urban district making the change to a standards-based report card?

- No, other large districts in the nation are also pursuing standards-based report cards, such as: Charlotte Mecklenburg, North Carolina; Denver, Colorado; San Diego, California; and local area districts such as Shorewood and Wauwatosa.

5. Will some groups of students be graded differently on this report card?

- In MPS, our commitment is to help all children achieve the same high standards, so proficiency levels given on the new Standards-based Report Card must be based on expectations for that grade level for **ALL** students (including students with special needs and English Language Learners).
- This means any student performing below grade level **cannot** receive a PR-Proficient or AD-Advanced in any content area, including reading.

AD: Advanced, exceeding grade level expectations
PR: Proficient, meeting grade level expectations

BA: Basic, just below grade level expectations
MI: Minimal, far below grade level expectations

6. How will this report card show how much effort my child is putting into their school work?

- An “Effort” line has been added for teachers to report on student work habits in each subject area; this will keep teachers from mixing nonacademic compliance factors such as neatness, promptness, work completion, etc. into the academic grade for each standard.
- The “Effort” line also allows teachers to indicate high effort for struggling students or low effort for high performing students.
- Each student will receive a mark for **Effort** in each content area.(except PE where it is embedded)
- Teachers will use the same Mark Scale—Proficiency Levels for both academic and effort.

AD: Advanced, PR: Proficient, BA: Basic, MI: Minimal

7. Are there any other scales used on this report card and what do they mean?

- The Personal/Social Development section is aligned to Positive Behavioral Intervention and Support system used in MPS schools to reward students for making good choices. It uses a frequency scale to report on how often students are choosing positive classroom behaviors.
- The K3/K4 and some areas of the K5 report card also use the frequency scale to show developmental progress on Wisconsin Early Learning Model Standards.
- This is the Frequency Scale:

1: Seldom 2: Sometimes 3: Usually 4: Always/Exemplary

NONDISCRIMINATION NOTICE

It is the policy of the Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

- For section 118.13, Wisconsin Statutes, federal Title IX:
Patricia Gill, Director, Office of Family Services, Room 133, Milwaukee Public Schools, 5225 West Vliet St. P. O. Box 2181, Milwaukee, Wisconsin, 53201-2181
- For Section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II:
Jeff Molter, 504/ADA Coordinator for Students, MPS Department of Special Services, 5225 West Vliet St., P. O. Box 2181, Milwaukee, Wisconsin, 53201-2181. (414) 475-8139 TTD: (414) 475-8139



Standards are different for each content area and for each grade level. The attached pages include a chart for each of the ten content areas. Each standard that is assigned a proficiency level on the new standards-based report card is broken down into the components that a teacher considers when instructing, assessing and assigning a proficiency level to your child’s performance. At the top of each chart, there are online resources listed for parents who are interested in looking even deeper at the standards in each content area. Compare each content area chart to the corresponding content area of the report card to understand your child’s specific strengths and weaknesses.

LANGUAGE DEVELOPMENT AND COMMUNICATION: Three and Four Year Old Kindergarten

This area refers to a child developing the ability to understand and convey meaning through language. For more information see: <http://www.collaboratingpartners.com/wmels-documents.php>

Listening and Understanding	
<ul style="list-style-type: none"> • Derives meaning through listening to communications of others and sounds in the environment 	<ul style="list-style-type: none"> • Enjoys short stories, rhymes, finger plays, songs, and music. • Shows understanding of concept words and sequence of events. • Demonstrates understanding and listening skills by attending and responding appropriately.
<ul style="list-style-type: none"> • Listens and responds to communications with others 	<ul style="list-style-type: none"> • Participates in turn taking, alternating listening and responding • Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, jump (action words, verbs). • Responds to increasingly complex language structures, including comments, requests, and questions
<ul style="list-style-type: none"> • Follows directions of increasing complexity 	<ul style="list-style-type: none"> • Understands and carries out a one step direction • Understands and carries out a two-step direction
Speaking and Communicating	
<ul style="list-style-type: none"> • Uses non-verbal gestures and movements to communicate 	<ul style="list-style-type: none"> • Uses gestures for greetings and conversational rituals • Uses movements or behavior to initiate interaction with a person, animal, or object • Uses non-verbal communication much like adults
<ul style="list-style-type: none"> • Uses vocalizations and spoken language to communicate 	<ul style="list-style-type: none"> • Uses two to three word phrases and sentences • Uses Plurals (cats); Pronouns (I, he, they); Past tense (walked) • Use multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult
Early Literacy	
<ul style="list-style-type: none"> • Shows an appreciation of books and understands how print works 	<ul style="list-style-type: none"> • Explores and enjoys books • Points and names pictures in a book when asked • Looks at picture books and asks questions or makes comments • Understands that print in the book carries the message
<ul style="list-style-type: none"> • Develops alphabetic awareness (syntax, semantic pragmatics) 	<ul style="list-style-type: none"> • Explores, repeats, imitates alphabet related songs and games • Mixes letters with other symbols • Recognizes the difference between letters and other symbols • Recognizing beginning letters in familiar words, especially in own name
<ul style="list-style-type: none"> • Develops phonological awareness 	<ul style="list-style-type: none"> • Enjoys and responds to frequently said sounds, words, and rhymes • Imitates sounds • Repeats words in rhymes and actions • Requests and joins in saying favorite rhymes and songs that repeat sounds and words • Recognizes and matches sounds and rhymes in familiar words • Recognizes sounds that match and words that begin or end with the same sounds
<ul style="list-style-type: none"> • Develops phonemic awareness 	<ul style="list-style-type: none"> • Discriminates separate syllables in words • Makes some letter sound connections and identifies some beginning sounds
<ul style="list-style-type: none"> • Demonstrates the use of strategies to read words 	<ul style="list-style-type: none"> • Points to and labels objects in books • Uses picture cues and environmental contexts to confirm a printed word • Recognizes some words • Makes predictions about words and text • Reads familiar (high frequency) words in books, signs, and labels
<ul style="list-style-type: none"> • Uses writing to represent thoughts or ideas 	<ul style="list-style-type: none"> • Begins to use writing tools to make marks • Scribbles and creates unconventional shapes • Writes lists, thank you notes, names, and labels objects in play • Labels pictures using scribbles or letter-like forms to represent words or ideas • Writes recognizable letters and begins to write name and a few words

COGNITION AND GENERAL KNOWLEDGE: Three and Four Year Old Kindergarten

This area recognizes a child's search for meaning as the basis for intellectual development. **For more information see:**

<http://www.collaboratingpartners.com/wmels-documents.php>

Exploration, Discovery, and Problem Solving	
<ul style="list-style-type: none"> • Uses multi-sensory abilities to process information 	<ul style="list-style-type: none"> • Uses senses and a variety of strategies to investigate information • Uses senses to generalize and apply prior learning
<ul style="list-style-type: none"> • Understands new meanings as memory increases 	<ul style="list-style-type: none"> • Remembers and recalls events • Recognizes functional uses of items in the environment • Practices and applies new information or vocabulary to an activity or interaction (representation and symbolic thinking) • Generates a rule, strategy, or idea from a previous learning experience and applies to a new context
<ul style="list-style-type: none"> • Applies problem solving skills 	<ul style="list-style-type: none"> • Demonstrates awareness of a problem • Asks questions, seeks information and tests out possibilities • Determines and evaluations solutions • Makes statements and appropriately answers questions that require reasoning about objects, situations, or people • Uses multiple strategies to solve problems
Mathematical Thinking	
<ul style="list-style-type: none"> • Demonstrates an understanding of numbers and counting 	<ul style="list-style-type: none"> • Explores numbers and imitates counting • Arranges sets of objects in one-to-one correspondence • Can rote count and counts concrete objects to 5 and beyond • Recognizes some numerals and associates number concepts with print materials in a meaningful way. Names and writes some numerals
<ul style="list-style-type: none"> • Understands number operations and relationships 	<ul style="list-style-type: none"> • Compares concrete quantities to determine which has more, less or the same • Recognizes that a set of objects remains the same amount if physically rearranged.
<ul style="list-style-type: none"> • Explores, recognizes, and describes shapes and spatial relationships 	<ul style="list-style-type: none"> • Explores shapes and spatial relationships • Recognizes basic shapes • Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3, 15 at age 4; 25 at age 5) • Categorizes objects based on physical or functional similarity • Matches objects • Sorts and/or describes objects by one or more attributes or characteristics
<ul style="list-style-type: none"> • Uses the attributes of objects for comparison and patterning 	<ul style="list-style-type: none"> • Uses positional and comparative words to demonstrate understanding direction and location e.g., on-top, below, bottom, over, under, above, on, and next to • Recognizes , duplicates, extends simple patterns and creates original patterns • Locates which out of 5 objects does not belong in same class or category
<ul style="list-style-type: none"> • Understands the concept of measurement 	<ul style="list-style-type: none"> • Recognizes objects can be measured by height, length, and weight • Determines more, less, many, and few • Compares and orders by size • Categorizes and sequences time intervals and uses language associated with time in everyday situations

Scientific Thinking	
<ul style="list-style-type: none"> • Uses observation to gather information 	<ul style="list-style-type: none"> • Recognizes and responds to differences in the environment • Purposefully seeks information through observation to satisfy curiosity or need for answers. • Discriminates properties of nature, using a variety of senses (part to whole, living/non-living, weather, etc.)
<ul style="list-style-type: none"> • Uses tools to gather information, compare observed objects, and seek answers to questions through active investigation 	<ul style="list-style-type: none"> • Uses buttons/levers to produce desired responses • Uses books to look for information • Uses magnifying glass (hand lens), binoculars, and maps for investigation of the environment. • Makes comparisons between objects that have been collected or observed.
<ul style="list-style-type: none"> • Hypothesizes and makes predictions 	<ul style="list-style-type: none"> • Asks questions, seeks information and tests out possibilities • Asks simple scientific questions and draws conclusions based on previous experience
<ul style="list-style-type: none"> • Forms explanations based on trial and error, observations, and explorations 	<ul style="list-style-type: none"> • Identifies and investigates the physical qualities of living and nonliving things. • Explores and formulates conclusions based on observation and past experiences. • Makes reasonable explanations, using data gathered from observation and experiments

APPROACHES TO LEARNING: Three and Four Year Old Kindergarten

This area recognizes that a child approaches learning in different ways and emphasizes the development of positive attitudes and dispositions to acquire information. **For more information see:** <http://www.collaboratingpartners.com/wmels-documents.php>

Curiosity, Engagement, and Persistence	
<ul style="list-style-type: none"> • Displays curiosity, risk-taking and willingness to engage in new experiences 	<ul style="list-style-type: none"> • Is curious about and willing to try new and unfamiliar experiences and activities within their environment.
<ul style="list-style-type: none"> • Engages in meaningful learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities 	<ul style="list-style-type: none"> • Experiments and practices to expand skill level. • Refines skills that have been successfully accomplished.
<ul style="list-style-type: none"> • Exhibits persistence and flexibility 	<ul style="list-style-type: none"> • Focuses on activity but may be easily distracted.
Creativity and Imagination	
<ul style="list-style-type: none"> • Engages in imaginative play and inventive thinking through interactions with people, materials and the environment 	<ul style="list-style-type: none"> • Watches and imitates the actions of others • Uses objects in pretend play as they are used in real life and gradually begins to substitute one object for another in pretend play • Recreates and acts out real-life and fantasy experiences in pretend play.
<ul style="list-style-type: none"> • Expresses self creatively through music, movement and art 	<ul style="list-style-type: none"> • Shows a preference towards certain types of movement, music, and visual stimuli • Explores the process of using a variety of artistic materials, music and movement • Expresses self (ideas, feelings and thoughts) through a variety of artistic media, music and movement.
Diversity in Learning	
<ul style="list-style-type: none"> • Experiences a variety of routines, practices, and languages 	<ul style="list-style-type: none"> • Depends on adults to communicate about their routines, cultural preferences and learning styles • Starts to notice differences in routines, practices and languages • Asks questions of adults about the differences between various routines, practices and languages in a variety of settings.
<ul style="list-style-type: none"> • Learns within the context of their family and culture 	<ul style="list-style-type: none"> • Understands and accepts diversity in other children and families.
<ul style="list-style-type: none"> • Uses various styles of learning including verbal/linguistic, bodily/kinesthetic, visual/spatial, interpersonal, and intrapersonal 	<ul style="list-style-type: none"> • Tends to have a preferred learning style • Explores other learning styles when introduced by an adult or peer • Uses a variety of learning styles to meet their needs or achieve their goals.

HEALTH AND PHYSICAL DEVELOPMENT: Three and Four Year Old Kindergarten

This area encompasses a child's emerging knowledge and practices related to health, safety, and nutrition that promote physical well-being. **For more information see:** <http://www.collaboratingpartners.com/wmels-documents.php>

Motor Development	
<ul style="list-style-type: none"> • Moves with strength, control, balance, coordination, locomotion and endurance (Purpose and Coordination) 	<ul style="list-style-type: none"> • Walks up and down stairs with alternating steps
<ul style="list-style-type: none"> • Moves with strength, control, balance, coordination, locomotion, and endurance (Balance and Strength) 	<ul style="list-style-type: none"> • Throws objects with strength and control • Walks, run, climbs, jumps, skips, and hops with control
<ul style="list-style-type: none"> • Exhibits eye-hand coordination, strength, control, and object manipulation 	<ul style="list-style-type: none"> • Coordinates eyes with hands and uses both hands with intention and purpose • Performing simple fine motor skills and manipulates smaller objects with increasing control • Uses strength and control to perform complex fine motor tasks
<ul style="list-style-type: none"> • Uses senses to take in, experience, integrate, integrate, integrate, and regulate responses to environment 	<ul style="list-style-type: none"> • Skills become more refined; acts and moves with increased intention and purpose • Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking

SOCIAL AND EMOTIONAL DEVELOPMENT: Three and Four Year Old Kindergarten

This domain includes a child's feelings about themselves and others, their ability to form relationships, interest in and skills needed to maintain positive relationships with adults and children, ability to understand the perspective and feelings of others, and skills needed to succeed in a group setting. **For more information see:** <http://www.collaboratingpartners.com/wmels-documents.php>

Emotional Development	
<ul style="list-style-type: none"> • Expresses a wide range of emotions 	<ul style="list-style-type: none"> • Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion • Demonstrates awareness of own emotions and exhibits self-control
<ul style="list-style-type: none"> • Understands and responds to others' emotions 	<ul style="list-style-type: none"> • Observes and imitates emotional interactions of others • Associates words and gestures with a variety of emotions expressed by others • Demonstrates empathy by recognizing the feelings of another person and responding appropriately
Self Concept	
<ul style="list-style-type: none"> • Develops positive self esteem 	<ul style="list-style-type: none"> • Demonstrates increasing self-direction, resists adult control, and shows independence • Shows positive self-image. Knows and states independent thoughts • Exhibit positive self-concept and confidence in his/her abilities
<ul style="list-style-type: none"> • Demonstrates self awareness 	<ul style="list-style-type: none"> • Shows awareness of being part of a family and a larger community • Demonstrates awareness of self as a unique individual
Social Competence	
<ul style="list-style-type: none"> • Engages in social interaction and play with others 	<ul style="list-style-type: none"> • Participates in parallel play with others for longer periods of time • Participates in cooperative play with others
<ul style="list-style-type: none"> • Demonstrates understanding of rules and social expectations 	<ul style="list-style-type: none"> • Demonstrates understanding of simple rules related primarily to personal health and safety • Remembers and follows simple group rules and displays appropriate social behavior • Displays competence at engaging in appropriate social behavior
<ul style="list-style-type: none"> • Engages in social problem solving and learns to resolve conflict 	<ul style="list-style-type: none"> • Experiments with trial-and-error approaches to solve simple problems and conflicts • Seeks adults assistance to resolve conflicts • Asserts needs and desires appropriately in conflict situations

Teachers will assess the **Wisconsin Model Early Learning Standards (WMELS)** using a frequency scale to show developmental progress in all bulleted areas in the left column:

1: Seldom

2: Sometimes

3: Usually

4: Always/Exemplary

Reading: Five Year Old Kindergarten

In K5, children are being prepared for the beginning stages of reading. They connect letters to letter sounds, and learn how letters combine to make words. Through read alouds and opportunities to practice reading, they gain meaning from text, identify parts of a story, and listen to the sound of reading. **For more information see:** www.corestandards.org

Foundational Skills	
Print Concepts	Demonstrate understanding of the organization and basic features of print.
Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read emergent-reader texts with purpose and understanding.
Literature	Informational Text
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story.	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Mathematics: Five Year Old Kindergarten

In 5 year old Kindergarten, students focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects: (2) describing shapes and space. More learning time in Kindergarten is devoted to number than to other topics.

For more information see: www.corestandards.org

Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Counting and Cardinality • Know number names and the count sequence. • Count to tell the number of objects. • Compare numbers.	Measurement and Data • Describe and compare measurable attributes. • Classify objects and count the number of objects in categories.
	Operations and Algebraic Thinking • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
	Number and Operations in Base Ten • Work with numbers 11–19 to gain foundations for place value.	

English Language Arts: Five Year Old Kindergarten

In K5, children combine drawing, dictating, and writing to share stories, write to tell about topics, and create opinion pieces that show their likes and dislikes. Students use words and phrases they learn from conversations, reading and being read to, and from books they read. **For more information see:** www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)
Range of Writing	10. (Begins in grade 3)
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly.
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. (Begins in grade 2).
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Science: Five Year Old Kindergarten

K5 marks the beginning of children’s scientific discovery. They learn to observe the world in a scientific way.

For more information see: A Framework for Science Education: http://www.nap.edu/catalog.php?record_id=13165

Physical Science	<ul style="list-style-type: none"> • What kind of parts are objects made of? (macroscopic) How can we describe and sort objects? • How can we recognize and distinguish different pulls and pushes? How do you make something move or stay still? In what way do things around us change? (macroscopic) • Why do we call so many different things forms of energy? Who needs energy? How do they get it? • How can you make waves? What color is it? How do we learn about the world around us?
Earth and Space Science	<ul style="list-style-type: none"> • What are the furthest objects that we can see? How does the Sun affect Earth? How do the Sun and Moon change appearance during the day and night sky? • What is an earthquake and why does it happen? How are the continents and oceans arranged on the surface of the Earth? What is a volcano and why do volcanoes happen? What are rocks and minerals? Where does the soil come from? Were fossils once living? • Where is water found on Earth? Where does the rain come from? What moves rocks and soil? What is weather and how do we describe it? Why do plants and animals live where they do? • What are some forms of severe weather and how do we stay safe during severe weather? Where do natural resources come from and how do we use them? How can humans protect Earth’s resources and environments?
Life Science	<ul style="list-style-type: none"> • How do living things meet their basic needs? How do plants and animals grow? How do living things get and use what they need to live and grow? • How are parents and offspring alike? Are all individuals of one kind the same? • Where do animals get food? Where do organisms get what they need to live? How do environments change? • How do we know plants and animals lived a long time ago? Are there differences among individuals of the same kind? What can influence the survival of living things? Where do different kinds of living things live?
Engineering and Technology	<ul style="list-style-type: none"> • What are the products we encounter every day? Why do people make things? What is a tool? Which materials are natural and which are made by people? How can different materials be used? • What can people do to solve problems? What are different ways to solve problems? What makes one thing better than something else? • What are the parts that make up a whole product? What are things made out of? What are controls and feedback? • How has technology changed the way people live? How do technologies affect the world around us? How can some technologies that could cause harm?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Some areas of the five year old kindergarten report card include extra standards based on the **Wisconsin Model Early Learning Standards(WMELS)**. These standards are indicated with an asterisk * on the report card.

Teachers will assess those standards using a frequency scale to show developmental progress:

1: Seldom 2: Sometimes 3: Usually 4: Always/Exemplary

This creates a transition from the K3/K4 report card, which is completely based on the WMELS, to the elementary report card which is based on national and state standards, including Common Core Standards where available. See the K3/K4 handbook for more information on the WMELS standards.

Social Studies: Five Year Old Kindergarten

K5 children explore themselves as members of a diverse world.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Art: Five Year Old Kindergarten

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In K5, children become aware of art. They begin to create as well as to observe art in the world.

For more information see: <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Physical Education: Five Year Old Kindergarten

The overall goal of physical education in K5 through Grade 8 is to develop an awareness of the importance of physical activity. In K5, children are encouraged to learn new physical skills. They are introduced to healthy exercise habits. For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Music: Five Year Old Kindergarten

K5 children begin their study of music with singing and learning the basics of verse and melody. They learn that musical notes represent sounds. For more information see: <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Five Year Old Kindergarten

Health education in K5 through 8th grade includes both a personal and community approach to health care. K5 children are taught the basics of caring for themselves. They are also exposed to others in the community concerned with health and safety. **For more information see:** <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.

Instructional Technology: Five Year Old Kindergarten

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it" -shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it" -selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it" -finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it" -practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it" -uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies

Reading: First Grade

In Grade 1, children continue to learn skills required for the beginning stages of reading. They explore the relationships between different letters, letter combinations, and sounds. Reading becomes more fluent as they learn skills to identify words and gain meaning from text. **For more information see:** www.corestandards.org

Foundational Skills	
Print Concepts	Demonstrate understanding of the organization and basic features of print.
Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Reads with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
<ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 	<ol style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
<ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 	<ol style="list-style-type: none"> 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Mathematics: First Grade

In Grade 1, children learn the basic processes of addition and subtraction. They identify shapes, recognize patterns, and continue developing ideas in data. **For more information see:** www.corestandards.org

Mathematical Practices <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Operations and Algebraic Thinking <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. 	Measurement and Data <ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units. • Tell and write time. • Represent and interpret data.
	Number and Operations in Base Ten <ul style="list-style-type: none"> • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. 	

English Language Arts: First Grade

In Grade 1, children continue to learn about words and how to express themselves using spoken and written language. They write to share their ideas and explain what they have learned. They participate in shared research projects.

For more information see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)
Range of Writing	10. (Begins in grade 3)
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3).
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	3. (Begins in grade 2).
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships

Science: First Grade

Grade 1 children continue the process of scientific discovery and the observation of the world around them.

For more information see: A Framework for Science Education: http://www.nap.edu/catalog.php?record_id=13165

Physical Science	<ul style="list-style-type: none"> • What kind of parts are objects made of? (macroscopic) How can we describe and sort objects? • How can we recognize and distinguish different pulls and pushes? How do you make something move or stay still? In what way do things around us change? (macroscopic) • Why do we call so many different things forms of energy? Who needs energy? How do they get it? • How can you make waves? What color is it? How do we learn about the world around us?
Earth and Space Science	<ul style="list-style-type: none"> • What are the furthest objects that we can see? How does the Sun affect Earth? How do the Sun and Moon change appearance during the day and night sky? • What is an earthquake and why does it happen? How are the continents and oceans arranged on the surface of the Earth? What is a volcano and why do volcanoes happen? What are rocks and minerals? Where does the soil come from? Were fossils once living? • Where is water found on Earth? Where does the rain come from? What moves rocks and soil? What is weather and how do we describe it? Why do plants and animals live where they do? • What are some forms of severe weather and how do we stay safe during severe weather? Where do natural resources come from and how do we use them? How can humans protect Earth's resources and environments?
Life Science	<ul style="list-style-type: none"> • How do living things meet their basic needs? How do plants and animals grow? How do living things get and use what they need to live and grow? • How are parents and offspring alike? Are all individuals of one kind the same? • Where do animals get food? Where do organisms get what they need to live? How do environments change? • How do we know plants and animals lived a long time ago? Are there differences among individuals of the same kind? What can influence the survival of living things? Where do different kinds of living things live?
Engineering and Technology	<ul style="list-style-type: none"> • What are the products we encounter every day? Why do people make things? What is a tool? Which materials are natural and which are made by people? How can different materials be used? • What can people do to solve problems? What are different ways to solve problems? What makes one thing better than something else? • What are the parts that make up a whole product? What are things made out of? What are controls and feedback? • How has technology changed the way people live? How do technologies affect the world around us? How can some technologies that could cause harm?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Social Studies: First Grade

Grade 1 children explore how families and social studies are related.
For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: First Grade

The overall goal of physical education in K5 through Grade 8 is to develop awareness of the importance of physical activity. In Grade 1, children are encouraged to develop interest in physical activity. They begin to play physical games together.

For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfmm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: First Grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grade 1, children begin to learn words used to describe art. They become familiar with art in the larger world.

For more information see: <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: First Grade

In Grade 1, children increase their understanding of music and the arts. They learn to evaluate and appreciate musical performance.

For more information see: <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: First Grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. In Grade 1, children continue the exploration of health and safety topics begun in K5.

For more information see: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.

Instructional Technology: First Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it" -shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it" -selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it" -finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it" -practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it" -uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies

Reading: Second Grade

In Grade 2, children continue learning the fundamentals of reading. Their skill level increases as they apply word attack and comprehension strategies to read different texts. By the end of Grade 2, children are expected to be able to read books with increasingly difficult text. **For more information see:** www.corestandards.org

Foundational Skills	
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. 	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
<ol style="list-style-type: none"> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
<ol style="list-style-type: none"> 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 	<ol style="list-style-type: none"> 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.

Mathematics: Second Grade

In Grade 2, children continue to learn addition and subtraction. They increase their knowledge of geometrical shapes and describe data. They learn to use measurement tools.

For more information see: www.corestandards.org

Mathematical Practices <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Operations and Algebraic Thinking <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. 	Measurement and Data <ul style="list-style-type: none"> • Measure and estimate lengths in standard units. • Relate addition and subtraction to length. • Work with time and money. • Represent and interpret data.
	Number and Operations in Base Ten <ul style="list-style-type: none"> • Understand place value. • Use place value understanding and properties of operations to add and subtract. 	Geometry <ul style="list-style-type: none"> • Reason with shapes and their attributes.

English Language Arts: Second Grade

In Grade 2, children continue to express themselves in writing. They improve listening and oral communication skills and continue exploring new topics by researching. Students add to their vocabulary and learn to write using correct capital letters and punctuation marks. **For more information see:** www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)
Range of Writing	<ol style="list-style-type: none"> 10. (Begins in grade 3)
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3).
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies. 5. Demonstrate understanding of word relationships and nuances in word meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Science: Second Grade

In Grade 2, children continue the process of scientific discovery and observation of the world around them.

For more information see: **A Framework for Science Education:** http://www.nap.edu/catalog.php?record_id=13165

Physical Science	<ul style="list-style-type: none"> • What kind of parts are objects made of? (macroscopic) How can we describe and sort objects? • How can we recognize and distinguish different pulls and pushes? How do you make something move or stay still? In what way do things around us change? (macroscopic) • Why do we call so many different things forms of energy? Who needs energy? How do they get it? • How can you make waves? What color is it? How do we learn about the world around us?
Earth and Space Science	<ul style="list-style-type: none"> • What are the furthest objects that we can see? How does the Sun affect Earth? How do the Sun and Moon change appearance during the day and night sky? • What is an earthquake and why does it happen? How are the continents and oceans arranged on the surface of the Earth? What is a volcano and why do volcanoes happen? What are rocks and minerals? Where does the soil come from? Were fossils once living? • Where is water found on Earth? Where does the rain come from? What moves rocks and soil? What is weather and how do we describe it? Why do plants and animals live where they do? • What are some forms of severe weather and how do we stay safe during severe weather? Where do natural resources come from and how do we use them? How can humans protect Earth’s resources and environments?
Life Science	<ul style="list-style-type: none"> • How do living things meet their basic needs? How do plants and animals grow? How do living things get and use what they need to live and grow? • How are parents and offspring alike? Are all individuals of one kind the same? • Where do animals get food? Where do organisms get what they need to live? How do environments change? • How do we know plants and animals lived a long time ago? Are there differences among individuals of the same kind? What can influence the survival of living things? Where do different kinds of living things live?
Engineering and Technology	<ul style="list-style-type: none"> • What are the products we encounter every day? Why do people make things? What is a tool? Which materials are natural and which are made by people? How can different materials be used? • What can people do to solve problems? What are different ways to solve problems? What makes one thing better than something else? • What are the parts that make up a whole product? What are things made out of? What are controls and feedback? • How has technology changed the way people live? How do technologies affect the world around us? How can some technologies that could cause harm?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Social Studies: Second Grade

Grade 2 children learn about diversity in neighborhoods.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: Second Grade

The overall goal of Physical Education in K5 through Grade 8 is to develop awareness of the importance of physical activity. As children increase their physical ability in Grade 2, their physical education class encourages them to stretch themselves and meet new physical challenges. **For more information see:** <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: Second Grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grade 2, children begin to work with different art materials. They recognize that different types of objects can be works of art.

For more information see: <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: Second Grade

In Grade 2, children continue working with song. They advance into learning basic music notation.

For more information see: <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Second Grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. In Grade 2, children begin to connect their own actions and health habits with others in the community. They learn how diseases can be passed from one person to the next. **For more information see:** <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.

Instructional Technology: Second Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it" -shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it" -selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it" -finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it" -practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it" -uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies

Reading: Third Grade

In Grade 3, children will continue to apply word attack and comprehension strategies to read increasingly difficult text across content areas. By the end of third Grade, children are expected to be fluent readers capable of reading more lengthy text.

For more information see: www.corestandards.org

Foundational Skills	
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. Refer to parts of stories, dramas, and poem when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 6. Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 8. (Not applicable to literature) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Mathematics: Third Grade

In Grade 3, children begin learning multiplication and division. They continue working with geometric shapes and the collection of data. For more information see: www.corestandards.org

Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Operations and Algebraic Thinking <ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations, and identify and explain patterns in arithmetic. 	Measurement and Data <ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Represent and interpret data. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
	Number and Operations in Base Ten <ul style="list-style-type: none"> • Use place value understanding and properties of operations to perform multi-digit arithmetic. 	
	Number and Operations—Fractions <ul style="list-style-type: none"> • Develop understanding of fractions as numbers. 	

English Language Arts: Third Grade

In Grade 3, children expand their writing skills by creating a variety of writing selections and applying correct grammar and spelling. They learn keyboarding skills and use computers for research, and share their findings both orally and in writing.

For more information see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects that build knowledge about a topic. 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 9. (Begins in grade 4)
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3)
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. 5. Demonstrate understanding of word relationships and nuances in word meanings. 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships.

Science: Third Grade

In Grade 3, scientific exploration leads to a deeper understanding of scientific principles and the world.

For more information see: A Framework for Science Education: http://www.nap.edu/catalog.php?record_id=13165

Physical Science	<ul style="list-style-type: none"> • How do the parts of an object affect its structure and function? (macroscopic) What characteristics are useful for describing and classifying substances? • How can we measure and compare forces? What causes things to move? What happens to the parts of a system when the system changes? (macroscale) • Why do we call so many different things forms of energy? What happens when fuel is burned? Where does fuel come from? Where do we get energy? How do we lose it? How does energy get from one object to another? • What happens when two waves meet? How does light travel? What instruments help us detect and measure things we cannot see directly?
Earth and Space Science	<ul style="list-style-type: none"> • What patterns do we see in the night sky? What do telescopes reveal? What keeps people on the Earth? Why do planets orbit the Sun? Why does the Moon go around the Earth? What is the shape of our Earth? How does the Earth relate to the Sun and Moon? • What does the global pattern of earthquake locations show us about the Earth's tectonic plates? What do the shapes and arrangements of the continents and oceans suggest about their histories? What would you see if you could travel to the center of the Earth? Where are the oceans found? What is air? How old is Earth? How far back does the Earth's rock record go? • How is water special? How are the rain, rivers, and ocean connected? Why don't the rocks in buildings and mountains last forever? How do scientists predict the weather? What is the difference between weather and climate? How are plants and animals interconnected • What kinds of natural hazards affect humans? What natural resources do we use for drinking, for growing food, and for generating energy? How do human activities pollute Earth and how might they change their activities to reduce this pollution? What will happen to life on Earth if temperatures continue to rise?
Life Science	<ul style="list-style-type: none"> • How do organisms use their structures to grow, survive and reproduce? How do different organisms develop? How do organisms get the matter and energy they need from what they get from the environment? • Why do offspring resemble their parents? How do offspring vary from their parents? • How do different organisms depend on their environment for food? Where do organisms get the matter and energy they need? What happens to plants and animals when environments change? • What can fossils tell us about the past? How do differences between individuals matter? What happens to organisms when their environment changes? What happens when there are changes in the ecological conditions of places where organisms or groups of organisms live?
Engineering and Technology	<ul style="list-style-type: none"> • How do designers think up new products? Why are new products developed? What is technology? How is technology created? How are tools used to change materials? What are other uses of tools? • How can a problem be stated so that it can be solved? How have others solved similar problems? How can different solutions be clearly expressed? How can the best solution be chosen? How can different ideas be combined? How do design problems differ from mathematics problems? • How can drawings be used to show the way things fit together? Why do things need to be maintained? How can things be fixed if they break down? What is life cycle analysis? How does life cycle analysis help designers create better products? Why are controls needed? How are automatic controls different from manual controls? What are feedback and control mechanisms used for? • What are some possible problems of new technologies? Why do technologies change? How might the environment be affected when making tradeoffs during the design of new technologies? How can people determine if a technology they are using may be harmful to others?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence

Social Studies: Third Grade

In Grade 3, children learn about the larger world and connect it to their lives in Milwaukee.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: Third Grade

The overall goal of physical education in K5 through Grade 8 is to develop awareness of the importance of physical activity. In Grade 3, students learn good sportsmanship as they challenge themselves in different physical activities.

For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfmm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: Third Grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grade 3, children explore different types of art, including abstract and realistic. They focus on self-expression.

For more information see: <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: Third Grade

In Grade 3, children explore different instruments as they continue to learn about rhythm, melody and harmony.

For more information see: <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Third Grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. In Grade 3, children continue to connect their own health with that of the community. They look at messages the community gives and receives about health.

For more information see: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.

Instructional Technology: Third Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it" -shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it" -selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it" -finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it" -practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it" -uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies

Reading: Fourth Grade

Grade 4 reading focuses on teaching children to use reading materials and other resources to gather information. They utilize a variety of reading strategies to unlock the meaning of text. **For more information see:** www.corestandards.org

Foundational Skills

Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read with sufficient accuracy and fluency to support comprehension.

Literature

Informational Text

Key Ideas and Details

<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 	<ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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Craft and Structure

<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 	<ol style="list-style-type: none"> 4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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Integration of Knowledge and Ideas

<ol style="list-style-type: none"> 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 8. (Not applicable to literature) 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 	<ol style="list-style-type: none"> 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 8. Explain how an author uses reasons and evidence to support particular points in a text. 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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Mathematics: Fourth Grade

In Grade 4, students focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry. **For more information see:** www.corestandards.org

Mathematical Practices <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	Operations and Algebraic Thinking <ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems. • Gain familiarity with factors and multiples. • Generate and analyze patterns. 	Measurement and Data <ul style="list-style-type: none"> • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. • Represent and interpret data. • Geometric measurement: understand concepts of angle and measure angles.
	Number and Operations in Base Ten <ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic 	Geometry <ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
	Number and Operations—Fractions <ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions. 	

English Language Arts: Fourth Grade

In Grade 4, children will use technology to compose organized writing complete with details, effective word choice, and correct sentence structure. They can apply the rules of grammar and punctuation. They can clearly communicate their ideas when speaking.

For more information see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Science: Fourth Grade

Students in Grade 4 will observe and begin the process of interpreting what they see. They group and classify living and nonliving things. **For more information see: A Framework for Science Education: http://www.nap.edu/catalog.php?record_id=13165**

Physical Science	<ul style="list-style-type: none"> • How do the parts of an object affect its structure and function? (macroscopic) What characteristics are useful for describing and classifying substances? • How can we measure and compare forces? What causes things to move? What happens to the parts of a system when the system changes? (macroscale) • Why do we call so many different things forms of energy? What happens when fuel is burned? Where does fuel come from? Where do we get energy? How do we lose it? How does energy get from one object to another? • What happens when two waves meet? How does light travel? What instruments help us detect and measure things we cannot see directly?
Earth and Space Science	<ul style="list-style-type: none"> • What patterns do we see in the night sky? What do telescopes reveal? What keeps people on the Earth? Why do planets orbit the Sun? Why does the Moon go around the Earth? What is the shape of our Earth? How does the Earth relate to the Sun and Moon? • What does the global pattern of earthquake locations show us about the Earth's tectonic plates? What do the shapes and arrangements of the continents and oceans suggest about their histories? What would you see if you could travel to the center of the Earth? Where are the oceans found? What is air? How old is Earth? How far back does the Earth's rock record go? • How is water special? How are the rain, rivers, and ocean connected? Why don't the rocks in buildings and mountains last forever? How do scientists predict the weather? What is the difference between weather and climate? How are plants and animals interconnected • What kinds of natural hazards affect humans? What natural resources do we use for drinking, for growing food, and for generating energy? How do human activities pollute Earth and how might they change their activities to reduce this pollution? What will happen to life on Earth if temperatures continue to rise?
Life Science	<ul style="list-style-type: none"> • How do organisms use their structures to grow, survive and reproduce? How do different organisms develop? How do organisms get the matter and energy they need from what they get from the environment? • Why do offspring resemble their parents? How do offspring vary from their parents? • How do different organisms depend on their environment for food? Where do organisms get the matter and energy they need? What happens to plants and animals when environments change? • What can fossils tell us about the past? How do differences between individuals matter? What happens to organisms when their environment changes? What happens when there are changes in the ecological conditions of places where organisms or groups of organisms live?
Engineering and Technology	<ul style="list-style-type: none"> • How do designers think up new products? Why are new products developed? What is technology? How is technology created? How are tools used to change materials? What are other uses of tools? • How can a problem be stated so that it can be solved? How have others solved similar problems? How can different solutions be clearly expressed? How can the best solution be chosen? How can different ideas be combined? How do design problems differ from mathematics problems? • How can drawings be used to show the way things fit together? Why do things need to be maintained? How can things be fixed if they break down? What is life cycle analysis? How does life cycle analysis help designers create better products? Why are controls needed? How are automatic controls different from manual controls? What are feedback and control mechanisms used for? • What are some possible problems of new technologies? Why do technologies change? How might the environment be affected when making tradeoffs during the design of new technologies? How can people determine if a technology they are using may be harmful to others?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Social Studies: Fourth Grade

Grade 4 focuses on states and regions and the state of Wisconsin.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: Fourth Grade

The overall goals of physical education classes are to develop awareness of the importance of physical activity and to build healthy physical habits. In Grade 4, children move into group activities as they improve their individual skills.

For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: Fourth Grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grade 4, children develop more skill in using art materials. They learn about artistic design.

For more information see: <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: Fourth Grade

By Grade 4, children can read basic music. They begin to listen to, and identify, different musical styles and are introduced to instrumental ensembles. **For more information see:** <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Fourth Grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. Grade 4 also introduces the human reproductive system. **For more information see:** <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.

Instructional Technology: Fourth Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it" -shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it" -selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it" -finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it" -practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it" -uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies

Reading: Fifth Grade

In Grade 5, children continue to extend their use of reading strategies to understand, analyze, and interpret information. They read both accurately and fluently to understand text. **For more information see:** www.corestandards.org

Foundational Skills	
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Mathematics: Fifth Grade

In Grade 5, children learn more about using mathematical data to solve problems, including how to estimate and measure, and how to predict outcome. **For more information see:** www.corestandards.org

Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	Operations and Algebraic Thinking <ul style="list-style-type: none"> • Write and interpret numerical expressions. • Analyze patterns and relationships. 	Measurement and Data <ul style="list-style-type: none"> • Convert like measurement units within a given measurement system. • Represent and interpret data. • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	
	Number and Operations in Base Ten <ul style="list-style-type: none"> • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. 		Geometry <ul style="list-style-type: none"> • Graph points on the coordinate plane to solve real-world and mathematical problems. • Classify two-dimensional figures into categories based on their properties.
	Number and Operations—Fractions <ul style="list-style-type: none"> • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. 		

English Language Arts: Fifth Grade

In Grade 5, children improve their oral skills by making presentations for the class and others. They research topics, then write and present informational and persuasive reports. They write over time and on-demand. **For more information see:**
www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships

Science: Fifth Grade

In Grade 5, children begin to learn basic facts that will provide the basis for in-depth study of particular areas of science.

(for more information see: **A Framework for Science Education:** http://www.nap.edu/catalog.php?record_id=13165)

Physical Science	<ul style="list-style-type: none"> • How do the parts of an object affect its structure and function? (macroscopic) What characteristics are useful for describing and classifying substances? • How can we measure and compare forces? What causes things to move? What happens to the parts of a system when the system changes? (macroscale) • Why do we call so many different things forms of energy? What happens when fuel is burned? Where does fuel come from? Where do we get energy? How do we lose it? How does energy get from one object to another? • What happens when two waves meet? How does light travel? What instruments help us detect and measure things we cannot see directly?
Earth and Space Science	<ul style="list-style-type: none"> • What patterns do we see in the night sky? What do telescopes reveal? What keeps people on the Earth? Why do planets orbit the Sun? Why does the Moon go around the Earth? What is the shape of our Earth? How does the Earth relate to the Sun and Moon? • What does the global pattern of earthquake locations show us about the Earth's tectonic plates? What do the shapes and arrangements of the continents and oceans suggest about their histories? What would you see if you could travel to the center of the Earth? Where are the oceans found? What is air? How old is Earth? How far back does the Earth's rock record go? • How is water special? How are the rain, rivers, and ocean connected? Why don't the rocks in buildings and mountains last forever? How do scientists predict the weather? What is the difference between weather and climate? How are plants and animals interconnected? • What kinds of natural hazards affect humans? What natural resources do we use for drinking, for growing food, and for generating energy? How do human activities pollute Earth and how might they change their activities to reduce this pollution? What will happen to life on Earth if temperatures continue to rise?
Life Science	<ul style="list-style-type: none"> • How do organisms use their structures to grow, survive and reproduce? How do different organisms develop? How do organisms get the matter and energy they need from what they get from the environment? • Why do offspring resemble their parents? How do offspring vary from their parents? • How do different organisms depend on their environment for food? Where do organisms get the matter and energy they need? What happens to plants and animals when environments change? • What can fossils tell us about the past? How do differences between individuals matter? What happens to organisms when their environment changes? What happens when there are changes in the ecological conditions of places where organisms or groups of organisms live?
Engineering and Technology	<ul style="list-style-type: none"> • How do designers think up new products? Why are new products developed? What is technology? How is technology created? How are tools used to change materials? What are other uses of tools? • How can a problem be stated so that it can be solved? How have others solved similar problems? How can different solutions be clearly expressed? How can the best solution be chosen? How can different ideas be combined? How do design problems differ from mathematics problems? • How can drawings be used to show the way things fit together? Why do things need to be maintained? How can things be fixed if they break down? What is life cycle analysis? How does life cycle analysis help designers create better products? Why are controls needed? How are automatic controls different from manual controls? What are feedback and control mechanisms used for? • What are some possible problems of new technologies? Why do technologies change? How might the environment be affected when making tradeoffs during the design of new technologies? How can people determine if a technology they are using may be harmful to others?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Social Studies: Fifth Grade

In grade five, students learn about the United States from exploration through the Civil War.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: Fifth Grade

As children grow and increase their physical abilities, physical education teaches them not only how to participate in physical activities within groups, but to develop lifelong interest in both team and individual sports. In Grade 5, children learn more about how their bodies work and apply this knowledge in physical activities.

For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfmm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: Fifth Grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grade 5, children experiment with perspectives from which art is created and viewed.

For more information see: <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: Fifth Grade

The music curriculum for kindergarten through Grade 8 provides children with musical understanding at a beginning to intermediate level. In Grade 5, children continue to learn how to read music. They play instruments in the classroom and participate in choir.

For more information see: <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Fifth Grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. Grade 5 focuses on the connection between health and personal habits.

For more information see: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.
Advocacy	Students will demonstrate the ability to advocate for personal, family and community health.

Instructional Technology: Fifth Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it"-shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it"-selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it"-finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it"-practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it"-uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies.

Reading: Sixth grade

In Grade 6, children read for meaning and explore increasingly complex themes. Children continue to apply reading strategies and use reading as a resource to gain information. **For more information see:** www.corestandards.org

Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 	<ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure	
<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6. Explain how an author develops the point of view of the narrator or speaker in a text. 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas	
<ol style="list-style-type: none"> 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. 8. (Not applicable to literature) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	<ol style="list-style-type: none"> 7. Integrate information presented in different media or formats e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Mathematics: Sixth grade

In Grade 6, children apply their basic skills in a range of application problems. They use their skills to solve problems or predict results. **For more information see:** www.corestandards.org

Mathematical Practices <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning. 	The Number System <ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. • Compute fluently with multi-digit numbers and find common factors and multiples. • Apply and extend previous understandings of numbers to the system of rational numbers. 	Ratios and Proportional Relationships <ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve problems.
	Expressions and Equations <ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one-variable Equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables. 	Geometry <ul style="list-style-type: none"> • Solve real-world and mathematical problems involving area, surface area, and volume.
	Statistics and Probability <ul style="list-style-type: none"> • Develop understanding of statistical variability. • Summarize and describe distributions. 	

English Language Arts: Sixth grade

In Grade 6, students learn to take notes from reading and listening. They use advanced research skills to access information and take notes from a variety of resources. They use technology to learn, create, and publish. **For more information see:**

www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3).
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science: Sixth grade

In Grade 6, children learn more about the themes they have begun in Grade 5. They continue to gather information that becomes the basis of in-depth study of different areas of science.

For more information see: A Framework for Science Education: http://www.nap.edu/catalog.php?record_id=13165

Physical Science	<ul style="list-style-type: none"> • How do the building blocks of matter help explain the diversity of materials that exist in the world? (sub-microscopic) How can we reliably distinguish between substances? • What properties are responsible for different forces? How do we describe and predict motion of objects? What happens to the building blocks when transformations occur (sub-microscopic)? At this level, only non-nuclear transformations are considered. • What is energy? (when viewed at the atomic scale) What processes produce the energy we use? What process makes things slow down and stop (lose energy)? How does energy get from one object to another? • What features of waves make them good for encoding information? How can we determine and explain properties of light? What signals do we use to transmit information? What technology is used to produce, detect and interpret them?
Earth and Space Science	<ul style="list-style-type: none"> • How can we tell how far away are the stars? What are stars? How big is the Universe? How has gravity shaped the Universe and kept it in motion? How do stars shine? What causes ocean tides? Are there other planets that can support life? • How does thermal energy move around, heating and cooling objects and places? What drives plate tectonics? What happens when tectonic plates pull apart? What happens when tectonic plates collide? What if two plates just move sideways past each other? How can we know the locations and kinds of plate boundaries on Earth and is there a plate boundary near my area? Why do Earth Scientists develop models to represent Earth? Why are there volcanoes? Where is Earth's water found? How do scientists determine Earth's history? • Why does ice float? Where is water found and what drives its movement across Earth's surface? How do geologic processes change rocks from one form to another? How do geologic processes reshape landforms? How do ocean waters affect the history of much of the land? What factors control Earth's weather and climate? What is the Greenhouse Effect? How does life affect Earth's geology? How does Earth's geology affect life? • Can earthquakes and volcanic eruptions be predicted? How does severe weather affect humans? Where do we get the mineral and energy resources needed to construct and run our civilization? Why are soil and water considered to be limited resources when they are so common on Earth? How do human activities alter Earth? How do human activities alter Earth's climate? How can humans reduce climate change and minimize its negative effects?
Life Science	<ul style="list-style-type: none"> • How do cells within organisms help them perform the essential functions of life? How do different organisms continue their type (species)? What happens inside organisms to enable them to get and use the energy and materials from food? • How are the inherited characteristics distributed to offspring? How do variations occur as inherited characteristics are passed to offspring? • How do different organisms interact and depend on their ecosystem? What happens to the matter and energy when organisms use food? What happens when components of ecosystems change? • What does the fossil record tell us about the history of life on Earth? How can differences influence which organisms survive and reproduce? How does variation of traits influence how populations of organisms can change? What happens when the diversity of life changes?
Engineering and Technology	<ul style="list-style-type: none"> • How do products and processes interact in technological systems? Why are technologies created? How do technologies interact with society? How are tools improved? How do engineers select materials for a designed product? How are materials modified to change their properties? • What are the criteria for success? What are the constraints? What scientific principles, laws or theories are relevant? What kinds of knowledge are needed to solve different technological problems? How can people work together to develop a variety of solutions then mold those ideas into a single workable solution? How can different solutions be tested and compared? How can the best possible design be determined? • How do systems relate to larger and smaller systems? How do systems interact with other systems? Why do technologies vary from one locale to another? Why do technologies vary from one locale to another? What should be taken into account when considering a possible technological decision?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Social Studies: Sixth grade

In Grade six, students learn about world cultures and geography of the western hemisphere.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: Sixth grade

As children grow and increase their physical abilities, physical education teaches them not only how to participate in physical activities within groups, but to develop lifelong interest in both team and individual sports. Physical education in Grade 6 focuses on developing the individual's ability to assess and monitor his or her own physical activity.

For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: Sixth grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grade 6, students explore using different art materials for a variety of projects. They deepen their understanding of the role of art in society. **For more information see:** <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: Sixth Grade

In Grade 6, children advance their understanding of musical elements and improve their skill. **For more information see:** <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Sixth grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. Grade 6 focuses on healthy relationships and self-respect. **For more information see:** <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Accessing Information	Students will demonstrate the ability to access valid health information and products and services to enhance health.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.
Self Management	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Advocacy	Students will demonstrate the ability to advocate for personal, family and community health.

Instructional Technology: Sixth Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation/"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration/"share it" -shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency/"find it" -selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making/"solve it" -finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship/"protect it" -practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts/"use it" -uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies

Reading: Seventh grade

In Grade 7, students learn how to be critical readers by analyzing and evaluating a variety of texts. They apply reading strategies to comprehend text with increased complexity. **For more information see:** www.corestandards.org

Literature	Informational Text
Key Ideas and Details	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Integration of Knowledge and Ideas	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). 8. (Not applicable to literature) 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Mathematics: Seventh grade

In Grade 7, students gain a deeper understanding of mathematical processes as they develop their ability to reason and draw conclusions. The focus is on understanding processes and finding solutions. **For more information see:** www.corestandards.org

Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	The Number System <ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. 	Geometry <ul style="list-style-type: none"> Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
	Expressions and Equations <ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 	Statistics and Probability <ul style="list-style-type: none"> Use random sampling to draw inferences About a population. Draw informal comparative inferences About two populations. Investigate chance processes and develop, use, and evaluate probability models.
	Ratios and Proportional Relationships <ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems. 	

English Language Arts: Seventh grade

In Grade 7 students use technology regularly to write over time, and over shorter periods of time. Students use creditable resources to support their ideas. They enhance their learning skills by listening and working well with others. **For more information see:**

www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3).
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science: Seventh grade

In Grade 7, students continue to learn about different areas of science through instruction, reading and experimentation.

For more information see: A Framework for Science Education: http://www.nap.edu/catalog.php?record_id=13165

Physical Science	<ul style="list-style-type: none"> • How do the building blocks of matter help explain the diversity of materials that exist in the world? (sub-microscopic) How can we reliably distinguish between substances? • What properties are responsible for different forces? How do we describe and predict motion of objects? What happens to the building blocks when transformations occur (sub-microscopic)? At this level, only non-nuclear transformations are considered. • What is energy? (when viewed at the atomic scale) What processes produce the energy we use? What process makes things slow down and stop (lose energy)? How does energy get from one object to another? • What features of waves make them good for encoding information? How can we determine and explain properties of light? What signals do we use to transmit information? What technology is used to produce, detect and interpret them?
Earth and Space Science	<ul style="list-style-type: none"> • How can we tell how far away are the stars? What are stars? How big is the Universe? How has gravity shaped the Universe and kept it in motion? How do stars shine? What causes ocean tides? Are there other planets that can support life? • How does thermal energy move around, heating and cooling objects and places? What drives plate tectonics? What happens when tectonic plates pull apart? What happens when tectonic plates collide? What if two plates just move sideways past each other? How can we know the locations and kinds of plate boundaries on Earth and is there a plate boundary near my area? Why do Earth Scientists develop models to represent Earth? Why are there volcanoes? Where is Earth's water found? How do scientists determine Earth's history? • Why does ice float? Where is water found and what drives its movement across Earth's surface? How do geologic processes change rocks from one form to another? How do geologic processes reshape landforms? How do ocean waters affect the history of much of the land? What factors control Earth's weather and climate? What is the Greenhouse Effect? How does life affect Earth's geology? How does Earth's geology affect life? • Can earthquakes and volcanic eruptions be predicted? How does severe weather affect humans? Where do we get the mineral and energy resources needed to construct and run our civilization? Why are soil and water considered to be limited resources when they are so common on Earth? How do human activities alter Earth? How do human activities alter Earth's climate? How can humans reduce climate change and minimize its negative effects?
Life Science	<ul style="list-style-type: none"> • How do cells within organisms help them perform the essential functions of life? How do different organisms continue their type (species)? What happens inside organisms to enable them to get and use the energy and materials from food? • How are the inherited characteristics distributed to offspring? How do variations occur as inherited characteristics are passed to offspring? • How do different organisms interact and depend on their ecosystem? What happens to the matter and energy when organisms use food? What happens when components of ecosystems change? • What does the fossil record tell us about the history of life on Earth? How can differences influence which organisms survive and reproduce? How does variation of traits influence how populations of organisms can change? What happens when the diversity of life changes?
Engineering and Technology	<ul style="list-style-type: none"> • How do products and processes interact in technological systems? Why are technologies created? How do technologies interact with society? How are tools improved? How do engineers select materials for a designed product? How are materials modified to change their properties? • What are the criteria for success? What are the constraints? What scientific principles, laws or theories are relevant? What kinds of knowledge are needed to solve different technological problems? How can people work together to develop a variety of solutions then mold those ideas into a single workable solution? How can different solutions be tested and compared? How can the best possible design be determined? • How do systems relate to larger and smaller systems? How do systems interact with other systems? Why do technologies vary from one locale to another? Why do technologies vary from one locale to another? What should be taken into account when considering a possible technological decision?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Social Studies: Seventh grade

In Grade seven, students learn about world cultures and geography of the eastern hemisphere.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: Seventh grade

As children grow and increase their physical abilities, physical education teaches them not only how to participate in physical activities within groups, but to develop a lifelong interest in both team and individual sports. In Grade 7, students develop personal skills as they participate in physical activities.

For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfmm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: Seventh grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grades 7, students explore using different art materials for a variety of projects. They deepen their understanding of the role of art in society. **For more information see:** <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: Seventh Grade

In Grade 7, students learn the basics of a musical instrument. They perform together in choir and band.

For more information see: <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Seventh grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. Grade 7 focuses on community responsibilities and contains a community service project.

For more information see: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Accessing Information	Students will demonstrate the ability to access valid health information and products and services to enhance health.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.
Self Management	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Advocacy	Students will demonstrate the ability to advocate for personal, family and community health.

Instructional Technology: Seventh Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it"-shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it"-selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it"-finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it"-practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it"-uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies

Reading: Eighth Grade

In Grade 8, students apply the reading strategies they have learned to a variety of texts. They compare and evaluate material from various sources for accuracy and value. **For more information see:** www.corestandards.org

Literature	Informational Text
Key Ideas and Details	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Mathematics: Eighth Grade

In Grade 8, students continue to explore all strands of mathematics as stated in the State Standards justifying their strategies and using the appropriate vocabulary of mathematics as they prepare for higher level mathematics in high school.

For more information see: www.corestandards.org

Mathematical Practices 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	The Number System <ul style="list-style-type: none"> • Know that there are numbers that are not rational, and approximate them by rational numbers. 	Functions <ul style="list-style-type: none"> • Define, evaluate, and compare functions. • Use functions to model relationships between quantities.
	Expressions and Equations <ul style="list-style-type: none"> • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. 	Geometry <ul style="list-style-type: none"> • Understand congruence and similarity using physical models, transparencies, or geometry software. • Understand and apply the Pythagorean Theorem. • Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
		Statistics and Probability <ul style="list-style-type: none"> • Investigate patterns of association in bivariate data.

English Language Arts: Eighth Grade

In Grade 8, students use a variety of tools (both print and online) to write and speak for different purposes. They understand and use different styles of language to match their intended purpose in writing and speaking.

For more information see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 & 3).
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science: Eighth Grade

In Grade 8, students are able to evaluate scientific ideas. They begin to apply facts.

For more information see: **A Framework for Science Education:** http://www.nap.edu/catalog.php?record_id=13165

Physical Science	<ul style="list-style-type: none"> • How do the building blocks of matter help explain the diversity of materials that exist in the world? (sub-microscopic) How can we reliably distinguish between substances? • What properties are responsible for different forces? How do we describe and predict motion of objects? What happens to the building blocks when transformations occur (sub-microscopic)? At this level, only non-nuclear transformations are considered. • What is energy? (when viewed at the atomic scale) What processes produce the energy we use? What process makes things slow down and stop (lose energy)? How does energy get from one object to another? • What features of waves make them good for encoding information? How can we determine and explain properties of light? What signals do we use to transmit information? What technology is used to produce, detect and interpret them?
Earth and Space Science	<ul style="list-style-type: none"> • How can we tell how far away are the stars? What are stars? How big is the Universe? How has gravity shaped the Universe and kept it in motion? How do stars shine? What causes ocean tides? Are there other planets that can support life? • How does thermal energy move around, heating and cooling objects and places? What drives plate tectonics? What happens when tectonic plates pull apart? What happens when tectonic plates collide? What if two plates just move sideways past each other? How can we know the locations and kinds of plate boundaries on Earth and is there a plate boundary near my area? Why do Earth Scientists develop models to represent Earth? Why are there volcanoes? Where is Earth's water found? How do scientists determine Earth's history? • Why does ice float? Where is water found and what drives its movement across Earth's surface? How do geologic processes change rocks from one form to another? How do geologic processes reshape landforms? How do ocean waters affect the history of much of the land? What factors control Earth's weather and climate? What is the Greenhouse Effect? How does life affect Earth's geology? How does Earth's geology affect life? • Can earthquakes and volcanic eruptions be predicted? How does severe weather affect humans? Where do we get the mineral and energy resources needed to construct and run our civilization? Why are soil and water considered to be limited resources when they are so common on Earth? How do human activities alter Earth? How do human activities alter Earth's climate? How can humans reduce climate change and minimize its negative effects?
Life Science	<ul style="list-style-type: none"> • How do cells within organisms help them perform the essential functions of life? How do different organisms continue their type (species)? What happens inside organisms to enable them to get and use the energy and materials from food? • How are the inherited characteristics distributed to offspring? How do variations occur as inherited characteristics are passed to offspring? • How do different organisms interact and depend on their ecosystem? What happens to the matter and energy when organisms use food? What happens when components of ecosystems change? • What does the fossil record tell us about the history of life on Earth? How can differences influence which organisms survive and reproduce? How does variation of traits influence how populations of organisms can change? What happens when the diversity of life changes?
Engineering and Technology	<ul style="list-style-type: none"> • How do products and processes interact in technological systems? Why are technologies created? How do technologies interact with society? How are tools improved? How do engineers select materials for a designed product? How are materials modified to change their properties? • What are the criteria for success? What are the constraints? What scientific principles, laws or theories are relevant? What kinds of knowledge are needed to solve different technological problems? How can people work together to develop a variety of solutions then mold those ideas into a single workable solution? How can different solutions be tested and compared? How can the best possible design be determined? • How do systems relate to larger and smaller systems? How do systems interact with other systems? Why do technologies vary from one locale to another? Why do technologies vary from one locale to another? What should be taken into account when considering a possible technological decision?
Crosscutting Concepts	<ol style="list-style-type: none"> 1. Patterns 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change
Practices How Scientists and Engineers Work	<ol style="list-style-type: none"> 1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. Obtaining, evaluating, and communicating information

Social Studies: Eighth Grade

In grade eight, students learn about the United States from the Civil War to the present.

For more information see: <http://www.dpi.state.wi.us/standards/>

Geography	Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.
History	Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.
Civics	Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.
Economics	Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.
Behavioral Sciences	Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Physical Education: Eighth Grade

As children grow and increase their physical abilities, physical education teaches them not only how to participate in physical activities within groups, but to develop lifelong interest in both team and individual sports. In Grade 8, students continue to develop physical skills in both individual and cooperative activities.

For more information see: <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>

Motor Skill Development	Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Movement Concepts	Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Regular Participation	Participates regularly in physical activity.
Physical Fitness	Achieves and maintains a health-enhancing level of physical fitness.
Respect/Sportsmanship	Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Values Physical Activity	Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Art: Eighth Grade

Art education covers understanding how things are presented visually, knowing what makes beautiful art and creative problem solving. In Grade 8, students explore using different art materials for a variety of projects. They deepen their understanding of the role of art in society. **For more information see:** <http://www.dpi.state.wi.us/standards/>

Knows basic art concepts and vocabulary	Wisconsin's Model Academic Standards for Art and Design include the fine arts such as drawing, painting, printmaking, and sculpture; the design arts such as architecture, graphic design, product design, urban planning, and media arts; art and society areas such as mass media, popular culture, folk arts, and crafts; as well as visual literacy applications like maps, charts, graphs, diagrams, models, and scientific graphics.
Creates quality artwork that demonstrates creative thinking and problem-solving	
Connects art with culture, community and history	

Music: Eighth Grade

In Grade 8, students attain greater skill in using instruments and voice and with other musical forms (ensembles). They identify elements of music and use the vocabulary of music. **For more information see:** <http://www.dpi.state.wi.us/standards/>

Sings or performs a variety of music-independently or in groups	Wisconsin's Model Academic Standards for Music represent a vision of what students should know and be able to do in music. In view of the current and continuing research on the effects of music education on cognition, implementation of these standards can greatly benefit developing minds.
Reads music symbols and notes and uses them to compose and to evaluate and analyze music	
Identifies, describes, classifies, and responds to music of various cultures and historical periods	

Health: Eighth Grade

Health education in K5 through 8th grade includes both a personal and community approach to health care. Grade 8 focuses on health issues students may soon encounter, and teaches healthy alternatives.

For more information see: <http://opi.mt.gov/PDF/Health/NHES.PDF>

Core Concepts	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
Accessing Information	Students will demonstrate the ability to access valid health information and products and services to enhance health.
Interpersonal Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Decision Making	Students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.
Self Management	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Advocacy	Students will demonstrate the ability to advocate for personal, family and community health.

Instructional Technology: Eighth Grade

(for more information see: http://www.iste.org/Libraries/PDFs/NETS_for_Student_2007_EN.sflb.ashx)

Creativity and Innovation /"make it" -chooses digital tools to make new products and processes	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: a. apply existing knowledge to generate new ideas, products, or processes b. create original works as a means of personal or group expression c. use models and simulations to explore complex systems and issues d. identify trends and forecast possibilities
Communication and Collaboration /"share it"- shares and works together in digital environments	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. communicate information and ideas effectively to multiple audiences using a variety of media and formats c. develop cultural understanding and global awareness by engaging with learners of other cultures d. contribute to project teams to produce original works or solve problems
Research and Information Fluency /"find it"-selects and uses relevant digital resources	Students apply digital tools to gather, evaluate, and use information. Students: a. plan strategies to guide inquiry b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. process data and report results
Critical Thinking, Problem Solving, and Decision Making /"solve it"-finds solutions using digital tools and resources	Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a. identify and define authentic problems and significant questions for investigation b. plan and manage activities to develop a solution or complete a project c. collect and analyze data to identify solutions and/or make informed decisions d. use multiple processes and diverse perspectives to explore alternative solutions
Digital Citizenship /"protect it"-practices protective, legal, and ethical behaviors	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a. advocate and practice safe, legal, and responsible use of information and technology b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity c. demonstrate personal responsibility for lifelong learning d. exhibit leadership for digital citizenship
Technology Operations and Concepts /"use it"-uses basic technology skills to learn	Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a. understand and use technology systems b. select and use applications effectively and productively c. troubleshoot systems and applications d. transfer current knowledge to learning of new technologies