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 to you in 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 continue to work together to ensure student success at every grade level. I truly believe the efforts put forth by our PK-12 instructional review process will refine teaching and learning throughout our school system. This will contribute significantly towards our mutually desired outcome, which is student success and ultimate graduation from high school and beyond. I look forward to our journey in continued collaboration to achieve student success for all.

Alex Apostle
Superintendent
Shelton School District

Shelton Proud, Shelton Now!

Notice of Nondiscrimination

The Shelton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran’s status, sexual orientation, gender expression or identity, disability, or the use of a trained dog 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: Linda Arnold, Director of Human Resources. 360-426-1587. 700 S. 1st Street, Shelton, WA 98584. Complaint procedure can be found at www.shelton-schools.org under Board Policy #5210 (students) and #5210 (employees).

Shelton School District

REACHING REACH for Reading · National Geographic Learning © 2016

Reach for Reading is the core English Language Arts program for students in grades K-5. It incorporates authentic literature and exclusive National Geographic selections. Students focus on foundational skills, analyzing texts, higher order thinking, and collaboration. 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.

Word Analysis-Foundational Skills

Decoding—Foundational Skills

• Understand the difference between literal and non-literal language
• Use text features to understand nonfiction
• Understand differences between author’s point of view and own point of view
• Understand different parts of text using terms such as chapter, scene, and stanza

Integration of Knowledge and Ideas

• Use words, pictures, and diagrams to understand stories and nonfiction texts
• Compare and contrasts stories written by the same author about similar characters
• Compare and contrasts main idea and details between two pieces of nonfiction
• Describe how sentences and paragraphs in nonfiction follow a logical sequence

Range of Reading-Text Complexity

• Read and understand 3rd grade fiction and nonfiction

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, Speaking and Listening skills at these core bilingual and biliterate. They receive the same curriculum content as every child in the Shelton School District.

WRITING/LANGUAGE ARTS

Proper Usage of Grammar

• Explain how nouns, pronouns, verbs, adjectives, and adverbs work in sentences
• Use regular, irregular, and plural nouns
• Use regular verbs, irregular verbs, and verb tenses
• Use subject predicate agreement
• Use adjectives and verbs correctly
• Use conjunctions correctly
• Write simple, compound, and complex sentences

Writing Conventions

• Use standard English rules for capitalization, punctuation, and spelling when writing
• Capitalize proper nouns and titles
• Use commas in addresses and dialogue
• Correctly spells commonly used words
• Use dictionary to check and correct spelling

Knowledge of Language

• Choose interesting words and phrases to help others better understand the meaning of a written piece
• Recognize difference between spoken/written language

Vocabulary

• Use context to help correct or check understanding

Comprehension

Key Ideas and Details

• Ask and answers questions to show understanding
• Retells stories
• Use details from the text when answering questions
• Identify main idea and supporting details in nonfiction
• Describe cause and effect in historical events, scientific ideas, or steps in processes
• Understand sequential steps and ideas in nonfiction

Craft and Structure

• Understand words and phrases in nonfiction text
• Understand the difference between literal and non-literal language
• Use test features to understand nonfiction
• Understand differences between author’s point of view and own point of view
• Understand different parts of text using terms such as chapter, scene, and stanza

SCIENCE

FOSS provides all students with science experiences that are developmentally-appropriate, include content each year focused on life, earth, and physical sciences and serve as a foundation for more advanced ideas that prepare them for college and/or careers. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena.

Life Science: Structures of Life

• Describe and compare seed properties
• Investigate the effect of water on seeds and seed dispersal mechanisms of plants
• Observe the life cycle of a bean plant
• Observe oysters and how they adapt to their environment

Earth & Space Science: Water and Climate

• Investigate the properties of water and how it moves
• Learn about temperature and its effects as a measure
• Observe properties of heated, cooled, and frozen water
• Observe and compare weather data over time
• Investigate evaporation and condensation

MATHEMATICS

Based on National Science Foundation (NSF) funded research, Math Expressions is a proven K-6 curriculum that helps children make sense of math by exploring, discussing, and demonstrating their understanding of key concepts.

Number and Operations in Algebraic Thinking

• Represent and solve word problems involving 4 operations with whole numbers within 100
• Fluently multiply and divide within 100
• Memorize multiplication facts up to 10 x 10
• Use drawings and equations with a symbol for the unknown
• Understand properties of multiplication and division, and how they relate

Number and Operations in Base 10

• Fluently add/subtract within 1000
• Multiply 1-digit numbers by multiples of 10 (ie: 3 x 20)

Number and Operations: Fractions

• Understand fractions as numbers on a number line
• Understand whole numbers as fractions
• Understand fractional equivalence and comparisons
• Compare size in fractions with like denominators or like numerators
• Understand fractions as equivalent parts of a whole

Measurement and Data

• Measure and estimate liquid volume and mass using metric units
• Tell and write time to the nearest minute
• Draw scaled picture graphs and bar graphs
• Understand concepts of area measured in square units
• Solve real-world problems involving perimeter of polygons
• Measure with rulers marked off in halves and fourths

Geometry

• Understand concept of area
• Understand relation to multiplication and addition
• Understand shapes in different categories (ie: quadrilaterals)

Mathematical Practices

• Make sense of problems and persevere in solving them
• Reason abstractly and quantitatively
• Construct viable arguments and critique the reasoning of others
• Use appropriate tools strategically
• Look for and make use of structure

Reach for Reading · National Geographic Learning © 2016

Fluent Oral Language Arts

• Use details from the text when answering questions

Math Expressions Common Core · HM Harcourt ©2013

Physical Science: Motion and Matter

• Explore the forces of magnetism and gravity
• Use a variety of systems
• Investigate the interactions and variations of weather systems
• Understand concepts of matter and its interactions (mixtures, solutions, chemical reactions)
SOCIAL STUDIES

Social Studies Alive! Our Community and Beyond ©2015

Social Studies Alive! Our Community and Beyond broadens students’ awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.

- **Civics**
  - Understand and apply the key ideas of unity and diversity
- **Economics**
  - Understand how economic systems of groups are influenced by laws, values, and customs
- **Geography**
  - Understand and apply how maps and globes are used
  - Understand how the environment affects cultural groups and the way people live
- **History**
  - Understand contributions made by various cultural groups toward the history of the community
  - Understand there are multiple perspectives regarding the interpretation of historical events
- **Social Studies Skills**
  - Evaluate whether information is clear, and detailed
  - Connect
  - Respond
  - Create

MUSIC

Music Game Plan - Kid Sound ©2015

Game Plan is an active music curriculum, that includes experiences in imitation, improvisation, visualization, and performance; repertoire rich in folk literature, nursery rhymes and traditional singing games.

- **Create**
  - Explore basic rhythmic, melodic, and harmonic concepts
  - Explore a variety of percussion instruments, including body and form concepts of music

- **Perform**
  - Identify form, note values, dynamics, intervals, and when listening to music via score
  - Identify location, purpose and types of information on a nutriment label

- **Visual Arts**

  - In the learner directed art classroom students participate in a variety of choice-based activities that promote personal relevancy while developing skills to create a variety of art forms.

  - **Create**
    - Elaborate on an imaginative idea
    - Use media to create art that is personally satisfying
    - Present
    - Help figure out ways to display artwork
    - Prepare artwork, including an artist’s statement, for display
  
  - **Respond**
    - Support artistic thinking with ideas
    - Discuss the work of others
    - Respond to the work of others

  - **Connect**
    - Use personal observations to create art
    - Know that people respond to art differently based on the time and place it was made

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. The curriculum is aligned K-12 to ensure student growth in knowledge and skills from year to year.

- **Manipulative Motor Skills**
  - Demonstrate mature overhead and underhand throw
  - Catch, dribble, foot pass, kick, low trap, receive, foot dribble
  - Strike, volley with hands and arms
  - Strike with long and short handled implements

- **Movement Concepts and Strategies**
  - Demonstrate safe movement in personal space, different pathways, levels, and relationships
  - Demonstrate offensive and defensive strategies in game play

- **Physical Activity**
  - Actively engage in physical education class
  - Recognize/describe the components of health-related fitness

- **Nutrition**
  - Understand calorie intake and expenditure
  - Identify medically accurate names for body parts
  - Describe symptoms of illness and how to treat them

- **Performance**
  - Identify location, purpose and types of information on a nutrition label

- **Social Emotional Health**
  - Identify emotions
  - Describe the effects of medicines used improperly

- **Substance Use and Abuse**
  - Identify strengths/challenges and high/low self-esteem

- **Technology and Communication**
  - Organizational skills

- **Wellness**
  - Identify dimensions of health
  - Identify feelings and reasons for change

- **Wellness and Safety**
  - Identify personal health goal
  - Identify directions and steps for minor injuries

- **Health**
  - Identify health related topics.
  - Identify medically accurate names for body parts
  - Describe symptoms of illness and how to treat them

- **Relationship Skills**
  - Identify emotions
  - Describe the effects of medicines used improperly

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SOzial 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

© Collaborative for Academic, Social, and Emotional Learning (CASEL)

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:

October: Conference with Teacher
November: End of Trimester 1 Report Card
March: End of Trimester 2 Report Card
June: End of Trimester 3 Report Card

For additional information, please visit your school’s website through www.shelton.k12.wa.us