

Anchorage School District

Curriculum Overview

Kindergarten to Grade 6



Anchorage School District

Educating Students for Success in Life

Mission

The mission of the Anchorage School District is to educate students for success in life.

Goals

- Increase **academic excellence** by emphasizing student achievement, developing respect for diversity, maintaining quality staff retention, recruitment and training, and maximizing opportunities for lifelong learning.
- Establish a **supportive learning environment** by providing safe and caring schools which are barrier-free, by promoting health and wellness, and by collaborating with other community agencies where appropriate.
- Ensure **public accountability** by continued participation in the State required testing program, through the continued use of the writing assessment in selected grades, through wise use of financial resources, through construction and maintenance of facilities, and through effective communication to internal and external audiences.

Commitments

We, the Anchorage School Board, Superintendent and district staff commit that:

1. Students will demonstrate academic excellence as indicated by performance on State and District measures of academic performance. All students will make progress toward meeting Anchorage and State Benchmarks for Reading, Writing, and Math. Performance will be assessed on:
 - a. Alaska Benchmark Exams (Grades 3, 6, 8)
 - b. Terra Nova Basic Skills Exams (Grades 4, 5, 7, and 9)
 - c. Anchorage Writing Assessment (Grades 5, 7, 9)
 - d. Alaska High School Graduation Qualifying ExamThese various assessments will provide information on the status of student group performance at grade levels 3-10.
2. A higher percentage of students will acquire basic skills and strategies to read independently by the end of the third grade as indicated by:
 - Meeting the Alaska standard for performance on the grade three Alaska Benchmark Reading Exam
 - Teacher assessment. Teacher pre- and post-assessment using a variety of measures as well as teacher observation and judgment will be used.
3. A higher percentage of students will demonstrate a high level of math skills at the end of each grade level in grades three through ten. Performance will be assessed based on:
 - The percentage of students meeting state standards in mathematics as indicated on Alaska Benchmark Examinations, Terra Nova, and the Alaska High School Graduation Qualifying Exam will increase.
 - The percentage of students who have been successful in completing Algebra 1 in grade 8, Geometry in grade 9, and Algebra 2 in grade 10

will increase. Grades earned in each class will also be reported.

- Student grades and credits earned by students in Algebra classes for each middle and high school will be reported by student grade level.
- The District will continue to develop and implement training in math content and teaching strategies for elementary and middle school teachers.

The District will work with students, parents, teachers, counselors, administrators, and community representatives to increase expectations for elementary, middle and high school math.

4. All students will demonstrate a high level of spelling skills or growth in spelling at the end of each grade level in grades 2 through 10.
 - The number of students achieving proficiency in the conventions of writing (spelling, punctuation, capitalization usage) will increase as measured by the Alaska Student Assessment system in grades 3-10 and the Anchorage School District Writing Assessment in grades 5, 7, & 9.
5. There will be a decrease in the drop out rate of middle school and high school students as compared to the 2000-2001 school year.

We, the Anchorage School Board, Superintendent and district staff will focus on:

- Strengthening the effective delivery of instructional services to students using all financial resources available.
- Attempting to minimize the impact of budget constraints on student achievement.
- Increasing parental and community awareness of the critical role families and the community play in the academic success of students.
- Continuing to create positive community relations and understanding of issues critical to the Anchorage School District by establishing coalitions with parents, business leaders and political leaders at all levels.



A Message from the Superintendent

Dear Anchorage Parent:

Research shows that parent involvement is a critical component of student success. By reading this booklet and exploring our elementary curriculum, you are taking an important step toward insuring your child's academic progress.

This booklet describes the academic program offered in Anchorage elementary schools. It is an overview of what is happening in your child's classroom throughout the year. Each elementary classroom will cover the subjects outlined in this booklet, but individual teachers will use their expertise, creativity and professional judgement to plan lessons. Because of this, the best resource about your child's classroom is his or her teacher.

I encourage you to have regular contact with your child's teacher and school principal. Parents, students and educators are partners in student success. By working together we can insure a quality education for all children.

If you would like more detailed information about districtwide curriculum, our Curriculum Department (742-4464) can provide you with Framework and Standards documents. Our Elementary Education office (742-4254) can also answer questions about our programs.

Sincerely,

Carol Comeau

Carol Comeau, Superintendent

Kindergarten Curriculum Overview

READING

The student will...

- **Comprehension:**
 - Make predictions about stories from shared reading.
 - Retell stories with prompting.
 - Show understanding of stories through art, music, play-acting, and writing.
 - Follow simple oral directions.
- **Decoding/Phonics:**
 - Begin to learn common sight words.
 - Learn letters of alphabet.
 - Learn consonant sounds.
 - Begin to identify some vowel sounds.
 - Recognize rhyming words.
- **Attitudes/Behaviors:**
 - Identify cover, title, and author.
 - Learn that print is read from left to right.
 - Enjoy listening to stories and books.
 - Explore and show interest in books.

LANGUAGE ARTS

The student will...

- **Writing Process:**
 - Be introduced to manuscript letter form.
 - Copy shapes and symbols.
 - Use letter sounds to write.
 - Write simple words.
 - Use scribbling, pictures, and some letters and words to write a story.
 - Write own name.
 - Dictate stories
- **Oral Language:**
 - Listen to stories and poems.
 - Recite poems, rhymes, songs, and stories.
 - Begin to use descriptive words to describe people, places and things.
 - Follow simple oral directions.
 - Talk to peers — take turns and listen to others.
 - Identify rhyming words.

MATH

The student will...

- Learn basic shapes, colors, and sizes; graphing; sorting and classifying; rote counting.
- Recognize numbers 0 - 20.
- Match objects to numerals.
- Learn skip counting.
- Count objects to 100.
- Recognize three part patterns (a, b, c, patterns).
- Write numbers to 100.
- Be introduced to addition, subtraction, time, money, estimation, and making predictions.

SCIENCE

The student will...

- Examine human characteristics by observing physical attributes of self and others. (Kit: Myself and Others)
- Explore the characteristics and motion of balls and their interaction with ramps. (Kit: Balls & Ramps)
- Sort earth materials by various characteristics. (Kit: Pebbles, Sand & Silt)
- **Applications and Investigations** — Engage in an additional unit of interest that focuses on characteristics, reinforces scientific inquiry and process skills, and promotes the idea that all students can learn science.

Focus — “Characteristics.”

SOCIAL STUDIES

The student will...

- Study and learn about nearby places like home, school and neighborhood.
- Learn about rules and getting along.
- See how the ideas of fairness, responsibility, diversity, freedom, and authority apply in their home, school, and neighborhood.
- Learn and use ways of promoting cooperation and reducing conflict.
- Compare own home, school, and neighborhood with others from long ago or from far away.
- Be introduced to map, globe, and timeline skills.
- Use problem solving skills.
- Develop cooperation when playing or working with others.

(Kindergarten and first grade are similar.)

HEALTH

The student will...

- Be introduced to hand washing and care of own minor wounds and nose bleeds.
- Be introduced to basic safety precautions including 911, memorizing name, address and phone number.
- Recognize harmful substances and learn to tell an adult.
- Use seat belts and helmets.
- Identify and name feelings.
- Identify types of foods in the food pyramid and the reason for the triangle shape.
- Identify the five senses.
- Correctly name the body parts.

MUSIC

The student will...

- Learn basic concepts of rhythm: steady beat, duration, sound/rest, rhythm patterns (quarter note and rest, eighth notes).
- Be introduced to beginning concepts of melody: high and low pitch, notes move up/notes move down.
- Be introduced to the basic concepts of form and style: phrases (long/short), patterns (musical/nonmusical), two part and three part musical forms, call and response and improvisation.
- Learn basic concepts of timbre: tone color (vocal and instrumental), families of instruments and specific instrument names (woods, shakers, scrapers, metals and skins).
- Identify fast/slow/changing tempo.
- Identify loud/soft/changing dynamics.
- Be introduced to folk music and ballads, classic and jazz music.
- Be introduced to American folk songs, western ethnic songs and dances, the Alaska Flag Song and The National Anthem.
- Show understanding of good concert behavior in music class and assemblies.

ART

The student will...

- Learn art is a visual language.
- Learn many different purposes of art such as: storytelling, decoration, celebration, or for self-expression
- Learn about major artists, their lives, their art and influences on their artwork.
- Identify various cultural art forms and origins.
- Begin to identify basic design elements in their environment and in works of art.
- Begin to identify the subject and other things they see in a work of art (people, animals, buildings, trees, sky, roads, grass, etc.).
- Learn the many different ways artists express themselves (styles).
- Explore a variety of art forms, developing skills and techniques
- Begin to identify and describe the basic design principles in works of art.
- Select their favorite artwork from a group.
- Learn different perceptions and preferences for works of art.
- Learn to talk about the following art philosophy questions, What is art? What is an artist?
- Explore the use of a variety of art media and tools.
- Learn appropriate art concepts and vocabulary.

Theme: Art and Me

PHYSICAL EDUCATION

The student will...

- travel forward in different ways, at different speeds, along a variety of pathways, at various levels.
- walk forward and sideways the length of a bench.
- roll sideways.
- toss a ball and catch it before it bounces twice.
- demonstrate the difference between an overhand and underhand throw.
- kick a stationary ball with a running approach.
- continuously jump rope swung by others.
- walk and run using mature motor patterns.
- sustain moderate physical activity.
- * recognize that skill development requires practice.
- recognize that physical activity is good for personal well-being.

First Grade Curriculum Overview

READING

The student will...

- **Comprehension:**
 - Identify main idea, character and setting in stories.
 - Predict story events and endings.
 - Identify fiction and non-fiction.
 - Relate stories to personal experiences and to other stories, with prompting.
 - Retell sequence of events with prompting.
 - Expand own vocabulary.
- **Decoding/Phonics:**
 - Build sight word vocabulary.
 - Begin to read out loud with fluency.
 - Use context strategies and phonics to decode words.
- **Attitude/Behaviors:**
 - Read on own initiative.
 - Take part in discussions about stories and books.
 - Begin to use table of contents.
 - Identify author, illustrator, title page.
 - View self as a reader.

LANGUAGE ARTS

The student will...

- **Writing Process:**
 - Write to communicate ideas.
 - Use descriptive words.
 - Write complete sentences.
 - Use beginning capital letters and end punctuation.
 - Correctly spell frequently used words and common, phonetically regular words.
 - Share work with others to revise text.
 - Print legibly to form words, space words, and write sentences.
- **Oral Language:**
 - Listen to stories.
 - Tell and retell stories in a logical order.
 - Speak in complete sentences.
 - Follow 2 - 3 step oral directions.
 - Expand speaking vocabulary.
 - Talk to peers and adults—take turns, listen to others, answer questions.
 - Rhyme words orally.

MATH

The student will...

- Develop numeral writing.
- Find and match equivalent sets.
- Add and subtract single digit numbers.
- Identify patterns.
- Recognize basic geometric shapes.
- Use place value to 100.
- Tell time to the hour/half hour.
- Count money to \$1.00.
- Practice mental arithmetic.
- Explore measuring and measurement.
- Sort objects by attributes.

SCIENCE

The student will...

- Explore the interrelationships of animals and their habitats. Determine the characteristics that make an animal an animal. (Kit: [Alaskan Animals](#))
- Examine the properties of mass and volume of matter and begin to recognize their relationship. (Kit: [Balancing and Weighing](#))
- Explore the properties of water, see that water moves earth materials, is stored in watersheds and recognize the importance of water to every living thing. (Kit: [The Power of Water](#))
- **Applications and Investigations** — Engage in an additional unit that focuses on interrelationships, reinforces scientific inquiry and process skills, and promotes the idea that all students can learn science.

*Focus —
“Interrelationships.”*

SOCIAL STUDIES

The student will...

- Study and learn about nearby places like home, school, and neighborhood.
- Learn about rules and getting along.
- See how the ideas of fairness, responsibility, diversity, freedom, and authority apply in their home, school, and neighborhood.
- Learn and use ways of promoting cooperation and reducing conflict.
- Compare own home, school, and neighborhood with others from long ago or from far away.
- Be introduced to map, globe, and timeline skills.
- Use problem solving skills.
- Develop cooperation when playing or working with others.

(Kindergarten and first grade are similar.)

HEALTH

The student will...

- Identify the purpose of advertising and commercials.
- Comprehend the basic effects of choices on health behaviors.
- Name the basic effects of pollution.
- Learn to express feelings in a socially acceptable way.
- Recognize the relationship between exercise and nutrition.
- Relate location and function of major body systems.
- Identify harmful substances such as drugs, medicines, poisons.

MUSIC

The student will...

- Continue study of the basic concepts of rhythm learned in Kindergarten and add the concepts of accent (strong beat) and meter of two and meter of three.
- Continue the study of melody through the introduction of repeated tones, home tone and tonal vs. atonal structure.
- Continue the study of basic concepts of form and style: phrases (long/short and repetition/contrast), cadences (listening for closure), patterns (musical/non-musical), two part and three part musical forms, call and response and improvisation.
- Reinforce the basic concepts of timbre: tone color (vocal and instrumental), families of instruments and specific instrument names (woods, shakers, scrapers, metals and skins).
- Be introduced to the concept of harmony (harmony/no harmony).
- Identify fast/slow/changing tempo.
- Identify loud/soft/changing dynamics.
- Continue the study of folk music and ballads, classic and jazz music.
- Learn to sing American folk songs, western ethnic songs and dances, the Alaska Flag Song and The National Anthem.
- Continue to demonstrate understanding of good concert behavior in music class and assemblies.

ART

The student will...

- Observe and discuss the role of artists in society and the many applications of art in everyday life.
- Explore subjects artists use for their art, how that choice is influenced by where and when they lived.
- Look at and respond to art forms from other periods in history and begin to develop an awareness that there is history in art, that some works were produced long before others, and people all over the world have always created symbols of one kind or another.
- Learn about major artists, their lives, art and influences on their artwork.
- Look at and respond to art from other cultures.
- Identify specific design elements in their environment and in works of art (line, shape, form, color, texture, space).
- Identify the use of design principles in works of art (balance, unity, variety, emphasis and pattern).
- Identify basic forms of art and describe differences.
- Select a work of art and be able to give reasons for their choice.
- Discuss the following art philosophy questions and learn to listen carefully to what others say about art: Why does an artist make art? How does art benefit us?
- Learn appropriate art concepts and vocabulary.

Theme: Art in My World

PHYSICAL EDUCATION

The student will...

- travel in a backward direction and change direction quickly and safely.
- travel in response to a variety of rhythms combining various travel patterns.
- jump and land using different take-offs and landings.
- demonstrate skills of chasing, fleeing, an dodging to avoid or catch others.
- roll smoothly in a forward direction.
- kick a rolling ball with the instep of the foot.
- throw a ball using different techniques
- catch a ball using properly positioned hands.
- continuously and with control dribble a ball.
- strike a ball repeated with a paddle.
- repeatedly jump a self-turned rope.
- skip, hop, gallop, and slide using mature motor patterns.
- move each joint through a full range of motion.
- identify appropriate behaviors for participating with others in physical activity.
- be considerate of others in physical activity settings.

Second Grade Curriculum Overview

READING

The student will...

- **Comprehension:**
 - Retell stories in sequence.
 - Read and follow directions.
 - Identify main idea of story.
 - Relate stories to personal experiences and to other stories.
 - Use expression in oral reading.
 - Read for understanding in non-fiction texts.
- **Decoding/Phonics:**
 - Use context strategies and phonics to decode words.
 - Build sight vocabulary.
 - Use contractions and compound words.
 - Use prefixes, suffixes, and word roots to decode words.
- **Attitude/Behaviors:**
 - Read a variety of literature.
 - Be enthusiastic about reading.
 - Take part in discussions about stories and books.
 - Use table of contents, index and glossary.
 - Identify copyright and dedication page.
 - View self as a reader.

LANGUAGE ARTS

The student will...

- **Writing Process:**
 - Identify good writing (*Clear message, well organized, the writer is heard, words are chosen carefully, correct spelling and punctuation make it easy to read*).
 - Write stories, letters, and retellings with beginning, middle and end.
 - Write to explain or inform.
 - Write complete sentences.
 - Use the basic rules of punctuation, capitalization, and spelling in written work.
 - Spell frequently used words and phonetically regular words correctly.
 - Share work with others to revise text.
- **Oral Language:**
 - Use complex sentences orally.
 - Expand speaking vocabulary.
 - Use correct vocabulary for audience.
 - Give and follow 3 - 4 step directions.
 - Speak to inform, persuade, and entertain.
 - Participate in and lead group discussions.
 - Ask pertinent questions.

MATH

The student will...

- Develop pattern recognition.
- Memorize basic math facts for addition and subtraction.
- Use place value to 1,000.
- Add and subtract to 20.
- Exchange money of different denominations.
- Explore two digit addition and subtraction with and without regrouping.
- Continue study of geometric shapes and properties.
- Be introduced to simple multiplication and fractions.
- Continue using measurement.
- Develop graphing skills.
- Tell time using 5 minute increments.

SCIENCE

The student will...

- Observe, measure and record the stages of a plant's life cycle from planting to harvesting seeds. Study the parts of plants and the process of pollination. (Kit: Plant Growth and Development)
- Use measurement to study the shadows cast by the sun at different times of the day and year. See that sun shadows are measurable, cyclical, and a way to document the time change during the day and seasons. (Kit: Time and Measure)
- Investigate three types of soil and the characteristics that can be used to identify each soil type. Explore decomposition of organic material and how soil type affects plant growth. (Kit: Soils)
- **Applications and Investigations** — Study a unit of interest that focuses on cycles, reinforces scientific inquiry and process skills, and promotes the idea that all can take part in science.

Focus — “Cycles.”

SOCIAL STUDIES

The student will...

- Build on previously introduced skills
- Study Anchorage history (timeline, biographies), community (life and business), cultural and ethnic diversity, economics, and civic issues.
- Identify physical, cultural, political and economic characteristics of Anchorage and tells how they have changed over time.
- Apply map, globe, and timeline skills to the study of Anchorage.
- Tell how ideas like justice, authority, responsibility, participation, freedom, and diversity apply to Anchorage.
- Identify various regions (communities) within Anchorage.
- Work cooperatively with others and identify ways of reducing conflict.

HEALTH

The student will...

- Identify specific rescue providers and know where to go for help.
- Demonstrate basic disease precautions through personal cleanliness and care with handling materials.
- Describe ways to personally prevent pollution.
- Practice safety as for natural disasters, fires, “stranger danger,” and personal injury prevention.
- Identify causes of stress and conflict resolution alternatives.
- Locate ingredient labels on food products.
- Recognize effects of poor nutrition, lack of exercise, drugs and alcohol on the body

MUSIC

The student will...

- Continue study of the basic concepts of rhythm learned in earlier grades and add the concepts of half note and half rest.
- Continue the study of melody through the introduction of contour and step/skip and the reinforcement of home tone, repeated tones and tonal vs. atonal structure.
- Continue the study of basic concepts of form and style: phrases (repetition/contrast), cadences (listening for closure), patterns (AABA, ABAB) and ballads.
- Reinforce the basic concepts of timbre through the study of the principles of sound production.
- Continue the study of harmony (harmony/no harmony).
- Identify tempo markings in music.
- Identify dynamic markings in music.
- Be introduced to the concept of texture in music by the study of the octave interval.
- Continue the study of classic and jazz music and add popular music and non-western music to his listening repertoire.
- Continue to demonstrate understanding of good concert behavior in music class and assemblies.

ART

The student will...

- Observe and discuss the function of art and artists in our home, school and environment.
- Explore different sources of inspiration for artworks.
- Learn about major artists, their lives, their art and influences on their artwork.
- Look at and respond to art from other cultures.
- Identify and apply knowledge of the elements and principles of design.
- Create original, imaginative and expressive works of art in two and three dimensions.
- Develop organizational skills and creative problem solving behaviors
- Explore a variety of art media and safe use of appropriate tools to understand properties and acquire skills; learn to select media and techniques to achieve certain expressive ends
- Recognize expressive qualities in works of art.
- Recognize and appreciate uniqueness and originality in works of art.
- Express their own opinions about art, supported by reason; respect and react thoughtfully to the opinions of others.
- Discuss art philosophy questions, and listen carefully to what others say.
- Learn appropriate art concepts and vocabulary.

Theme: Creating from Within Myself

PHYSICAL EDUCATION

The student will...

- travel in a backward direction and change direction quickly and safely.
- travel in response to a variety of rhythms combining various travel patterns.
- jump and land using different take-offs and landings.
- demonstrate skills of chasing, fleeing, an dodging to avoid or catch others.
- roll smoothly in a forward direction.
- kick a rolling ball with the instep of the foot.
- throw a ball using different techniques
- catch a ball using properly positioned hands.
- continuously and with control dribble a ball.
- strike a ball repeated with a paddle.
- repeatedly jump a self-turned rope.
- skip, hop, gallop, and slide using mature motor patterns.
- move each joint through a full range of motion.
- identify appropriate behaviors for participating with others in physical activity.
- be considerate of others in physical activity settings.

Third Grade Curriculum Overview

READING

The student will...

- **Comprehension:**
 - Summarize text orally and in writing.
 - Recognize and discuss main idea(s).
 - Read for information:
 - * Tell fact from fiction.
 - * Compare different texts.
 - * Recognize cause and effect.
 - * Recognize point of view.
 - Read fluently with expression.
- **Phonics/Structural Analysis:**
 - Uses context and phonics to decode new words.
 - Recognize root words, possessives ('s), comparatives (er, est), prefixes, suffixes, compound words, and hyphenated forms as aides to decode new words.
 - Use syllable patterns to help decode words.
- **Attitudes/Book Handling:**
 - Read a variety of literature.
 - Use table of contents, keywords, and index, to access information.
 - Choose to read and share ideas with others.

LANGUAGE ARTS

The student will...

- **Writing Process:**
 - Identify good writing (*Clear message, well organized, the writer is heard, words are chosen carefully, correct spelling and punctuation make it easy to read*).
 - Write stories, letters, simple explanations, and short reports across subject areas.
 - Use the basic rules of spelling, capitalization and punctuation in final works.
 - Use resources such as technology, dictionaries, software, and thesaurus when writing.
 - Write legibly in cursive.
 - Share work with others for revision and editing.
 - Identify and credit sources of information.
- **Oral Language:**
 - Understand and follow directions.
 - Use vocabulary appropriate for audience.
 - Speak clearly, at proper volume and at reasonable rate when making presentations.
 - Continue to develop new vocabulary.

MATH

The student will...

- Develop number sense and make reasonable estimates.
- Develop understanding of number operations and associated fact families.
- Practice basic computation and mental math.
- Begin learning basic multiplication facts.
- Make graphs to display data.
- Study simple fractions.
- Classify polygons by sides and angles.
- Measure using metric and standard units.
- Count assorted bills and coins to \$100.
- Tell time to the minute.

SCIENCE

The student will...

- Recognize that change occurs over time as a trend, as a cycle, or in irregular ways. Identify changes such as seasonal change and growth in plants. (Kit: [Alaska Plants](#))
- Investigate the changing states of matter (gas, liquid, solid). (Kit: [Changes of State](#))
- Collect weather data through the year, noting changes and patterns in the weather. Construct weather instruments. (Kit: [Weather](#))
- **Applications and Investigations** — Engage in an additional unit that focuses on change of form, reinforces scientific inquiry and process skills, and promotes the idea that all students can learn science.

Focus — “Changes of Form.”

SOCIAL STUDIES

The student will...

- Build on previous skills
- Study the State of Alaska; its history, geography and government; and Alaska Native history and cultures.
- Identify important, physical, cultural, political and economic characteristics of Alaska and describe how they have changed over time.
- Identify Alaska’s Native peoples and study cultural characteristics of the first Alaskans.
- Apply map, globe, and historical analysis skills to the study of Alaska.
- Study how the concepts of authority, justice, responsibility, participation, freedom, privacy, diversity, and property apply to Alaska’s present and past.
- Study regions within Alaska and describes the physical and cultural characteristics of each.

HEALTH

The student will...

- Identify effects of others (peer pressure) and media on choices.
- Verbalize choices and consequences.
- Describe effects of disease on body systems.
- Identify basic needs and practice good personal hygiene.
- Name effects of pollution on body systems.
- Use a variety of stress management techniques.
- Identify healthy diet and safe and unsafe foods.
- Distinguish legal and illegal substances and ways they effect the body.

MUSIC

The student will...

- Continue study of the basic concepts of rhythm learned in earlier grades and add the concepts of whole note/whole rest, meter signs and measures and bar lines in music.
- Continue the study of melody through the reinforcement of contour and step/skip and the introduction of the musical alphabet, lines and spaces of the musical staff with note names and the treble and bass clef.
- Add to his knowledge of the basic concepts of form and style: patterns, ballads, ostinati(repeated melodic and rhythmic patterns), the rondo form, theme and variations, program music, and rounds/canons.
- Reinforce the basic concepts of timbre through the study of the principles of sound production, the families of the orchestra and specific orchestral instrument names.
- Identify tempo markings in music.
- Identify dynamic markings in music.
- Continue the study of texture in music by the introduction of the concept of thick vs. thin musical texture.
- Learn about articulations in music.
- Continue the study of classic and jazz music as well as popular music and non-western music.
- Continue to demonstrate understanding of good concert behavior in music class and assemblies.

ART

The student will...

- Develop an expanding awareness of the role of artists and their contributions to the quality of the natural and human-made world.
- Increase their ability to compare and contrast styles of different artists.
- Learn about major artists, their lives, their art and influences on their artwork.
- Look at and respond to art from other cultures.
- Use art terms to describe the design elements in the environment and in works of art
- Use art terms to describe the organization of a work of art based on the principles of design.
- Create original, imaginative and expressive works of art in two and three dimensions.
- Analyze and evaluate work in progress, make changes or refinements for improvement and judge when work is complete.
- Identify environmental forms of art around us.
- Select a favorite work of art and explain their choice.
- Discuss art philosophy questions, i.e. Could a work of art be good but not liked?
- Learn appropriate art concepts and vocabulary.

Theme: Art and the Environment

PHYSICAL EDUCATION

The student will...

- while traveling, avoid or catch an individual or object.
- leap, leading with either foot.
- roll backwards
- transfer weight from feet to hands.
- hand and foot dribble a ball and maintain control while traveling in a group.
- develop patterns and combinations of movements into repeatable sequences.
- travel into and out of a rope turned by others.
- balance with control on a variety of moving objects.
- jump and land for height, and for distance using mature motor patterns.
- throw, catch and kick using mature motor patterns.
- distinguish between compliance and noncompliance with game rules and fair play.
- describe essential elements of mature motor patterns.
- enjoy feelings resulting from involvement in physical activity.

Fourth Grade Curriculum Overview

READING

The student will...

- **Reading Comprehension:**
 - Skim or scan for information.
 - Identify topic or main idea.
 - Practice sequencing and predicting outcomes.
 - Read to gain knowledge (note taking, organize, summarize, use prior knowledge).
 - Differentiate fact and fiction. - Use facts to form conclusions.
 - Adjust oral reading speed to audience and purpose.
 - Respond to stories through art, music, drama and writing.
- **Decoding/Structural Analysis:**
 - Use phonetics and word structure to decode words.
 - Use punctuation and language mechanics to decipher text.
 - Use rhyme, simile, rhythm, alliteration, personification, metaphor, and onomatopoeia to gain meaning.
- **Attitudes/Behaviors:**
 - Participate in group discussions of readings.
 - Read for pleasure.
 - Identify favorite authors.
 - View self as a reader.

LANGUAGE ARTS

The student will...

- **Writing Process:**
 - Identify good writing (*Clear message, well organized, the writer is heard, words are chosen carefully, correct spelling and punctuation make it easy to read*).
 - Write stories, letters, simple explanations, and short reports across subject areas.
 - Use the basic rules of spelling, capitalization, grammar, and sentence and paragraph structure in final works.
 - Use technology, dictionaries, software, and thesaurus when writing.
 - Write legibly in cursive.
 - Share work with others for revision and editing.
 - Identify and credit sources.
- **Oral Language:**
 - Give good directions to individuals or small group.
 - Participate in group discussions.
 - Cite evidence to support opinions.
 - Speak clearly and at proper rate when presenting.
 - Listen to and summarizes information.

MATH

The student will...

- Use place value to millions.
- Study basic metric system.
- Practice problem solving using time, money, and measurement.
- Plot points on a graph.
- Memorize basic multiplication and division facts.
- Practice multiplication (two digit by one digit and two digit by two digit).
- Be introduced to addition and subtraction of fractions with like denominators.
- Study geometry — basic shapes, simple area, perimeter, and volume.
- Find mean, median, mode, and range of a set of data.
- Describe and explain data from a table, chart, or graph.
- Do computations (+, -, ×, ÷) using money.
- Express probabilities using simple fractions.
- Use area formulas to solve problems.

SCIENCE

The student will...

- Identify components of systems and isolate and control variables. Predict how changing one variable will affect the system and experiment to test predictions. (Kit: **Variables**)
- Explore how skeletons function as a system. Examine the human skeletal system. Compare the skeletal systems of a variety of vertebrates. Explore the relationship between form and function of bones. (Kit: **Bones and Skeletons**)
- Explore geological systems which build up and tear down the Earth's surface. Construct models of plate tectonics, earthquakes, volcanoes, glaciers, and rivers. (Kit: **Dynamic Earth**)
- **Applications and Investigations** — Engage in an additional unit that focuses on systems, reinforces scientific inquiry and process skills, and promotes the idea that all students can learn science.

Focus — “Systems.”

SOCIAL STUDIES

The student will...

- Be introduced to the geographic concepts of location, place, human environment, relationships, movement, and region.
- Review ancient civilizations.
- Study the “Age of Exploration” to 1776.
- Study physical, cultural, social, political, and economic traits of some old world civilizations, the world during the age of exploration, and the settlement of the colonies up to 1776.
- Study the cultures of Native Americans, and others, who came to the Americas before 1776.
- Apply map, globe, graphing, timeline, and problem solving skills to historical studies.
- Compare life in selected civilizations and cultures.
- Learn how the present has been affected by the past.
- Study and learns about important people and events in U. S. history up to 1776.
- Learn how important civic and geographic ideas apply to early American history.

HEALTH

The student will...

- Describe the difference between communicable and non-communicable diseases and the effects of being sick.
- Describe effects of pollution on the environment.
- Describe safety rules specifically related to Alaska's cold water and wild animals.
- Identify choices, and practice decision making for good health.
- Compare food labels and describe a balanced meal.
- Describe inter-relatedness of body systems.
- Identify effects of smoking on lungs and effects of drugs and alcohol on body.
- Practice refusal skills.

MUSIC

The student will...

- Continue the study of rhythm by review of those concepts learned in earlier grades and add the concepts of the 6/8 meter sign and rhythmic motif.
- Continue the study of melody through the introduction of the pentatonic scale as well as reinforcement of the musical alphabet, lines and spaces of the musical staff with note names, treble and bass clef.
- Continue the study of the concepts of form and style introduced in grade three: patterns (AABA, ABAB and ABC), ballads, ostinati (repeated melodic or rhythmic patterns), the rondo form, theme and variations, program music, and rounds/canons.
- Reinforce the basic concepts of timbre through the study of the principles of sound production, the families of the orchestra and specific orchestral instrument names.
- Continue the study of texture in music by the reinforcement of the concept of thick vs. thin musical texture in the context of performance (rounds/canons and partner songs).
- Learn about harmonic progressions (I-V and I-IV-V)
- Continue to demonstrate understanding of good concert behavior in music class and assemblies.

ART

The student will...

- Recognize many cultures produce functional art which is designed to meet the needs of the society.
- Examine the visual qualities of artwork from other cultures.
- Recognize historical preservation as a way to maintain a culture's visual heritage and appreciate the function of a museum.
- Learn about major artists, their lives, their art and influences on their artwork.
- Examine a wide variety of significant artworks; identify the content of an art work, and speculate about the artist's purpose or intent.
- Learn artists get ideas from the world around them, feelings, beliefs, dreams, manipulation of design elements and exploration of media.
- Identify and describe the use of elements and principles of design in works of art.
- Create art in 2 & 3 dimensions.
- Learn to make subjective and objective statements about works of art.
- Learn how an art critic explains works of art so we can better understand art works.
- Discuss art philosophy questions, i.e. What criteria is used to determine what is art and what is not art?
- Learn appropriate art concepts and vocabulary.

Theme: Art From Many Cultures

PHYSICAL EDUCATION

The student will...

- while traveling, avoid or catch an individual or object.
- leap, leading with either foot.
- roll backwards
- transfer weight from feet to hands.
- hand and foot dribble a ball and maintain control while traveling in a group.
- develop patterns and combinations of movements into repeatable sequences.
- travel into and out of a rope turned by others.
- balance with control on a variety of moving objects.
- jump and land for height, and for distance using mature motor patterns.
- throw, catch and kick using mature motor patterns.
- distinguish between compliance and noncompliance with game rules and fair play.
- describe essential elements of mature motor patterns.
- enjoy feelings resulting from involvement in physical activity.

Fifth Grade Curriculum Overview

READING

The student will...

- **Comprehension:**
 - Use prior knowledge and text to interpret meaning.
 - Draw inference, conclusion, and generalizations from text.
 - Use evidence from reading to support opinions.
 - Identify main problem in a work, and its resolution.
 - Accurately retell story.
 - Demonstrate understanding through writing and personal responses.
 - Control text through reading speed and inflection when reading aloud.
- **Structural Analysis:**
 - Use word origins, word structure and word parts to determine meaning.
 - Use context, phonetics, and language structure to decode words and to gain meaning.
- **Attitudes/Behaviors:**
 - Read assigned text.
 - Self select reading materials.
 - State reasons for selecting specific texts or authors.
 - View self as a reader.

LANGUAGE ARTS

The student will...

- **Writing Process:**
 - Identify good writing (*Clear message, well organized, the writer is heard, words are chosen carefully, correct spelling and punctuation make it easy to read*).
 - Write stories, letters, explanations, and short reports across subject areas.
 - Use the basic rules of spelling, capitalization, grammar, and sentence and paragraph structure in final works.
 - Use technology, dictionaries, software, and thesaurus.
 - Write legibly in cursive.
 - Use a range of strategies to edit and revise work for clarity, organization, and correctness.
 - Identify and credit sources.
- **Oral Language:**
 - Listen to and summarize information.
 - Take part in discussions.
 - Use facial expressions and gestures to convey meaning when speaking.
 - Speak clearly and at proper rate when presenting.
 - Give planned presentations (organize, summarize, etc.)

MATH

The student will...

- Use computation to solve problems.
- Develop problem solving strategies.
- Be introduced to addition and subtraction of fractions with unlike denominators.
- Do computations (+, -, ×, ÷) with decimals.
- Use relationships between fractions, percents, and decimals to solve problems.
- Collect data and use it to make graphs, tables, charts, and pie charts.
- Continue study of geometry (surface area, volume, angles, triangles, lines, circles).
- Express probability data as a fraction or percent.
- Measure and classify angles.
- Plot points on a coordinate plane and connect them.
- Find a pattern and explain its rule; extend the pattern.
- Find distances using maps and scale drawings.
- Name and classify three dimensional shapes.
- Solve word problems using rates.

SCIENCE

The student will...

- Examine how food provides energy for living organisms. Use controlled laboratory procedures to test food samples for specific nutrients. (Kit: Food Chemistry)
- Experiment with the application of force, the transfer of energy using simple levers and pulleys, and test the mechanical advantage of using these simple machines. (Kit: Levers and Pulleys)
- Develop a beginning understanding of the flow of energy through an electrical circuit. Construct series and parallel circuits. (Kit: Circuits and Pathways)
- **Applications and Investigations** — Engage in an additional unit that focuses on energy flows, reinforces scientific inquiry and process skills, and promotes the idea that all students can learn science.

Focus — “Energy Flows.”

SOCIAL STUDIES

The student will...

- Continue the study of United States history, civics, and geography from 1776 to 1900.
- Learn of the physical, cultural, political, social, and economic characteristics of the United States between 1776 and 1900.
- Learn the causes, results, and effects of conflicts occurring within the United States between 1776 and 1900, including slavery, Native American issues, the Revolutionary War, the War of 1812, and the Civil War.
- Use map, globe, historical, graphing, and problem solving skills in the study of U. S. History between 1776 and 1900.
- See how important civic ideas apply to U. S. History between 1776 and 1900.
- Study important people and events in U. S. History between 1776 and 1900.
- See how the present has been affected by events in U. S. history between 1776 and 1900.

HEALTH

The student will...

- Identify precautions necessary to stay free of disease.
- Establish goals for health.
- Identify physical reactions to emotions and stress.
- Identify six essential nutrients and their importance.
- Be introduced to the endocrine and reproductive systems and hormonal effects on development.
- Be introduced to sexual relations and human reproduction with an emphasis on sexual abstinence.
- Expand understanding of the effects of drugs, alcohol and tobacco on body systems.
- Practice refusal, coping and decision making skills.

MUSIC

The student will...

- Continue the study of rhythm by review of those concepts learned in earlier grades and be introduced to the concepts of the dotted half note, the sixteenth note, syncopation, polyrhythms, pick-up notes and tied notes.
- Continue the study of melody through the introduction of the major and minor scales, key signatures and ornamentation as well as reinforcement of the melodic concepts learned in earlier grades.
- Be introduced to the more complex concepts of form: (the symphonic forms of rondo, scherzo, sonata-allegro) and fugue and style: (musical genre).
- Reinforce the basic concepts of timbre through the study of the principles of sound production, the families of the orchestra and specific orchestral instrument names.
- Continue the study of texture in music by the reinforcement of the concept of thick vs. thin musical texture in the context of performance (rounds/canons and partner songs).
- Review harmonic progressions (I-V and I-IV-V) and learn about simple chord construction.
- Continue to demonstrate understanding of good concert behavior in music class and assemblies and learn about careers in music.

ART

The student will...

- Recognize the visual arts as a non-verbal communication; appreciate that artists (media makers, graphic designers) are potential forces in shaping public opinion in today's society.
- Recognize art provides many career opportunities.
- Learn about major artists, their lives, their art and influences on their artwork.
- Examine the art of other cultures and learn about cultural differences which influenced the form, style and meaning in their art.
- Examine a chronological series of similar art and describe how the works have changed over time.
- Demonstrate a growing sensitivity to the use of the elements and principles of design as they make choices, discuss, describe and write about works of art.
- Apply knowledge of the elements and principles of design.
- Create original works of art in 2 & 3 dimensions.
- Identify technical properties which contribute to their expressive qualities.
- Expand on the ability to evaluate one's own artwork and that of others.
- Discuss art philosophy questions, i.e., How does art relate to economics?
- Learn appropriate art concepts and vocabulary.

Theme: Art as Communication

PHYSICAL EDUCATION

The student will...

- throw a variety of objects demonstrating both accuracy and distance.
- continuously strike a ball.
- design and perform gymnastic and dance sequences that combine traveling, rolling, balancing, and weight transfer into sequences with intentional changes in direction, speed and flow.
- hand and foot dribble while preventing an opponent from stealing the ball.
- consistently throw and catch a ball while guarded by opponents.
- design and play small group games that involve cooperating to keep an object away from opponents using basic offensive and defensive strategies.
- leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strick a ball with a paddle, using mature motor patterns.
- monitor heart rate before, during and after activity.
- recognize that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
- identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
- Detect, analyze and correct errors in personal movement patterns.
- describe ways to use the body and movement activities to communicate ideas and feelings.

Sixth Grade Curriculum Overview

READING

The student will...

- **Comprehension:**
 - Read fiction and non-fiction.
 - Read in all subject areas.
 - Use prior knowledge, text, and author’s purpose to interpret readings.
 - Understand literal, figurative, and metaphorical words in context.
 - Draw inference, conclusion, and generalizations from text.
 - Use evidence from reading to support opinions.
 - Control text through reading speed and inflection when reading aloud.
- **Structural Analysis:**
 - Use word origins, structure and parts to gain meaning.
 - Use context, phonetics, and language structure to decode words and gain meaning.
- **Attitudes/Behaviors:**
 - Read self selected materials and assigned texts daily.
 - Explore the library/Internet.
 - Recommend books and sources to others.
 - View self as a reader.

LANGUAGE ARTS

The student will...

- **Writing Process:**
 - Identify good writing (Clear message, well organized, the writer is heard, words are chosen carefully, correct spelling and punctuation make it easy to read).
 - Write stories, letters, explanations, and reports across subject areas.
 - Use the basic rules of spelling, capitalization, grammar, and sentence and paragraph structure in final works.
 - Use technology, dictionaries, software, and thesaurus.
 - Write legibly in cursive.
 - Use a variety of strategies to edit and revise work.
 - Identify and credit sources.
- **Oral Language:**
 - Listen to and summarize information, make predictions, and draw conclusions.
 - Take part in discussions.
 - Speak clearly and at proper rate when presenting.
 - Give planned presentations (organize, make visuals, summarize points, etc.)

MATH

The student will...

- Collect, display and interpret data and use it to make predictions.
- Review rational numbers and arithmetic operations.
- Complete a table using a formula; graph the data.
- Solve problems using ratios and related rates.
- Study probability and its applications.
- Write and solve number sentences that contain variables.
- Identify and construct similar and congruent polygons using a ruler and protractor.
- Identify and explain prime and composite numbers.
- Use order of operations, including exponents and grouping symbols.
- Choose the best process (mental math, estimation, calculator) to solve a problem and then solve it.
- Read, write, and order rational positive and negative numbers.
- Write and solve word problems involving multiple operations.

SCIENCE

The student will...

- Build a model of an ecosystem and study the functions and inter-relations of the components. Recognize the interrelationships of living and non-living components and the structure of an ecosystem. (Kit: Ecosystems)
- Build structures, examine the relationship of form and function, and explore the properties of the building materials used. (Kit: Structures)
- Study the scale and structure of our universe and solar system. (Kit: Astronomy)
- **Applications and Investigations** — Engage in an additional unit that focuses on scale and structure, reinforces scientific inquiry and process skills, and promotes the idea that all students can learn science.

Note: Many do “Outdoor Camp.”

Focus — “Scale and Structure.”

SOCIAL STUDIES

The student will...

- Study history, civics, and geography from 1900 to the present for the U. S. and other major countries.
- Examine and review the causes, results, and key people, of World War I, World War II, the Depression, Korean War, Cold War, Vietnam War, Civil Rights Movement and other big issues of the 20th century.
- Use map , globe, historical, graphing, and problem solving skills in the study of 20th century history of the U. S. and other selected nations.
- See how important civic concepts apply to recent history.
- Study about the important people and events in the 20th century.
- Do a research project in social studies that includes civic, geographic, and historical dimensions. (Community participation projects are encouraged).
- Demonstrate civic responsibility and participation.

HEALTH

The student will...

- Relate genetic health problems and identify those that are preventable.
- Expand environmental health issues.
- Practice basic first aid.
- Identify opportunities to make healthy choices by setting goals.
- Recognize eating disorders.
- Describe issues related to adolescent development.
- Have sexual abstinence reinforced.
- Identify the effects of addiction and where to get help.
- Practice refusal, coping and decision making skills.

MUSIC

The student will...

- Continue the study of rhythm by review of the concepts of the dotted half note, the sixteenth note, syncopation, polyrhythms, pick-up notes and tied notes and be introduced to the concepts of the dotted quarter note, the eighth rest and triplets.
- Continue the study of melody through the review of the major and minor scales, key signatures and ornamentation.
- Continue the study of the more complex concepts of form: the symphonic forms of rondo, scherzo, sonata-allegro and fugue and style: musical genre as well as be introduced to the twelve bar blues and ragtime.
- Reinforce the basic concepts of timbre through the study of the principles of sound production, the families of the orchestra and specific orchestral instrument names.
- Continue the study of texture in music by the introduction of the concepts of monophony, homophony and polyphony.
- Review harmonic progressions and simple chord construction and be introduced to tonality.
- Continue to demonstrate understanding of good concert behavior in music class and assemblies and learn more about careers in music.

Students may participate in beginning band and orchestra.

ART

The student will...

- Recognize art has had a great impact on the world and effect on our daily life (architecture, clothing, etc).
- Identify and discuss different purposes of art including social comment, celebrations, storytelling, decoration, expressing beliefs, communicating ideas, and for aesthetic experience.
- Expand on their knowledge of major artists, their lives, their art and influences on their artwork.
- Examine and compare art from different periods of art history; learn about factors which influenced form, style and meaning of their art.
- Apply knowledge of the elements and principles of design to various art processes.
- Examine the art of various cultures and learn about cultural differences.
- Identify and apply knowledge of sensory and formal properties.
- Examine artworks for their technical properties.
- Expand their ability to describe, analyze, interpret and evaluate artworks.
- Distinguish between statements of subjective and objective judgement.
- Discuss art philosophy questions, i.e. How are different forms of art similar to and different from each other?
- Learn appropriate art concepts and vocabulary.

Theme: Art's Impact on the World

PHYSICAL EDUCATION

The student will...

- throw a variety of objects demonstrating both accuracy and distance.
- continuously strike a ball.
- design and perform gymnastic and dance sequences that combine traveling, rolling, balancing, and weight transfer into sequences with intentional changes in direction, speed and flow.
- hand and foot dribble while preventing an opponent from stealing the ball.
- consistently throw and catch a ball while guarded by opponents.
- design and play small group games that involve cooperating to keep an object away from opponents using basic offensive and defensive strategies.
- leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strike a ball with a paddle, using mature motor patterns.
- monitor heart rate before, during and after activity.
- recognize that idealized images of the human body and performance, as presented by the media, may not be appropriate to imitate.
- identify proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
- Detect, analyze and correct errors in personal movement patterns.
- describe ways to use the body and movement activities to communicate ideas and feelings.

Anchorage School District Telephone Numbers

Correct as of October 2001

Schools

Abbott Loop	742-5400	Government Hill	742-5000	SAVE	742-1250
Airport Heights	742-4550	Gruening	742-3600	Scenic Park	742-1650
Alpenglow	742-3300	Hanshaw	349-1561	Service High	742-8100
Aquarian Charter School	742-4900	Homestead	694-2121	Spring Hill	742-5450
Aurora	753-6223	Huffman	742-5650	Steller	742-4950
AVAIL	742-4930	Inlet View	277-7681	Susitna	742-1400
Bartlett	742-1820	Kasuun	349-9444	Taku	349-4453
Baxter	742-1750	Kincaid	245-5530	Tudor	742-1050
Bayshore	349-1514	King Career Center	278-9631	Turnagain	243-3226
Bear Valley	742-5900	Klatt	522-1080	Tyson, William	258-0018
Benson, Benny	337-0016	Lake Hood	245-5521	Ursa Major	742-1600
Birchwood ABC	742-3450	Lake Otis	277-3536	Ursa Minor	428-1311
Bowman, Willard	345-8110	McLaughlin	742-1120	Village Charter School	742-3728
Campbell	742-5560	Mears	349-3332	Wendler	277-3591
Central Middle School of Science	742-5100	Mirror Lake	742-3500	West High	274-2502
Chester Valley	337-9502	Mt. Iliamna	753-8235	Whaley	263-9201
Chinook	742-6700	Mt. Spurr	753-9225	Williwaw	742-2000
Chugach Optional	742-3730	Mountain View	742-3900	Willow Crest	742-1999
Chugiak Elementary	742-3400	Muldoon	742-1460	Wonder Park	337-1569
Chugiak High School	742-3050	North Star	742-3800	Wood, Gladys	742-6760
Clark	742-4700	Northern Lights ABC	563-2439		
College Gate	742-1500	Northwood	742-6800	Central Departments	
Creekside Park	742-1550	Nunaka Valley	333-6511	Superintendent	742-4312
Denali	742-4500	Ocean View	742-5850	Assistant Superintendent	
Dimond High	243-1141	O'Malley	742-5800	Instruction	742-4321
Eagle River	742-3000	Orion	753-2151	Support Services	742-4305
East High	277-3575	Polaris K - 12 School	742-8700	Assessment	742-4420
Fairview	279-0671	Ptarmigan	337-9589	Boundaries	348-5156
Family Partnership Charter	742-3700	Rabbit Creek	742-5700	Curriculum	742-4464
Fire Lake	742-3350	Ravenwood	742-3250	Elementary Education	742-4254
Girdwood	742-5300	Rogers Park	742-4800	High School Education	742-4256
Goldenview	348-8626	Romig	274-0541	Middle School Education	742-4249
		Russian Jack	742-1300	Special Education	742-4236
		Sand Lake	243-2161	Transportation	742-1200

