

# Parent Guide to Elementary Curriculum



**CatholicSchools**  
of Fairbanks

**Immaculate Conception School  
Grades K-6**

**615 Monroe St.  
Fairbanks, Alaska 99701  
907-456-4574**

# CSF Mission Statement

The Catholic Schools of Fairbanks is a Pre-K through 12 family that engages the world through the integration of knowledge and wisdom. We are guided by Jesuit principles to become Open to Growth, Intellectually Competent, Religious, Loving and Committed to Doing Justice.

## CSF Belief Statements

**WE BELIEVE** the life and message of Jesus Christ as shared through the Gospel is a foundation of our school community, encouraging all members to accept the call to leadership and service in church and society.

**WE BELIEVE** our school is a center of knowledge, cultural enrichment, and disciplined thinking.

**WE BELIEVE** all students can learn, achieve, and succeed with the team effort of student motivation, parent support, and teacher guidance.

**WE BELIEVE** the school must foster academic, spiritual, social, and cultural development of the whole child.

**WE BELIEVE** in the importance of developing a community that prays together, learns together, and plays together.

**WE BELIEVE** reflective self-evaluation is essential to continual growth and progress, both individually and collectively.

# Kindergarten

## ~ Language Arts ~

Creative writing, penmanship, reading, grammar, speaking and listening are collectively titled Language Arts. These subjects are integrated throughout the whole curriculum in all grades, beginning with an oral language foundation. Literature-based instruction builds on this foundation to enhance students' learning.

By the end of kindergarten, students should know and/or be able to do the following:

- ✓ begin to listen without interruption
- ✓ identify letter names
- ✓ articulate most letter sounds
- ✓ hold pencil, crayon, or paintbrush correctly
- ✓ recognize and write first name
- ✓ express ideas through speaking, drawing, or writing
- ✓ demonstrate awareness of relationship between speaking, writing, listening, and reading
- ✓ share enthusiasm for literature

## ~ Math ~

Kindergarten curriculum focal points in math - Numbers and Operations, Geometry, and Measurement - as well as related connections in Data Analysis and Algebra. Math concepts are emphasized in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe and sort objects and develop a sense of properties and patterns.

### Kindergarten Curricular Focal Points

- ✓ **Number and Operations:** Representing, comparing, and ordering whole numbers and joining and separating sets
- ✓ **Geometry:** Describing shapes and space
- ✓ **Measurement:** Ordering objects by measurable attributes

## **Science**

The Kindergarten science curriculum emphasizes learning through hands-on activities and inquiry based science instruction. Students are provided opportunities to understand and apply basic Life Science, Physical Science, and Earth, Space and Weather concepts in alignment with the Next Generation Science Standards. Students are encouraged to develop critical thinking skills and problem solving strategies which they will apply to other curriculum areas.

Students in kindergarten are expected to:

- ✓ Plan and carry out investigations while analyzing and interpreting data.
- ✓ Construct explanations and designing solutions.
- ✓ Obtain, evaluate, and communicate information.
- ✓ Develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to severe weather.
- ✓ Apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object in order to analyze a design solution.
- ✓ Develop a relationship between their needs and where they live.

## **Social Studies**

The kindergarten social studies curriculum encourages development of cooperative behavior skills for home, classroom, and community. Students assume individual and group civic responsibilities in the classroom and begin to develop cultural and historical awareness.

By the end of kindergarten, students should know and/or be able to do the following:

- ✓ be aware of self in relation to others
- ✓ learn rights, responsibilities, and rules as they apply to individuals in a group setting
- ✓ locate specific areas in the classroom and school
- ✓ participate in a variety of cultural activities
- ✓ share news about events with others

## **Religion**

The kindergarten religion program centers on God's love for humanity. God's love is exemplified in all living things in creation; in our selves, in our relationships with others, and especially in Jesus Christ. Students are introduced to and participate in Catholic Mass each week. Students also participate in various service projects throughout the school year, as an extension of the Catholic Church's social teaching.

While in kindergarten, students will be introduced to:

- ✓ basic prayers of the Catholic Church
- ✓ gospel stories
- ✓ moral concepts of right, wrong, and fairness for all people
- ✓ the doctrinal premises of forgiveness and Mary as patroness of the Church
- ✓ the cycle of and events within the liturgical year
- ✓ the purposes of catholic sacraments and sacramentals, especially baptism
- ✓ the importance of peace and justice as an extension of God's love

## **Physical Education**

The kindergarten physical education curriculum encourages development of basic motor skills and active participation as means of supporting a healthy lifestyle.

By the end of kindergarten, students should know and/or be able to do the following:

- ✓ show an understanding of class rules while participating safely in physical education activities
- ✓ participate willingly in physical education activities
- ✓ travel in different directions using various loco motor movements
- ✓ demonstrate an ability to start and stop in self space
- ✓ catch a self-bounced or tossed ball
- ✓ name and perform simple stretches and exercises

## **Music Guide**

During kindergarten, students will explore music and musical concepts through songs, movement activities and hands on experiences with rhythm instruments.

By the end of kindergarten, students should know and/or be able to do the following:

- ✓ pat a steady beat while listening to music
- ✓ speak and sing using high and low sounds
- ✓ distinguish between loud/soft, fast/slow
- ✓ sing songs with a group from rote
- ✓ demonstrate walking, jogging, jumping, gentle patting
- ✓ recognize that various cultures create music

## **Technology**

Immaculate Conception School is currently developing performance standards for individual grade levels that are rooted in the National Educational Technology Standards. At ICS technology is infused and integrated within the learning context of the classroom, Immaculate Conception School is devoted to facilitating student learning in which the following National Educational Technology Standards (NETS•S) and Performance Indicators are present across grade levels:

### **Creativity and Innovation**

- ✓ Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

### **Communication and Collaboration**

- ✓ Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### **Research and Information Fluency**

- ✓ Students will apply digital tools to gather, evaluate, and use information.

### **Critical Thinking, Problem Solving, and Decision Making**

- ✓ Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Digital Citizenship**

- ✓ Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Technology Operations and Concepts**

- ✓ Students will demonstrate a sound understanding of technology concepts, systems, and operations.

## First Grade

### Language Arts

Creative writing, penmanship, reading, grammar, speaking and listening are collectively titled Language Arts. These subjects are integrated throughout the whole curriculum in all grades, beginning with an oral language foundation. Literature-based, experiential instruction builds on this foundation to enhance students' learning.

By the end of first grade, students should know and/or be able to do the following:

- ✓ demonstrate effective attention skills and apply appropriate listening and responding behavior
- ✓ demonstrate oral language growth through communicating with others in informal and structured conversation, creative dramatics, and memorizations
- ✓ master initial, medial, final consonant sounds
- ✓ develop short vowel sounds, long vowel sounds and exceptions to vowel rules
- ✓ develop consonant blends and digraphs (initial and final)
- ✓ use decoding and comprehension strategies to read and understand simple stories
- ✓ form manuscript letters correctly
- ✓ develop writing patterns of spacing between words, writing letters in height
- ✓ write an original sentence beginning with a capital letter and ending with a period
- ✓ use spelling patterns and some high frequency words

### Math

First grade curriculum focal points in math - Numbers and Operations, Algebra, and Geometry - as well as related connections in Measurement & Data Analysis. Math concepts are emphasized in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

By the end of first grade, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

#### First Grade Curricular Focal Points

- ✓ **Number and Operations and Algebra:** Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts
- ✓ **Number and Operations:** Developing an understanding of whole number relationships, including grouping in tens and ones
- ✓ **Geometry:** Composing and decomposing geometric shapes

## **Science**

The first grade science curriculum emphasizes learning through hands-on activities and inquiry based science instruction. Students are provided opportunities to understand and apply basic Life Science, Physical Science, and Earth, Space and Weather concepts in alignment with the Next Generation Science Standards. Students are encouraged to develop critical thinking skills and problem solving strategies which they will apply to other curriculum areas.

Students in First grade develop understanding about:

- ✓ Relationship between sound and vibrating materials as well as between the availability of light and ability to see objects.
- ✓ The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.
- ✓ How plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive.

Students should be able to:

- ✓ Plan and carry out investigations while analyzing and interpreting data.
- ✓ Construct explanations and designing solutions.
- ✓ Obtain, evaluate, and communicate information.
- ✓ Describe, and predict some patterns of the movement of objects in the sky.

## **Social Studies**

The first grade social studies curriculum allows students to learn more about their responsibilities to other people. Students will develop an awareness of cultural diversity and explore their economic and geographic world.

By the end of first grade, students should know and/or be able to do the following:

- ✓ participate in the sharing of current events
- ✓ display respect for the rights of others including the right to have differing opinions
- ✓ recognize the interrelationship between their neighborhood and other places in their world
- ✓ begin to recognize the goods and services people need and want

## **~ Religion ~**

The first grade religion program centers on God's goodness. The goodness of God can be found in all aspects of our world around us: in the people with whom we interact, in our traditions and teachings within the Church, and in the salvation provided by Jesus Christ. Students continue to participate in Catholic Mass each week, and assume a participative role as lectors and gift bearers. Students also participate in various service projects throughout the school year as an extension of the Catholic Church's social teaching.

While in first grade, students will be introduced to or develop:

- ✓ basic prayers of the Catholic Church
- ✓ Old Testament stories
- ✓ moral concepts of caring, honesty, and the Great Commandment
- ✓ the doctrinal concepts of the resurrection, the obstacle of sin, and Jesus' forgiveness
- ✓ the cycle of and events within the liturgical year
- ✓ the purposes of catholic sacraments and sacramentals, especially baptism
- ✓ the importance of family life

## **~ Physical Education ~**

The first grade physical education curriculum allows students to further develop motor skills. It also encourages students to attempt new activities, to interact with others, and to respond safely and appropriately.

By the end of first grade, students should know and/or be able to do the following:

- ✓ kick and strike a stationary ball toward a target
- ✓ throw a variety of objects using an over-arm and underhand motion
- ✓ change the speed and pathway of loco motor skill in response to instruction
- ✓ willingly cooperate with different partners or in small groups

## **~ Music Guide ~**

First grade students will review and build on earlier musical concepts. Students will achieve a more developed understanding of music through continued use of songs, movement activities and hands-on experiences with rhythm instruments. First grade students have the opportunity to participate in the 1<sup>st</sup> and 2<sup>nd</sup> Grade "Comet Cubs" Choral group.

By the end of first grade, students should know and/or be able to do the following:

- ✓ read, write, and perform quarter note, quarter rests, and eighth notes
- ✓ understand upward and downward melodic contour
- ✓ understand dynamics and tempo affect mood
- ✓ recognize different categories of sound: hit, strum, blow, and voice
- ✓ sing mi, so, and la in tune within range of D-A
- ✓ utilize shared space while performing loco motor activities
- ✓ recognize that various cultures create music



## **Technology**

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### **Creativity and Innovation**

- ✓ Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

### **Communication and Collaboration**

- ✓ Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### **Research and Information Fluency**

- ✓ Students will apply digital tools to gather, evaluate, and use information.

### **Critical Thinking, Problem Solving, and Decision Making**

- ✓ Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Digital Citizenship**

- ✓ Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Technology Operations and Concepts**

- ✓ Students will demonstrate a sound understanding of technology concepts, systems, and operations.

## Second Grade

### ~ Language Arts ~

Creative writing, penmanship, reading, grammar, oral speaking and listening are collectively titled Language Arts. These subjects are integrated throughout the whole curriculum in all grades, beginning with an oral language foundation. Literature-based, experiential instruction builds on this foundation to enhance students' learning. The second grade language arts curriculum will integrate listening, speaking, reading and writing activities across all areas of the curriculum.

By the end of second grade, students should know and/or be able to do the following:

- ✓ listen attentively and participate orally in group exercises
- ✓ use decoding and comprehension strategies to read independently
- ✓ produce legible manuscript handwriting
- ✓ answer a question in writing using a complete sentence
- ✓ demonstrate the ability to follow sequential oral and written directions
- ✓ develop reading ability and comprehension through a variety of literature and methods
- ✓ develop fluency in oral and silent reading
- ✓ develop enjoyment of books and literature
- ✓ work cooperatively in a group
- ✓ take responsibility for completing academic tasks independently

### ~ Math ~

Second Grade curriculum focal points in math - Numbers and Operations, Algebra, and Measurement - as well as related connections in Geometry. Math concepts are emphasized in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

By the end of second grade, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

- ✓ **Number and Operations:** Developing an understanding of the base-ten numeration system and place-value concepts
- ✓ **Number and Operations and Algebra:** Developing quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction
- ✓ **Measurement:** Developing an understanding of linear measurement and facility in measuring lengths

### ~ Science ~

The second grade science curriculum emphasizes learning through hands-on activities and inquiry based science instruction. Students are provided opportunities to understand and apply basic Life Science, Physical Science, and Earth, Space and Weather concepts in alignment with the Next Generation Science Standards. Students are encouraged to develop critical thinking skills and problem solving strategies which they will apply to other curriculum areas.

Students in second grade develop understanding about:

- ✓ What plants need to grow
- ✓ How plants depend on animals for seed dispersal and pollination.

Students in second grade are expected to:

- ✓ Compare the diversity of life in different habitats.
- ✓ Analyze and classify different materials to develop an understanding of observable properties.
- ✓ Apply their understanding that wind and water can change the shape of the land to compare design solutions to slow or prevent such change.
- ✓ Use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.
- ✓ Plan and carry out investigations while analyzing and interpreting data.
- ✓ Construct explanations and designing solutions.
- ✓ Obtain, evaluate, and communicate information.

## Social Studies

The second grade social studies curriculum enables students to learn about people who influence their lives. Students develop an awareness of their own family culture and show an appreciation for the diversity of cultures in the classroom. Students will be introduced to the role of government in the community and recognize historical figures whose contributions have shaped our community and state.

By the end of second grade, students should know and/or be able to do the following:

- ✓ demonstrate an understanding of roles and responsibilities of individuals within a group
- ✓ recognize historical figures and their contributions to society
- ✓ appreciate cultural diversity
- ✓ discuss current events

## **~ Religion ~**

The second grade religion program centers on God's Care. God's care of each of His followers is best exemplified through God's Son, Jesus Christ; His teachings; community of the Church, and the signs of love through the sacraments of reconciliation and the Eucharist. Students continue to participate in Catholic Mass each week, and assume a more participative role as ministers and gift bearers. Students also participate in various service projects throughout the school year as an extension of the Catholic Church's social teaching. \* Note: While ICS second grade students will learn about the sacrament of the Eucharist, actual preparation of first communion takes place in the individual parishes.

While in second grade, students will continue to develop:

- ✓ basic prayers of the Catholic Church
- ✓ old testament and gospel stories
- ✓ moral concepts found in Christian teachings
- ✓ doctrinal concepts of the Christ's presence in the Eucharist, the Resurrection, the Holy Trinity, Church community and the Holy Spirit
- ✓ the cycle of and events within the liturgical year
- ✓ the purposes of catholic sacraments and sacramentals, especially the Eucharist
- ✓ the importance of family life
- ✓ their role as Christians in the greater community

## **~ Physical Education ~**

The second grade physical education curriculum allows students to further develop motor skills. It also encourages students to use feedback to improve performance, identify healthy activities, and respect the rights and feelings of others.

By the end of second grade, students should know and/or be able to do the following:

- ✓ participate cooperatively in large and small groups
- ✓ perform simple stretches and exercises
- ✓ purposefully keep out of others space, as they travel and change directions with or without an object
- ✓ strive to improve performance
- ✓ identify healthy activities

## **~ Music Guide ~**

Students will make greater use of musical notation, syllables, rhythm instruments, and musical styles. A higher level of application will be expected by second grade students because of their increased physical abilities, as well as increased understanding of musical concepts. \*Second grade students have the opportunity to participate in the 1<sup>st</sup> and 2<sup>nd</sup> Grade “Comet Cubs” Choral group.

By the end of second grade, students should know and/or be able to do the following:

- ✓ read, write, perform quarter note, quarter rests, half notes, half rests, and eighth notes
- ✓ know melodies move in steps, leaps, and repeated notes
- ✓ sing do, re, mi, so, la in tune within range of D-B
- ✓ identify wind, percussion, string, and voice sounds
- ✓ recognize two or more pitches sounding simultaneously
- ✓ identify AB and ABA forms
- ✓ be able to use combinations of locomotor and non-locomotor skills
- ✓ recognize that various cultures create music

## **~ Technology ~**

Immaculate Conception School is currently developing performance standards for individual grade levels that are rooted in the National Educational Technology Standards. At ICS technology is infused and integrated within the learning context of the classroom, Immaculate Conception School is devoted to facilitating student learning in which the following National Educational Technology Standards (NETS•S) and Performance Indicators are present across grade levels:

### **Creativity and Innovation**

- ✓ Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

### **Communication and Collaboration**

- ✓ Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### **Research and Information Fluency**

- ✓ Students will apply digital tools to gather, evaluate, and use information.

### **Critical Thinking, Problem Solving, and Decision Making**

- ✓ Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Digital Citizenship**

- ✓ Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Technology Operations and Concepts**

- ✓ Students will demonstrate a sound understanding of technology concepts, systems, and operations.

## Third Grade

### ~ Language Arts ~

Creative writing, penmanship, reading, grammar, speaking and listening are collectively titled Language Arts. These subjects are integrated throughout the whole curriculum in all grades, beginning with an oral language foundation. Literature-based instruction builds on this foundation to enhance students' learning.

By the end of third grade, students should know and/or be able to do the following:

- ✓ apply appropriate listening and responding behavior
- ✓ follow oral and written multi-step directions individually and cooperatively
- ✓ use decoding and comprehension strategies to read independently
- ✓ develop reading ability and comprehension through a variety of literature and methods demonstrate comprehension skills including vocabulary and concepts
- ✓ apply the steps of the writing process (fluency, form, correctness)
- ✓ edit and proofread own and others' writing, giving attention to correct spelling, punctuation, capitalization, sentence structure and grammar/usage
- ✓ develop an awareness of audience and purpose for expression
- ✓ demonstrate the ability to use reference materials
- ✓ use writing process to write a paragraph with supporting details
- ✓ write legibly in manuscript and/or cursive
- ✓ develop and apply appropriate study techniques for learning content materials

### ~ Math ~

Third grade curriculum focal points in math - Numbers and Operations, Algebra and Geometry - as well as related connections in Measurement and Data Analysis. Math concepts are emphasized in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

#### Third Grade Focal Points:

- ✓ **Number and Operations and Algebra:** Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts
- ✓ **Number and Operations:** Developing an understanding of fractions and fraction equivalence
- ✓ **Geometry:** Describing and analyzing properties of two-dimensional shapes

## Science

The third grade science curriculum emphasizes learning through hands-on activities and inquiry based science instruction. Students are provided opportunities to understand and apply basic Life Science, Physical Science, and Earth, Space and Weather concepts in alignment with the Next Generation Science Standards. Students are encouraged to develop critical thinking skills and problem solving strategies which they will apply to other curriculum areas.

Students in third grade develop understanding about:

- ✓ The similarities and differences of the organisms' life cycles.
- ✓ Organisms have different inherited traits, and that the environment can also affect the traits that an organism develops.
- ✓ When the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

Students in third grade are expected to:

- ✓ Organize and use data to describe typical weather conditions expected during a particular season.
- ✓ Apply understanding of weather related hazards, to make a claim about the merit of a design solution that reduces the impacts of such hazards.
- ✓ Construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- ✓ Determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions to define a simple design problem that can be solved with magnets.
- ✓ Plan and carry out investigations while analyzing and interpreting data.
- ✓ Construct explanations and designing solutions.
- ✓ Obtain, evaluate, and communicate information.

## Social Studies

The third grade social studies curriculum focuses on the Fairbanks North Star Borough community, past and present. Students draw comparisons with other communities and begin to make connections with our neighbors Canada and Mexico. Students also recognize how and why communities differ geographically and culturally.

By the end of third grade, students should know and/or be able to do the following:

- ✓ identify and locate major regions of Alaska on a map or globe
- ✓ identify how natural resources have affected the growth and development of Alaska
- ✓ explore past and present cultural activities of Athabascan people
- ✓ recognize the need to work together in a group
- ✓ understand the need for classroom and community rules
- ✓ apply basic mapping skills, legends and keys
- ✓ identify and locate different items on a map (7 continents, 4 oceans, equator, etc.)
- ✓ identify natural human and capital resources within the community
- ✓ recognize how supply and demand affect the community

## **~ Religion ~**

The third grade religion program centers on learning about God's Community: The Church. Students in third grade will come to understand how, as a people of God, the Church finds guidance through the model left to us by the Apostles in cooperation with the Holy Spirit, and through the teachings of scripture and the gift of the sacraments. Students continue to participate in Catholic Mass each week, and assume a more participative role as ministers and gift bearers. Students also participate in various service projects throughout the school year as an extension of the Catholic Church's social teaching.

While in third grade, students will continue to develop or be introduced to:

- ✓ basic prayers of the Catholic Church
- ✓ old testament and gospel stories
- ✓ moral concepts articulated in Christian teachings
- ✓ doctrinal concepts of the resurrection, the Holy Trinity, Church community and the Holy Spirit
- ✓ the leaders of the Church and Church hierarchy
- ✓ the cycle of events within the liturgical year
- ✓ the meaning of catholic sacraments, especially the sacrament of Holy Orders and Healing
- ✓ the importance of family life

## **~ Physical Education ~**

The third grade physical education curriculum focuses on refining students' motor skills. It also encourages self-direction and goal setting for personal success. Students begin to recognize the benefit of physical activity as a life-long pursuit.

By the end of third grade, students should know and/or be able to do the following:

- ✓ travel and smoothly change directions/movements to verbal directions or music
- ✓ participate cooperatively in large and small groups
- ✓ recognize benefits resulting from regular and appropriate physical activity
- ✓ develop skills using both the dominant and non-dominant sides of the body
- ✓ recognize benefits resulting from regular and appropriate physical activity
- ✓ demonstrate ability to listen, follow directions, and stay on task
- ✓ show consideration of self, others, and equipment



## **↻ Music Guide ↻**

Expanding on previously learned skills, third grade students will move from unison singing to singing in parts. Musical composers and their works will be introduced. Movement activities will incorporate dance movements such as those found in American Folk dancing. Students are introduced to more developed notation and music reading concepts using recorders. Students in grade three have the opportunity to join the “Comet Choir” after school choral group.

By the end of third grade, students should know and/or be able to do the following:

- ✓ read, write, and perform quarter note and quarter rests, half notes and rests, whole notes and rests, and eighth notes
- ✓ recognize meters of 2/4, 3/4, 4/4
- ✓ recognize melodic patterns of same, different, or similar
- ✓ read standard treble clef notation
- ✓ identify and perform D.C. al fine, D.S. al fine, and fermatas
- ✓ classify standard band and orchestra instruments in appropriate families
- ✓ sing in tune so<sub>1</sub> la<sub>1</sub> do, re, mi, so, la, do<sup>1</sup>, within range C-D<sup>1</sup>
- ✓ perform loco motor and non-loco motor movements alone and with a group
- ✓ recognize that various cultures create music

## **↻ Technology ↻**

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- ✓ Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

### **Communication and Collaboration**

- ✓ Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### **Research and Information Fluency**

- ✓ Students will apply digital tools to gather, evaluate, and use information.

### **Critical Thinking, Problem Solving, and Decision Making**

- ✓ Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Digital Citizenship**

- ✓ Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Technology Operations and Concepts**

- ✓ Students will demonstrate a sound understanding of technology concepts, systems, and operations.

## Fourth Grade

### Language Arts

Creative writing, penmanship, reading, grammar, speaking and listening are collectively titled Language Arts. These subjects are integrated throughout the whole curriculum in all grades, beginning with an oral language foundation. Literature-based instruction builds on this foundation to enhance students' learning.

By the end of fourth grade, students should know and/or be able to do the following:

- ✓ use decoding and comprehension strategies to read independently
- ✓ read for a variety of purposes
- ✓ demonstrate active listening
- ✓ follow a schedule to complete assignments individually and cooperatively
- ✓ communicate ideas clearly and effectively
- ✓ use writing process to write paragraphs with supporting details
- ✓ demonstrate understanding of grammar/usage
- ✓ develop and apply appropriate study techniques

### Math

Fourth grade curriculum focal points in math - Numbers and Operations, Algebra and Measurement - as well as related connections in Geometry and Data Analysis. Math concepts are emphasized in contexts that promote problem solving, reasoning, communication, and designing and analyzing representations.

By the end of the fourth grade, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

#### **Fourth Grade Curriculum Focal Points:**

- ✓ **Number and Operations and Algebra:** Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication
- ✓ **Number and Operations:** Developing an understanding of decimals, including the connections between fractions and decimals
- ✓ **Measurement:** Developing an understanding of area and determining the areas of two-dimensional shapes

## Science

The fourth grade science curriculum emphasizes learning through hands-on activities and inquiry based science instruction. Students are provided opportunities to understand and apply basic Life Science, Physical Science, and Earth, Space and Weather concepts in alignment with the Next Generation Science Standards. Students are encouraged to develop critical thinking skills and problem solving strategies which they will apply to other curriculum areas.

Students in fourth grade develop understanding about:

- ✓ The effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- ✓ That plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- ✓ How energy can be transferred from place to place by sound, light, heat, and electrical currents or from object to object through collisions.

Students in fourth grade are expected to:

- ✓ Use models to describe wave patterns, waves causality in objects moving and light reflection
- ✓ Apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.
- ✓ Analyze and interpret data from maps to describe the earth's features
- ✓ Use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.
- ✓ Design, test, and refine a device that converts energy from one form to another.
- ✓ Plan and carry out investigations while analyzing and interpreting data.
- ✓ Construct explanations and designing solutions.
- ✓ Obtain, evaluate, and communicate information.

## Social Studies

The fourth Grade social studies curriculum focuses on the study of Alaska and geography of North America. Students also begin to explore Pacific Rim and Latin America countries.

By the end of fourth grade, students should know and/or be able to do the following:

- ✓ recognize the functions of local and state governments
- ✓ identify states and their capitals
- ✓ identify the regions of Alaska and the Alaska Natives of each region
- ✓ use maps, charts, graphs, and tables to interpret information
- ✓ Identify major resources of Alaska and its neighbors .
- ✓ Identify how the North American resources relate to the current and past economic and technological lifestyles
- ✓ follow local and world current events
- ✓ locate Russia and Pacific Rim countries on a map or globe

## Religion

The fourth grade religion program centers on appreciating and applying God's Guidance in our lives. Students will develop understanding of God's moral guidance through an examination of God's Commandments and the Commandments re-defined by Jesus Christ in the Beatitudes. Students continue to participate in Catholic Mass each week, and assume a more participative role as ministers and gift bearers. Students also participate in various service projects throughout the school year as an extension of the Catholic Church's social teaching.

While in fourth grade, students will continue to develop or be introduced to:

- ✓ basic prayers of the Catholic Church
- ✓ Old Testament and gospel stories
- ✓ the Commandments and Beatitudes
- ✓ moral concepts articulated in Christian teachings
- ✓ doctrinal concepts of the Resurrection, the Holy Trinity, Church community and the Holy Spirit
- ✓ the cycle of events within the liturgical year
- ✓ the importance of Catholic sacraments; especially the sacrament of reconciliation
- ✓ the importance of family life
- ✓ their role as Christians in the greater community

## **Physical Education**

The fourth grade physical education curriculum focuses on cooperative participation in large and small groups, showing consideration of self, others, and equipment. Self-responsibility is emphasized.

By the end of fourth grade, students should know and/or be able to do the following:

- ✓ devise and perform, alone or with a partner, simple sequences involving rolling, weight transfers, and balances
- ✓ manipulate objects using a variety of implements with varied amounts of force and speed
- ✓ demonstrate skills using both the dominant and non-dominant sides of the body
- ✓ articulate benefits resulting from regular and appropriate physical activity
- ✓ actively participate in an appropriate manner during group physical education challenges

## **Music Guide**

Students in fourth grade will further develop the ability to sing in two parts and move in coordination with others. Music reading activities are increased and the use of recorders is continued. In fourth grade, students have the opportunity to participate in beginning band or orchestra (as a pull out program) or in the "Comet Choir" as an afterschool choral group. Instruction on various instrument families and their characteristics are included in fourth grade.

By the end of fourth grade, students should know and/or be able to do the following:

- ✓ understand rhythmic, and treble clef notations
- ✓ understand tempo and dynamic markings
- ✓ sing in tune within range B<sub>1</sub>-Eb<sup>1</sup>
- ✓ sing songs in two parts
- ✓ demonstrate more complex movements in a group
- ✓ understand melodic contour
- ✓ experience music from other cultures, including AK Native cultures
- ✓ identify instrumental and vocal sounds

## **Technology**

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### **Creativity and Innovation**

- ✓ Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

### **Communication and Collaboration**

- ✓ Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### **Research and Information Fluency**

- ✓ Students will apply digital tools to gather, evaluate, and use information.

### **Critical Thinking, Problem Solving, and Decision Making**

- ✓ Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Digital Citizenship**

- ✓ Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Technology Operations and Concepts**

- ✓ Students will demonstrate a sound understanding of technology concepts, systems, and operations.

## Fifth Grade

### Language Arts

Creative writing, penmanship, reading, grammar, oral speaking and listening are collectively titled Language Arts. These subjects are integrated throughout the whole curriculum in all grades, beginning with an oral language foundation. Literature-based instruction builds on this foundation to enhance students' learning.

By the end of fifth grade, students should know and/or be able to do the following:

- ✓ develop ability to react critically and creatively to a variety of age appropriate literature
- ✓ use a variety of resources to complete an assignment
- ✓ recognize main ideas and supporting detail, (sequence, setting)
- ✓ prepare book reports (oral and written)
- ✓ demonstrate comprehension skills including vocabulary and concepts
- ✓ develop an awareness of audience and purpose of expression
- ✓ generate language to clearly express ideas (written and oral)
- ✓ develop and apply appropriate study techniques
- ✓ produce legible cursive handwriting

### Math

Fifth grade curriculum focal points in math - Numbers and Operations, Algebra, Measurement, and Geometry - as well as related connections in Data Analysis. Math concepts are emphasized in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to fractions and decimals and learn to add and subtract positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

#### 5<sup>th</sup> Grade Focal Points

- ✓ **Number and Operations and Algebra:** Developing an understanding of and fluency with division of whole numbers
- ✓ **Number and Operations:** Developing an understanding of and fluency with addition and subtraction of fractions and decimals
- ✓ **Geometry and Measurement and Algebra:** Describing three-dimensional shapes and analyzing their properties, including volume and surface area

## **Science**

The fifth grade science curriculum emphasizes learning through hands-on activities and inquiry based science instruction. Students are provided opportunities to understand and apply basic Life Science, Physical Science, and Earth, Space and Weather concepts in alignment with the Next Generation Science Standards. Students are encouraged to develop critical thinking skills and problem solving strategies which they will apply to other curriculum areas.

Students in fifth grade develop understanding about:

- ✓ How, regardless of the type of change that matter undergoes, the total weight of matter is conserved.
- ✓ Plants getting the materials they need for growth chiefly from air and water.
- ✓ Patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Students in fifth grade are expected to:

- ✓ Describe that matter is made of particles too small to be seen.
- ✓ Determine whether the mixing of two or more substances results in new substances.
- ✓ Describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- ✓ Describe and graph data to provide evidence about the distribution of water on Earth.
- ✓ Describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was once energy from the sun.
- ✓ Plan and carry out investigations while analyzing and interpreting data.
- ✓ Construct explanations and designing solutions.
- ✓ Obtain, evaluate, and communicate information.

## **Social Studies**

Fifth grade social studies program provides an overview of people, issues, and events that have shaped our United States history. It is an overview of U.S. history from early explorers through the Civil War and Reconstruction. Students will learn about the structure of the U.S. government with an emphasis on civic responsibility. By the end of fifth grade, students should know and/or be able to do the following:

- ✓ understand the development of our constitutional rights and responsibilities
- ✓ use maps, charts, graphs, and tables to interpret information
- ✓ recognize the concept of cause and effect within major U.S. economic and historical events through Reconstruction
- ✓ sequence major US historical events into identifiable periods and eras
- ✓ recognize the influences of cultural diversity in U.S. society
- ✓ relate current issues to historical events

## **~ Religion ~**

The fifth grade religion program centers on the Catholic Liturgy. Students in fifth grade will develop understanding of the Paschal Mystery as exemplified in the Mass; especially those components of the Liturgy of the Word and Liturgy of the Eucharist as experienced in the Christian community, past and present. Students continue to participate in Catholic Mass each week, and assume a more participative role as ministers and gift bearers. Students also participate in various service projects throughout the school year as an extension of the Catholic Church's social teaching.

While in fifth grade, students will continue to develop or be introduced to:

- ✓ basic prayers of the Catholic Church
- ✓ Old Testament and gospel stories
- ✓ moral concepts articulated in Christian teachings
- ✓ doctrinal concepts of the resurrection, the Holy Trinity, Church community, the Holy Spirit, and the Paschal Mystery
- ✓ the cycle of events within the liturgical year
- ✓ the parts of the mass
- ✓ the definition and application of Catholic sacraments and sacramentals; especially the sacrament of the Eucharist
- ✓ the importance of family life
- ✓ their role as Christians in the greater community

## **~ Physical Education ~**

The fifth grade physical education curriculum focuses on problem solving and game strategies. Students cooperatively devise strategies, which are transferred to games and activities. Positive participation in group/team activities is emphasized.

Students should know and/or be able to do the following by the end of fifth grade:

- ✓ cooperatively devise strategies to keep opponents from reaching a specified area, person, or object
- ✓ use a variety of skills appropriate to a particular activity or game
- ✓ travel, dribble, chest pass, and bounce pass a ball to a stationary partner with both dominant and non-dominant sides of the body
- ✓ list three or more benefits resulting from regular and appropriate physical activity

## **~ Music Guide ~**

Musical notation takes on a new meaning as fifth graders explore two and three part harmonic music, chord structure, and creating their own compositions. Students have the opportunity to participate in beginning band or orchestra (as a pull out program) or in the "Comet Choir" as an afterschool choral group.

Students should know and/or be able to do the following by the end of fifth grade:

- ✓ perform, read, write, and identify notes, rests, and rhythmic notations
- ✓ understand meters of 2/4, 3/4, 4/4, and 6/8
- ✓ be able to interpret tempo and dynamic markings
- ✓ utilize I-IV-V harmonic settings
- ✓ sing in tune within ranges Bb<sub>1</sub>-E<sub>1</sub>
- ✓ sing songs with two parts and rounds with three parts
- ✓ read treble and bass clef notation
- ✓ perform specific movement sequences
- ✓ experience music from a variety of cultures in American history



## **Technology**

Immaculate Conception School is currently developing performance standards for individual grade levels that are rooted in the National Educational Technology Standards. At ICS technology is infused and integrated within the learning context of the classroom, Immaculate Conception School is devoted to facilitating student learning in which the following National Educational Technology Standards (NETS•S) and Performance Indicators are present across grade levels:

### **Creativity and Innovation**

Students will demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

### **Communication and Collaboration**

- ✓ Students will use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### **Research and Information Fluency**

- ✓ Students will apply digital tools to gather, evaluate, and use information.

### **Critical Thinking, Problem Solving, and Decision Making**

- ✓ Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Digital Citizenship**

- ✓ Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Technology Operations and Concepts**

- ✓ Students will demonstrate a sound understanding of technology concepts, systems, and operations.

## Sixth Grade

### ~ Language Arts ~

Creative writing, penmanship, reading, grammar, speaking and listening are collectively titled Language Arts. These subjects are integrated throughout the whole curriculum in all grades, beginning with an oral language foundation. Literature-based instruction builds on this foundation to enhance students' learning.

By the end of sixth grade, students should know and/or be able to do the following:

- ✓ work independently and in cooperative groups to complete a project
- ✓ apply the writing process to create a multiple paragraph essay with supporting details and varied sentences
- ✓ demonstrate comprehension and vocabulary skills
- ✓ identify story components in literature
- ✓ generate language to clearly express ideas
- ✓ orally report current events and original work
- ✓ use correct spelling in written assignments
- ✓ develop and apply organizational and time management skills
- ✓ develop and apply appropriate study techniques for learning content materials
- ✓ select and use a variety of resources to complete an assignment
- ✓ demonstrate the ability to use reference materials

### ~ Math ~

Sixth grade curriculum focal points - Numbers and Operations and Algebra - as well as related connections for in Measurement and Geometry. Math concepts are emphasized in contexts that promote problem solving, reasoning, communication, making connections, and designing and analyzing representations.

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about  $\pi$  and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

#### 6<sup>th</sup> Grade Curriculum Focal Points:

- ✓ **Number and Operations:** Developing an understanding of and fluency with multiplication and division of fractions and decimals
- ✓ **Number and Operations:** Connecting ratio and rate to multiplication and division
- ✓ **Algebra:** Writing, interpreting, and using mathematical expressions and equations

## **Science**

The sixth grade science curriculum continues to emphasize learning through hands-on activities and inquiry based science instruction, while building on the K - 5 Physical Science ideas and capabilities. Such a foundation allows learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. While students are provided opportunities to understand and apply basic Life Science, Physical Science, and Earth, Space and Weather concepts in alignment with the Next Generation Science Standards, sixth graders focus on ecosystems, classification, Earth's systems, astronomy, and gravity. Students are encouraged to develop critical thinking skills and problem solving strategies which they will apply to other curriculum areas.

Students in sixth grade develop understanding about:

- ✓ Developing and using models
- ✓ planning and conducting investigations
- ✓ Analyzing and interpreting data
- ✓ Using mathematical and computational thinking

Students in sixth grade are expected to:

- ✓ Examine and explain interdependent relationships amongst living and nonliving things, construct models illustrating the cycling of matter and energy transfer in ecosystems, and investigate empirical evidence that changes to physical or biological components of an ecosystem affect populations.
- ✓ Describe organisms based on their structures, behaviors, and place organisms into their kingdoms.
- ✓ Explore the history of our changing planet through impacts of water, rock, and soil cycles on Earth's surface processes, and construct weather and climate observations to explain influences on Earth's surface.
- ✓ Model the solar system to observe, describe, and predict the motion of various bodies in our solar system.
- ✓ Investigate Newton's Third Law of Motion and Einstein's Theory of Gravity.
- ✓ Design and conduct repeatable scientific investigations to continue to develop an awareness that different ways of thinking, curiosity, and the exploration of multiple paths are involved in scientific inquiry.

## **Social Studies**

Sixth grade social studies content emphasizes ancient societies in a geographical, historical, political, and cultural context.

By the end of sixth grade, students should know and/or be able to do the following:

- ✓ identify needs and experiences common to all people
- ✓ identify the origins of democratic principles
- ✓ explain geographical influences on regional development
- ✓ identify cultural contributions of ancient societies
- ✓ connect current events to world geography and ancient societies
- ✓ demonstrate an understanding of how places and regions change with time
- ✓ utilize primary and secondary source documents

## **↻ Religion ↻**

The sixth grade religion program centers on salvation history of Jesus Christ as articulated by the prophets, psalms, and stories in the Old Testament. Students in sixth grade explore the messianic prophecy of Jesus Christ through the exploration of both Hebrew scripture and the lived traditions of Jesus' contemporaries. Students continue to participate in Catholic Mass each week, and assume a more participative role as ministers and gift bearers. Students also participate in various service projects throughout the school year as an extension of the Catholic Church's social teaching.

While in sixth grade, students will continue to develop or be introduced to:

- ✓ prayers of the Catholic Church
- ✓ Old Testament and gospel stories
- ✓ moral concepts articulated in Christian teachings
- ✓ doctrinal concepts of the resurrection, the Holy Trinity, Church community, the Holy Spirit, and the Paschal Mystery
- ✓ the cycle of events within the liturgical year
- ✓ the roots of Catholic sacraments and sacramentals; especially the salvific sacrament of baptism
- ✓ the importance of family life
- ✓ their role as Christians in the greater community

## **↻ Physical Education ↻**

The sixth grade physical education curriculum focuses on problem solving and game strategies as both individuals and team members. Students participate in cooperative and competitive activities applying skills acquired throughout elementary school, including proper warm-up, conditioning, and cool down techniques. Positive demonstration of leadership qualities is emphasized.

By the end of sixth grade, students should know and/or be able to do the following:

- ✓ dribble a ball with both right and left hand while moving and changing directions
- ✓ identify resting heart rate
- ✓ cooperatively play group games with opponents that involve a combination of throwing, catching, dodging, chasing, and fleeing
- ✓ run and leap a succession of medium-level obstacles without stopping
- ✓ Set individual goals to achieve various levels of fitness

## **Music Guide**

Students in sixth grade continue to expand their application of musical knowledge through explorations in two and three part harmonies, varieties of music from different periods of history and culture, and various genres of musical theatre.

By the end of sixth grade, students should know and/or be able to do the following:

- ✓ perform, read, write, and identify notes, rests, and rhythmic notations, and major rhythm patterns
- ✓ read easy major key signatures: C, G, D, F, and Bb
- ✓ sing in tune range A<sub>1</sub> - F<sup>1</sup>
- ✓ analyze, compare, and contrast music from a variety of styles, periods, and cultures
- ✓ identify, perform, and create melodic sequences
- ✓ identify monophonic, polyphonic, and homophonic textures
- ✓ perform songs in three independent parts
- ✓ recognize opera as a specific art form
- ✓ experience Western and World music

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- ✓ Students will apply digital tools to gather, evaluate, and use information.

### **Critical Thinking, Problem Solving, and Decision Making**

- ✓ Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **Digital Citizenship**

- ✓ Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### **Technology Operations and Concepts**

- ✓ Students will demonstrate a sound understanding of technology concepts, systems, and operations.