



AMERICAN ACADEMY IN BRNO **ELEMENTARY CURRICULUM**

American Academy in Brno is an elementary school that takes the best features from the American educational system. The school year is divided into three trimesters. Students will take classes in English, math, science, social studies, art, PE/health, and library skills. American Academy is a school that is project-based and theme learning. Project-based learning allows students to test and apply the knowledge they accumulate in their classes.

21st CENTURY EDUCATION

Our school keeps pace with current trends. The American Academy team consists of teachers carefully selected from around the world. Every lesson is conducted in English besides foreign language classes.

FOCUS ON COMPETENCIES

Anyone can memorize information. We, however, put emphasis on comprehension and the ability to present the information. Project-based learning helps our students understand information contextually and teaches them how to delegate responsibilities amongst each other. Thematic-based learning helps our students focus on a special project once every trimester.

CURRICULUM

Based on the standards described below, each teacher prior to the start of the school year presents an annual teaching plan of his/her subject, where it is described clearly and in detail how he/she will achieve these standards. The teaching plan is then submitted to the Head of School at American Academy Prague for approval. In order to help our teachers create an annual lesson plan, the Head of school and Assistant Head of School in Prague are available for consultations.

STANDARDS: CONCEPTS AND SKILLS

Within modern curriculum design, a standard is an important concept or skill that students are expected to learn within a particular course or subject area. By identifying a standardized set of concepts and skills within courses, the educational experience becomes more consistent, and teachers can provide more detailed diagnostic feedback on student learning. Although it is true to some degree that schools and teachers have always had standards, they may not have always articulated them clearly or implemented them consistently from classroom to classroom. American Academy in Brno, like many other schools around the city, nation, and world, uses standards to accomplish several goals.

- To identify what students must learn in each course.
- To provide detailed diagnostic feedback on student learning.
- To coordinate consistent and effective implementation of the curriculum.

Each course at American Academy in Brno includes standards. Each course also includes one standard called an Academic Initiative that represents the student's attendance, class participation, homework, and timely completion of extended assignments.



STANDARDS: EXPECTATIONS

The modern approach to grading – the process of measuring and reporting what students demonstrate that they know and are able to do – provides clear descriptions of expected outcomes and the grade that will be earned for different performance levels. These descriptions relating the quality of student work to a grade are known as rubrics. Rubric documents are a critical component of standards-based assessment, and provide students with detailed information on what the teacher expects students to be able to do in order to earn a particular grade. Rubrics help students to reach proficiency, and also help teachers provide consistent and detailed feedback for assessments relative to the standard(s). Rubrics also delineate performance expectations by standard, helping to ensure that students develop and demonstrate proficiency in all standards, and preventing strength in one standard from masking weakness in another. American Academy in Brno expects students to demonstrate, at a minimum, a basic understanding of every standard (graded C or better). When the quality of student work does not meet expectations, the work is graded as “Unmet” (U). Individual standards are, by definition, critical pieces of knowledge and skill, so students do not receive course credit if the majority of work within any individual standard is unmet (not graded C or better). Students must meet performance expectations for all standards, including the academic initiative, in all courses, whether mandatory or elective.



ENGLISH DEPARTMENT

ELEMENTARY ENGLISH LANGUAGE ARTS CURRICULUM

Courses:

- English Language Arts Grade 1
- English Language Arts Grade 2
- English Language Arts Grade 3
- English Language Arts Grade 4
- English Language Arts Grade 5

The English Language Arts Program at American Academy in Brno is intended to produce a well-rounded English student that can not only effectively communicate their own opinions but be up-to-date with the latest technology and thrive in an ever globalizing world. Each student is encouraged to gain more knowledge about their own learning process. AAB is a multicultural community. In this program, we promote Global Citizenship through themed age appropriate discussions and projects. All of these skills prepare students for the next stage in their personal academic journey at American Academy Middle School or another school of their choice.

Summary:

- Students study skills in six categories: Reading: Literature, Reading: Informational Texts, Reading: Foundation Skills, Communication, Writing, and Language
- Students also hone life skills such digital literacy, global citizenship, time management, organization and responsibility.

ENGLISH LANGUAGE ARTS LEARNING OUTCOMES

ENGLISH LANGUAGE ARTS GRADE 1

• **Reading: Literature**

› **Students read:**

- **Grade appropriate short stories**
- **Grade appropriate books**

› **Students will be able to:**

- **Ask and Answer** questions about key details in a text.
- **Retell stories**, including key details, and demonstrate understanding of their central message or lesson.
- **Describe** characters, settings, and major events in a story, using key details.
- **Identify** words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **Explain** major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **Identify** who is telling the story at various points in a text.
- **Use** illustrations and details in a story to describe its characters, setting, or events.
- **Compare and contrast** the adventures and experiences of characters in stories.
- With prompting and support, **read prose and poetry** of appropriate complexity for grade 1.



- **Reading: Informational Texts**

- › **Students analyze:**

- **Grade appropriate informational texts**

- › **Students will be able to:**

- **Ask and answer** questions about key details in a text.
- **Identify** the main topic and retell key details of a text.
- **Describe** the connection between two individuals, events, ideas, or pieces of information in a text.
- **Ask and answer** questions to understand the meaning of a word in a text.
- **Know and use** various text features to locate different parts in a text.
- **Use** illustrations and details in a text to describe its key ideas.
- **Identify** the reasons an author gives to support points in a text.
- **Identify** similarities and differences between two texts on the same topic.
- **Read** texts that are age appropriate for grade 1.

- **Reading: Foundation Skills**

- › **Students analyze:**

- **Grade appropriate texts**

- › **Students will be able to:**

- **Recognize** the distinguishing features of a sentence.
- **Demonstrate** understanding of spoken words, syllables and sounds.
- **Know and apply** 1st grade-level phonics and word analysis skills in decoding words.
- **Read** with sufficient accuracy and fluency to support comprehension.

- **Speaking and Listening**

- › **Students will be able to:**

- **Participate** in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **Ask and answer** questions about key details in a text read aloud or information presented orally or through other media.
- **Ask and answer** questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **Describe** people, place, things, and events with relevant details, expressing ideas and feelings clearly.
- **Add** drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **Produce** complete sentences when appropriate to task and situation.



- **Writing**

- › **Students will be able to:**

- **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.
- **Write** informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **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.
- **Focus** on a topic with help from adults
- **Use** a variety of digital tools to produce and publish writing.
- **Participate** in shared research and writing projects.
- **Recall** information from experiences or gather information from sources to answer a question.

- **Language**

- › **Students will be able to:**

- **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
- **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases.
- **Demonstrate** understanding of word relationships and nuances in word meanings, with help.
- **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts.

ENGLISH LANGUAGE ARTS GRADE 2

- **Reading: Literature**

- › **Students read:**

- **Grade appropriate short stories**
- **Grade appropriate books**

- › **Students will be able to:**

- **Ask and Answer** questions about key details in a text.
- **Recount stories**, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.
- **Describe** how characters in a story respond to major events and challenges
- **Describe** how words and phrases supply rhythm and meaning in a story, poem or song.
- **Describe** the overall structure of a story.
- **Acknowledge** differences in the points of view of characters.
- **Use** information gained from the illustration and words in a print or digital text to understand its characters, setting, or plot.



- **Compare and contrast** two or more versions of the same story.
- With prompting and support, **read prose and poetry** of appropriate complexity for grade 2.

- **Reading: Informational Texts**

- › **Students analyze:**

- **Grade appropriate informational texts**

- › **Students will be able to:**

- **Ask and answer** questions about key details in a text.
- **Identify** the main topic of a multiparagraph text.
- **Describe** the connection between a series of historical events, scientific ideas or concepts.
- **Determine** the meaning of a word **in a text**.
- **Know and use** various text features to locate different parts in a text.
- **Identify** the main purpose of a text.
- **Explain** how specific images contribute to and clarify a text.
- **Describe** how reasons support specific points the author makes in a text.
- **Compare and contrast** the most important points presented in two texts on the same topic.
- **Read** texts that are age appropriate for grade 2.

- **Reading: Foundation Skills**

- › **Students analyze:**

- **Grade appropriate texts**

- › **Students will be able to:**

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

- **Speaking and Listening**

- › **Students will be able to:**

- **Participate** in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **Recount** key details in a text read aloud or information presented orally or through other media.
- **Ask and answer** questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- **Tell** a story or recount an experience with appropriate facts.
- **Create** audio recordings of stories or poems; add drawings and other visual displays to stories.
- **Produce** complete sentences when appropriate to task and situation.



- **Writing**

- › **Students will be able to:**

- **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.
- **Write** informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **Write** narratives in which they recount a well-elaborated event, include some details regarding what happened, use temporal words to signal even order, and provide some sense of closure.
- **Focus** on a topic with help from adults
- **Use** a variety of digital tools to produce and publish writing.
- **Participate** in shared research and writing projects.
- **Recall** information from experiences or gather information from sources to answer a question.

- **Language**

- › **Students will be able to:**

- **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
- **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases.
- **Demonstrate** understanding of word relationships and nuances in word meanings, with help.
- **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts.

ENGLISH LANGUAGE ARTS GRADE 3

- **Reading: Literature**

- › **Students read:**

- **Grade appropriate short stories**
- **Grade appropriate books**

- › **Students will be able to:**

- **Ask and Answer** questions about key details in a text.
- **Recount stories**, including fables, myths and folktales from diverse cultures, and determine their central message, lesson or moral.
- **Describe** how characters in a story and explain how their actions contribute to the sequence of events.
- **Describe** the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **Refer** to parts of stories, dramas and poems when writing or speaking about texts.
- **Distinguish** differences in the points of view of characters from their own
- **Explain** how specific aspects of text's illustration contribute to what is conveyed by the words in the story.
- **Compare and contrast** themes, settings, and plots of stories written by the same author about the same or similar characters.
- **Read** stories, dramas and poetry of appropriate complexity for grade 3.



- **Reading: Informational Texts**

- › **Students analyze:**

- **Grade appropriate informational texts**

- › **Students will be able to:**

- **Ask and answer** questions about key details in a text.
- **Determine** the main idea of a text.
- **Describe** the relationship between a series of historical events, scientific ideas or concepts.
- **Determine** the meaning of general academic and domain-specific words and phrases in a text.
- **Use** text features and search tools to locate different parts in a text.
- **Distinguish** their own point of view from that of the author of a text.
- **Use** information gained from illustrations and words in text to demonstrate understanding.
- **Describe** the logical connection between particular sentences and paragraphs in a text.
- **Compare and contrast** the most important points presented in two texts on the same topic.
- **Read** texts that are age appropriate for grade 3.

- **Reading: Foundation Skills**

- › **Students analyze:**

- **Grade appropriate texts**

- › **Students will be able to:**

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

- **Speaking and Listening**

- › **Students will be able to:**

- **Participate** in collaborative discussions with diverse partners about grade 3 topics and texts with peers and adults in small and larger groups.
- **Determine** the main ideas and supporting details of a text, read aloud or information presented in diverse media and formats.
- **Ask and answer** questions about what a speaker says in order to gather elaboration and detail.
- **Report** on a topic or text, tell a story or recount an experience.
- **Create** audio recordings of stories or poems; add drawings and other visual displays to stories.
- **Speak** in complete sentences when appropriate to task and situation.

- **Writing**

- › **Students will be able to:**

- **Write** opinion pieces on topics or texts with supporting reasons.
- **Write** informative/explanatory texts to examine a topic and convey ideas.
- **Write** narratives to develop real or imagined experiences or events.
- **Produce** writing in which the development and organization are appropriate to task and purpose, with help.



- **Develop and strengthen** writing as needed by planning, revising and editing, with help.
- **Use** technology to produce and publish writing.
- **Conduct** short research projects that build knowledge.
- **Recall** information from experiences or gather information from print and digital sources.
- **Write** routinely.

- **Language**

- › **Students will be able to:**

- **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
- **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases.
- **Demonstrate** understanding of word relationships and nuances in word meanings, with help.
- **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts.

ENGLISH LANGUAGE ARTS GRADE 4

- **Reading: Literature**

- › **Students read:**

- **Grade appropriate short stories**
- **Grade appropriate books**

- › **Students will be able to:**

- **Refer** to details and examples in a text when explaining what the text says.
- **Determine** a theme of a story, drama or poem and summarize it.
- **Describe** in depth a character, setting or event in a story or drama.
- **Describe** the meaning of words and phrases as they are used in a text.
- **Explain** major differences between poems, drama and prose and refer to the structural elements of a poem and drama when writing about it.
- **Compare and contrast** the differences in the points of view of a story.
- **Make** connections between the text of a story or drama and a visual or oral presentation of the text.
- **Compare and contrast** the treatment of similar themes and topics in stories, myths and traditional literature.
- **Read** stories, dramas and poetry of appropriate complexity for grade 4.

- **Reading: Informational Texts**

- › **Students analyze:**

- **Grade appropriate informational texts**

- › **Students will be able to:**

- **Ask and answer** questions about key details in a text.
- **Determine** the main idea of a text and explain how it is supported by key details.
- **Explain** events, procedures, ideas or concepts in a historical, scientific, or technical text.



- **Determine** the meaning of general academic and domain-specific words and phrases in a text.
- **Describe** the overall structure of events, ideas and concepts in a text.
- **Compare and contrast** a firsthand and a secondhand account of the same event.
- **Interpret** information presented visually, orally or quantitatively.
- **Explain** how an author uses reasons and evidence to support particular points in a text.
- **integrate** information from two texts on the same topic in order to write or speak about the subject.
- **Read** texts that are age appropriate for grade 4.

- **Reading: Foundation Skills**

- › **Students analyze:**

- **Grade appropriate texts**

- › **Students will be able to:**

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

- **Speaking and Listening**

- › **Students will be able to:**

- **Participate** in collaborative discussions with diverse partners about grade 4 topics and texts with peers and adults in small and larger groups.
- **Paraphrase** portions of a text aloud.
- **Identify** the reasons and evidence a speaker provides to support particular points.
- **Report** on a topic or text, tell a story or recount an experience.
- **Add** audio recordings and visual displays to presentations when appropriate.
- **Differentiate** between contexts that call for formal English and situations where informal discourse is appropriate.

- **Writing**

- › **Students will be able to:**

- **Write** opinion pieces on topics or texts with supporting reasons.
- **Write** informative/explanatory texts to examine a topic and convey ideas.
- **Write** narratives to develop real or imagined experiences or events.
- **Produce** clear and coherent writing in which the development and organization are appropriate to task and purpose, with help.
- **Develop and strengthen** writing as needed by planning, revising and editing, with help.
- **Use** technology to produce and publish writing.
- **Conduct** short research projects that build knowledge.
- **Recall** relevant information from experiences or gather information from print and digital sources.
- **Draw** evidence from literary or informational texts to support analysis, reflection and research.
- **Write** routinely.



- **Language**

- › **Students will be able to:**

- **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
- **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases.
- **Demonstrate** understanding of word relationships and nuances in word meanings, with help.
- **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts.

ENGLISH LANGUAGE ARTS GRADE 5

- **Reading: Literature**

- › **Students read:**

- **Grade appropriate short stories**
- **Grade appropriate books**

- › **Students will be able to:**

- **Quote** accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **Determine** a theme of a story, drama or poem and summarize it.
- **Compare** and contrast two or more characters, settings, or events in a story or drama.
- **Determine the meaning** of words and phrases as they are used in a text.
- **Explain** how a series of chapters, scenes or stanzas fits together to provide the overall structure of a story, drama or poem.
- **Describe** how a narrator's or speaker's point of view influences how events are described.
- **Analyze** how visual and multimedia elements contribute to the meaning, tone or beauty of a text.
- **Compare and contrast** stories in the same genre.
- **Read** stories, dramas and poetry of appropriate complexity for grade 5.

- **Reading: Informational Texts**

- › **Students analyze:**

- **Grade appropriate informational texts**

- › **Students will be able to:**

- **Quote** accurately from a text.
- **Determine** the main idea of a text and explain how it is supported by key details.
- **Explain** the relationships or interactions between two or more events, procedures, ideas or concepts in a historical, scientific, or technical text.
- **Determine** the meaning of general academic and domain-specific words and phrases in a text.
- **Compare and contrast** the overall structure of events, ideas and concepts in a text.
- **Analyze** multiple accounts of the same topic or event.
- **Draw** on information from multiple print or digital sources.



- **Explain** how an author uses reasons and evidence to support particular points in a text.
- **integrate** information from two texts on the same topic in order to write or speak about the subject.
- **Read** texts that are age appropriate for grade 5.

- **Reading: Foundation Skills**

- › **Students analyze:**

- **Grade appropriate texts**

- › **Students will be able to:**

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

- **Speaking and Listening**

- › **Students will be able to:**

- **Engage** in collaborative discussions with diverse partners about grade 4 topics and texts with peers and adults in small and larger groups.
- **Summarize** a written text read aloud or information presented in diverse media.
- **Summarize** the points a speaker makes and explain how each claim is supported within the text.
- **Report** on a topic or text, tell a story or recount an experience.
- **Include** multimedia components and visual displays in presentations.
- **Adapt** speech to a variety of contexts and tasks.

- **Writing**

- › **Students will be able to:**

- **Write** opinion pieces on topics or texts with supporting reasons.
- **Write** informative/explanatory texts to examine a topic and convey ideas.
- **Write** narratives to develop real or imagined experiences or events.
- **Produce** clear and coherent writing in which the development and organization are appropriate to task and purpose, with help.
- **Develop and strengthen** writing as needed by planning, revising and editing, with help.
- **Use** technology to produce and publish writing.
- **Conduct** short research projects that build knowledge.
- **Recall** relevant information from experiences or gather information from print and digital sources.
- **Draw** evidence from literary or informational texts to support analysis, reflection and research.
- **Write** routinely.



- **Language**

- › **Students will be able to:**

- **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.
- **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Determine or clarify** the meaning of unknown and multiple-meaning words and phrases.
- **Demonstrate** understanding of word relationships and nuances in word meanings, with help.
- **Use** words and phrases acquired through conversations, reading and being read to, and responding to texts.

ESL

For students who need more support with English as a Second Language, ESL is offered in conjunction with English Language Arts.

Students focus on improving the following:

- Speech
- Usage
- Pronunciation
- Reading
- Writing



MATHEMATICS DEPARTMENT

MATH GRADE 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

MATH 1.OA – OPERATIONS AND ALGEBRAIC THINKING

- Students will be able to:
 - › Use addition and subtraction within 20 to solve word problems.
 - › Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
 - › Apply properties of operations to add and subtract.
 - › Understand subtraction as an unknown-addend problem.
 - › Relate counting to addition and subtraction
 - › Add and subtract within 20.
 - › Understand the meaning of the equal sign.
 - › Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

MATH 1.NBT – NUMBER AND OPERATIONS IN BASE TEN

- Students will be able to:
 - › Count to 120, starting at any number less than 120.
 - › Understand that the two digits of a two-digit number represent amounts of tens and ones.
 - › Compare two two-digit numbers based on meanings of the tens and ones digits.
 - › Add within 100.
 - › Mentally add 10 or subtract 10 to a two-digit number.
 - › Subtract multiples of 10 in the range of 10–90.

MATH 1.MD – MEASUREMENT AND DATA

- Students will be able to:
 - › Order three objects by length.
 - › Express the length of an object as a whole number of length units.
 - › Tell and write time in hours and half-hours using analog and digital clocks.
 - › Organize, represent, and interpret data with up to three categories.
 - › Relate counting to addition and subtraction
 - › Add and subtract within 20.
 - › Understand the meaning of the equal sign.
 - › Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.



MATH 1.G – GEOMETRY

- Students will be able to:
 - › Distinguish between defining attributes versus non-defining attributes.
 - › Compose two-dimensional shapes or three-dimensional shapes.
 - › Partition circles and rectangles into two and four equal shares, using appropriate terminology.

MATH GRADE 2

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

MATH 2.OA – OPERATIONS AND ALGEBRAIC THINKING

- Students will be able to:
 - › Use addition and subtraction within 100 to solve one- and two-step word problems.
 - › Fluently add and subtract within 20 using mental strategies. Apply properties of operations to add and subtract.
 - › Determine whether a group of objects (up to 20) has an odd or even number of members.
 - › Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.

MATH 2.NBT – NUMBER AND OPERATIONS IN BASE TEN

- Students will be able to:
 - › Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.
 - › Count within 1000, skip-count by 5s, 10s, and 100s.
 - › Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
 - › Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. Mentally add 10 or subtract 10 to a two-digit number.
 - › Fluently add and subtract within 100 using different strategies.
 - › Add up to four two-digit numbers using strategies.
 - › Add and subtract within 1000, using concrete models or drawings and other strategies.
 - › Mentally add or subtract 10 or 100 to a given number from 100 to 900.
 - › Explain why additions and subtraction strategies work.

MATH 2.MD – MEASUREMENT AND DATA

- Students will be able to:
 - › Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
 - › Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
 - › Estimate lengths using units of inches, feet, centimeters, and meters. Organize, represent, and interpret data with up to three categories.
 - › Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
 - › Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.



- › Represent whole numbers as lengths from 0 on a number line diagram.
- › Tell and write time from analog and digital clocks to the nearest five minutes.
- › Solve word problems involving Czech Crowns.
- › Generate measurement data by measuring lengths of several objects to the nearest whole unit.
- › Draw a picture graph and a bar graph to represent a data set with up to four categories.

MATH 2.G – GEOMETRY

- Students will be able to:
 - › Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.
 - › Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
 - › Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

MATH GRADE 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

MATH 3.OA – OPERATIONS AND ALGEBRAIC THINKING

- Students will be able to:
 - › Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
 - › Interpret whole-number quotients of whole numbers Determine whether a group of objects (up to 20) has an odd or even number of members.
 - › Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
 - › Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
 - › Apply properties of operations as strategies to multiply and divide.
 - › Understand division as an unknown-factor problem.
 - › Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.
 - › Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.
 - › Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

MATH 3.NBT – NUMBER AND OPERATIONS IN BASE TEN

- Students will be able to:
 - › Use place value understanding to round whole numbers to the nearest 10 or 100.Count within 1000, skip-count by 5s, 10s, and 100s.
 - › Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
 - › Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations. Fluently add and subtract within 100 using different strategies.



MATH 3.NBT – NUMBER AND OPERATIONS – FRACTIONS

- Students will be able to:
 - › Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts.
 - › Understand a fraction as a number on the number line.
 - › Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

MATH 3.MD – MEASUREMENT AND DATA

- Students will be able to:
 - › Tell and write time to the nearest minute and measure time intervals in minutes.
 - › Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
 - › Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
 - › Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.
 - › Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - › Measure areas by counting unit squares.
 - › Relate area to the operations of multiplication and addition.
 - › Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

MATH 3.G – GEOMETRY

- Students will be able to:
 - › Understand that shapes in different categories and that shared attributes can define a larger category.
 - › Partition shapes into parts with equal areas. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

MATH GRADE 4

In Grade 4, instructional time should 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.

MATH 4.OA – OPERATIONS AND ALGEBRAIC THINKING

- Students will be able to:
 - › Interpret a multiplication equation as a comparison.
 - › Multiply or divide to solve word problems involving multiplicative comparison.
 - › Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
 - › Find all factor pairs for a whole number in the range 1–100.
 - › Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.



MATH 4.NBT – NUMBER AND OPERATIONS IN BASE TEN

- Students will be able to:
 - › Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
 - › Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.
 - › Use place value understanding to round multi-digit whole numbers to any place.
 - › Fluently add and subtract multi-digit whole numbers using the standard algorithm.
 - › Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.
 - › Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

MATH 4.NBT – NUMBER AND OPERATIONS - FRACTIONS

- Students will be able to:
 - › Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.
 - › Compare two fractions with different numerators and different denominators
 - › Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
 - › Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
 - › Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
 - › Use decimal notation for fractions with denominators 10 or 100.
 - › Compare two decimals to hundredths by reasoning about their size.

MATH 4.MD – MEASUREMENT AND DATA

- Students will be able to:
 - › Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.
 - › Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
 - › Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
 - › Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$).
 - › Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.
 - › Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
 - › Recognize angle measure as additive.

MATH 4.G – GEOMETRY

- Students will be able to:
 - › Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
 - › Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size.



- › Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.

MATH GRADE 5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

MATH 5.OA – OPERATIONS AND ALGEBRAIC THINKING

- Students will be able to:
 - › Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
 - › Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
 - › Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms.

MATH 5.NBT – NUMBER AND OPERATIONS IN BASE TEN

- Students will be able to:
 - › Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
 - › Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
 - › Read, write, and compare decimals to thousandths.
 - › Use place value understanding to round decimals to any place.
 - › Fluently multiply multi-digit whole numbers using the standard algorithm.
 - › Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.
 - › Add, subtract, multiply, and divide decimals to hundredths.

MATH 5.NBT – NUMBER AND OPERATIONS - FRACTIONS

- Students will be able to:
 - › Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
 - › Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.
 - › Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$).
 - › Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
 - › Interpret multiplication as scaling (resizing).
 - › Solve real world problems involving multiplication of fractions and mixed numbers.
 - › Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.



MATH 5.MD – MEASUREMENT AND DATA

- Students will be able to:
 - › Convert among different-sized standard measurement units within a given measurement system.
 - › Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$).
 - › Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
 - › Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
 - › Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

MATH 5.G – GEOMETRY

- Students will be able to:
 - › Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.
 - › Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
 - › Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
 - › Classify two-dimensional figures in a hierarchy based on properties.



SCIENCE DEPARTMENT

SCIENCE GRADE 1

Understanding earth and space systems – daily and seasonal changes

In observing their environment, students become aware of changes that take place in it, including changes in temperature, wind, and light and in plants and animals. The study of Daily and Seasonal Changes focuses on easily observed changes that occur in cycles, including day and night and the four seasons, and on how these changes affect living things. Since many of these cycles depend upon the light and/or heat of the sun, combining this topic with the Grade 1 topic Energy in Our Lives would enable the students to have a fuller understanding of the relationship among events in their environment and between the environment and themselves.

- Students will be able to:
 - › Assess the impact of daily and seasonal changes on human outdoor activities.
 - › Assess ways in which daily and seasonal changes have an impact on society and the environment.
 - › Follow established safety procedures during science and technology investigations.
 - › Investigate the changes in the amount of light from the sun that occur throughout the day and year.
 - › Investigate the changes in the amount of heat from the sun that occur throughout the day and in the various seasons.
 - › Use scientific inquiry/research skills.
 - › Use appropriate science and technology vocabulary.
 - › Use a variety of forms (e.g., oral, written, graphic, Multimedia) to communicate with different audiences and for a variety of purposes.
 - › Identify the sun as Earth’s principal source of heat and light.
 - › Define a cycle as a circular sequence of events.
 - › Describe changes in the amount of heat and light from the sun that occur throughout the day and the seasons.
 - › Describe and compare the four seasons .
 - › Describe changes in the appearance or behavior of living things that are adaptations to seasonal changes.
 - › Describe how humans prepare for and/or respond to daily and seasonal changes.

SCIENCE GRADE 2

Understanding life systems – grown and changes in animals

Growth and Changes in Animals focuses on investigating the distinct characteristics of animals related to appearance, behavior, growth, and change. Students will study a variety of animals and identify important similarities and differences among them. As well as making the obvious physical comparisons, students will look at ways in which human activities have an impact on specific animals and their survival, and ways in which the animals’ environment has an impact on their development. They will also examine the importance of animals and the need for humans to protect animals and the places where they live.

- Students will be able to:
 - › Identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.



- › Identify positive and negative impacts that different kinds of human activity have on animals and where they live
- › Follow established safety procedures and humane practices specific to the care and handling of live animals, where appropriate, during science and technology investigations
- › Observe and compare the physical characteristics.
- › Investigate the life cycle of a variety of animals.
- › Observe and compare changes in the appearance and activity of animals as they go through a complete life cycle.
- › Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods.
- › Use scientific inquiry/research skills.
- › Use appropriate science and technology vocabulary, including life cycle, migration, adaptation, body coverings, and classify, in oral and written communication.
- › Use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes.
- › Identify and describe major physical characteristics of different types of animals.
- › Describe an adaptation as a characteristic body part, shape, or behavior that helps a plant or animal survive in its environment
- › Identify ways in which animals are helpful to, and ways in which they meet the needs of, living things, including humans, to explain why humans should protect animals and the places where they live identify ways in which animals can be harmful to humans

SCIENCE GRADE 3

Understanding life systems - growth and changes in plants

Growth and Changes in Plants focuses on the characteristics and requirements of plants and the ways in which plants grow. Students will observe and investigate a wide variety of local plants, from trees and mosses in their natural environment to flowers and vegetables grown at school or on farms, and will consider the impact of human activity on plants and their habitats. Students will also learn about the importance of plants as sources of oxygen, food, and shelter, and the need for humans to protect plants and their habitats.

- Students will be able to:
 - › Assess ways in which plants are important to humans and other living things, taking different points of view into consideration
 - › Assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects
 - › Follow established safety procedures during science and technology investigations
 - › Observe and compare the parts of a variety of plants germinate seeds and record similarities and differences as seedlings develop
 - › Investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods
 - › Use scientific inquiry/experimentation skills
 - › Use appropriate science and technology vocabulary, including stem, leaf, root, pistil, stamen, flower, adaptation, and germination, in oral and written communication
 - › Use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes
 - › Describe the basic needs of plants, including air, water, light, warmth, and space



- › Identify the major parts of plants, including root, stem, flower, stamen, pistil, leaf, seed, and fruit, and describe how each contributes to the plant's survival within the plant's environment
- › Describe the changes that different plants undergo in their life cycles
- › Describe how most plants get energy to live directly from the sun
- › Describe ways in which humans from various cultures, including Aboriginal people, use plants for food, shelter, medicine, and clothing
- › Describe ways in which plants and animals depend on each other
- › Describe the different ways in which plants are grown for food
- › Identify examples of environmental conditions that may threaten plant and animal survival

SCIENCE GRADE 4

Understanding life systems – habitats and communities

This strand focuses on habitats, the natural communities that depend on them, and the impacts that changes to habitats can have on interrelationships among plants and animals within these communities. Students will learn that living things (including humans) rely on other living things for the energy and resources they need to live. They will also investigate factors that alter various habitats and communities, including those factors that occur naturally and those that result from human action. Care must be taken to ensure that all students, including students with special education needs, have comparable opportunities to explore the natural world.

- Students will be able to:
 - › Analyze the effects of human activities on habitats and communities.
 - › Investigate the interdependence of plants and animals within specific habitats and communities.
 - › Demonstrate an understanding of habitats and communities and the relationships among the plants.

Understanding structures and mechanisms – pulleys and gears

This strand helps students broaden their understanding of simple machines by looking at two special kinds of wheels: pulleys and gears. Students will learn that pulleys and gears can transfer motion from one object to another, transform one kind of motion into another, change the speed and direction of an object's motion, and change the amount of force needed to move an object. They will identify how these devices are used to improve everyday life, learn about mechanical advantage, and apply what they have learned through investigations of their own design.

- Students will be able to:
 - › Evaluate the impact of pulleys and gears on society and the environment
 - › Investigate ways in which pulleys and gears modify the speed and direction of, and the force exerted on, moving objects
 - › Demonstrate an understanding of the basic principles and functions of pulley systems and gear systems.

Understanding matter and energy – light and sound

Students will become familiar with the properties of light and sound by investigating and observing how these forms of energy interact with various objects in the environment. Materials can be used to transmit, reflect, or absorb light and sound. By exploring the factors that affect sound and light, students will discover ways in which they can be controlled. Students will begin to apply this knowledge by constructing simple auditory and optical devices and by examining the impact of technologies related to sound and light on our everyday lives, including their use of energy. It is necessary to provide opportunities for students with special education needs to participate in these or comparable activities.

- Students will be able to:
 - › Assess the impact on society and the environment of technological innovations related to light and sound.



- › Investigate the characteristics and properties of light and sound.
- › Demonstrate an understanding of light and sound as forms of energy that have specific characteristics and properties.

Understanding earth and space systems – rocks and minerals

The study of rocks and minerals introduces students to the science of geology. By examining different types of rocks and minerals found in the earth's crust, students will learn that the unique characteristics and properties of rocks and minerals are a result of how they were formed. Such properties determine possible uses. It is important that students become aware of how human uses of rocks and minerals not only alter the landscape but also affect the environment in various other ways.

- Students will be able to:
 - › Assess the social and environmental impacts of human uses of rocks and minerals.
 - › Investigate, test, and compare the physical properties of rocks and minerals.
 - › Demonstrate an understanding of the physical properties of rocks and minerals.

SCIENCE GRADE 5

Understanding life systems – human organ systems

As students continue to make choices in their lives, they need to know that choices they make about their bodies may have lifelong effects. This topic, Human Organ Systems, helps students understand that the body is made up of a number of organs and that these organs are parts of systems that can be affected by a variety of factors. Using models and simulations, students will learn the location, structure, and function of the major organs of the respiratory, circulatory, and digestive systems. Students will also develop an understanding of the importance of proper nutrition and exercise to the healthy functioning of organ systems.

- Students will be able to:
 - › Analyze the impact of human activities and technological innovations on human health.
 - › Investigate the structure and function of the major organs of various human body systems.
 - › Demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

Understanding structures and mechanisms – forces acting on structures and mechanisms

In this strand, students will identify and describe forces acting on and within structures. As they measure and compare external forces (natural or human) acting on structures and their effects on different materials, they will develop a more sophisticated understanding of the concept of force and of ways in which structures respond to forces acting upon them. Students will have an opportunity to apply their learning as they design and build structures or mechanisms.

- Students will be able to:
 - › Analyze social and environmental impacts of forces acting on structures and mechanisms.
 - › Investigate forces that act on structures and mechanisms.
 - › Identify forces that act on and within structures and mechanisms, and describe the effects of these forces on structures and mechanisms.

Understanding matter and energy – properties of and changes in matter

In earlier grades, students learned how the properties of various materials, such as strength, flexibility, and buoyancy, determine what the materials are used for. In Grade 5, students will continue those studies and also examine the environmental impact associated with the production, use, and disposal of such materials

- Students will be able to:
 - › Evaluate the social and environmental impacts of processes used to make everyday products.



- › Conduct investigations that explore the properties of matter and changes in matter.
- › Demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change.

Understanding earth and space systems – conservation of energy and resources

Energy choices are becoming increasingly important. Making greater use of renewable and alternative sources and conserving energy are options that students need to know about if we are to sustain our present standard of living and ensure adequate energy supplies for future generations. Students must also recognize that there are immediate and long-term impacts and costs associated with every choice.

- Students will be able to:
 - › Analyze the immediate and long-term effects of energy and resource use on society and the environment, and evaluate options for conserving energy and resources.
 - › Investigate energy transformation and conservation.
 - › Demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved.



SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES GRADE 1

In Grade 1 social studies, students will examine various roles, relationships, and responsibilities, how and why these may change, and how they are connected to one's identity, culture, and sense of self. They will develop their appreciation of the need to treat all people, as well as the built and natural environment, responsibly and with respect. Students will also examine their local community, its characteristics and services, and how it meets the needs of the people who live and work there. Students will be introduced to the social studies inquiry process, and will use this process when conducting investigations related to roles, relationships, and responsibilities, and to their local community. In addition, students will learn how to use the basic elements of maps to help them extract information from and construct maps for specific purposes.

- Students will be able to:
 - › Describe some of the ways in which people's roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people's roles, relationships, and responsibilities as well as their sense of self.
 - › Use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives.
 - › Demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities.
 - › Describe some aspects of the interrelationship between people and the natural and built features of their community, with a focus on how the features of and services in the community meet people's needs.
 - › Use the social studies inquiry process to investigate some aspects of the interrelationship between people and different natural and built features of their local community, with a focus on significant short- and long-term effects of this interrelationship.
 - › Describe significant aspects of their community, with reference to different areas, services, and natural and built features, demonstrating an understanding of some basic ways of describing location and measuring distance.

SOCIAL STUDIES GRADE 2

In Grade 2 social studies, students will develop their understanding of their local community and begin to examine the global community. Students will explore a variety of traditions within their families and their local communities, developing an understanding of how these traditions contribute to and enrich their own community and society. They will also study communities around the world, developing an awareness of the relationship between location, climate, physical features, and how people live in various communities. Students will use the social studies inquiry process to investigate traditions, ways of life, and relationships with the environment in local and global communities, and they will develop their ability to extract information from and construct maps for specific purposes.

- Students will be able to:
 - › Compare some significant traditions and celebrations among diverse groups and at different times, and identify some of the reasons for changes in these traditions/celebrations.
 - › Use the social studies inquiry process to investigate some of the past and present traditions and celebrations within their own family and the communities to which they belong.
 - › Describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups.



- › Describe some similarities and differences in the ways in which people in two or more communities in different parts of the world meet their needs and have adapted to the location, climate, and physical features of their regions.
- › Use the social studies inquiry process to investigate aspects of the interrelationship between the natural environment, including the climate, of selected communities and the ways in which people in those communities live.
- › Identify and locate various physical features and selected communities around the world, and describe some aspects of people's ways of life in those communities.

SOCIAL STUDIES GRADE 3

In Grade 3 social studies, students are introduced to some of the diverse communities that existed in the United States between approximately 1780 and 1850. Students will explore what life was like for different groups of people during that time period and will compare the lives of these people to those of present-day Americans.

- Students will be able to:
 - › Compare ways of life among some specific groups in the USA around the beginning of the nineteenth century, and describe some of the changes between that era and the present day
 - › Use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in the USA from around 1780 to 1850, and key measures taken to address these challenges
 - › Identify some of the communities in the USA around the beginning of the nineteenth century, and describe their relationships to the land and to each other
 - › Demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in the USA.
 - › Use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more American municipal regions, as well as some of the measures taken to reduce the negative impact of that use
 - › Describe major landform regions and types of land use in the USA and some of the ways in which land use in various municipalities addresses human needs and wants, including the need for jobs

SOCIAL STUDIES GRADE 4

In Grade 4 social studies, students will develop their understanding of how we study the past, as they use various methods to examine social organization, daily life, and the relationship with the environment in different societies that existed to 1500 CE. Students will build on what they have learned in earlier grades, using visual evidence, primary and secondary sources, and thematic maps to investigate a number of early societies from different regions and eras and represent different cultures. Students will investigate the interrelationship between daily life and the environment in these societies and will compare aspects of life in these societies with that in present-day America.

- Students will be able to:
 - › Compare key aspects of life in a few early societies (to 1500), and describe some key similarities and differences between these early societies and present-day American society.
 - › Use the social studies inquiry process to investigate ways of life and relationships with the environment in a few early societies (to 1500), with an emphasis on aspects of the interrelationship between the environment and life in those societies.
 - › Demonstrate an understanding of key aspects of a few early societies (to 1500), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with the environment and with each other.
 - › Assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of the USA.



- › Use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of the USA.
- › Identify the USA's political and physical regions, and describe their main characteristics and some significant activities that take place in them.

SOCIAL STUDIES GRADE 5

In Grade 5 social studies, students will learn about key characteristics of various Indigenous nations and European settler communities prior to 1776, in what would eventually become the USA. Using primary sources, such as treaties, historical images, and diaries, as well as secondary sources, they will investigate, from a variety of perspectives, relationships within and interactions between these communities as well as the impact of colonialism.

- Students will be able to:
 - › Analyze some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1776 in what would eventually become the USA.
 - › Use the social studies inquiry process to investigate aspects of the interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1776 in what would eventually become the USA, from the perspectives of the various groups involved.
 - › Describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1776 in what would eventually become the USA.
 - › Assess responses of governments in the USA and develop plans of action for governments and citizens to address social and environmental issues.
 - › Use the social studies inquiry process to investigate American social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues.
 - › Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in the USA.



CZECH LANGUAGE AND CULTURE DEPARTMENT

CZECH LANGUAGE AND LITERATURE GRADES 1 THROUGH 5

The course is designed especially for students whose native language is Czech.

Active knowledge of Czech as a mother tongue in its spoken and written form enables pupils to recognize and understand the socio-cultural development of human society.

COMMUNICATION AND COMPOSITION

- perception and understanding of various language messages.
- developing a positive relationship to the mother tongue.
- reading with comprehension.
- cultivated writing.
- speaking and making decisions based on a read or heard text of a different type related to a variety of situations, analyzing it and critically assessing its content.

CURRICULUM

- reading – practical reading (reading technique, attentive and fluent reading, knowledge of the orientation elements in the text); factual reading (reading as a source of information, looking up in texts, keywords).
- listening – practical listening (polite, expression of contact with a partner); factual listening (attentive, focused, active – recording what was heard, reacting to questions).
- speaking – basics of spoken speech technique (breathing, voice formation, pronunciation), speech-dependent expression; communication genres: greeting, addressing, apologizing, requesting, messages, notices, announcements, narration, dialogue based on pictorial material; basic communication rules (addressing, opening and ending a dialogue, rotation of speakers and listeners, polite speaking), body language (mimicking, gestures).
- writing – basic health habits (proper seating posture, holding of writing instruments, healthy sight, handling of graphic material); writing techniques (neat, readable and clear writing, formal text editing); writing genres: addressing, congratulations, greetings from holidays, apologies; news, announcements, invitations, messages, advertisements, letters, descriptions; simple forms (application, questionnaire), narrative.

GRAMMAR

- learning the standard form of the Czech language.
- proper use of rules.

Curriculum

- sound form of language – principles of literal pronunciation, modulation of coherent speech (verbal and sentence stress), intonation, articulation of coherent speech (pauses, phrasing).
- vocabulary and word formation – vocabulary and its units, vocabulary style stratification, word meanings, homonyms, synonyms, enrichment of vocabulary, word formation.
- morphology – word types, grammatical meanings, and word forms.
- composition – utterance and sentence, sentence construction, word order in a sentence, developing sentence elements, compound and complex sentences, direct and indirect speech, text construction.



- grammar.
- general language information – Czech (national language, mother tongue), language groups (Slavic – especially Slovak – and others, minority languages), national language stratification (standard and non-standard forms and means of communication), language and communication (language standards and codification, language and speech culture, origin and foundations of Czech language development, language guides).

LITERATURE

- acquiring and developing basic reader's habits.
- perception of the artistic aspects of a text.
- text interpretation.

Curriculum

- creative activities with literary texts – presentation of suitable literary texts, free reproduction of a read or heard text, recording and reproduction of the main ideas, interpretation of a literary text, dramatization, creation of their own texts, making illustrations to literary texts.
- ways of interpreting literary and other works.
- basics of literary theory and history – the structure of a literary work (subject and topic of the work, literary hero).
- composition of a literary story, the language of a literary work (figurative names, the sounds of poetry: rhyme, rhythm, free verse), artistic and material literature (popular-learning, factual literature).
- literary types and genres – poetry, prose, drama, lyrical, epic, dramatic genres changing over time – major periods of development of national and world literature, typical genres and their representatives.

CZECH LANGUAGE FOR FOREIGNERS GRADES 1 THROUGH 5

The course is designed for students whose native language is not Czech and is focused on the ability to communicate in different situations and roles.

Level A1 (Breakthrough) is characterized according to the Common European Framework of Reference as the lowest level of the generative use of language.

Students reaching this level can easily interact, they can ask questions about themselves, where they live, people they know, things they have. They should also be able to answer such questions.

They should have the language skills to make simple statements in areas of their most urgent communication needs. They are expected to be able to communicate on very familiar topics and respond to them.

Writing is developed based on their speech skills.



PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION AND HEALTH GRADES 1-5

Program design and delivery must take into account the physical, cognitive, social, and emotional development of students, and their sense of self, or spirit.* The following descriptions of the developmental characteristics of students in the primary grades are general in nature, and individual student characteristics will vary depending on the child's age, sex, gender identity, body size, experience, and background.

- Students will be able to:
 - › Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.
 - › Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives .
 - › Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.
 - › Demonstrate responsibility for their own safety and the safety of others as they
 - › Participate in physical activities.
 - › Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities.
 - › Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.
 - › Demonstrate an understanding of factors that contribute to healthy development.
 - › Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
 - › Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.



ART

ART GRADES 1 THROUGH 5

- Students will be able to:
 - › Apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.
 - › Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.
 - › Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.