



Phoenix Christian
PREPARATORY SCHOOL

Elementary
Course Description Book
2025-2026

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K-5 CURRICULUM OVERVIEW

Curriculum

The *Phoenix Christian Preparatory Elementary Curriculum Description* book is designed to serve as a resource for families, providing a clear overview of what students will be learning in the classroom. Phoenix Christian Preparatory takes a standards-based approach to curriculum. As a result, a variety of instructional resources are used with the shared goal of helping students master grade-level standards while growing academically and spiritually.

Mathematics (Primary Curriculum Resource: *Purposeful Design*)

Phoenix Christian uses ACSI's *Purposeful Design* Math curriculum, a Christian program that emphasizes a strong mathematical foundation while integrating a biblical worldview. Our goal is to equip students with solid math skills while also developing critical-thinking and problem-solving abilities.

Teachers engage students through hands-on instruction, small-group learning, and opportunities to apply math concepts to real-life situations. In addition, our Intervention Teacher partners with classroom teachers to provide targeted math intervention for students who need additional support, as well as enrichment for students who are ready for greater challenge.

English Language Arts (Primary Curriculum Resource: *Wonders*)

Phoenix Christian Elementary uses [McGraw Hill's Wonders ©2023](#) as the primary Language Arts curriculum. *Wonders* is a comprehensive English Language Arts program grounded in the science of reading and designed to support students' development as readers, writers, speakers, and thinkers. Instruction integrates phonemic awareness, phonics, fluency, vocabulary, reading comprehension, writing, spelling, grammar, and language conventions across a variety of genres.

Teachers provide whole-group instruction alongside targeted small-group learning using leveled readers, decodable texts, and differentiated resources to meet individual student needs. Students engage with high-quality literary and informational texts that build knowledge, strengthen comprehension, and support meaningful connections across Science and Social Studies. Digital tools and adaptive learning resources further enhance instruction and allow for responsive teaching based on ongoing assessment.

In addition to core classroom instruction, students receive targeted literacy support through intervention and enrichment as needed. This includes focused phonemic awareness practice, supported by research-based resources such as Heggerty, along with small-group instruction led by classroom teachers and an Intervention Teacher. The Intervention Teacher partners with classroom teachers to provide targeted reading intervention for students who need additional support, as well as enrichment for students who are ready for greater challenge.

Bible (Primary Curriculum Resource: *Purposeful Design*)

The most important goal for all teachers at Phoenix Christian is to demonstrate God's love and help students understand their identity and worth in Christ. This is accomplished through daily prayer, Scripture memorization, weekly chapel, and intentional Bible instruction. Students use ACSI's *Purposeful Design* Bible

curriculum daily, learning Bible truths from both the Old and New Testaments. These lessons focus on biblical stories and guide students in applying God’s Word to their everyday lives through practical discussion and reflection. Biblical truths are also intentionally integrated across all content areas.

Social Studies (Primary Curriculum Resource: *BJU Press*)

Students at Phoenix Christian explore both the past and present through *BJU Press’s Heritage Studies* curriculum. Social Studies instruction is taught through the lens of God’s Word, encouraging students to think critically, develop discernment, and grow as responsible citizens in their homes, communities, and the world around them.

S.T.E.M. (Primary Curriculum Resource: *BJU Press*)

Phoenix Christian students engage in Science, Technology, Engineering, and Mathematics across a variety of learning contexts. Our primary science curriculum, *BJU Press*, helps students study God’s world through scientific inquiry while maintaining a biblical worldview. Teachers are also encouraged to integrate S.T.E.M. concepts into other subject areas and provide hands-on, project-based learning experiences that encourage curiosity, creativity, and problem-solving.

Special Areas

At Phoenix Christian, we place a high value on students’ participation in Specials classes, recognizing their importance in supporting whole-child development. Specials teachers collaborate with classroom teachers to reinforce and extend learning in meaningful and creative ways unique to their disciplines. Students participate in the following Specials once or twice each week: Art, Library, Music, Physical Education, Chapel, and Beginning Band or Choir (5th grade only). In addition to targeted support provided during regular classroom instruction, students participate in Walk to Read (daily) and Walk to Math (twice per week), which offer additional intervention and enrichment based on individual student needs.

Standards and Assessments

Standards

At Phoenix Christian, being standards-driven means that instruction is guided by clear learning goals that define what students should know and be able to do at each stage of their development. Standards provide consistency, clarity, and a shared understanding of expectations, while still allowing teachers flexibility in how learning is taught, explored, and applied. Phoenix Christian aligns instruction to a combination of state and nationally recognized standards to ensure academic rigor while maintaining flexibility to support our mission, instructional philosophy, and intentional integration of a biblical worldview. Teachers thoughtfully connect academic content to biblical truth, helping students see God’s purpose, order, and truth across all areas of learning. Instruction is aligned to the following standards frameworks:

- Mathematics: Arizona Mathematics Standards
- English Language Arts: Arizona English Language Arts Standards
- Social Studies: Arizona Social Studies Standards and McREL Standards
- Science: Next Generation Science Standards
- Fine Arts: National Core Arts Standards
- Physical Education: SHAPE America National Standards
- Library / Information Literacy: AASL National School Library Standards

This balanced approach allows teachers to provide clear learning targets while emphasizing critical thinking, skill development, meaningful application, and biblical integration across content areas.

Assessments

Phoenix Christian Elementary monitors students' progress toward mastering standards using [MAP Growth K-12](#) assessments, which are administered three times per year in math, reading, and language. All students in Kindergarten through 5th grade complete DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times per year, which is used to assess foundational literacy skills and support early identification of students who may need additional reading support. Teachers also use curriculum-based assessments, performance tasks, and teacher-created assessments as best practice to regularly evaluate student understanding and guide instruction, intervention, and enrichment.

Grading

A	B	C	D	F
90%+	80-89%	70-79%	60-69%	0-59%
Exceeds the standard	Meets the standard	Approaches the standard	Difficulty meeting the standard	Unable to grasp the standard

Grading Scale

A+	98-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	0-59%
A	93-97%	B	83-86%	C	73-76%	D	63-66%		
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%		

PCPS Kindergarten Learning Expectations

Students will be able to:

Language Arts

Reading: Literature / Information Text

- Ask and answer questions about key ideas and details from a story
- Compare, contrast, and make connections between different stories or characters
- Retell stories and key details (e.g., characters, setting, major events)
- Identify the front cover, back cover, title page, author and illustrator of a book
- Recognize common types of texts (e.g., storybooks, poems)
- Engage in group reading activities

Reading: Foundational Skills

- Demonstrate an understanding of basic features of print (e.g., reading from left to right, words are separated by spaces)
- Demonstrate an understanding of spoken words, syllables, and sounds
- Recognize and name all uppercase and lowercase letters
- Recognize the most frequent sounds for each consonant and the long and short sounds for vowels
- Read common high-frequency words
- Read early-reader stories with understanding

Writing

- Draw, dictate, and write to express opinions, information, or narrate
- Hold scissors, crayons, pencils correctly
- Add details to strengthen writing
- Participate in shared research and writing projects

Speaking & Listening

- Describe familiar people, places, things, and events
- Express thoughts, feelings, and ideas clearly
- Participate in group discussion
- Ask and answer questions to seek help, get information, or clarify

Language

- Print uppercase and lowercase letters
- Produce and expand complete sentences
- Capitalize the first word in a sentence and the pronoun I
- Recognize and name end punctuation
- Spell simple words phonetically
- Acquire and uses new vocabulary and frequently occurring words

Mathematics

Counting and Cardinality

- Know number names and count to 100 by 1s and 10s
- Count to tell the number of objects
- Compare sets of objects to tell more, less, or equal to

Operations and Algebraic Thinking

- Add and subtract within 10 using objects and drawings

Number and Operations in Base Ten

- Read and write numbers 0-20 and gain foundations of place value

Measurement and Data

- Describe and compare measurable attributes of objects (e.g. length, weight)
- Classify and count objects in categories

Geometry

- Identify and describe shapes
- Analyze, compare, create, and draw shapes

Science – Earth Science

- Observe and discuss the effect of sunlight on the Earth’s surface
- Observe and discuss local weather conditions and the purpose of weather forecasting

Social Studies – Children as Citizens

- Explore how events of the past affect students’ lives and community
- Compare diverse cultures
- Discuss and apply values of respect, responsibility, equality, and fairness within schools and communities
- Describe roles and responsibilities of people in authority and explain how all people play important roles in our school and community
- Explain why rules are important
- Discuss the difference between needs and wants
- Use, explore, and construct maps
- Explain how water and weather impacts humans
- Explain and explore origins of key American symbols, traditions, and holidays

Bible – God’s Loving Care

- Memorize Bible verses and develop an awareness of the importance of memorization
- Use prayer and other forms of worship to grow in their relationship with Christ
- Recognize, identify, and strive for biblical ways of loving others
- Learn major Bible truths from the Old and New testaments that show God’s loving care

Primary Curriculum Resources and Standards

- Math: *Purposeful Design* / National Core Knowledge Mathematics Standards
- English Language Arts: *Benchmark Advance* / AZ ELA Standards
- Bible: *Purposeful Design* / Phoenix Christian Core Value Standards
- Social Studies: *BJU Press* / McRel Standards
- Science: *BJU Press* / Next Gen Standards

PCPS Grade 1 Learning Expectations

Students will be able to:

Language Arts

Reading: Literature / Information Text

- Ask and answer questions about key details from different texts
- Compare, contrast, and make connections between different texts, textual elements, and characters
- Retell stories or text to include the main topic and key details (e.g., characters, setting, major events)
- Use text features (e.g., headings, tables of contents, glossaries) to locate and describe information
- Read grade-level prose, poetry, and informational texts

Reading: Foundational Skills

- Demonstrate an understanding of spoken words, syllables, and sounds
- Recognize the features of a sentence (e.g., first word, capitalization, ending punctuation)
- Apply grade-level phonics and word analysis skills in decoding words
- Read accurately and fluently to support comprehension

Writing

- Write opinions, narratives, and informative text to communicate ideas and information effectively
- Respond to questions and suggestions from peers and adults to add details to strengthen writing
- Participate in shared research and writing projects

Speaking & Listening

- Express thoughts, feelings, and ideas clearly in a variety of different formats
- Participate in discussions with a group
- Produce complete sentences

Language

- Acquire and correctly use grade-appropriate vocabulary
- Use grade-appropriate conventions of standard English grammar and usage
- Demonstrate a command of capitalization, punctuation, and spelling conventions
- Determine or clarify the meaning of unknown words

Mathematics

Operations and Algebraic Thinking

- Represent and solve word problems involving addition and subtraction
- Add and subtract whole numbers within 20

- Work with equal groups of objects (for foundations of multiplication)

Numbers and Operations in Base Ten

- Count to 120, starting at any number
- Understand place value using tens and ones
- Compare two two-digit numbers
- Add within 100

Measurement and Data

- Measure, order, and compare the lengths of an object
- Tell and write time to the nearest half hour
- Represent and interpret data

Geometry

- Identify, compare, create, and divide shapes and their attributes

Science – Life Science

- Understand how plants and animals use their external parts to help them survive, grow, and meet their needs
- Explain how young plants and animals are like their parents
- Describe what plants and animals need to survive and how they can change their environment to meet their needs
- Plan and investigate to determine if plants need sunlight and water to grow
- Explain the function of an animal in dispersing seeds or pollinating plants
- Compare plants and animals and the diversity of life in different habitats
- Discuss ways to be responsible with God’s creation

Social Studies – Communities: Living and Working Together

- Place important life events in chronological order on a timeline
- Explore how events of the past affect students’ lives and community
- Compare diverse cultures
- Discuss issues in your community, past and present
- Discuss and apply values of respect, responsibility, equality, and fairness as a member of a community
- Explain why rules and laws are important
- Explain the role and purpose of a local government and how communities work to benefit the community (e.g., volunteering, voting)
- Describe different jobs and skills in a community and how this leads to producing different goods and services in our community
- Describe how someone earns money and reasons to spend or save money
- Explain how needs, wants, and availability of resources affect decision making
- Use, explore, and construct maps and use a grid to locate places
- Compare how activities affect culture and environment now and in the past (e.g., agriculture, industrialization, urbanization, human migration)

- Explain how ideas and innovation contribute to a community
- Explain the benefits of cooperation and compromise as a way to resolve conflict in communities past and present
- Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders and their importance

Bible – Study of the Old Testament, the Life of Christ, and the Early Church

- Memorize Bible verses and develop an awareness of the importance of memorization
- Use prayer and other forms of worship to grow in their relationship with Christ
- Recognize, identify, and strive for biblical characteristics (i.e., love, obedience, patience)
- Study Old Testament Bible truths, the life of Christ, His ministry, and the early Church

Primary Curriculum Resources and Standards

- Math: *Purposeful Design* / National Core Knowledge Mathematics Standards
- English Language Arts: *Benchmark Advance* / AZ ELA Standards
- Bible: *Purposeful Design* / Phoenix Christian Core Value Standards
- Social Studies: *BJU Press* / McRel Standards
- Science: *BJU Press* / Next Gen Standards

PCPS Grade 2 Learning Expectations

Students will be able to:

Language Arts

Reading: Literature / Informational Text

- Ask and answer questions using evidence from the text
- Compare, contrast, and make connections between different texts and textual elements
- Recount key details in texts from diverse cultures and determine their central message, lesson, or moral
- Use text features (e.g., captions, glossaries, indexes) to locate and explain information
- Read and comprehend grade-level literature and informational texts

Reading: Foundational Skills

- Apply grade-level phonics and word analysis skills in decoding words
- Read accurately and fluently to support comprehension

Writing

- Write to communicate ideas and information effectively
- Strengthen writing by planning, revising, and editing
- Participate in shared research and writing projects

Speaking & Listening

- Express thoughts, feelings, and ideas clearly in a variety of different formats
- Participate effectively in group discussions
- Present information in a variety of formats with appropriate facts and relevant, descriptive details
- Produce complete sentences to provide requested detail or clarification

Language

- Acquire and correctly use grade-appropriate vocabulary
- Use grade-appropriate conventions of standard English grammar and usage
- Demonstrate a command of capitalization, punctuation, and spelling conventions

Mathematics

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction within 100
- Add and subtract fluently within 20

- Work with equal groups of objects (for foundations for multiplication)

Numbers and Operations in Base Ten

- Understand place value of 100s, 10s and 1s
- Read, write, and count to 1,00
- Use place value strategies to add and subtract

Measurement and Data

- Measure, estimate, and compare lengths in standard units (e.g., inches, feet, centimeters, and meters)
- Relate addition and subtraction to length
- Tell and write time to the nearest 5 minutes
- Solve word problems using time and money
- Count a mix of coins and dollars using pennies, nickels, dimes, quarters, and dollar bills
- Represent and interpret data (e.g., on a line plot, picture graph, or bar graph)

Geometry

- Identify, compare, divide, and describe shapes and their attributes

Science – Physical Science

- Describe, classify, and observe different kinds of matter
- Describe and analyze matter and its interactions
- Explain how some changes caused by heat or cooling can be reversed and some cannot
- Identify and compare the difference between a push and a pull and how that changes the motion of an object
- Observe and understand the relationship between sound and vibrations
- Explain how sound and light can be affected by other objects
- Use materials to communicate over a distance using light or sound

Social Studies – The World Around Me

- Create a chronological sequence of events
- Understand how events of the past affect students' lives and community
- Compare diverse cultures
- Analyze relationships among causes and effects to create and support arguments
- Explain how people work together to identify and solve problems and how rules function in public settings
- Describe different jobs and skills in a global community and how this leads to producing different goods and services around the world
- Describe how someone earns money and reasons to spend or save money
- Explain how people can be producers and consumers in a global economy
- Describe the public services that governments provide
- Illustrate how a country's resources determine what is produced and traded
- Use, explore, and construct maps, globes, other geographic representations
- Explain how environmental characteristics affect people's lives

- Explain why and how people, goods, and ideas move from place to place
- Identify physical and cultural regions of the world
- Explain how individuals can make contributions to a civilization or culture
- Generate questions about the institutions and believe systems of different societies

Bible - Character Traits of People in the Bible

- Memorize Bible verses and develop an awareness of the importance of memorization
- Use prayer and other forms of worship to grow in their relationship with Christ
- Recognize, identify, and strive for biblical characteristics (i.e., love, obedience, patience)
- Study the character traits of people in the Bible and the application to their lives

Primary Curriculum Resources and Standards

- Math: *Purposeful Design* / National Core Knowledge Mathematics Standards
- English Language Arts: *Benchmark Advance* / AZ ELA Standards
- Bible: *Purposeful Design* / Phoenix Christian Core Value Standards
- Social Studies: *BJU Press* / McRel Standards
- Science: *BJU Press* / Next Gen Standards

PCPS Grade 3 Learning Expectations

Students will be able to:

Language Arts

Reading: Literature / Informational Text

- Ask and answer questions to demonstrate understanding and using evidence from the text
- Compare, contrast and make connections between different texts and textual elements
- Describe characters in a story and explain how their actions contribute to the sequence of events
- Recount key details in a text and determine their central message, lesson, or moral
- Summarize texts and make logical inferences
- Distinguish between multiple perspectives
- Distinguish between fact and opinion
- Compare and contrast the themes, settings, plots, details, topics and characters in different texts
- Use text features (e.g., captions, glossaries) to locate and explain information
- Read and comprehend grade-level literature and informational texts

Reading: Foundational Skills

- Apply grade-level phonics and word analysis skills in decoding words
- Read accurately and fluently to support comprehension

Writing

- Write routinely to communicate ideas and information effectively
- Write reflective narratives
- Produce writing in which the development and organization are appropriate to task and purpose
- Strengthen writing by planning, revising, and editing
- Conduct short research projects that build knowledge about a topic

Speaking & Listening

- Determine or describe key ideas or details from a text read aloud or information presented in various formats
- Engage effectively in collaborative discussions, conversations, and question asking
- Present information in a variety of formats using appropriate facts and relevant, descriptive details using appropriate pace, volume, and expressions
- Speak in complete sentences to provide requested detail or clarification

Language

- Acquire and correctly use grade-appropriate vocabulary
- Use grade-appropriate conventions of standard English grammar and usage
- Demonstrate a command of capitalization, punctuation, and spelling conventions

Mathematics

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve word problems involving the four operations, and identify and explain patterns arithmetic

Numbers and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit problems
- Fluently add or subtract within 1,000

Numbers and Operations in Fractions

- Develop an understanding of fractions and numbers

Measurement and Data

- Solve problems using measurement and estimation of time, volume, and mass
- Represent and interpret data
- Demonstrate an understanding of area and perimeter

Geometry

- Reason with shapes and their attributes

Science

Earth Science

- Use observations of the sun, moon, and stars to describe patterns that can be predicted
- Discuss how the amount of daylight is related to the time of year
- Discuss how Earth's events can occur quickly or slowly (e.g., how wind or water can shape the land)
- Identify where water is found on Earth and explain how it can be solid or liquid
- Represent data to describe typical weather conditions expected during a particular season and in different regions of the world
- Discuss design solutions that reduce the impact of weather-related hazards
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
- Analyze and interpret data from maps to describe patterns of Earth's features
- Describe that energy and fuels are derived from natural resources and discuss how this affects the environment and how the impact on humans can be reduced

Life Science

- Describe how organisms have unique and diverse life cycles but also have common birth, growth, reproduction, and death

- Explain how some animals form groups that help members survive
- Analyze evidence showing that plants and animals have traits inherited from parents and how variations exist in a group of similar organisms
- Explain how habitat influences traits and sometimes survival

Interpretation of Data

- Select, interpret, and compare complex data

Social Studies – Arizona Studies

- Create a chronological sequence of events
- Compare life in specific historical time periods and to life today and discuss people who have impacted history
- Explain why individuals and groups have different points of view of the same event
- Ask and answer questions about Arizona history, geography, government, and economics
- Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona
- Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments
- Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.
- Describe and discuss industries and occupations that have shaped Arizona
- Describe how someone earns money in Arizona and reasons to spend or save money
- Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources
- Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas
- Use and construct maps and graphs to represent changes in Arizona over time
- Explain how people modify and adapt to the Arizona environment
- Describe the movement of people in and out of Arizona and how Arizona has changed over time
- Explore Arizona’s cultures, civilizations, and innovations

Bible - Life of Christ, the Early Church, and Missions from the time of Paul until now

- Communicate the value of all people to God
- Develop godly character qualities such as boldness, compassion, creativity, endurance, faith, and responsibility
- Memorize Scripture that focuses on key components of a faith in God
- Evaluate the difference between Christianity and other worldviews
- Develop an understanding of the characteristics of God and His plan
- Acknowledge that prayer, praise, and worship are a part of a relationship with God
- Continue an understanding of the attributes of God
- Identify, describe, and explain the three parts of the Trinity

Primary Curriculum Resources and Standards

- Math: *Purposeful Design* / ACT and National Core Knowledge Mathematics Standards
- English Language Arts: *Benchmark Advance* / ACT and AZ ELA Standards
- Bible: *Purposeful Design* / Phoenix Christian Core Value Standards
- Social Studies: *BJU Press* / McRel Standards
- Science: *BJU Press* / ACT and Next Gen Standards

PCPS Grade 4 Learning Expectations

Students will be able to:

Language Arts

Reading: Literature/Information Text

- Use evidence from a text when explaining information and drawing inferences
- Compare, contrast and make connections between different texts and textual elements
- Summarize or explain key details in a text
- Determine the central message, lesson, or moral
- Interpret information presented visually, orally, or quantitatively (e.g., charts, graphs, timelines)
- Read and comprehend grade-level literature and informational texts proficiently

Reading: Foundational Skills

- Apply grade-level phonics and word analysis skills in decoding words
- Read accurately and fluently to support comprehension

Writing

- Write routinely to communicate ideas and information effectively
- Write analytical expository texts
- Produce clear writing in which the development and organization are appropriate to task, purpose, and audience
- Strengthen writing by planning, revising, and editing
- Conduct short research projects that build knowledge through investigation and draw on evidence

Speaking & Listening

- Paraphrase and identify the position of a text read aloud or information presented in various formats
- Engage effectively in collaborative discussions, conversations, and question asking
- Present information in a variety of formats using appropriate facts and relevant, descriptive details using appropriate pace, volume, and expressions
- Differentiate between contexts that call for formal English and situations where informal speaking is appropriate

Language

- Acquire and correctly use grade-appropriate vocabulary
- Use grade-appropriate conventions of standard English grammar and usage
- Demonstrate command of capitalization, punctuation, and spelling

Mathematics

Operations and Algebraic Thinking

- Solve multi-step problems using addition, subtraction, multiplication, and division

- Gain understanding with factor and multiples
- Create and analyze patterns

Numbers and Operations in Base Ten

- Understand place value in multi-digit whole numbers
- Perform operations (addition, subtraction, multiplication, and division) with multi-digit numbers
- Solve multi-step real-world problems with multi-digit numbers

Numbers and Operations in Fractions

- Understand fraction equivalence and ordering
- Build fractions using previous understanding of whole numbers
- Understand the relationship between fractions and decimals and uses it to compare and convert to tenths and hundredths

Measurement and Data

- Solve problems involving measurement and conversion of measurements
- Represent and interpret data
- Understand concepts of angles and measures angles

Geometry

- Draw and identify lines and angles, and classify shapes by their lines and angles

Science

Physical Science

- Relate the speed of an object to the energy of that object
- Understand that energy can be transferred from place to place by sound, light, heat, and electric currents and predict the outcomes about the changes in energy when objects collide
- Describe how waves can cause an object to move
- Describe how light reflecting from objects and entering the eye allows objects to be seen
- Observe and investigate effects of balanced and unbalanced forces on the motion of an object and predict an object's future motion
- Ask and answer questions to determine the cause-and-effect relationships of electric or magnetic interactions
- Describe that matter is made of particles too small to be seen and identify materials based on their properties
- Observe the type of change that occurs when heating, cooling, or mixing substances and compare the total weight of matter conserved
- Describe how the gravitational force exerted by Earth on objects is directed down
- Describe how energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun

Life Science

- Identify the internal and external structures of plants and animals and explain their function to support survival, growth, behavior, and reproduction

Interpretation of Data & Research Summaries

- Understand common scientific terminology, symbols, and units of measure used in a complex scientific context
- Compare and combine data from a complex data presentation
- Understand the complex experimental design
- Determine the scientific question that is the basis for a complex experiment (e.g., The hypothesis)
- Make predictions and evaluate results

Social Studies – Regions and Cultures of the Americas

- Create and use a chronological sequence of related events to compare developments that happened at the same time
- Compare life in specific historical time periods to life today and generate questions about individuals and groups who have shaped significant historical event
- Identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event
- Develop questions about events and developments in the Americas
- Analyze how civic virtues and democratic principles are key components of the American political system
- Generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights
- Examine concepts of scarcity, choice, opportunity cost, and risk
- Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas
- Use and create maps and graphs to represent change in the Americas over time
- Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas
- Explain how the location and use of resources affects human settlement and movement.
- Examine how the development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world
- Examine how cycles of conflict and cooperation have shaped relations among people, places, and environments
- Discuss how economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

Bible - Doctrines of the Church

- Understand, develop and practice Biblical character qualities
- Use different tools to help them study the Bible, including a concordance, timeline, maps, and context
- Express an understanding of their own personal beliefs

- Identify and discuss key concepts related to each of the following components of Biblical Christianity
- Bible, God, Christ, Holy Spirit, Angels, Man, Sin, and Salvation
- Memorize Bible memory verses accurately

Primary Curriculum Resources and Standards

- Math: *Purposeful Design* / ACT and National Core Knowledge Mathematics Standards
- English Language Arts: *Benchmark Advance* / ACT and AZ ELA Standards
- Bible: *Purposeful Design* / Phoenix Christian Core Value Standards
- Social Studies: *BJU Press* / McRel Standards
- Science: *BJU Press* / ACT and Next Gen Standards

PCPS Grade 5 Learning Expectations

Students will be able to:

Language Arts

Reading: Literature/Information Text

- Use evidence from a text when explaining information and drawing inferences
- Compare, contrast, and make connections between different texts and textual elements
- Summarize or explain key details in a text and determine their central message, lesson, or moral
- Analyze information presented visually, orally, or quantitatively (e.g., charts, graphs, timelines)
- Read and comprehend grade-level literature and informational texts

Reading: Foundational Skills

- Apply grade-level phonics and word analysis skills in decoding words
- Read accurately and fluently to support comprehension

Writing

- Write routinely to communicate ideas and information effectively
- Write persuasive arguments with logical reasoning and detailed examples
- Produce writing in which the development and organization are appropriate to task, purpose, and audience
- Strengthen writing by planning, revising, editing, and rewriting
- Conduct short research projects that build knowledge through investigation
- Draw evidence from literary and informational text to support analysis, reflection, and research

Speaking & Listening

- Summarize and identify the position of a text read aloud or information presented in various formats
- Engage effectively in collaborative discussions, conversations, and question asking
- Present information in a variety of formats using appropriate facts and relevant, descriptive details using appropriate pace, volume, and expressions
- Adapt speech to a variety of contexts and tasks

Language

- Acquire and correctly use grade-appropriate vocabulary
- Use grade-appropriate conventions of standard English grammar and usage
- Demonstrate command of capitalization, punctuation, and spelling

Mathematics

Operations and Algebraic Thinking

- Write and interpret numerical expressions
- Analyze patterns and relationships

Numbers and Operations in Base Ten

- Understand the place value system, including decimals
- Perform operations with multi-digit whole numbers and with decimals to the hundredths and thousandths

Numbers and Operations in Fractions

- Uses strategies to add and subtract fractions
- Multiply and divide fractions
- Solve real-world multi-step problems involving addition, subtraction, and multiplication of fractions and mixed numbers

Measurement and Data

- Convert units of measurement
- Represent and interpret data
- Understand concept of volume and relate volume to multiplication and addition

Geometry

- Graph points on the coordinate plane to solve real world and mathematical problems
- Classify two-dimensional figures based on their properties

Science

Earth Science

- Explain that the apparent brightness of the sun and stars is due to their relative distances from Earth and explain patterns of daily changes in shadows, day and night, and the seasonal appearance of some stars
- Discuss and provide evidence about the distribution of water on Earth

Life Science

- Discuss how plants get the materials they need for growth chiefly from air and water
- Describe the movement of matter among plants, animals, decomposers, and the environment

Engineering

- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
- Generate and compare multiple possible solutions to a problem
- Plan and carry out fair tests to identify aspects of a model that can be improved
- Ask questions, make observations, and gather information about a simple problem that can be solved through creating or improving an object or tool
- Show how the shape of an object helps it function as needed to solve a problem
- Compare and contrast two objects designed to solve the same problem

Interpretation of Data & Research Summaries

- Determines what conditions a complex experiment would produce specified results
- Determine the scientific question that is the basis for a complex experiment (e.g., The hypothesis)
- Make predictions and evaluate results
- Determines which hypothesis, prediction, or conclusion is, or is not, consistent with 2 or more complex data presentations and/or pieces of information in text

Social Studies – United States Studies

- Create and use a chronological sequence of related events to compare developments that happened at the same time
- Explain why individuals and groups during the same historical period differed in their perspectives and discuss individuals and groups who have shaped significant historical changes
- Describe events and developments in the United States, using sources
- Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization
- Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization
- Describe the origins, functions, and structure of the United States Constitution and the three branches of government
- Describe ways of changing society through laws and policies in order to address public problems
- Give examples of financial risks that individuals and households face within the context of the time period studies
- Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- Use and create maps and graphs to represent changes in the United States
- Use key historical events to analyze the causes and effects of environmental and technological events on human settlements and migration

Bible - Old Testament

- Explore the effects of their choices, words, thoughts, and actions on relationships
- Develop and demonstrate a greater understanding of their self-worth and identity in Christ
- Practice positive character qualities including creativity, honesty, and responsibility
- Explain what they believe and why they believe it
- Identify Who God is and His attributes
- Practice Godly living through prayer, worship, Bible memory, quiet times, and other spiritual disciplines
- Think critically about Biblical issues such as sin, salvation, and life after death
- Memorize and apply relevant Bible verses to life and daily actions

Primary Curriculum Resources and Standards

- Math: *Purposeful Design* / ACT and National Core Knowledge Mathematics Standards
- English Language Arts: *Benchmark Advance* / ACT and AZ ELA Standards
- Bible: *Purposeful Design* / Phoenix Christian Core Value Standards
- Social Studies: *BJU Press* / McRel Standards
- Science: *BJU Press* / ACT and Next Gen Standards

PCPS Art Learning Expectations

Kindergarten students will be able to:

- Engage in exploration and imaginative play with materials (such as with paper, markers, clay, crayons)
- Engage collaboratively in creative art making in response to an artistic problem
- Build skills in various media and approaches to art-making
- Observe safe practices with art materials, tools, and equipment
- Create art that represents natural and constructed environments
- Explain the process and/or subject matter of personal artwork
- Identify reasons for saving and displaying objects, artifacts, and artwork
- Explain the purpose of a portfolio or collection
- Explain what an art museum is and distinguish how an art museum is different from other buildings
- Identify various types of art
- Describe what an image represents
- Interpret art by identifying subject matter and describing relevant details
- Explain reasons for selecting a preferred artwork
- Create art that tells a story about a life experience
- Identify a purpose of an artwork

Grade 1 students will be able to:

- Engage collaboratively in exploration and imaginative play with materials (such as puppets, model towns, paper murals)
- Use careful observation in preparation for making a work of art
- Explore uses of materials, tools, and approaches to create works of art or design
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art
- Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means
- Use art vocabulary to describe choices in personal artwork
- Explain why some objects, artifacts, and artwork are valued over others
- Give reasonable answers to questions about preserving artworks
- Identify the roles and responsibilities of people who work in and visit museums and other art venues
- Select and describe the subject matter of art
- Compare images that represent the same subject matter
- Interpret art by categorizing subject matter and identifying the elements and principles
- Classify artwork based on different reasons for preferences
- Identify times, places, and reasons students make art outside of school
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Grade 2 students will be able to:

- Brainstorm collaboratively multiple approaches to an art or design problem
- Make art or design to explore personal interests, questions, and curiosity
- Experiment with various materials, tools, and approaches to explore personal interests in a work of art or design
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- Repurpose objects to make something new
- Discuss and reflect with peers about choices made in creating artwork
- Categorize artworks based on a theme or concept for an exhibit
- Distinguish between different materials or artistic techniques for preparing artwork for presentation and preservation
- Analyze how art exhibited inside and outside of schools contributes to communities
- Use art-specific vocabulary to describe one's natural world and constructed environments
- Compare images based on expressive properties
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and elements and principles
- Use art-specific vocabulary to express preferences about artwork
- Create works of art about events in home, school, or community life
- Compare cultural uses of artwork from different times and places

Grade 3 students will be able to:

- Create an imaginative and add details
- Investigate personal ideas through the art-making process
- Create artwork using a variety of artistic processes, materials, and approaches
- Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes
- Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life
- Elaborate visual information by adding details in an artwork
- Investigate and discuss possibilities and limitations of spaces (such as classroom bulletin board, school lobby, local business, museum, Internet, etc.) for exhibiting artwork
- Identify appropriate exhibit space and prepare works of art for presentation (such as a counter space, bulletin board, display case, media center, etc.) and write an artist statement (such as a descriptive sentence)
- Identify and explain how and where different cultures record and illustrate stories and preserve history through art
- Use art-specific vocabulary to speculate about processes (such as pasted paper in a collage and brush marks in a painting) an artist used to create a work of art
- Determine messages communicated by an
- Interpret art by referring to contextual information (such as the artist's life and times) and analyzing relevant subject matter, elements and principles, and use of media
- Distinguish one's preference for an artwork from one's evaluation of that artwork
- Develop a work of art based on observations of surroundings

- Recognize that responses to art change depending on knowledge of the time and place in which it was made

Grade 4 students will be able to:

- Independently brainstorm multiple approaches to solve a creative art or design problem
- Collaboratively set goals and create artwork that is meaningful and has purpose to the makers
- Develop technical skills and explore art-making approaches
- When making works of art, utilize and care for materials, tools, and equipment and practice safe and responsible digital posting/sharing with awareness of image ownership
- Describe, and visually represent regional constructed environments
- Revise artwork in progress based on insights gained through peer discussion
- Analyze how past, present, and emerging technologies have impacted the presentation of artwork
- Analyze the various considerations for presenting and protecting art
- Compare purposes of exhibiting art in virtual museums, art museums, art galleries, community art centers, or other
- Use art-specific vocabulary to compare responses to a work of art before and after working in similar media
- Analyze in imagery that convey messages
- Interpret art by referring to contextual information and by analyzing relevant subject matter, use of media, and elements and principles or artistic norms of the culture within which the artwork is made
- Evaluate an artwork based on given criteria
- Create a work of art that reflects community or cultural traditions
- Through observation, infer information about time, place, and culture in which a work of art was created

Grade 5 students will be able to:

- Combine ideas to generate an innovative idea for art-making
- Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art
- Develop skills in multiple art-making techniques and experiment with approaches through practice
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment
- Describe and visually document places and/or objects of personal significance
- Create an artist statement using art vocabulary to describe personal choices in art-making
- Define the roles and responsibilities of museum professionals and explain the skills and knowledge needed in maintaining and presenting objects, artifacts, and artwork
- Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork
- Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic

- Use art-specific vocabulary to compare how artworks made in different cultures reflect the times and places in which they were made
- Identify and analyze cultural associations suggested by visual imagery
- Distinguish between relevant and non-relevant contextual information to support an interpretation of the mood, message or meaning of that artwork
- Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media
- Create a work of art that reflects or is inspired by the natural and/or man-made environment in a new way
- Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society

PCPS Music Learning Expectations

K-5 students will be able to:

Singing, alone and with others, a varied repertoire of music

- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- Sing expressively, with appropriate dynamics, phrasing, and interpretation
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Sing ostinatos, partner songs, and rounds
- Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Performing on instruments, alone and with others, a varied repertoire of music

- Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- Perform expressively a varied repertoire of music representing diverse genres and styles
- Echo short rhythms and melodic patterns
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Perform independent instrumental parts 1 while other students sing or play contrasting parts

Improvising melodies, variations, and accompaniments

- Improvise "answers" in the same style to given rhythmic and melodic phrases
- Improvise simple rhythmic and melodic ostinato accompaniments
- Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

Composing and arranging music within specified guidelines

- Create and arrange music to accompany readings or dramatizations
- Create and arrange short songs and instrumental pieces within specified guidelines
- Use a variety of sound sources when composing

Reading and notating music

- Read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures
- Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
- Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

- Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Listening to, analyzing, and describing music

- Identify simple music forms when presented aurally
- Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

Evaluating music and music performances

- Devise criteria for evaluating performances and compositions
- Explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Understanding relationships between music, the other arts, and disciplines outside the arts

- Identify similarities and differences in the meanings of common terms used in the various arts
- Describe in simple terms how elements of music are used in music examples from various cultures of the world
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- Identify and describe roles of musicians in various music settings and cultures
- Demonstrate audience behavior appropriate for the context and style of music performed

PCPS Physical Education Learning Expectations

Kindergarten students will be able to:

Demonstrate competency in a variety of motor skills and movement patterns

- Perform locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance
- Perform jumping & landing actions with balance
- Perform locomotor skills in response to teacher-led creative dance
- Maintain momentary stillness on different bases of support
- Form wide, narrow, curled & twisted body shapes
- Roll sideways in a narrow body shape

- Contrast the actions of curling & stretching
- Throw underhand with opposite foot forward
- Drop a ball and catch it before it bounces twice
- Catch a large ball tossed by a skilled thrower
- Dribble a ball with one hand, attempting the second contact
- Tap a ball using the inside of the foot sending it forward
- Kick a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern
- Volley a light-weight object (balloon), sending it upward
- Strike a lightweight object with a paddle or short-handled racket
- Execute a single jump with self-turned rope
- Jump a long rope with teacher-assisted turning

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance

- Differentiate between movement in personal (self-space) and general space
- Move in personal space to a rhythm
- Travel in 3 different pathways
- Travels in general space with different speeds

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Identify active-play opportunities outside physical education class
- Recognize that when you move fast, your heart beats faster and you breathe faster
- Recognize that food provides energy for physical activity

Exhibits responsible personal and social behavior that respects self and others

- Follow directions in group settings
- Acknowledge responsibility for behavior when prompted
- Follow instruction/directions when prompted
- Share equipment and space with others
- Recognize the established protocol for class activities
- Follow teacher directions for safe participation and proper use of equipment with minimal reminders

Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Recognize that physical activity is important for good health
- Acknowledge that some physical activities are challenging/difficult
- Identify physical activities that are enjoyable
- Discuss the enjoyment of playing with friends

Grade 1 students will be able to:

Demonstrate competency in a variety of motor skills and movement patterns

- Hop, gallop, jog and slide using a mature pattern

- Demonstrate 2 of the 5 critical elements for jumping and landing in both vertical and horizontal planes using 2-foot take-offs and landings
- Combine locomotor and non-locomotor skills in a teacher-designed dance
- Maintain stillness on different bases of support with different body shapes
- Transfer weight from one body part to another in self-space in dance and gymnastics environments
- Roll with either a narrow or curled body shape
- Demonstrate twisting, curling, bending & stretching actions
- Throw underhand, demonstrating 2 of the 5 critical elements of a mature pattern
- Catch a soft object from a self-toss before it bounces
- Catch various sizes of balls self-tossed or tossed by a skilled thrower
- Dribble continuously in self-space using the preferred hand
- Tap or dribbles a ball using the inside of the foot while walking in general space
- Approach a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern
- Volley an object with an open palm, sending it upward
- Strike a ball with a short-handled implement, sending it upward
- Jump forward or backward consecutively using a self-turned rope
- Jump a long rope up to 5 times consecutively with teacher-assisted turning

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance

- Move in self-space and general space in response to designated beats/rhythms
- Travel demonstrating low, middle and high levels
- Travel demonstrating a variety of relationships with objects (e.g., over, under, around, through)
- Differentiate between fast and slow speeds
- Differentiate between strong and light force

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Discuss the benefits of being active and exercising and/or playing
- Actively participate in physical education class
- Identifies the heart as a muscle that grows stronger with exercise, play and physical activity
- Differentiate between healthy and unhealthy foods

Exhibits responsible personal and social behavior that respects self and others

- Accept personal responsibility by using equipment and space appropriately
- Follow the rules and parameters of the learning environment
- Respond appropriately to general feedback from the teacher
- Work independently with others in a variety of class environments
- Exhibit the established protocols for class activities
- Follow teacher directions for safe participation and proper use of equipment without teacher reminders

Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Identify physical activity as a component of good health

- Recognize that challenge in physical activities can lead to success
- Describe positive feelings that result from participating in physical activities
- Discuss personal reasons (i.e., the "why") for enjoying physical activities

Grade 2 students will be able to:

Demonstrate competency in a variety of motor skills and movement patterns

- Skip using a mature pattern
- Run with a mature pattern
- Travel showing differentiation between jogging and sprinting
- Demonstrate 4 of the 5 critical elements for jumping and landing in both vertical and horizontal planes using a variety of 1-and 2-foot take-offs and landings
- Perform a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms
- Balance on different bases of support, combining levels and shapes
- Balance in an inverted position with stillness and supportive base
- Transfer weight from feet to different body parts/bases of support for balance and/or travel
- Roll in different directions with either a narrow or curled body shape
- Differentiate among twisting, curling, bending & stretching actions
- Combine balances and transfers into a 3-part sequence
- Throw underhand using a mature pattern
- Throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern
- Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body
- Dribble in self-space with preferred hand demonstrating a mature pattern
- Dribble using the preferred hand while walking in general space
- Dribble with the feet in general space with control of ball and body
- Use continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern
- Volley an object upward with consecutive hits
- Strike an object upward with a short-handled implement, using consecutive hits.
- Strike a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation
- Jump self-turned rope consecutively forward and backward with a mature pattern
- Jump a long rope 5 times consecutively with student turners

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance

- Combine locomotor skills in general space to a rhythm
- Combine shapes, levels and pathways into simple travel, dance and gymnastics sequences
- Recognizes the concept of open spaces in a movement context
- Value time and force with gradual increases and decreases

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Describe large-motor and/or manipulative physical activities for participation outside physical education class
- Actively engage in physical education class in response to instruction and practice
- Use own body as resistance (e.g., holds body in plank position, animal walks) for developing strength
- Identify physical activities that contribute to fitness
- Recognize the “good health balance” of good nutrition with physical activity

Exhibits responsible personal and social behavior that respects self and others

- Practices skills with minimal teacher prompting
- Accept responsibility for class protocols with behavior and performance actions
- Accept specific corrective feedback from the teacher
- Work independently with others in partner environments
- Recognize the role of rules and etiquette in teacher-designed physical activities
- Work independently and safely in physical education
- Work safely with physical education equipment

Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Recognize the value of "good health balance"
- Compare physical activities that bring confidence and challenge
- Identify physical activities that provide self-expression

Grade 3 students will be able to:

Demonstrate competency in a variety of motor skills and movement patterns

- Leap using a mature pattern
- Travel showing differentiation between jogging and sprinting
- Jump and land in the horizontal and vertical planes using a mature pattern
- Perform teacher-selected and developmentally appropriate dance steps and movement patterns
- Perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation
- Balance on different bases of support, demonstrating muscular tension and extensions of free body parts
- Transfer weight from feet to hands for momentary weight support
- Roll in different directions with either a narrow or curled body shape
- Move into and out of gymnastics balances with curling twisting & stretching actions
- Combine locomotor skills and movement concepts to create and perform a dance
- Combine balance and weight transfers with movement concepts to create and perform a dance
- Throw underhand to a partner or target with reasonable accuracy
- Throw overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments, for distance and/or force
- Catch a gently tossed hand-size ball from a partner demonstrating 4 of the 5 critical elements of a mature pattern

- Dribble and travels in general space at slow to moderate jogging speed, with control of ball and body
- Dribble with the feet in general space at slow to moderate jogging speed with control of ball and body
- Pass and receive a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass
- Use a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each
- Use a continuous running approach and kicks a stationary ball for accuracy.
- Volley an object with and underhand or sidearm striking patten, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern
- Strike an object with a short-handled implement, sending it forward over a low net or to a wall
- Strike an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern
- Strike a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting
- Perform intermediate jump-rope skills for both long and short ropes

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance

- Recognizes the concept of open spaces in a movement context
- Recognize locomotor skills specific to a wide variety of physical activities
- Combine movement concepts (direction, levels, force, time) with skills as directed by the teacher
- Employ the concept of alignment in gymnastics and dance
- Employ the concept of muscular tension with balance in gymnastics and dance
- Apply simple strategies & tactics in chasing activities
- Apply simple strategies in fleeing activities

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Chart participation in physical activities outside physical education class
- Identify physical activity benefits as a way to become healthier
- Engage in the activities of physical education class without teacher prompting
- Describe the concept of fitness and provides examples of physical activity to enhance fitness
- Recognize the importance of warm-up & cool-down relative to vigorous physical activity
- Demonstrate, with teacher direction, the health-related fitness components
- Identify foods that are beneficial for before and after physical activity

Exhibits responsible personal and social behavior that respects self and others

- Exhibit personal responsibility in teacher-directed activities
- Work independently for extended periods of time

- Accept and implements specific corrective feedback from the teacher
- Work cooperatively with others
- Praise others for their success in movement performance
- Recognize the role of rules and etiquette in physical activity with peers
- Work independently and safely in physical activity settings

Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Discuss the relationship between physical activity and good health
- Discuss the challenge that comes from learning a new physical activity
- Reflect on the reasons for enjoying selected physical activities
- Describe the positive social interactions that come when engaged with others in physical activity

Grade 4 students will be able to:

Demonstrate competency in a variety of motor skills and movement patterns

- Use various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences
- Run for distance using mature pattern
- Use spring-and-step take-offs and landings specific to gymnastics
- Combine locomotor movement patterns and dance steps to create and perform an original dance
- Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks
- Balance on different bases of support on apparatus, demonstrating levels and shapes
- Transfer weight from feet to hands, varying speed and using large extensions
- Roll in different directions with either a narrow or curled body shape
- Move into and out of balances on apparatus with curling, twisting & stretching actions
- Combine locomotor skills and movement concepts to create and perform a dance with a partner
- Combine traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus
- Throw underhand to a partner or target with reasonable accuracy
- Throw overhand using a mature pattern in nondynamic environments
- Throw overhand to a partner or at a target with accuracy at a reasonable distance
- Throw to a moving partner with reasonable accuracy in a nondynamic environment
- Catch a thrown ball above the head, at chest, or waist level, and below the waist using a mature pattern in a nondynamic environment
- Dribble in self-space with both the preferred and the nonpreferred hands using a mature pattern
- Dribble in general space with control of ball and body while increasing and decreasing speed
- Dribble with the feet in general space with control of ball and body while increasing and decreasing speed
- Pass and receive a ball with the insides of the feet to a moving partner in a nondynamic environment

- Pass and receive a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass
- Dribble with hands or feet in combination with other skills (e.g., passing, receiving, shooting)
- Kick along the ground and in the air, and punts using mature patterns
- Volley underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball)
- Volley a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern
- Strike an object with a short-handled implement while demonstrating a mature pattern
- Strike an object with a short-handled implement alternating hits with a partner over a low net or against a wall
- Strike an object with a long-handled implement, while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plans and follow-through)
- Combine traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice-task environments
- Create a jump-rope routine with either a short or long rope

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance

- Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling)
- Apply the concept of closing spaces in small-sided practice task
- Dribble in general space with changes in direction and speed
- Combine movement concepts with skills in small-sided practice tasks, gymnastics and dance environments
- Apply the movement concepts of speed, endurance and pacing for running
- Apply the concepts of direction and force when striking an object with a short-handled implement, sending it toward a designated target
- Apply the concept of alignment in gymnastics and dance
- Apply the concept of muscular tension with balance in gymnastics and dance
- Apply simple offensive strategies and tactics in chasing and fleeing activities
- Apply simple defensive strategies/tactics in chasing and fleeing activities
- Recognize the types of kicks needed for different games and sports situations

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Analyze opportunities for participating in physical activity outside physical education class
- Actively engage in the activities of physical education class, both teacher-directed and independent
- Identify the components of health-related fitness
- Demonstrate warm-up and cool-down relative to the cardio-respiratory fitness assessment
- Complete fitness assessments (pre and post)
- Identify areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas
- Discuss the importance of hydration and hydration choices relative to physical activities

Exhibits responsible personal and social behavior that respects self and others

- Exhibit responsible behavior in independent group situations
- Reflect on personal social behavior in physical activity
- Listen respectfully to corrective feedback from others
- Praise the movement performance of others both more and less-skilled
- Accept players of all skill levels into the physical activity
- Exhibit etiquette and adherence to rules in a variety of physical activities
- Work safely with peers and equipment in physical activity settings

Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Examine the health benefits of participating in physical activity
- Rate the enjoyment of participating in challenging and mastered physical activities
- Rank the enjoyment of participating in different physical activities
- Describe and compare the positive social interactions when engaged in partner, small-group and large-group physical activities

Grade 5 students will be able to:Demonstrate competency in a variety of motor skills and movement patterns

- Demonstrate mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics and dance
- Combine locomotor and manipulative skills in a variety of small-sided practice tasks/ games environments
- Combine traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey and basketball)
- Use appropriate pacing for a variety of running distances
- Combine jumping and landing patterns with locomotors and manipulative skills in dance, educational gymnastics, and small-sided practice tasks and games environments
- Combine locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern
- Apply skills of dribbling, throwing, catching and striking
- Combine balance and transferring weight in a gymnastics sequence or dance with a partner
- Transfer weight in gymnastics and dance environments
- Roll in different directions with either a narrow or curled body shape
- Perform curling, twisting & stretching actions with correct application in dance, gymnastics, small-sided practice tasks in games environments
- Combine locomotor skills and movement concepts to create and perform a dance with a group
- Combine actions, balances and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus
- Throw underhand using a mature pattern in nondynamic environments with different sizes and types of objects
- Throw underhand to a large target with accuracy
- Throw overhand using a mature pattern in nondynamic environments, with different sizes and types of objects

- Throw overhand to a large target with accuracy
- Throw with accuracy, both partners moving
- Throw with reasonable accuracy in dynamic, small-sided practice tasks
- Catch a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a nondynamic environment
- Catch with accuracy, both partners moving
- Catch with reasonable accuracy in dynamic, small-sided practice tasks
- Combine hand dribbling with other skills during 1v1 practice tasks
- Combine foot dribbling with other skills in 1v1 practice tasks
- Pass with the feet using a mature pattern as both partners travel
- Receive a pass with the foot using a mature pattern as both partners travel
- Dribble with hands or feet with mature patterns in a variety of small-sided game forms
- Demonstrate mature patterns in kicking and punting in small-sided practice task environments
- Volley underhand using a mature pattern
- Volley a ball using a 2-hand overhead pattern, sending it upward to a target
- Strike an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment
- Strike a pitched ball with a bat using a mature pattern
- Combine striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in
- Combine manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball)
- Create a jump-rope routine with a partner, using either a short or long rope

Apply knowledge of concepts, principles, strategies and tactics related to movement and performance

- Combine spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics, dance and games environments
- Combine movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction
- Apply movement concepts to strategy in game situations
- Apply the concepts of direction and force to strike an object with a long-handled implement
- Analyze movement situations and applies movement concepts in small-sided practice tasks in game environments, dance and gymnastics
- Apply the concept of alignment in gymnastics and dance
- Apply the concept of muscular tension with balance in gymnastics and dance
- Apply basic offensive and defensive strategies/tactics in invasion small-sided practice tasks
- Apply basic offensive and defensive strategies & tactics in net/wall small-sided practice tasks
- Recognize the type of throw, volley or striking action needed for different games and sports situations

Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- Chart and analyze physical activity outside physical education class for fitness benefits of activities
- Actively engage in all the activities of physical education
- Differentiate between skill-related and health-related fitness

- Identify the need for warm-up and cool-down relative to various physical activities
- Analyze results of fitness assessment (pre and post), comparing results to fitness components for good health
- Design a fitness plan to address ways to use physical activity to enhance fitness
- Analyze the impact of food choices relative to physical activity, youth sports and personal health

Exhibits responsible personal and social behavior that respects self and others

- Engage in physical activity with responsible interpersonal behavior
- Participate with responsible personal behavior in a variety of physical activity contexts, environments and facilities
- Exhibit respect for self with appropriate behavior while engaging in physical activity
- Give corrective feedback respectfully to peers
- Accept, recognize and actively involve others with both higher and lower skill abilities into physical activities and group projects
- Critique the etiquette involved in rules of various game activities
- Apply safety principles with age-appropriate physical activities

Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction

- Compare the health benefits of participating in selected physical activities
- Express the enjoyment and/or challenge of participating in a favorite physical activity
- Analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response
- Describe the social benefits gained from participating in physical activity