

	Kindergarten	First	Second	Third	Fourth	Fifth
English	<ul style="list-style-type: none"> <li>-Recognize and print upper and lowercase alphabet</li> <li>-Expand language/oral/writing skills</li> <li>-Use listening and speaking vocabularies</li> <li>-Hear, say, and manipulate phonemes</li> <li>-Recognize speech sounds/blends</li> <li>-Print first and last name</li> <li>-Book recognition skills/oral comprehension of various texts</li> <li>-Understand fiction/nonfiction</li> <li>-Use technology tools</li> </ul>	<ul style="list-style-type: none"> <li>-Growth in oral language/vocabulary skills</li> <li>-Phonological awareness</li> <li>-Apply phonetic skills</li> <li>-Use semantics &amp; syntax</li> <li>-Apply phonetic principles to read and spell</li> <li>-Understand fiction/nonfiction</li> <li>-Use simple reference material</li> <li>-Write legibly for purpose</li> <li>-Alphabetize</li> <li>-Use technology tools</li> </ul>	<ul style="list-style-type: none"> <li>-Expand listening and speaking vocabularies</li> <li>-Understand oral language structure/oral communication skills</li> <li>-Word meanings/antonyms/ synonyms</li> <li>-Word/syllable/phoneme blends</li> <li>-Homophones/prefixes/ suffixes</li> <li>-Use phonetic strategies when reading and spelling</li> <li>-Semantic clues &amp; syntax</li> <li>-Text Comprehension/graphic organizers/main ideas</li> <li>-Use phonetic strategies when reading/writing</li> <li>-Read/demonstrate comprehension of fiction/nonfiction</li> <li>-Comprehension of information in reference materials</li> <li>-Use manuscript with transition to cursive</li> <li>-Write stories, letters and simple manuscripts</li> <li>-Use editing skills when writing</li> <li>-Use technology tools</li> </ul>	<ul style="list-style-type: none"> <li>-Use oral communication with visual media</li> <li>-Present oral presentation</li> <li>-Regular/irregular vowel patterns/multisyllabic words</li> <li>-Use word analysis/strategies when reading fiction/nonfiction</li> <li>-Roots, affixes, synonyms, and antonyms</li> <li>-Comprehension of information from glossary, dictionary, thesaurus and other reference books, internet included</li> <li>-Comprehension of fiction/ nonfiction text</li> <li>-Biography/autobiography</li> <li>-Research skills/editing/plagiarism</li> <li>-Write descriptive paragraphs and other papers across all content</li> <li>-Cursive</li> <li>-Use technology tools</li> </ul>	<ul style="list-style-type: none"> <li>-Effective oral/listening skills during presentations</li> <li>-Parts of Speech</li> <li>-Collaborative projects</li> <li>-Organization skills/oral presentations</li> <li>-Media messages</li> <li>-Roots, affixes, synonyms, antonyms, homophones</li> <li>-Use glossary, dictionary, thesaurus</li> <li>-Read/comprehend fiction/ nonfiction with fluency</li> <li>-Organizing/writing paragraph</li> <li>-Editing skills</li> <li>-Research projects/Internet</li> <li>-Plagiarism/bibliography</li> <li>-Use technology tools</li> </ul>	<ul style="list-style-type: none"> <li>-Refine oral /listening skills</li> <li>-Plan/deliver oral presentations</li> <li>-Media messages</li> <li>-Use dictionary, glossary, thesaurus, reference materials</li> <li>-Independent readers</li> <li>-Character development</li> <li>-Read/demonstrate comprehension of fiction/ nonfiction</li> <li>-Graphic Organizers</li> <li>-Writing for a variety of purposes</li> <li>-Use revising &amp; editing skills</li> <li>-Transition words/phrases</li> <li>-Plagiarism/bibliography</li> <li>-Use technology tools</li> </ul>
Math	<ul style="list-style-type: none"> <li>-Number sense: more, less, fewer, recognize ordinal position to 10</li> <li>-Count 0 – 100 forward, 10-0 backwards</li> <li>-Fractions:1/2, 1/4</li> <li>-Measurement: recognize coins and value, tools to include: ruler, clock, calendar, thermometer</li> <li>-Count by 5 and 10</li> <li>-Patterns</li> <li>-Adding /subtracting with whole numbers to 10</li> <li>-Geometric figures: recognize attributes and space</li> <li>-Data gathering by counting and tallying</li> <li>-Graphing</li> </ul>	<ul style="list-style-type: none"> <li>-Count and write 0-100, count by 2,5,10, count backward from 30</li> <li>-Place value</li> <li>-Fractions: ½,1/3, ¼</li> <li>-Estimate quantities</li> <li>-Addition/subtraction with sums of 18 or less</li> <li>-Measurement: monetary equivalent, length, weight, mass, volume, telling time by ½ hour</li> <li>-Calendar language</li> <li>-Geometric figures: recognize by vertices, sides, right angles</li> <li>-Data collection: tables, picture/object graphs</li> <li>-Algebra: sort and classify by color, size, shape, thickness, recognize patterns</li> <li>-Equality</li> </ul>	<ul style="list-style-type: none"> <li>-Place value with three digit numbers, rounding two digit numbers</li> <li>-Greater than, less than or equal to</li> <li>-Ordinal positions: 1-20</li> <li>-Fractions: 1/2, 1/3, 1/4, 1/6,1/8,1/10</li> <li>-Count by 2, 5, 10</li> <li>-Even/odd numbers</li> <li>-Add/subtract with numbers to 20</li> <li>-Estimate sums with two digits up to 99</li> <li>-Inverse relationships with adding/subtracting</li> <li>-Proper use of measurement symbols: monetary, weights, time, calendar, temperature</li> <li>-Symmetry</li> <li>-Plane and solid geometric figures</li> <li>-Data analysis: picture, bar, pictographs</li> <li>-Numerical sentences</li> <li>-Patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Six digit numbers: read, place value, rounding, compare using symbols</li> <li>-Inverse relationships: add/subtract and multi-ply/divide</li> <li>-Understand fractions and relationships</li> <li>-Single step/multi-step problems with/out regrouping</li> <li>-Multiplication through 12</li> <li>-Add/subtract fractions with like denominator to 12</li> <li>-Measurement: Money to \$5, US Customary and metric for length, volume, area, perimeter, time by minutes and elapsed by 1 hour, temperature</li> <li>-Differences between plane/solid figures</li> <li>-Points, rays, line segments, congruent and non-congruent</li> <li>-Data collection, graphs, probability</li> <li>-Patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Whole numbers through millions</li> <li>-Fractions: compare, equivalent, order, whole,</li> <li>-Decimals through thousandths: round, compare, order</li> <li>-Add, subtract, multiply with whole numbers. Divide with/out remainders, single step/multi-step</li> <li>-Simplify, estimate , add and subtract fractions</li> <li>-Measurement: weight, mass, metric, US customary units, volume, elapsed time</li> <li>-points, lines, line segments, rays, and angles, including endpoints and vertices, parallel, intersecting, and perpendicular lines, congruency</li> <li>-Concept of probability</li> <li>-Analyze data with graphs</li> <li>-Patterns: words, tables, graphs, symbols</li> <li>-Mathematical relationships using equations &amp; properties</li> <li>-Decimals: add, subtract</li> </ul>	<ul style="list-style-type: none"> <li>-Decimals through thousandths</li> <li>-Equivalent fractions</li> <li>-Prime/composite numbers</li> <li>-Multistep problems w/without remainders</li> <li>-Order of operations</li> <li>-Perimeter, area, volume</li> <li>-Right/acute/obtuse &amp; straight angles</li> <li>-Diameter, radius, chord, circumference</li> <li>-Mean, median, mode</li> <li>-Stem and leaf plots/graph</li> <li>-Distributive property of multiplication over addition</li> <li>-Number patterns</li> <li>-Concept of variable</li> </ul>
Science	<ul style="list-style-type: none"> <li>-Scientific investigation</li> <li>-Five senses</li> <li>-Magnets</li> <li>-Properties of water/objects</li> <li>-Basic needs and life processes of plants and animals</li> <li>-Recycling</li> <li>-Weather observations</li> <li>-Living/nonliving objects</li> <li>-Shadows</li> </ul>	<ul style="list-style-type: none"> <li>-Scientific investigation</li> <li>-Types of movement</li> <li>-Liquid, solid, gas</li> <li>-Sun/Earth relationship</li> <li>-Basic needs/characteristics of plants, animals, humans</li> <li>-Weather/Seasons</li> <li>-Natural resources</li> </ul>	<ul style="list-style-type: none"> <li>-Scientific investigation</li> <li>-Magnetism</li> <li>-Liquid, solid, gas properties</li> <li>-Plant/animal life cycles</li> <li>-Living things part of system</li> <li>-Weather types/patterns/ tools</li> <li>-Erosion</li> <li>-Benefits of plants</li> </ul>	<ul style="list-style-type: none"> <li>-Magnets</li> <li>-Simple Machines</li> <li>-States of Matter</li> <li>-Plant parts/food chains</li> <li>-Animal habitats, needs, adaptation for survival</li> <li>-Weather</li> <li>-Soil</li> <li>-Cycles: Earth, Moon, Sun, water, life</li> </ul>	<ul style="list-style-type: none"> <li>-Scientific Methods</li> <li>-Kinetic/potential energy</li> <li>-Force</li> <li>-Electricity: circuits, magnets, static, conductors/insulators</li> <li>-Plants: anatomy, life processes</li> <li>-Ecosystems, adaptations, habitats</li> <li>-Weather phenomena &amp; tools</li> <li>-Virginia Natural Resources</li> <li>-Sun, Moon, Earth Relationship</li> </ul>	<ul style="list-style-type: none"> <li>-Scientific Method</li> <li>-Sound: transmissions/ communication</li> <li>-Phases of Matter</li> <li>-Cells</li> <li>-Plants</li> <li>-Rocks &amp; Minerals</li> <li>-Ever changing Earth (layers, plate tectonics, fossils, human interaction</li> <li>-Ocean environment/Pangaea</li> <li>-Visible light</li> <li>-Review all 4<sup>th</sup> grade science topics</li> </ul>

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Social Studies	<ul style="list-style-type: none"> <li>-Recognizing past and present: Powhatan, Pocahontas, George Washington, Betsy Ross, Abraham Lincoln</li> <li>-Holidays: Thanksgiving, Martin Luther King, Jr., Day, Presidents' Day, Independence Day</li> <li>-Positional words, globes, maps, land/water feature</li> <li>-Occupations</li> <li>-Needs vs. wants</li> <li>-Good citizens</li> <li>-American flag, Pledge of Allegiance, President</li> </ul>	<ul style="list-style-type: none"> <li>-Timelines: past, present, future</li> <li>-George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, Eleanor Roosevelt</li> <li>-Presidents' Day, Columbus Day, Independence Day</li> <li>-Map symbols/legend</li> <li>-Locate Virginia, Richmond, Wash. D.C.</li> <li>-Community, climate, physical surroundings</li> <li>-Goods and services, choices, money</li> <li>-Good citizens, voting</li> <li>-Patriotic symbols</li> <li>-Communities in Virginia/ Traditions</li> </ul>	<ul style="list-style-type: none"> <li>-Ancient China/Egypt</li> <li>-American Indian: Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo people of the Southwest</li> <li>-Community life: buildings, jobs, transportation, population</li> <li>-Map skills: China, Egypt, Indian tribes studied, equator, oceans, continents, rivers, mountain ranges, lakes</li> <li>-Map skills: title, legend, compass rose</li> <li>-natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, buildings)</li> <li>-Barter, money, scarcity</li> <li>-George Washington, Abe Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, Martin Luther King, Jr.</li> <li>-Virginia government and local customs</li> </ul>	<ul style="list-style-type: none"> <li>-Ancient Greece/Rome/ Mali</li> <li>-Christopher Columbus, Juan Ponce de León, Jacques Cartier, Christopher Newport</li> <li>-George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall Martin Luther King, Jr. Cesar Chavez</li> <li>-Map skills: oceans, continents, countries/explorers learned, hemispheres, letter/number grid system</li> <li>-Construct maps</li> <li>-Specialization</li> <li>-Economic choice, opportunity cost</li> <li>-Government in community, Virginia, United States</li> <li>-Customs and traditions</li> <li>-Veteran's /Memorial Day</li> </ul>	<ul style="list-style-type: none"> <li>-Primary/Secondary sources</li> <li>-Virginia Geography</li> <li>-Jamestown settlement</li> <li>-Powhatan/Monacan/Siouan Indians</li> <li>-General Assembly</li> <li>-Colonial life/slavery/immigrants</li> <li>-Economics/Agriculture</li> <li>-Revolutionary War</li> <li>-Declaration of Independence</li> <li>-Thomas Jefferson/Patrick Henry/ James Lafayette</li> <li>-Battle of the Great Bridge</li> <li>-Ride of Jack Jouett</li> <li>-American victory at Yorktown</li> <li>-A New Nation/migration to west</li> <li>-George Washington/James Madison/ George Mason/Thomas Jefferson</li> <li>-Civil War</li> <li>-Reconstruction/Jim Crow Laws/ economic development</li> <li>-20<sup>th</sup> &amp; 21<sup>st</sup> Century Virginia: Woodrow Wilson, George C. Marshall, Arthur Ashe, Jr., Maggie L. Walker; Harry F. Byrd, Oliver W. Hill; Jr.; A. Linwood Holton, Jr., L. Douglas Wilder</li> <li>-Desegregation/Massive Resistance</li> <li>-State government/geography/ economics</li> </ul>	<ul style="list-style-type: none"> <li>-Continents/Oceans</li> <li>-Geographic regions of North America</li> <li>-Water features of the US</li> <li>-Map skills</li> <li>-Knowledge of early cultures in North America</li> <li>-European exploration in North America and West Africa</li> <li>-Life in New England, Mid-Atlantic, and southern colonies</li> <li>-Cause/result of American Revolution: George Washington, Benjamin Franklin Thomas Jefferson, Patrick Henry</li> <li>-Challenges faced by new nation: Articles of Confederation, Constitutional Convention, Bill of Rights, Presidents: Washington, Adams, Jefferson, Madison, Monroe</li> <li>-Westward expansion and reform from 1801- 1861</li> <li>-Cause/effect, major issues of the Civil War: Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Stonewall Jackson, Frederick Douglass, major battles</li> <li>Union/Confederate soldiers</li> </ul>
Art	<ul style="list-style-type: none"> <li>-Identify and use: colors, textures, lines, shapes, patterns</li> <li>-Express ideas/feelings w/art</li> <li>-Create self-portraits</li> <li>-Create personal/historical event</li> <li>-Depict plant or animal</li> <li>-Define "artist"</li> <li>-Discuss cultural art</li> <li>-Spatial relationships</li> <li>-Sequence of steps to product art</li> <li>-Use motor skills to create art</li> </ul>	<ul style="list-style-type: none"> <li>-Use sight, touch &amp; hearing</li> <li>-Identify and use: colors, lines, textures, shapes and patterns</li> <li>-Real/imaginary</li> <li>-Create dimensional artwork</li> <li>-Art in culture/art inspired by stories, poems, and themes</li> <li>-American cultural symbols</li> <li>-Develop hand/eye coordination</li> <li>-Size relationships in art</li> <li>-Depict art with landscapes</li> <li>-Use motor skills to create art</li> <li>-Careers in visual arts</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and use: secondary colors, shapes, three-dimensional forms and patterns</li> <li>-Use literary sources to inspire art</li> <li>-Natural/manmade objects</li> <li>-Manipulate with clay</li> <li>-Art in Ancient Egypt, Ancient China, and American Indians</li> <li>-Objects in proportion/use observation skills</li> <li>-Art in cultures</li> <li>-Create 3-dimensional art</li> <li>-Categorize art by subject: portrait, landscape, still life.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and use: intermediate colors, warm/cool colors, positive/ negative space, balance, pattern</li> <li>-Organic/geometric shapes</li> <li>-Rhythm, balance, spatial relationships</li> <li>-Architecture/art of Greece &amp; Rome</li> <li>-Landscape, seascape &amp; cityscape</li> <li>-Role of archeology</li> <li>-Objects in proportion in art</li> <li>-Fore/middle/backgrounds</li> <li>-Create work of art in clay</li> <li>-Create the illusion of depth</li> <li>-Purpose of value in art</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and use: characteristics of color, including hue, tint, shade, intensity</li> <li>-Use variety, repetition, unity, various lines</li> <li>-Positive and negative space</li> <li>-Contour/perspective drawing/shading</li> <li>-Create abstract work of art/ceramic art</li> <li>-Discuss crafts/artisans in early Virginia</li> <li>-Discuss careers in art</li> <li>-Compare abstract/realistic art</li> <li>-Investigate artists using research tools</li> <li>-Discuss Pop Culture art</li> <li>-influences of ancient cultures on Early American architecture</li> </ul>	<ul style="list-style-type: none"> <li>-Identify &amp; use: line, shape, form, color value, texture, space</li> <li>-Use Repeating patterns</li> <li>-Use Principles of design, linear perspective, spatial relationships</li> <li>-Produce works of art with technology/clay/symbols/fibers</li> <li>-Discuss art from various cultures and periods, including Pre-Columbian, African-American, Colonial American, and European</li> <li>-Discuss commercial art careers</li> <li>-Art from westward expansion &amp; Civil War</li> </ul>
Music	<ul style="list-style-type: none"> <li>-Sing songs/play instruments/respond to music</li> <li>-Fast/slow, loud/soft, singing/speaking voice</li> <li>-Music with movement</li> <li>-Recognize/Play instruments</li> <li>-Patterns (two-pitch, rhythmic), steady beat, tone colors</li> <li>-Respectful behavior during music</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs/play instruments</li> <li>-Quarter notes, paired eighth notes, quarter rests</li> <li>-Respond to music with movement</li> <li>-Identify melodic rhythm, steady beat, high/low pitch</li> <li>-Perform line/circle dances</li> <li>-Recognize pitch/non-pitch instruments</li> <li>-Respectful behaviors during music</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs/play instruments/respond to music</li> <li>-Paired eighth notes, quarter notes, quarter rests, half notes, whole notes</li> <li>-Read lyrics</li> <li>-Music with movement</li> <li>-Recognize form in music, melodic patterns</li> <li>-Orchestral/folk instruments</li> <li>-7 letter music alphabet</li> <li>-Music contribution</li> <li>-Respectful behaviors during music</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs/play instruments/respond to music/perform in ensemble, I and V</li> <li>-Sixteenth notes, single eighth notes, paired eighth notes, quarter notes, quarter rests, half notes, dotted half notes, and whole notes</li> <li>-Identify ABC form, music terminology/ beats</li> <li>-World cultures and music</li> <li>-Orchestral family, rondo</li> <li>-Respectful behaviors during music</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs/perform melodies/rhythmic patterns/respond with movement/create rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests</li> <li>-play I, IV, and V (or V<sup>7</sup>) chords/Recorder</li> <li>-Orchestral family, rondo form, recognize instruments from around the world</li> <li>-Perform in two part musical ensemble</li> <li>-Recognize composer/musical score from history</li> <li>-Respectful behaviors during music</li> </ul>	<ul style="list-style-type: none"> <li>-Sing songs/play instruments/rhythmic patterns/respond with movement/create</li> <li>-Sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, whole rests/Recorder</li> <li>-Identify theme/variation forms/use terminology/identify instruments/identify functions of meter signatures</li> <li>-Respectful behaviors during music</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>-Progress toward good locomotor, non-locomotor, and manipulative skills</li> <li>-Concepts of directions, levels, pathways, effort</li> <li>-Participate in physical activity, appropriate behaviors, health and safety</li> <li>-Explain why physical activity leads to good health</li> </ul>	<ul style="list-style-type: none"> <li>-Correct critical elements of locomotor, non-locomotor, and manipulative skills</li> <li>-Participate in physical activity, appropriate behaviors, health and safety</li> <li>-Demonstrate improvement in force, tempo, levels, pathways, effort</li> <li>-Explain how body changes during PE</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate correct critical elements of locomotor, non-locomotor and manipulative skills during physical activity</li> <li>-Concept of relationships/spatial awareness</li> <li>-Locomotor skills</li> <li>-Name/locate large muscle groups</li> <li>-Perform cooperative, respectful, and safe behaviors</li> <li>-Identify means of PE outside of school</li> </ul>	<ul style="list-style-type: none"> <li>-Apply increasingly complex elements of locomotor, non-locomotor and manipulative skills during physical activity</li> <li>-Explain physiological changes during PE</li> <li>-Gymnastic, rhythmic movements</li> <li>-Purpose for rules, procedures, etiquette, and respectful behavior</li> <li>-Participate in physical activities at school, home and recreationally</li> </ul>	<ul style="list-style-type: none"> <li>-Refine movement skills and demonstrate the ability to combine them during complex movement activities</li> <li>-Apply FITT principle</li> <li>-Correlate components of PE with components of fitness and improvement in fitness and skill development</li> <li>-Demonstrate positive interactions with others</li> <li>-Participate in PE outside of school</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate proficiency in movement skills and skill combinations in complex movement activities.</li> <li>-Apply movement principle</li> <li>-Short and long-term benefits of PE</li> <li>-Analyze fitness data</li> <li>-Safe environments for PE</li> <li>-Participate in PE for interest/abilities</li> </ul>