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.

It is imperative the Shelton Schools, parents and families continue to work together in earnest to ensure student success at every grade level. I truly believe the efforts put continue to work together in earnest to ensure student impacts their future. Together we must prepare students to compete and win on the world stage so they can pursue their hopes and dreams.

Alex Apostle
Superintendent
Shelton School District

Shelton Proud, Shelton Now!

Visitors and students with disabilities are encouraged to provide feedback on the website. To speak with a representative, please call 360-772-4534.

NOTICE OF NONDISCRIMINATION

The Shelton School District does not discriminate. In any programs or activities on the basis of race, gender, gender identity, gender expression, sex, age, religion, creed, national origin, age, marital status, sexual orientation, affectional preference, or any other basis which makes discrimination prohibited by the federal, state, or local governments.

The following person has been designated to handle questions and complaints of alleged discrimination: Linda Arnold, Director of Human Resources, 360-426-1687.

Visitors and students with disabilities are encouraged to provide feedback on the website. To speak with a representative, please call 360-772-4534.

Dr. John J. Foxx
Superintendent

Glossary

alleged discrimination: Linda Arnold, Director of Human Resources. 360-426-1687. 700 1st Street; Shelton, WA 98584. Complaint procedure can be found at www.shelton-schools.org under Board Policy #3210 (students) and #5010 (employees).

ALEX APOLLO
Superintendent
Shelton School District

Alex Apostle
Superintendent
Shelton School District

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.

It is imperative the Shelton Schools, parents and families continue to work together in earnest to ensure student success at every grade level. I truly believe the efforts put continue to work together in earnest to ensure student impacts their future. Together we must prepare students to compete and win on the world stage so they can pursue their hopes and dreams.

Alex Apostle
Superintendent
Shelton School District

Alex Apostle
Superintendent
Shelton School District

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.

It is imperative the Shelton Schools, parents and families continue to work together in earnest to ensure student success at every grade level. I truly believe the efforts put continue to work together in earnest to ensure student impacts their future. Together we must prepare students to compete and win on the world stage so they can pursue their hopes and dreams.

Alex Apostle
Superintendent
Shelton School District

Notice of Nondiscrimination

The Shelton School District does not discriminate. In any programs or activities on the basis of race, gender, gender identity, gender expression, sex, age, religion, creed, national origin, age, marital status, sexual orientation, affectional preference, or any other basis which makes discrimination prohibited by the federal, state, or local governments.

The following person has been designated to handle questions and complaints of alleged discrimination: Linda Arnold, Director of Human Resources, 360-426-1687. 700 1st Street; Shelton, WA 98584. Complaint procedure can be found at www.shelton-schools.org under Board Policy #3210 (students) and #5010 (employees).
SOCIAL STUDIES
Social Studies Alive! Regions of Our Country ©2009

Social Studies Alive! Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history. Washington State history is based on Washington’s standards for social studies and teaches civics, history, geography, and economics.

Social Studies Skills

• Understand the key ideal of rights in Article 1 of the Washington State Constitution
• Understand how governments are organized
• Understand civic participation involves being informed about public issues and voting in elections

Economics

• Understand and analyze costs and benefits of people’s decisions to move
• Understand the economy of Washington State relies on trade
• Understand how geography, natural resources, climate and available labor contribute to sustainability of the regional economies of Washington State

Geography

• Construct/use maps to explain the movement of people
• Understand the geographic features of the Pacific Northwest

History

• Understand and create timelines
• Understand how themes and developments help define eras in Washington State history from time immemorial
• Understand and analyze how individuals have changed the geography of Washington State
• Analyze multiple interpretations of U.S. historical events

Social Studies Skills

• Understand concepts used in documents and sources
• Evaluate accuracy of primary and secondary sources
• Create and use research questions to conduct research
• Draw well-reasoned conclusions supported by evidence

PHYSICAL EDUCATION
Five for Life Basic © 2003

The FIVE FOR UEB® 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.

Manipulative Motor Skills

• Demonstrate mature overall and underhand throw
• Catch, dribble, foot pass, kick, foot 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 at varying speeds, different pathways, levels, and relationships
• Apply offensive and defensive strategies in game play

Physical Activity

• Actively engage in physical education class
• Recognize and describe the components of health-related fitness

Personal Responsibility

• Demonstrate responsible use of PE equipment and space
• Recognize and follow class rules and procedures
• Listen and respond appropriately to feedback
• Work cooperatively with others

MUSIC
Music Game Plan - Kid Sound ©2015

Game Plan is an active music curriculum that includes experiences in imitation, exploration, improvisation, and visualization; 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
• Explore basic concepts of form and expressive qualities through playing instruments, and singing

Perform

• Play instruments
• Sing
• Move [tempo, conducting]
• AB, ABA, ABC, extended form

Respond

• Identify major/minor, tempo, form, note values, dynamics, 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)

Substance Use and Abuse

• Understand difference between prescription and over the counter medicines and harmful drugs
• Describe the effects of medicines used improperly, tobacco, alcohol, and marijuana, including second hand smoke

SCHOOL DISTRICT
Strong Schools Strong Community

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:

Note: report cards are viewable on Skyward Family Access through www.sheltonschools.org

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

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