Dear Parents and Families:

In an effort to prepare students for the world, our schools realize that student success and preparation must begin as soon as possible; therefore we present you to this publication what students will learn in the Shelton School District.

Education has never been more important than it is today. Our students face international competition for employment and an increasing pace of change that impacts their future. Together we must prepare students to compete and win on the world stage so they can pursue their hopes and dreams.

It is imperative the Shelton Schools, parents and families pursue their hopes and dreams.

Alex Apostle
Superintendent
Shelton School District

Shelton Proud, Shelton Now!

The following employee has been designated to handle questions and complaints of discrimination.

Notice of Nondiscrimination
The Shelton School District does not discriminate in any programs or activities on the basis of race, sex, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

The following employee has been designated to handle questions and complaints of alleged discrimination.

Alex Apostle, Assistant Superintendent of Human Resources, 906-456-1801
S. 1st Street, Shelton, WA 98584. Conference procedure can be found at www.shelton-schools.org under Board Policy #1210 (students) and #5010 (employees).

Reach for Reading is the core English Language Arts program focused on literacy in grades K-5. It incorporates authentic literature and exclusive National Geographic selections. Students focus on foundational skills, analyzing texts, higher order questioning in comprehension, close reading, writing, vocabulary, and collaborative conversations.

Each student’s reading skills are evaluated and they receive additional support or acceleration based on need. Interventions during WIN (What I Need) time include Read Well, REWARDS, focus skills, and vocabulary instruction. Acceleration may include novel studies and advanced questioning strategies.

Decoding-Foundational Skills
Phonological Awareness
• Tell the number of syllables in words
• Tell about different sounds in words

Phonics and Word Recognition
• Use digraphs (e.g., ch, sh, th)
• Read one and two syllable words
• Read vowel teams (e.g., ea, ay, oa)
• Read first grade words

Fluency
• Read accurately and with expression

Reade for Reading - National Geographic Learning © 2016

Proper Usage of Grammar
• Print uppercase and lowercase letters
• Use common, proper, and possessive nouns
• Use singular and plural nouns with the correct verb
• Use pronouns
• Use adjectives and adverbs correctly
• Use past, present, and future verb tenses

Writing Conventions
• Capitalize dates and names of people
• Punctuate sentences and punctuation with additional and subtraction equations

Vocabulary
• Use context of a sentence to find the meaning of a word
• Use prefixes and suffixes
• Use root words and their various forms (e.g., look, looks, looked)

Science
Full Option Science System (FOSS) © 2015

Reach for Reading - National Geographic Learning © 2016

Mathematics
Math Expressions Common Core - HM Harcourt ©2013

Social Studies
Social Studies Alive! My School and Family ©2015

Social Studies Alive! My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.

Economics
Understand needs and wants

Geography
Understand and use maps and globes

History
Understand and create family timelines

Social Studies
Social Studies Alive! My School and Family ©2015

Everygreen Elementary is a dual language school where most students receive literacy instruction in both English and Spanish. Using the Maravillas curriculum published by McGraw, students develop Reading, Writing and Listening skills as they become bilingual and bicultural. They receive the same curriculum content as every child in the Shelton School District.

DUAL LANGUAGE

Evergreen Elementary is a dual language school where most students receive literacy instruction in both English and Spanish. Using the Maravillas curriculum published by McGraw, students develop Reading, Writing and Listening skills as they become bilingual and bicultural. They receive the same curriculum content as every child in the Shelton School District.

DUAL LANGUAGE

Proper Usage of Grammar
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• Use singular and plural nouns with the correct verb
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Vocabulary
• Use context of a sentence to find the meaning of a word
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Health

BrainPOP is an award winning online program that uses animated movies and classroom resources to introduce students to a variety of health related topics.

Wellness
- Recognize effective hygiene practices identify how germs are transmitted
- Identify safety hazards
- Describe practices and behaviors that promote safety and prevent injuries
- Explain how to call 911
- Recognize violence or abuse

Nutrition
- Learn about food and food groups
- Understand the importance of healthy meals and daily water intake
- Understand food choices affect health

Sexual Health
- Understand gender roles vary
- Recognize characteristics and benefits of healthy friendships

Social Emotional Health
- Demonstrate appropriate ways to express and manage emotions
- Demonstrate how to respond to teasing and bullying

Substance Use and Abuse
- Understand alcohol and tobacco are harmful drugs and are illegal for minors
- Recognize the health benefits of avoiding tobacco, second-hand smoke, and alcohol

Physical Education

Five for Life Basic © 2003

The FIVE FOR LIFE® Physical Education Curriculum is designed to teach essential fitness and health content through movement. Each activity allows students to apply knowledge. The curriculum is aligned K-12 to ensure student growth in knowledge and skills from year to year.

Motor Skills
- Demonstrate weight transfer from one body part to another

Manipulative Skills
- Demonstrate mature overhand and underhand throw
- Catch, dribble, foot pass, kick
- Strike, volley with hands and arms

Movement Concepts and Strategies
- Demonstrate safe movement in personal space, different pathways, levels, and relationships

Physical Activity
- Actively engage in physical education class
- Recognize moving fast causes faster heartbeat and breathing
- Recognize body systems: muscular, skeletal, five senses

Personal Responsibility
- Demonstrate responsible use of PE equipment and space
- Recognize and follow class rules and protocols
- Share equipment and space with others

Music

Game Plan is an active music curriculum for children, organized chronologically with 4 lessons per month, each with approximately 60 minutes of activities. Each grade level includes experiences in imitation, exploration, improvisation, and visualization; repertoire rich in folk literature, nursery rhymes and traditional singing games.

Create
- Plan artwork
- Use materials safely to create
- Organize and clean up materials after use
- Use art vocabulary to talk about how art was made

Present
- Explain personal preferences in art
- Respond
- Compare different art that uses the same subject
- Pick a favorite piece of art and tell why
- Connect
- Make art that tells a story about one’s life
- Tell why people from different times and places make art

Visual Arts

The Learner-Directed Classroom: Developing Creative Thinking Skills, Teachers College Press © 2012

In the learner directed art classroom students are introduced to artistic behaviors that sustain interest and engagement. They participate in a variety of choice-based activities that promote personal relevancy while developing skills to create and present a variety of art forms.

Create
- Explore basic rhythmic, melodic, and harmonic concepts (steady beat, high/low, fast/slow, up/down, note & rest values, singing voice, major/minor)
- Explore a variety of percussion instruments, including body percussion
- Explore basic concepts of form and expressive qualities through dramatic play, playing instruments, and singing (same/different, loud/quiet, introduction, repeat)

Perform
- Play instruments (short/long sounds, ostinato)
- Sing (sol-la-mi patterns, match pitch)
- Move (steady beat)
- AB & ABA form

Respond
- Identify or recognize musical oppositions (long/short, up/down, high/low, loud/quiet, fast/slow)
- Identify note values, intervals, and instruments when listening to music
- Classify percussion instruments
- Describe the cultural aspects of music

Connect
- Actively experience music while engaging the senses
- Describe what is seen, felt, & heard while listening to music
- Tell how different types of music are used to communicate
- Demonstrate appropriate arts disciplines based skills (creating, working together, practicing, performing)

Social and Emotional Learning (SEL) Competencies

Self-Awareness
- Identify emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting

Social Awareness
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills
- Communication
- Social engagement
- Relationship building
- Teamwork

Responsible Decision-Making
- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating/Reflecting
- Ethical responsibility

PARENT-TEACHER COMMUNICATION

Family/school partnerships are essential to a child’s education. We encourage families to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals:

- End of Trimester 1 Report Card
- End of Trimester 2 Report Card
- End of Trimester 3 Report Card

For additional information, please visit your school’s website through www.sheltonschools.org