

***ELK GROVE UNIFIED
SCHOOL DISTRICT***

***A PARENT HANDBOOK OF
STUDENT ACADEMIC
LEARNING EXPECTATIONS***

PREKINDERGARTEN - SIXTH GRADE



Mission Statement of the Elk Grove Unified School District

Adopted by the Board of Education on June 18, 2001

Elk Grove Unified School District
will provide a learning
community that challenges **ALL** students
to realize their greatest potential.

Core Values

1. Outcomes for Students

- Achievement of Core Academic Skills
- Confident, Effective Thinkers and Problem Solvers
- Ethical Participants in Society

2. Commitments About How We Operate as an Organization

- Supporting Continuous Improvement of Instruction
- Building Strong Relationships
- Finding Solutions

3. High Expectations for **ALL** Students and Staff

- Safe, Peaceful, and Healthy Environment
- Enriched Learning Atmosphere
- Collaboration with Diverse Communities and Families

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Steven M. Ladd, Ed.D., Superintendent
L. Steven Winlock, Ed.D., Associate Superintendent, PreK-6 Education
Anne Zeman, Ed.D., Director, Curriculum/Professional Learning

A LETTER TO PARENTS

Dear Parents:

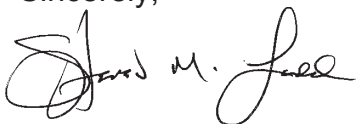
You are your child's first and most important advocate and teacher. To support your child, you need to know what is being taught in school and what students are expected to learn at each grade level. Working together, we can ensure that all students achieve academic excellence.

The standards and benchmarks of our district curriculum and the State of California are reflected in this handbook. The curriculum offers a balance between skills and critical thinking. In mathematics, students will learn number facts and problem solving techniques. In reading/language arts, students will learn phonics and literature. These skills will be necessary for your child to pass the California High School Exit Exam.


This handbook represents the knowledge, skills, and procedures that your child is expected to learn in each grade level. We also anticipate that many children will be challenged well beyond these grade-level standards and will work at higher grade levels.

If you have any questions or comments about the information in this handbook, please feel free to talk to your child's teacher or school principal. Thank you for your continued commitment to your child's education. I know that together we will deliver the kind of education that your child deserves.

Sincerely,



Steven M. Ladd, Ed.D.
Superintendent



L. Steven Winlock, Ed.D.
Associate Superintendent
PreK-6 Education

KINDERGARTEN

Kindergarteners naturally care about all living things and show curiosity about everything around them. Building upon a foundation of preschool readiness activities; education in kindergarten emphasizes early literacy experiences as students learn about their world. Instruction in kindergarten focuses on the areas of language arts and mathematics.

L = Listening; R = Reading; S = Speaking; W = Writing

Students will



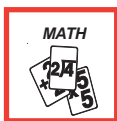
- understand that print conveys meaning. (R)
- understand that English is read from left to right. (R)
- recognize and name all letters of the alphabet. (R)
- identify sounds which accompany each letter. (R)
- read one-syllable words and simple sentences. (R)
- recognize rhyming patterns. (R)
- blend vowel-consonant sounds orally to make words or syllables. (R)
- begin to write simple experience stories and attempt to read back what has been written. (R, W)
- write printed letters and numbers from left to right. (W)
- print his or her own first name. (W)
- use oral language to re-tell familiar stories in logical sequence using complete, coherent sentences. (S)
- spell and write consonant-vowel-consonant words. (W)
- listen to stories and answer questions about characters, settings, and important events. (L, S)



Includes Geography, Culture, History, Economics, and Civics

Students will

- learn that being a good citizen means acting in certain ways.
- recognize national and state symbols and icons, such as flags, the bald eagle, and the Statue of Liberty.
- match descriptions of work that people do and the names of those jobs with examples from school, local community, and historical accounts.
- compare and contrast locations of people, places, and environments.
- sequence events in order by using a calendar, placing days, weeks, and months in order.
- understand that history relates to events, people, and places of other times.



Students will

- count, read, write, and order numbers to 30.
- connect numbers to concrete objects.
- count a set of objects by grouping them into sets of ones and tens.
- compare sets and identify the largest or smallest set.
- identify numbers by position (first, second, etc.).
- identify coins by name.
- use objects to add and subtract.
- solve simple addition and subtraction problems.
- begin to understand fractional parts.
- sort and classify objects by color, size, shape, or type.
- identify which group an object belongs in.
- measure using objects, such as cubes, tiles, or paper clips.
- describe an object based on features such as size, weight, capacity, etc.
- understand concepts of time (morning, afternoon, day, week, etc.).
- tell time to the nearest hour.
- identify and describe basic geometric shapes.
- organize and display data collected in classroom experiences.
- recognize, create, extend, and describe simple patterns.
- apply appropriate problem-solving strategies.
- explain mathematical ideas using pictures, objects, words, etc.



Students will

- describe, sort, and classify various objects by their properties (characteristics).
- demonstrate how properties of materials can be observed, measured, and predicted.
- observe and describe different types of plants and animals.
- know that the Earth is composed of land, air, and water.

FIRST GRADE

First grade students enter a new realm of learning as they study in a more structured classroom. Students will learn in large and small group settings. Exploration of the world around them continues as they enhance their understanding of print and numbers. The major focus in first grade is on language arts and mathematics. Students will spend at least two and a half hours per day in language arts and one hour per day in mathematics.

R = Reading; W = Writing; S = Speaking; L = Listening



Students will

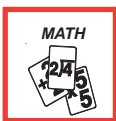
- read grade-level text independently, and read daily for pleasure at home. (R)
- read/identify sound/spelling patterns including short/long vowel sounds, vowel sounds controlled by **r**, **l**, and **w**, compound words, contractions, and vowel diphthongs, i.e., **oi**, **oy**, and **oo**. (R)
- identify the beginning, middle, and ending sounds of words and blend those sounds into recognizable words. (R)
- identify consonant blends and digraphs (th, ch, etc. and oa, ea, etc.). (R)
- develop word identification skills, such as phonics, use of context, and word families (i.e., hat-cat-bat). (R)
- read common two-syllable words. (R)
- respond to who, what, where, and how questions. (R, S, L)
- follow simple written directions having more than one step. (R)
- discuss stories, predict endings, retell information, and express opinions. (R, L, S)
- use correct beginning sentence capitalization and ending punctuation. (W)
- write brief stories describing an experience. (W)
- express ideas in complete sentences. (W, S)
- use descriptive language (i.e., color, size, shape, etc.) to enhance written and verbal expression. (W, S)
- use synonyms and antonyms to enhance written and verbal expression. (W, S)
- sequence story events. (L, S, R, W)
- match a spoken word with a printed word. (L, S, R, W)

Includes Geography, Culture, History, Economics, and Civics



Students will

- describe the rights and individual responsibilities of citizenship.
- compare, contrast, and describe the absolute and relative locations of people and places.
- understand the symbols, icons, and traditions of the United States that provide continuity and sense of community.
- compare and contrast everyday life in different times and places around the world and how some things have changed over time and others have not changed.
- describe the characteristics of familiar places and the varied backgrounds of American citizens.
- understand basic economic concepts and the role of individual choice in a free-market economy.



Students will

- count, read, and write numbers up to 100.
- count by 2s, 5s, and 10s to 100.
- identify place value of ones and tens.
- order numbers by using symbols ($>$, $<$, $=$).
- recall basic addition and subtraction facts (sums to 20).
- use the inverse relationship between addition and subtraction to solve problems.
- add and subtract one- and two-digit numbers with and without regrouping.
- create and orally label fractional parts of a whole.
- identify values of individual coins or sets of coins.
- show different coin combinations with equal values.
- determine time to the nearest half hour.
- use nonstandard and standard units to measure and compare objects.
- describe an object or event according to size, shape, time, or length.
- construct, sort, and expand shapes according to a given rule.
- recognize, extend, and create a pattern using numbers, shape, or size.
- collect, organize, read, and interpret displays of data.
- use various mental math strategies to estimate an answer.
- apply problem strategies to solve a variety of problems.
- connect math to real life situations and solve problems.



Students will

- explore the similarities and differences between solid, liquid, and gaseous matter.
- observe and describe the properties of land, water, and air and how they interact with the sun's energy to create weather.
- compare and contrast the similarities and differences among nonliving things, plants, and animals; and explore how living things are adapted for survival.
- describe how matter can change when mixed, cooled, or heated.
- describe how weather can be observed and measured.

SECOND GRADE

Second graders explore concepts in more depth and begin to learn about relationships among things in their world. These students are starting to learn more independently. The major focus for second graders continues to be in the areas of language arts and mathematics. Students will spend at least two and a half hours per day in language arts and one hour per day in mathematics.

R = Reading; W = Writing; S = Speaking; L = Listening

Students will



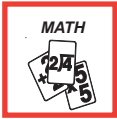
- read grade-level text, independently, and read daily for pleasure at home. (R)
- identify root/base words and prefixes and suffixes. (R)
- identify main ideas and details in a passage. (R,W,S)
- follow written directions independently. (R)
- predict story outcomes of grade-level literature. (R, W, S)
- summarize grade-level text and literature. (R, W, S)
- read grade-level text aloud with fluency and expression. (R, S)
- recognize narrative patterns and identify elements of story structure (setting, characters, objects, events, and plots). (R)
- identify nouns, pronouns, verbs, and adjectives. (R)
- begin to use dictionary guide words. (R)
- differentiate between fiction and nonfiction, prose and poetry. (R)
- alphabetize using the first two letters of a word. (R, W)
- write a complete paragraph using a topic sentence, supporting details, and a conclusion. (W)
- use correct subject/verb agreement in verbal and written expression. (W, S)
- write stories, personal response, and expository/informational text. (W)
- produce finished pieces of work that are free of spelling, grammar, capitalization, and punctuation errors. (W)
- write a friendly letter complete with a date, salutation, body, closing, and signature. (W)

Includes Geography, Culture, History, Economics, and Civics

Students will



- know the difference between things that happened long ago and yesterday.
- demonstrate map skills by describing the absolute and relative locations of people, places, and the environment.
- explain governmental institutions and practices in the United States and other countries.
- understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.



Students will

- count, read, write, and order numbers to 1,000.
- identify odd and even numbers.
- count by 3s, 4s, 6s, and 7s to 100.
- identify place value of ones, tens, and hundreds.
- find the sum or difference of two numbers up to three digits long.
- use the inverse relationship between addition and subtraction to solve problems and check solutions.
- model and solve simple problems involving multiplication and division.
- recognize, name, and compare unit fractions up to $\frac{1}{12}$.
- solve problems using combinations of coins and bills.
- determine time to the nearest five minutes.
- use standard units to measure and compare objects.
- construct, sort, and expand shapes according to a given rule.
- recognize, describe, and extend patterns.
- collect, organize, read, and interpret displays of data.
- determine the likelihood of a result, such as a coin toss.
- use various mental math strategies to estimate an answer.
- apply problem-solving strategies to solve a variety of problems.
- communicate mathematical ideas using words, numbers, pictures, and graphs.



Students will

- investigate how fossils give clues about life forms and habitats changing over time.
- describe the position of an object in relation to another object.
- demonstrate how the motion of objects can be observed and measured.
- describe how plants and animals have predictable life cycles.
- know that many characteristics of an organism are inherited from the parents.
- compare the physical properties of different kinds of rocks.
- describe how weathering causes rocks to be broken down into soil.
- explain how living things use natural resources.

THIRD GRADE

Third graders are learning about the factors influencing the things around them. In addition, these students are responsible for more independent work. Expect them to extend their relationships, both academic and social, making interdisciplinary and multicultural connections to expand their view of the world. Students will spend at least two and a half hours per day in language arts and one hour per day in mathematics.

Starting with grade 3, it is assumed teachers will continue to emphasize the foundation knowledge presented in K-2. The lists below will no longer repeat the K-2 standards but will focus on newly introduced standards that are emphasized at a particular grade level.



R = Reading; W = Writing; S = Speaking; L = Listening

Students will

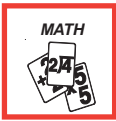
- identify narrative patterns and elements of story structure. (R)
- use common English word families/patterns to decode unknown words. (R)
- develop reading vocabulary by directed use of dictionaries and extensive reading. (R, W)
- follow written directions, independently, with a minimum of three steps. (R)
- infer cause and effect. (R)
- infer meaning of figurative language. (R)
- identify types of literature (i.e., plays, short stories, novels, and poems). (R)
- use the table of contents, obtain information in reference materials, and read/interpret maps, graphs, and charts. (R)
- discuss the author's purpose and make inferences about characters' traits and motives. (R, S, L)
- differentiate between fact and opinion. (R, W)
- begin to write stories and content area reports of three or more paragraphs. (W)
- use a variety of sentence structures in writing. (W)
- produce final drafts that are free of spelling and grammar errors. (W)
- write and speak using complete sentences. (W, S)
- write legibly in cursive. (W)



Includes Geography, Culture, History, Economics, and Civics

Students will

- describe physical and human characteristics of places and use maps, tables, graphs, photos, and charts to organize information about people, places, and their environments.
- describe the American Indian nations in the local region.
- sequence events in local history and describe how each period of settlement left its mark on the land.
- understand the role of rules and laws in our daily lives, and identify the basic structure of the United States government.
- demonstrate basic economic reasoning and understand the economy of the local region.



Students will

- identify the place value for each digit to 10,000. Write numbers using expanded notation.
- count, read, write, order, and compare numbers to 10,000.
- add and subtract two whole numbers between 0 and 10,000.
- memorize the multiplication table for numbers between 1 and 10.
- multiply and divide multi-digit numbers by one-digit numbers.
- use the inverse relationship between multiplication and division to check answers.
- add and subtract simple fractions.
- add, subtract, multiply, and divide money amounts.
- represent relationships of quantities as mathematical expressions and equations.
- find the total cost of multiple items given the per unit cost.
- estimate or determine the area and volume of solid figures.
- identify, describe, and classify geometric shapes.
- find the perimeter of polygons.
- identify the attributes of triangles and quadrilaterals.
- understand the basic concepts of probability.
- conduct simple probability experiments by determining the number of possible outcomes, and make simple predictions.
- use strategies, skills, and concepts in finding mathematical solutions to problems.
- represent mathematical relationships using a variety of methods (tables, charts, formulas, words, etc.).



Students will

- explore how energy and matter have multiple forms and can be changed from one form to another.
- describe sources and properties of light.
- describe how objects in the sky move in regular and predictable patterns.
- identify the structures in plants and animals that serve different functions in growth, survival, and reproduction.
- explain how adaptations in physical structure or behavior may improve an organism's chance for survival.



By the end of the third grade, students will

- use correct finger position on the keyboard and accurately type five wpm.
- begin use of multimedia publishing programs.
- use all of the basic features of a computer system.
- begin to use a range of electronic media on the computer to gather information.
- create simple lists to organize information with a spreadsheet.
- use basic word processor tools to create, save, and print a document.

FOURTH GRADE

Fourth grade students, most of whom are learning to perceive relationships in the world around them, begin to apply previously-gained knowledge to new situations. The skills acquired in prior grades (reading to learn, application of basic facts, and critical writing) facilitate their work with more complex concepts. Students will spend at least two hours per day in language arts and one and a half hours per day in mathematics.

Starting with grade 3, it is assumed teachers will continue to emphasize the foundation knowledge presented in K-2. The lists below will no longer repeat the K-2 standards but will focus on newly introduced standards that are emphasized at a particular grade level.

R = Reading; W = Writing; S = Speaking; L = Listening

Students will



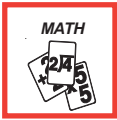
- read aloud with fluency, accuracy, and expression. (R)
- understand and use knowledge of root words (including Greek and Latin roots) to determine meaning of unknown words. (R)
- use appropriate word recognition skills when decoding an unknown word. (R)
- use context, when appropriate, to identify the meaning of unknown words. (R)
- use varying reading strategies, depending upon the type of reading. (R)
- identify the theme of a selection. (R)
- identify the speaker, audience, and message of a dialogue/passage. (R)
- determine the sequence of stated passage elements. (R)
- evaluate the author's purpose. (R, W)
- compare and contrast information and literature. (R, W)
- write multi-paragraph sensory/descriptive, imaginative/narrative, practical/informative, analytical/expository passages. (W)
- use compound sentences, when appropriate, to provide variety. (S, W)
- use regular/irregular, past/present verb tenses appropriately. (W, S)
- explain the meaning of figurative language. (W, S)
- locate and use information in reference material. (R, W)
- present/defend, in a simple manner, a point of view. (W, S)
- paraphrase/summarize materials which have been heard. (W, S)
- speak, with confidence, in formal and informal situations. (S)
- edit paper to assure it is free of spelling, punctuation, and grammar errors. (W)
- write fluently and legibly in cursive. (W)

Includes Geography, Culture, History, Economics, and Civics

Students will



- understand the physical and human geographic features of places and regions in California.
- describe the major social and political interactions among the people of California from pre-Columbian societies to the Spanish mission and Mexican rancho period.
- explain the economic, social, and political life of California from the Bear Flag Republic to statehood.
- explain how California became an industrial power since the 1850's.
- understand the structure, functions, and powers of the United States' local state, and federal government as described in the U.S. Constitution.



Students will

- count, read, write, order, and compare numbers in the millions.
- order and compare decimals to two decimal places.
- round numbers through the millions and understand when a rounded solution is needed.
- use concepts of negative numbers.
- identify fractions, mixed numbers, and decimals on the number line.
- explain the rules for addition and subtraction of multi-digit numbers.
- multiply multi-digit numbers by two-digit numbers and explain the process.
- divide multi-digit numbers by one-digit numbers and explain the process.
- evaluate mathematical expressions that use parentheses.
- know how to manipulate equations.
- use two-dimensional coordinate grids to represent points and to graph lines and simple figures.
- understand the properties and the relationships between plane geometric figures.
- collect and represent data on a number line, coordinate graphs, tables, and charts.
- identify mode and median and outliers for numerical data sets.
- represent outcomes for a simple probability situation.
- use strategies, skills, and concepts in finding mathematical solutions to problems.
- use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.



Students will

- describe how electricity and magnetism are related effects and have many useful applications in everyday life.
- describe the importance of food as an energy source for living things.
- explain how living things depend on one another and their environment for survival.
- distinguish between different rocks and minerals using their properties and the processes that formed them.
- describe how waves, wind, water, and ice shape and reshape Earth's land surface.

FIFTH GRADE

Fifth graders expand their knowledge beyond the skills level to lay the groundwork for broader study. Concrete experiences continue to be the beginning focus for new concepts and real-world applications. Students will spend at least two hours per day in language arts and one and a half hours per day in mathematics.

Starting with grade 3, it is assumed teachers will continue to emphasize the foundation knowledge presented in K-2. The lists below will no longer repeat the K-2 standards but will focus on newly introduced standards that are emphasized at a particular grade level.



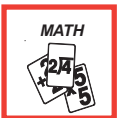
R = Reading; W = Writing; S = Speaking; L = Listening
Students will

- read aloud with fluency, accuracy, and expression. (R)
- use knowledge of word origins and prefixes and suffixes to determine the meaning of unknown words. (R)
- analyze story elements, including plot, characters, and theme. (R)
- identify author's point of view. (R)
- use complex sentence structures in writing. (W)
- write multiple paragraph compositions for literary and practical purposes in a coherent and well-organized manner. (W)
- discuss author's purpose and style. (W, S)
- express opinions about reading, referring to specific details. (W, S)
- continue to participate in a variety of formal/informal speaking activities, using appropriate speaking techniques (i.e., voice, body language, and eye contact). (S)
- use reference materials as sources of information. (R, W)
- edit a paper to assure that it is free of spelling, punctuation, and grammar errors. (W)



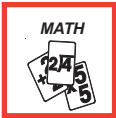
Includes Geography, Culture, History, Economics, and Civics
Students will

- describe the major pre-Columbian settlements in the Southwest, Northwest, the Great Plains, and east of the Mississippi River.
- trace the routes, and describe the early explorations of the Americas.
- describe the cooperation and conflict among the Indian nations and between Indian nations and the new settlers.
- understand the political, religious, social, and economic institutions in the colonial era.
- explain the causes and consequences of the American Revolution.
- relate the development of the United States Constitution and its significance as the foundation of the American republic.
- trace the movement of the American people from 1789 to the mid 1800's, with an emphasis on economics, geography, and transportation systems.



Students will

- compute with very large (e.g., millions) and very small (e.g., thousandths) numbers.
- find decimal and percent equivalents for common fractions, and compute a given percent of a whole number.



Students will

- determine prime factors of all numbers through 50.
- identify positive and negative integers, decimals, fractions, and mixed numbers on a number line.
- add, subtract, multiply, and divide with decimals.
- add, subtract, multiply, and divide with negative numbers.
- become proficient with division computation, including division with positive decimals and long division with multiple digit divisors.
- add and subtract fractions and mixed numbers with like and unlike denominators.
- write and evaluate simple algebraic expressions in one variable by substitution.
- identify and graph ordered pairs in the four quadrants of the coordinate plane.
- solve problems involving linear functions with integer values.
- derive and use the formula for the area of right triangles and parallelograms.
- use two dimensional patterns of 3-D objects to compute surface area.
- compute the volume of rectangular solids.
- compute mean, median, and mode in simple examples and notice that they can differ.
- identify ordered pairs of data from a graph and know how to write ordered pairs correctly.
- use strategies, skills, and concepts in finding solutions.



Students will

- infer that all matter is made up of atoms, that different substances are composed of different arrangements of atoms, and that the arrangement determines the physical and chemical properties of the substance.
- know that elements and their combinations account for all the varied types of matter in the world.
- describe the processes of respiration, digestion, waste disposal, and transport of materials in plants and animals.
- explain how water on Earth moves between oceans and land through the processes of evaporation and condensation.
- explain how energy from the sun heats Earth unevenly, causing air movements, resulting in changing weather patterns.
- describe how the solar system consists of planets and other bodies that orbit the sun in predictable patterns.



The topic of family life will begin in the fifth grade with a focus on

- personal growth and development, emphasizing decision making, self-esteem, and communication skills;
- human growth and development, emphasizing similarities and differences in individual growth patterns; and
- the life cycle, emphasizing the family and peer relationships.

Sections of the course will deal with **Family Life Education**. Parents may request in writing that their child not participate in this portion of the class. Requests shall be valid for the school year in which they are submitted, but may be withdrawn by the parent at any time.

SIXTH GRADE

Sixth grade students think and reason more abstractly and, at this level, their experiences are used to help the conceptual transition to dealing with more complex meanings and ideas.

Students will spend at least two hours per day in language arts and one and a half hours per day in mathematics.

Starting with grade 3, it is assumed teachers will continue to emphasize the foundation knowledge presented in K-2. The lists below will no longer repeat the K-2 standards but will focus on newly introduced standards that are emphasized at a particular grade level.



R = Reading; W = Writing; S = Speaking; L = Listening

Students will

- read materials of increasing difficulty independently. (R)
- use research and library skills and a variety of reference materials to answer a research question. (R)
- apply knowledge of frequently used foreign words in English and word origins to determine meaning of unknown words. (R)
- synthesize main passage elements. (R, W)
- extend inferences beyond stated passage information. (R, W)
- use details to draw conclusions about meaning and theme. (R, W)
- compare and contrast plot, setting, major and minor characters, conflict/problem, and solution in literature. (R, W, S)
- write research reports and persuasive compositions. (W)
- use a variety of language, phrases, and stylistic devices in writing. (W)
- continue to participate in large/small, formal/informal speaking activities. (S)
- use appropriate listening skills in large/small group situations. (L)
- produce final drafts that are free of errors in spelling, punctuation, and grammar. (W)

Includes Geography, Culture, History, Economics, and Civics

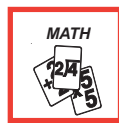
Students will

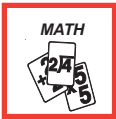
- describe the early development of mankind from the Paleolithic Era to the agricultural revolution.
- analyze the early civilizations of Mesopotamia, Egypt, and Kush.
- analyze the early civilization of the ancient Hebrews.
- analyze the early civilization of ancient Greece.
- analyze the early civilization of India.
- analyze the early civilization of China.
- analyze the early development of Rome.



Students will

- compare and order positive and negative fractions, decimals, and mixed numbers.
- interpret and use ratios.
- use proportions to solve problems.
- calculate given percentages of quantities (tax, tips, interest).
- solve addition, subtraction, multiplication, and division problems that use positive and negative numbers.
- add, subtract, multiply, and divide with fractions and decimals.
- write and solve one-step equations.
- analyze and use tables, graphs, and rules to solve problems involving rates and proportions.
- understand the concept of pi and the formulas for the circumference and area of a circle.





Students will

- use the properties of complimentary and supplementary angles and the angles of a triangle to solve problems involving an unknown angle.
- calculate range, mean, median, and mode of data sets.
- analyze data and sampling processes for possible bias and misleading conclusions.
- determine theoretical and experimental probabilities, and use them to make predictions about events.
- represent probabilities as ratios, proportions, and decimals.
- know the difference between independent and dependent events.
- formulate and justify mathematical conjectures based upon a general description of mathematical problems posed.
- use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models to explain mathematical reasoning.



Students will

- explain how geological and fossil evidence can be used to establish historical timelines, help us understand changes in land and life forms over time, and predict future changes of the earth's surface.
- investigate and explain how heat energy is measured, moves from one material to another, and is used by living things.
- explain how plate tectonics account for important features of earth's surface and major geologic events.
- describe how topography is reshaped by weathering of rock and soil, and by the transportation and deposition of sediment.
- explain that sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.
- explain how energy from the sun is transferred through radiation resulting in convection currents which power winds, ocean currents, and the water cycle.
- describe how organisms in ecosystems exchange energy and nutrients among themselves and with the environment.



By the end of sixth grade students will

- use proper keyboarding techniques to type 20 wpm accurately.
- complete a project and create an interactive, multimedia presentation.
- discuss ethical issues of technology. Topics will include copyright infringement, illegal copying of media, and network responsibility.
- use a variety of internet search engines to find information.
- use simple formulas and chart functions in spreadsheets and create simple databases.
- use word processing tools to create and format increasingly complex documents.



The topic of the abstinence-based family life curriculum, where the family is the primary provider, will continue in the sixth grade with a focus on

- personal growth and development, emphasizing decision making, self-esteem, and communication skills.
- human growth and development emphasizing the identification and understanding of the functions of the male and female reproductive system, sexually transmitted and communicable diseases, and their prevention.
- the life cycle, emphasizing family and peer relationships.

Sections of the course will deal with **Family Life Education**. Parents may request in writing that their child not participate in this portion of the class. Requests shall be valid for the school year in which they are submitted, but may be withdrawn by the parent at any time.

HOW PARENTS CAN HELP THEIR CHILDREN SUCCEED

Learning can be fun! Experience with your children and watch their faces light up as they explore their world with you. Visit museums, parks, and nature centers. Read, tell stories, and ask more questions than you answer. It's okay to say, "I don't know, but let's find out." Take a walk and explore the things you see. Not only will you spend valuable family time together, but you will also foster a lifelong love of learning. Educating our children should be a partnership, and we want you to join us in moving the Elk Grove Unified School District to the ***Head of the Class***. You can help!

EXPECT PERFECT ATTENDANCE

Your child's attendance in school, **every day**, is crucial to his or her academic success. If your child misses 18 days (an average of 1 out of 10) during the school year, his or her standardized test scores could drop as much as an average of 10 percentile points.

EXPECT EVERYONE TO READ

- Read to preschool children at least 20 minutes a day, or have older children read to you.
- Keep good books, magazines, and newspapers in the house.
- Listen to your children and seek out reading materials which help explore their interests.
- Add to your children's enjoyment of reading by discussing each book they read.
- Make sure your children see **you** read at least 20 minutes a day.
- If you have difficulty reading, tell your children stories.
- Set reasonable limits on your children's television viewing and computer entertainment time.**

EXPECT LEARNING TO BE A ROUND-THE-CLOCK ENDEAVOR

- Help interest your children in learning outside of the school day.
- Encourage schools and community groups to develop partnerships to support students who want or need more learning time beyond the regular school day and year.

EXPECT HARD WORK

- ☑ Know what kind of homework is expected from teachers, and make sure that your children complete it.
- ☑ Provide your children with a regular, quiet place where they can do homework.
- ☑ Expect every child to meet tough academic standards.
- ☑ Support school efforts to develop and maintain rules for student discipline.
- ☑ Encourage perseverance and effort in your child. These qualities are the keys to success in life.

General Homework Tips for Parents

- **Make sure your child has a quiet, well-lit place to do homework.**
- **Make sure the materials your child needs, such as paper, pencils, and a dictionary, are available.**
- **Help your child with time management.**
- **Be positive about homework.** Tell your child how important school is. The attitude you express about homework will be the attitude your child acquires.
- **When your child does homework, you do homework.** Show your child that the skills they are learning are related to things you do as an adult. If your child is reading, you read too. If your child is doing math, balance your checkbook.
- **When your child asks for help, provide guidance, not answers.**
- **When the teacher asks that you play a role in homework, do it.**
- **If homework is meant to be done by your child alone, stay away.** Too much parent involvement can prevent homework from having some positive effects. Homework is a great way for kids to develop independent, lifelong learning skills.
- **Stay informed.** Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
- **Help your child figure out what is hard homework and what is easy homework.** Have your child do the hard work first. This will mean he/she will be most alert when facing the biggest challenges. Easy material will seem to go fast when fatigue begins to set in.
- **Watch your child for signs of failure and frustration.** Let your child take a short break if he/she is having trouble keeping her mind on an assignment.
- **Reward progress in homework.**

[U.S. Department of Education, Office of Intergovernmental and Interagency Affairs, Educational Partnerships and Family Involvement Unit, *Homework Tips for Parents*, Washington, D.C., 2003.]

**SCHOOL**

Arnold Adreani Elementary School
Jessie Baker School
Edna Batey Elementary School
Maeola R. Beitzel Elementary School
Authur C. Butler Elementary School
Carroll Elementary School
Raymond Case Elementary School
Helen Carr Castello Elementary School
Cosumnes River Elementary School
C. W. Dillard Elementary School
Elitha Donner Elementary School
John Ehrhardt Elementary School
Elk Grove Elementary School
Elliott Ranch Elementary School
Ellen Feickert Elementary School
Robert J. Fite Elementary School
Florin Elementary School
Foulks Ranch Elementary School
Franklin Elementary School
Arlene Hein Elementary School
Roy Herburger Elementary School
Isabelle Jackson Elementary School
Samuel Kennedy Elementary School
Anna Kirchgater Elementary School
Herman Leimbach Elementary School
Charles Mack Elementary School
Florence Markofer Elementary School
James McKee Elementary School
Barbara Comstock Morse Elementary School
Pleasant Grove Elementary School
Prairie Elementary School
David Reese Elementary School
John Reith Elementary School
Sierra Enterprise Elementary School
Joseph Sims Elementary School
Stone Lake Elementary School
Sunrise Elementary School
Mary Tsukamoto Elementary School
Union House Elementary School
Irene B. West Elementary School

PRINCIPAL

Leanne Teuber
Katherine Dona
Michael Sompayrac
Martin Martinez
Carla Gaymon-Victor
Paul Hauder
Abelardo Cordova
Ilesha Graham
Michael Gulden
Clark Burke
Michelle Jenkins
Steve Brenizer
Dave Neves
Mary Rountree
Patrick Dolinar
Bindy Grewal
Robert Pasley
Mary Beth Kropp
John Santin
Toni Westermann
Rebecca Davis
Martin Fine
Clarice Hespeler
Lawrence Quismondo
Sonjhia Lowery
Roberta Collier
Eric Murchison
Steven Looper
Kilolo Umi
Joseph Donovan
Fawzia Keval
Margaret Campos
Gordon Blackwood
Jason Campbell
Shelly Hughes
Michael Anderson
Judy Hunt-Brown
Mark Leal
Mark Vigario
Mechale Sadler

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681-7595
714-0106
681-8820
686-1725
682-2653
687-6121
683-3073
684-7259
686-3766
683-3877
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383-0530
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684-6518
714-0654
681-1390
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381-2767
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683-4096
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