

Orchard Farm School District

Grades K-5: Ins & 5 Outs

Note: The “outs” for one grade are the “ins” for the next grade.

The **outs** should align to the standards **but** written in language that students can understand.

Proficiency Scales: <https://docs.google.com/presentation/d/1GDPjlg9rW3E3q-XVJw9Gy-5kTwxsDwJPzcyjW-zYUYvY/edit?usp=sharing>

Math Skills/Content

Kindergarten Outs (Essentials)	Grade 1 Outs (Essentials)	Grade 2 Outs (Essentials)
<p>(K.NS.A.4) Read and write numerals and represent a number of objects from 0 to 20.</p> <ol style="list-style-type: none"> I can read numbers 0-20. I can represent numbers 0-20. I can count groups of objects 0-20. I can count to 100 by ones. I can count to 100 by tens. <p>(K.NS.B.7) Demonstrate that each successive number name refers to a quantity that is one larger than the previous number.</p> <ol style="list-style-type: none"> I can arrange numbers on a number line. I can use objects to show groups of tens and/or ones for numbers 0-20. <p>(K.NS.C.11) Compare several numerals, between 0 and 20, and determine which is more than or less than the other.</p> <ol style="list-style-type: none"> I can compare numerals between 0-20 and determine which one is more. I can compare numerals between 0-20 and determine which one is less. <p>(1.RA.C.8) Demonstrate fluency with addition and subtraction within 10.</p> <ul style="list-style-type: none"> I can add within 10. I can subtract within 10. <p>(1.GM.B.7) Demonstrate the ability to measure length or distance using objects and (K.GM.A.2) Compare the measurable attributes of several objects.</p> <ul style="list-style-type: none"> Determine longer/shorter/taller, 	<p>(1.NS.A.2) Read and write numerals and represent a number of objects with a written numeral. (Understand/Compare and use numbers up to 120)</p> <p>Cycle 1 Numbers to 40</p> <p>Cycle 2 Numbers to 120</p> <ul style="list-style-type: none"> I can consistently write numerals up to and including 120. I can consistently read numerals up to and including 120. I can consistently represent numerals up to and including 120. <p>(1.RA.A.1) Use addition and subtraction within 20 to solve problems.</p> <ul style="list-style-type: none"> I can consistently use addition to solve problems within 20. I can consistently use subtraction to solve problems within 20. <p>(2.GM.B.4) Measure the length of an object by selecting and using appropriate tools/units.</p> <ul style="list-style-type: none"> Determine inch/foot/yard, centimeter/meter Accurately measure to the nearest centimeter or inch Extend to measure objects not starting at zero. I can consistently select appropriate tools to measure an object. I can consistently use appropriate tools to accurately measure an object. I can consistently measure the length of an object accurately in inches. 	<p>(2.NBT.A.4) Read, write, and compare numbers to 1000 using number names, base-ten, and expanded form.</p> <ol style="list-style-type: none"> I can read numbers to 1000 using number names, base-ten, and expanded form.. I can write numbers to 1000 using number names, base-ten, and expanded form.. I can compare numbers to 1000 using number names, base-ten, and expanded form. <p>(2.NBT.B.8) Add and subtract within 1000 and justify the solution.</p> <ol style="list-style-type: none"> I can add within 1000 and justify the solution. I can subtract within 1000 and justify the solution. <p>(2.RA.B.3) Find total number of objects in array (up to 5 x 5) and write equation to represent total as sum of addends</p> <ul style="list-style-type: none"> 0, 1, 2, 5, 10 Concept of multiplication through repeated addition (building toward fluency - not just skip-counting) (Extension is up to 10 x 10) I can write a repeated addition sentence to represent a given array and find the sum. <p>(2.GM.A.3) Partition circles and rectangles into 2, 3, or 4 and describe shares of whole. Shares of a whole need not have the same shape</p> <ol style="list-style-type: none"> I can divide circles and rectangles into 2, 3, or 4 equal shares.

<p>heavier/lighter, holds more/holds less</p> <p>**Writing of numerals with the correct formation will be reported on in handwriting.</p>	<ul style="list-style-type: none"> I can consistently measure the length of an object accurately in centimeters. <p>(1.DS.A.2) Draw conclusions from object graphs (manipulatives), picture graphs, T-charts, and tallies (The key/interval is equal to 1).</p> <ul style="list-style-type: none"> Extend to key/interval equal to 2, 5, or 10. <ol style="list-style-type: none"> I can consistently draw conclusions from an object graph. I can consistently draw conclusions from a picture graph. I can consistently draw conclusions from T-charts. I can consistently draw conclusions from a tally chart. <p>**Writing of numerals with the correct formation will be reported on in handwriting.</p>	<p>(2.DS.A.4) Solve problems using information in line plots, picture graphs (the key/interval can be equal to 1,2, 5, or 10) and bar graphs (intervals can be equal to 1,2,5 or 10).</p> <ul style="list-style-type: none"> (3.DS.A.2) Solve one- and two-step scaffolded problems using information presented in bar and/or picture graphs. <ol style="list-style-type: none"> I can solve problems using line, picture and bar graphs. I can solve two-step problems, broken into two parts, using bar and picture graphs.
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Grade 3 Outs (Essentials)	Grade 4 Outs (Essentials)	Grade 5 Outs (Essentials)
<p>(3.NBT.A.1) Round whole numbers to the nearest 10, 100, or 1000</p> <ol style="list-style-type: none"> I can round whole numbers up to 9,999 to the nearest 10,100,1000 <p>(4.NBT.A.6) Multiply whole number of up to three digits by a one-digit whole number and multiply numbers and justify the solution</p> <ul style="list-style-type: none"> Extended to 4 x 1 and 2 x 2 <ol style="list-style-type: none"> I can multiply a number up to three-digits by a one-digit number. I can justify a solution to the multiplication problem of up to three-digit by one-digit. <p>(3.NF.A.1) Understand that a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.</p> <ol style="list-style-type: none"> I can understand a unit fraction. I can partition a whole into equal parts. <p>(3.RA.D.9) Write and solve two step word problems</p>	<p>(4.NF.B.6) Solve problems involving adding and subtracting fractions and mixed numbers with like and related denominators.</p> <ol style="list-style-type: none"> I can solve problems when adding and subtracting fractions with like denominators. I can use solve problems when adding and subtracting mixed numbers with like denominators. <p>(4.RA.A.2) Solve multi digit whole number problems using the 4 operations and variables and using estimation to interpret the reasonableness of an answer.</p> <p>Cycle 1 Addition and Subtraction Cycle 2 Multiplication and Division Cycle 3 Four Operations Word Problems</p> <ol style="list-style-type: none"> I can solve multi-step addition problems and justify my answer. I can solve multi-step subtraction problems and justify my answer. 	<p>(5.NF.A.3) Compare and order fractions and/or decimals to the thousandths place using the symbols $>$, $<$, $=$ and justify the solution.</p> <ol style="list-style-type: none"> I can compare fractions and/or decimals using $<$, $>$, $=$ and justify the solution. I can order fractions and/or decimals using $<$, $>$, $=$ and justify the solution. <p>(5.NF.B.6) Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators and justify the solution.</p> <ol style="list-style-type: none"> I can add mixed numbers up to 10 whole numbers with unlike denominators and justify the solution. I can subtract mixed numbers up to 10 whole numbers with unlike denominators and justify the solution. <p>(5.RA.C.5) Solve and justify multi-step problems involving variables, whole number (pre-req),</p>

involving variables using any of the four operations.

1. I can write two-step problems using the four operations.
2. I can solve two-step problems using the four operations.

(3.GM.D.16) Understand that rectangles can have equal area but different perimeters, or equal perimeters but different areas.

1. I can understand area.
2. I can understand perimeter.

3. I can solve multi-step multiplication problems and justify my answer.
4. I can solve multi-step division problems and justify my answer.
5. I can solve multi-step problems with mixed operations.
6. I can use estimation to interpret the reasonableness of an answer in addition, subtraction, multiplication, and division problems.

(4.GM.A.1) Draw and identify points, lines, line segments, rays, angles, perpendicular lines and parallel lines.

1. I can draw points, lines, line segments, rays, angles, perpendicular lines, and parallel lines.
2. I can identify points, lines, line segments, rays, angles, perpendicular lines, and parallel lines.

(4.GM.C.7) Use the four operations to solve problems involving distances, intervals of time, liquid volume, weight of objects and money.

1. I can solve addition, subtraction, multiplication, and division problems involving distances, intervals of time, liquid volume, weight of objects and money.

***(4.DS.A.3)** Analyze the data in a frequency table, line plot, bar graph or picture graph

- Note: This is important for Science and something that we expect to be addressed through MySci units.
1. I can analyze data in a frequency table, line plot, bar graph, or picture graph to answer a set of questions.

fractions, and decimals.

- Use **(5.RA.B.3)** as a support.
1. I can solve multi-step problems involving variables, fractions and decimals.
 2. I can justify the reasonableness of a multi-step word problem involving variables, fractions and decimals.

(5.GM.D.9) Solve multi-step problems that require measurement conversions.

- Use **(5.GM.B.5)** as a support.
1. I can solve multi-step problems involving metric conversions.
 2. I can solve multi-step problems involving customary conversions.

***(5.DS.A.1)** Create a line graph to represent a data set, and analyze the data to answer questions and solve problems and **(5.DS.A.2)** Create a line plot to represent a given or generated data set, and analyze the data to answer questions and solve problems, recognizing the outliers and generating the median.

- Note: This is important for Science and something that we expect to be addressed through MySci units.
1. I can create a line graph to represent and solve questions on a set of data.
 2. I can create a line plot to represent and solve questions on a set of data.

EXTRA

Math - Introduce and Develop

Kindergarten - Introduce & Develop	Grade 1 - Introduce & Develop	Grade 2 - Introduce & Develop
<p>(K.NS.A.1) Count to 100 by ones and tens.</p> <ul style="list-style-type: none"> Extend to count by 5s. <p>(K.GM.B.3) Demonstrate an understanding of concepts of time and devices that measure time.</p> <ul style="list-style-type: none"> Identify that a clock is used to tell the time of the day and a calendar is used to tell the day of the month Time to the hour <p>(K.GM.B.4) Name the days of the week.</p> <ul style="list-style-type: none"> Name the months of the year. <p>(K.GM.B.5) Identify pennies, nickels, dimes and quarters.</p> <ul style="list-style-type: none"> Extend to identify the value of the coins <p>(K.GM.C.6) Identifying shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) and describe objects in the environment using names of shapes, recognizing the name stays the same regardless of orientation or size</p> <p>(K.GM.C.10) Compose simple shapes to form larger shapes using manipulatives.</p> <p>(Early Learning Standard III.2) Recognize and extend patterns through calendar</p> <ul style="list-style-type: none"> AB, ABC, ABB, AABC, etc. using up to 3 pattern elements Utilize shapes and color patterns to review shapes and colors 	<p>(1.NS.A.4) Count by 5s to 100 starting at any multiple of five.</p> <p>(1.NBT.A.5) Add within 100.</p> <ul style="list-style-type: none"> Extension to [999] (with regrouping/disk trading) <p>(1.GM.A.1) Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.</p> <p>(1.GM.A.4) Partition circles and rectangles into two or four equal shares and describe shares and wholes verbally.</p> <p>(1.GM.C.8) Tell and write time in hours and half-hours using analog and digital clocks.</p> <ul style="list-style-type: none"> Extension $\frac{1}{4}$ and $\frac{3}{4}$ hour marks. <p>(1.GM.C.9) Know the value of a penny, nickel, dime, and quarter.</p> <ul style="list-style-type: none"> Extension trading and regrouping. 	<p>(2.GM.A.1) Recognize and draw shapes having specified attributes, such as a given number of angles or sides (triangles, quadrilaterals, pentagons, hexagons, circles, and cubes)</p> <p>(2.GM.B.6) Estimate lengths using units of inches, feet, yards, centimeters and meters.</p> <p>(2.GM.D.10) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>(2.GM.D.12) Find the value of combinations of dollar bills, quarters, dimes, nickels and pennies, using \$ and ¢ appropriately.</p> <p>(2.GM.D.13) Find combinations of coins that equal a given amount.</p>

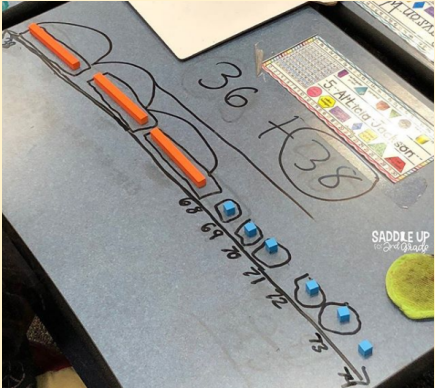
Grade 3 - Introduce & Develop	Grade 4 - Introduce & Develop	Grade 5 - Introduce & Develop
<p>(3.NBT.A.2) Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.</p> <ul style="list-style-type: none"> • Extend to 999,999 • Compare whole numbers to 100,000. <p>(3.GM.A.1) Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category</p> <ul style="list-style-type: none"> • Focus on QUADRILATERALS <p>(3.GM. B.4) Tell and write time to the nearest minute.</p> <p>(3.GM.B.5) Estimate time intervals in minutes.</p> <p>(3.GM.B. 6) Solve problems involving addition and subtraction of minutes.</p> <p>(3.GM.B.7) Measure or estimate length, liquid volume and weight of objects.</p> <p>(3.GM.B.8) Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.</p> <p>(3.DS.A.1) Create frequency tables, scaled picture graphs, and bar graphs and line plots to represent data.</p>	<p>(4.NBT.A. 1) Round multi-digit whole numbers to any place.</p> <p>(4.NBT.A 3) Compare two multi-digit numbers using the symbols $>$, $=$ or $<$, and justify the solution.</p> <p>(4.NF.A.2) Recognize and generate equivalent fractions.</p>	<p>(5.NBT.A.1) Read, write, identify, and compare numbers from billions to thousandths using number names, base ten numerals and expanded form.</p> <p>(5.RA.B.3) Write, evaluate and interpret numeric expressions using the order of operations.</p> <p>(5.GM.A.1) Understand that attributes belonging to a category of figures also belong to all subcategories.</p> <p>(5.GM.B.5) Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths.</p>

*Fluency means to be able to use multiple representations to model real-world problems; be able to critique the reasoning of others, identify errors and alternate approaches to solving problems; de-contextualize and contextualize problems and solutions to explain your reasoning; communicate your reasoning precisely.

Strategies

Introduce specific strategies at each grade level. Students may choose which strategies work best for them. Not all strategies need to be mastered by every student.

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Kindergarten	Grade 1	Grade 2
<p>Instructional Tools:</p> <ul style="list-style-type: none"> • Tens Frames • Number Bonds • Number line <p>Addition and Subtraction within 10 (1.RA.C.8):</p> <ul style="list-style-type: none"> • Counting on facts w/ 0, 1, 2 • Doubles for 1, 2, 3, 4, and 5 • Partners of Ten (1 and 9, 2 and 8, etc.) • Relationship between addition and subtraction using number bonds <p>(Strategy posters)</p> <p>Subtraction Facts within 10 (1.RA.C.8):</p> <ul style="list-style-type: none"> • Think Addition 	<p>Instructional Tools:</p> <ul style="list-style-type: none"> • Tens Frames • Number Bonds • HTO Chart (Expanded Form) • In-Out Boxes • Open Number Line <p>Addition and Subtraction within 20:</p> <ul style="list-style-type: none"> • Kindergarten Strategies • 10s Frame • Doubles for 6, 7, 8, 9, and 10 • Near Doubles • Make 10 and Add Again (Add to 10, then add the leftovers) <p>Addition (1.NBT.A.5 & 1.RA.A.1):</p> <ul style="list-style-type: none"> • Kindergarten Strategies • HTO with Base 10 Blocks <p>Subtraction within 20:</p> <ul style="list-style-type: none"> • Think Addition • Decomposing a number leading to a 10 (break apart into 10s and 1s) <p>Multiplication:</p> <ul style="list-style-type: none"> • Use terminology of: <ul style="list-style-type: none"> ○ Multiples - Use only 1, 2, 10 ○ Groups of - Use only groups containing 1, 2, 10 ○ Doubles (any number 1-10) 	<p>Instructional Tools:</p> <ul style="list-style-type: none"> • Tens Frames • Number Bonds • HTO Chart (Expanded Form) • In-Out Boxes • Open Number Line <p>Addition and Subtraction within 20 (2.RA.A.1):</p> <ul style="list-style-type: none"> • 1st Grade Strategies • Doubles +2 • 2 apart (double the in between..pg. 83) <p>Addition (2.NBT.B.8):</p> <ul style="list-style-type: none"> • Adding on with friendly numbers • Open Number line  <ul style="list-style-type: none"> • HTO with blocks, discs, and numbers • Left to Right <p>Subtraction within 20:</p> <ul style="list-style-type: none"> • Think Addition

Subtraction (2.NBT.B.8):

- [Adding on using friendly numbers](#)
- HTO with blocks, discs, and numbers
→ [expanded form](#)

Multiplication:

- Repeated Addition up to 5×5
- 1st Grade Strategies
- Introduce strategies for 2, 5, 0, 1, 10 (Building toward fluency):
 - Repeated Addition
 - Drawing arrays
 - Grid paper
 - Benchmark facts
 - Commutative property
 - Doubles

Division: (2.RA.B.3)

- Fair-Share with manipulatives, pictures, and arrays with dividends up to 25

Fractions: (2.GM.A.3a)

- Manipulatives
 - Fraction Strips
 - Fraction circles
 - Folding Paper
- Pictures
- Number Line

Grade 3	Grade 4	Grade 5
<p>Addition:</p> <ul style="list-style-type: none"> • 2nd Grade Strategies • LtR → traditional algorithm <p>Subtraction:</p> <ul style="list-style-type: none"> • 2nd Grade Strategies (HTO chart) • Traditional algorithm • Introduce Compensation (subtracting with zeros) <p>Multiplication 0-10:</p> <ul style="list-style-type: none"> • 2nd Grade Strategies • Fluency* of 2, 5, 0, 1, 10, 3, 4 <ul style="list-style-type: none"> ○ 2: doubles ○ 5: five facts ○ 0: zero property ○ 1: identity property ○ 10: place value (add a zero) ○ 3: double plus one ○ 4: double and double again • Fluency* of 6, 7, 8, 9 <ul style="list-style-type: none"> ○ Distributive property of multiplication <p>Multiplication up to 3x1 (4.NBT.A.6):</p> <ul style="list-style-type: none"> • Area Model with Base 10 Blocks • Area Model with Grid Paper • Area Model Pictorial • Area Model with Discs • Area Model with Numbers (Abstract- Not explicitly taught. Students may infer this.) • Extension: Area model up to 2x2 • Second Extension: Left to right up to 3x1 <p>Division with quotients 0 - 10:</p> <ul style="list-style-type: none"> • Fair-Share with manipulatives, pictures, and arrays 	<p>Addition:</p> <ul style="list-style-type: none"> • Adding on with friendly numbers • Left to Right • Traditional algorithm <p>Subtraction:</p> <ul style="list-style-type: none"> • Adding on with friendly numbers • Traditional algorithm • Compensation (subtracting with zeros) <p>Multiplication 0-10:</p> <ul style="list-style-type: none"> • 3rd Grade Strategies <p>Multiplication up to 2x2 (4.RA.A.2):</p> <ul style="list-style-type: none"> • 3rd Grade Strategies • Area Model with Base 10 Blocks • Area Model with Grid Paper (2x1) • Area Model Pictorial • Area model with Discs • Area model with Numbers • Extension: Left to Right • Second Extension: Algorithm <p>Division with quotients 0-10:</p> <ul style="list-style-type: none"> • Think Multiplication <p>Division up to 3 x 1:</p> <ul style="list-style-type: none"> • Fair Share with manipulatives • Place Value blocks for 2 by 1 and 3 by 1 • Division Area Model • Place Value discs with HTO board • Partial Quotient Division (Stacking method) <p>Fractions (4.NF.B.6)</p> <ul style="list-style-type: none"> • Bar Models • Number bonds 	<p>Addition:</p> <ul style="list-style-type: none"> • Left to Right • Traditional algorithm <p>Subtraction:</p> <ul style="list-style-type: none"> • Adding on with friendly numbers • Traditional algorithm • Compensation (subtracting with zeros) <p>Multiplication up to 4 x 1 and 3 x 3 (5.RA.C.5):</p> <ul style="list-style-type: none"> • 4th Grade Strategies • Area Model with Numbers • Left to Right • Algorithm (Introduce and develop) <p>Division up to 4 x 2:</p> <ul style="list-style-type: none"> • Partial Quotient Division (Stacking method) • Algorithm (Introduce and develop) <p>Fractions (5.NF.A.3 & 5.NF.B.6):</p> <ul style="list-style-type: none"> • Common Denominators <ul style="list-style-type: none"> ○ List multiples and factors ○ Multiply by the denominator of the other fraction ○ Fractions on a 100s chart • Mixed Numbers <ul style="list-style-type: none"> ○ Pictorial ○ Number bonds- Ungroup a whole to create a usable fraction ○ Whole-Part Addition & Subtraction • Improper Fractions <ul style="list-style-type: none"> ○ Number bonds ○ Change to a division problem

- Introduce [Think Multiplication](#) with dividends up to 100
 - Ex) $20 \div 5 = \underline{\quad}$
 - $5 \times \underline{\quad} = 20$
 - Fact families

Word Problems ([3.RA.D.9](#))

- Model Drawing
- Four Box

Fractions ([3.NF.A.1](#))

- Pictures
- Number lines
- Parts of a set
- Fraction bars

Rounding/Place Value ([3.NBT.A.1](#))

- Number lines
- THTO Chart
- Disks
- Standard form
- Expanded form
- Written form

Area/Perimeter ([3.GM.D.16](#))

- Tiling
- formulas ($A=L \times W$, $P=\text{adding side lengths}$)

Measurement

- Length:
 - cm, in, m, km, ft, yd, mi
- Capacity:
 - mL, L, cup, gal
- Mass:
 - oz, lb, g, kg

- Number line
- Fraction strips
- PATTERN BLOCKS
- **Common Denominators**
 - List multiples and factors
 - Multiply by the denominator of the other fraction
- **Mixed Numbers**
 - Model-pictorial and concrete
 - Number bonds
- **Improper Fractions**
 - Model-pictorial and concrete
 - Number bonds
- **Ordering/Comparing Fractions**
 - Number Line
 - Find Common Denominator

- **Ordering/Comparing Fractions**
 - [Number Line](#)
 - [Find Common Denominator](#)
 - [Butterfly Method](#)
- **Dividing Fractions**
 - Invert fraction, then multiply
 - [Introduction Lesson](#)
- **Multiplying Fractions**
 - Multiply across
 - [Singapore Method](#)

<https://www.nctm.org/Publications/Mathematics-Teaching-in-Middle-School/Blog/Reason-Why-When-You-Invert-and-Multiply/>

Decimals

- **Place Value**
 - Number lines
 - Place Value Chart with Decimals
 - Standard Form
 - Expanded Form
 - Written Form
- **Multiplication**
 - Multiply as whole number, then place decimal back in the answer
- **Division**
 - [Use partial quotient division "Stacking Method" with adjusting the divisor to be a whole number.](#)

Measurement: ([5.GM.D.9](#))

- Metric staircase
- Conversion chart,
- Ruler, yardstick, metric stick
- Gallon man (big G)
- [In-Out Boxes \(T-Chart\)](#)
- Four-box method problem solving

Social Behaviors 1-5	Academic Behaviors 1-5	Kindergarten
<ul style="list-style-type: none"> ● Follows directions. ● Focuses attentively. ● Accepts redirection from adults. ● Accepts responsibility for choices and actions. ● Works collaboratively. ● Demonstrates respect for self and others. 	<ul style="list-style-type: none"> ● Writes legibly when communicating with others. ● Completes lead measures. <p>Listed under each subject heading:</p> <ul style="list-style-type: none"> ● Effort: Math ● Effort: Reading ● Effort: Writing ● Effort: Science ● Effort Social Studies 	<p>Social:</p> <ul style="list-style-type: none"> ● I can complete my work. ● I can control my talking. ● I can follow directions. ● I can use developmentally-appropriate language and speech. ● I can perform self-help skills independently (zip coat, put on shoes, use the restroom, etc.) ● I can exhibit self-control towards myself and others. ● I can accept responsibility for my choices and actions. <p>Academic:</p> <ul style="list-style-type: none"> ● Writes legibly when communicating with others. ● Completes lead measures. ● I can show control with fine motor tasks. ● I can write letters with correct formation on the appropriate lines. ● I can write numbers 0-20 with the correct formation. ● I can write my first and last name.
Science Topics:	Social Studies Topics:	Specials Classes
<ul style="list-style-type: none"> ● Physical Science ● Earth Science ● Life Science 	<ul style="list-style-type: none"> ● Civics & Government ● History ● Geography ● Economics 	<p>For Art, Music, PE, and Innovations:</p> <ul style="list-style-type: none"> ● Skill Development ● Effort