

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. This guide contains a list of the grade-level instructional objectives for each subject area. The instructional program focuses on these Virginia Beach objectives that include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement, and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

*Sincerely,
Department of Curriculum and Instruction*

USING THE GUIDE

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

INVITE SUCCESS

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth best his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

GENERAL INFORMATION

Elementary Guidance Program

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

Parent/Student Handbook

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

Report Cards

The Grades 3-5 Report Card formally advises parents of their child's progress/performance. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can access their children's grades throughout the year.



Language Arts

The fifth grade language arts program focuses on the broad areas of oral language, reading, writing, and word study. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency, and writing. Following are the major concepts addressed in language arts at this grade level.

Reading

- Use a variety of reading comprehension strategies (e.g., predicting, summarizing, inferring)
- Read independently a variety of literature
- Respond to literature orally and in writing

Written and Oral Communication

- Write for a variety of reasons to various audiences using different formats
- Communicate ideas in writing using legible handwriting and punctuation and capitalization
- Demonstrate effective oral communication

Word Study

- Apply knowledge of word study (phonics, spelling, word structure, word meaning, and grammar) to read text with understanding and to communicate effectively through writing



Mathematics

Problem solving is integrated throughout the six strands listed below. The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education. Students have many opportunities to use the skills involved with computation, estimation, time, money, measurement, geometry, graphing, probability, and algebra to solve a wide variety of problems.

Number and Numeration

Understand the Meanings, Uses, and Representations of Numbers

- Read, write, and identify place and value of whole numbers and decimals
- Use expanded notation to represent whole numbers and decimals
- Identify prime and composite numbers
- Factor numbers and find prime factorization
- Solve problems involving percents and discounts

Understand Equivalent Names for Numbers

- Use numerical expressions, grouping symbols, and exponents to give equivalent names for whole numbers
- Convert between base-10, exponential, and repeated-factor notations
- Use numerical expressions to find and represent equivalent names for fractions, decimals, and percents
- Find equivalent fractions and fractions in simplest form
- Convert between fractions and mixed numbers
- Convert between fractions, decimals, and percents

Understand Common Numerical Relations

- Compare and order fractions and mixed numbers

Operations and Computation

Compute Accurately

- Recall quickly and accurately multiplication facts and fact extensions and have a strategy to compute related division facts
- Solve problems involving multiplication of whole numbers and decimals and division of whole numbers and decimals using mental arithmetic, paper-and-pencil, and calculators
- Express remainders as whole numbers or fractions
- Solve problems involving addition and subtraction of fractions and mixed numbers with like and unlike denominators using mental arithmetic, paper-and-pencil, and calculators
- Solve problems involving multiplication of fractions and mixed numbers and division of fractions using mental arithmetic, and calculators

Make Reasonable Estimates

- Make reasonable estimates for whole number and decimal addition, subtraction, multiplication, and division problems and explain how the estimates were made

- Make reasonable estimates for addition and subtraction of fractions and mixed numbers and explain how the estimates were made

Understand Meanings of Operations

- Use repeated addition, skip counting, arrays, area, and scaling to model multiplication and division
- Use ratios expressed as words, fractions, percents, and with colons
- Solve problems involving ratios

Data and Chance

Select and Create Appropriate Graphical Representations of Collected or Given Data

- Collect and organize data or use given data to bar, line, and circle graphs with titles, labels, keys, and intervals

Analyze and Interpret Data

- Use the maximum, minimum, range, median, mode, and graphs to ask and answer questions, draw conclusions, and make predictions

Understand and Apply Basic Concepts of Probability

- Describe events using *certain*, *very likely*, *likely*, *unlikely*, *very unlikely*, *impossible*, and other basic probability terms and explain the choice
- Use *more likely*, *equally likely*, *same chance*, *50-50*, *less likely*, and other probability terms to compare events
- Predict the outcomes of experiments and test the predictions using manipulatives; summarize the results and use them to predict future events
- Express the probability of an event as a fraction, decimal, or percent

Measurement and Reference Frames

Understand the Systems and Processes of Measurement: Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements

- Estimate length with and without tools
- Measure length to the nearest 1/8 inch and millimeter
- Estimate the measure of angles without tools
- Use tools to draw angles with given measures
- Describe and use strategies to measure the perimeter of polygons and the area of circles
- Use formulas to calculate the areas of rectangles, parallelograms, and triangles
- Use formulas to calculate the volume of a prism
- Define *pi* as the ratio of a circle's circumference to its diameter

- Describe relationships among U.S. customary units of length and capacity, and among metric units of length

Use and Understand Reference Frames

- Use ordered pairs of numbers to name, locate, and plot points in all four quadrants of a coordinate grid
- Determine elapsed time using clocks and calendars
- Identify and describe the diameter, radius, chord, and circumference of a circle
- Measure and solve problems involving measurement of length, weight/mass and volume/capacity in metric and U.S. customary units

Geometry

Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes

- Identify, name, describe, compare, and draw right, acute, obtuse, straight, and reflex angles
- Determine angle measures in vertical and supplementary angles
- Describe, compare, and classify plane and solid figures using geometric terms
- Identify congruent figures

Apply Transformations and Symmetry in Geometric Situations

- Identify, describe, and sketch examples of reflections, translations and rotations

Patterns, Functions, and Algebra

Understand Patterns and Functions

- Extend, describe, and create numeric patterns
- Describe rules for patterns and use them to solve problems

Use Algebraic Notation to Represent and Analyze Situations and Structures

- Determine whether number sentences are true or false
- Solve open sentences and explain the solutions
- Use a letter variable to write an open sentence to model a number story



The fifth grade science objectives stress the importance of a variety of hands-on investigations to study the life, physical, and earth sciences. Students continue to use science skills to explore the world around them. Science skills from preceding grades, including questioning, using and validating evidence, and systematic experimentation, are reinforced at this level. Students develop a nice understanding of science concepts by conducting and recording observations. The organization, analysis, and application of data continue to be an important focus of classroom inquiry. Students are introduced to more detailed concepts of sound and light and the tools used for studying them. Key concepts of matter include atoms, molecules, elements and compounds, and the properties of matter are defined in greater detail. The cellular makeup of organisms and the distinguishing characteristics of groups of organisms are stressed. Students learn about the characteristics of the oceans and the earth's changing surface.

Light and Sound

- Analyze the relationship between vibration and frequency, pitch, wavelength and waves
- Compare and contrast sound travel through various mediums
- Differentiate between how sound is formed by various musical instruments
- Describe the relationship between wavelength and colors of the visible spectrum
- Describe parts of a light wave
- Compare and contrast reflection and refraction
- Differentiate between opaque, translucent, and transparent and give examples of each

Matter

- Compare and contrast mixtures and solutions
- Interpret models of atoms and molecules
- Identify substance as being an element or a compound
- Compare and contrast physical changes in matter

Characteristics of Organisms and Cells

- Justify all living things are made of cells
- Compare and contrast the plant and animal cell parts and function

- Analyze a student-constructed model of the plant and animal cell
- Utilize a microscope
- Group organisms into categories using their characteristics and give two examples of each

Ocean Environments and Our Changing Earth

- Draw and label the rock cycle
- Identify and describe the three layers of the earth
- Analyze the relationship between earthquakes and volcanoes and plate tectonic movement on the earth's surface and the ocean floor
- Differentiate and analyze the effects of weathering and erosion
- Create and interpret the model of the ocean floor
- Analyze the physical characteristics of the ocean



In fifth grade, students, through fiction and nonfiction text, continue with their study of the rich history of Virginia from 1699, beginning with Williamsburg becoming our capital, to the present. Geographic, economic, and civic concepts continue to be presented within this historical context. Students use geographic tools to analyze the influence of physical and cultural geography on Virginia's history. Fifth-grade students also focus on concepts of economic interdependence, using examples of barter, monetary exchange, and credit as they relate to Virginia's economy. The historic ideas that form the foundation of political institutions in Virginia and in the United States are analyzed as students explore the three branches of Virginia's government and the function of each. A close examination of constitutional documents is made, and their influence on the structure and operation of state and national governments is identified. As the four strands of social studies are developed for the study of early Virginia through the 20th century, students realize how advances in transportation, communication, and technology have contributed to Virginia's prosperity and role in the world.

- Draw conclusions and make generalizations about the geography of Virginia
- Locate and identify Virginia and its neighboring states on maps of the United States

- Use terms (e.g., next to and bordering) to define the relative location of places in Virginia
- Locate and describe Virginia's five geographic regions: Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau
- Summarize the effects of each region's location and physical features on growth and development
- Locate and identify water features important to the early history of Virginia: Atlantic Ocean, Chesapeake Bay, James River, York River, Rappahannock River, Potomac River, Dismal Swamp, and Lake Drummond
- Summarize how rivers affected the growth of early Virginia
- Recognize that the Eastern Shore is a peninsula bordered by the Chesapeake Bay and Atlantic Ocean
- Analyze the relationship between geography and the life of American Indians of Virginia
- Locate three American Indian language groups (the Algonquian, the Siouan, and the Iroquoian) on a Virginia map and summarize their interaction with one another
- Analyze artifacts (e.g., arrowheads, pottery, and other tools) to draw conclusions about the American Indians in Virginia
- Describe how American Indians related to the climate and their environment to secure food, clothing, and shelter
- Describe how archaeologists have recovered new material resources about Werowocomoco and Jamestown
- Identify and locate the eight American Indian tribes in Virginia
- Evaluate the strengths and weaknesses of the first permanent English settlement
- Explain the reasons for English colonization
- Explain the reasons why the Jamestown settlers came to America
- Evaluate how geography influenced the decision to settle in Jamestown
- Recognize that in 1607 Jamestown was located on a narrow peninsula bordered on three sides by the James River; today Jamestown is on an island in the James River
- Explain the content and importance of the *Charters of the Virginia Company of London* in establishing the Jamestown settlement
- Identify and state the importance of the House of Burgesses

- Evaluate the basic principle of democracy that evolved in the Virginia colony
- Identify and explain the importance of the arrival of Africans and women to the Jamestown settlement
- Describe the hardships faced by settlers at Jamestown, the leadership of Captain John Smith, and the changes that took place to ensure survival
- Describe the interactions between the English settlers and the Powhatan people including the contributions of the Powhatans and Pocahontas to the survival of the settlers
- Describe everyday life in the Virginia colony
- Explain the reasons why Virginia's capital relocated from Jamestown to Williamsburg to Richmond
- Explain the importance of agriculture and its influence on the institution of slavery and the indentured servant
- Define "cash crop" as a crop that is grown to sell for money rather than for use by the grower
- Describe how European immigrants (English, Scotch-Irish, German), Africans, and American Indians influenced the culture and landscape and made the Virginia colony different from England
- Explain how money, barter, credit, debt, and saving influenced life in the Virginia colony
- Recognize that Colonial Virginia had no banks
- Conclude the reasons why the colonists went to war with Great Britain as expressed in the Declaration of Independence
- Evaluate the various roles played by Virginians in the Revolutionary War era, with emphasis on George Washington, Thomas Jefferson, James Armistead, Patrick Henry and Jack Jouett
- Analyze the various roles enslaved African Americans, free African Americans, and American Indians played
- Determine the historical significance of the Battle of Great Bridge and the American victory at Yorktown
- Explain the influence of geography on the migration of Virginians into western territories
- Conclude why George Washington is called the "Father of Our Country" and James Madison is called the "Father of the Constitution"
- Identify the ideas of George Mason in the Virginia Declaration of Rights Identify the ideas of Thomas Jefferson in the Virginia Statute for Religious Freedom
- Analyze the issues and events that divided our nation and led to the Civil War

- Sequence the events and determine social and economic differences between northern and southern states that divided Virginians and led to secession and war
- Analyze the reasons that led Virginians to conclude that secession from the Union was necessary
- Evaluate the roles played by abolitionists Nat Turner, Harriet Tubman, John Brown, and Abraham Lincoln during the events leading to secession and war
- Describe roles played by whites, enslaved African Americans, free African Americans and American Indians in the Civil War
- Give reasons why West Virginia became a state
- Sequence the following events and state their importance: First Battle of Bull Run (or Manassas), Battle of Fredericksburg, battle between the Monitor and the Merrimack, the burning of Richmond, and surrender at Appomattox Court House
- Identify these leaders and evaluate their roles during the Civil War battles fought in Virginia: Thomas “Stonewall” Jackson, Robert E. Lee, Ulysses S. Grant, and Abraham Lincoln
- Define the term “Reconstruction” as the period following the Civil War in which Congress passed laws designed to rebuild the country and bring the southern states back into the Union
- Explain the problems faced by Virginians during Reconstruction
- Define the term “segregation” as the separation of people, usually based on race or religion
- Describe the effects of segregation and “Jim Crow” on life in Virginia for whites, African Americans, and American Indians
- Define “discrimination” as an unfair difference in the treatment of people
- Explain what happened to the rights of African Americans after Reconstruction
- Describe the importance of railroads, new industries, and the growth of cities to Virginia’s economic development following the Civil War
- Describe the economic and social transition from a rural, agricultural society to a more urban, industrialized society including the reasons people came to Virginia from other states and countries
- Identify the impact of Virginians Woodrow Wilson and George C. Marshall on international events
- Define the term segregation as the separation of people, usually based on race or religion

- Define the term “integration” as the full equality of all races in the use of public facilities
- Identify the social and political events in Virginia linked to desegregation and Massive Resistance and relate these events to American history
- Sequence the events that occurred in Virginia as a result of the Civil Rights Movement
- Appraise the political, social, and/or economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Oliver Hill, A. Linwood Holton, Arthur R. Ashe, Jr., and L. Douglas Wilder
- Identify the three branches of state government and explain the function of each
- Identify the major products and industries for each of the five geographic regions in Virginia and relate these to the economy of that region
- Explain how advances in transportation, communication, and technology have contributed to Virginia’s prosperity and role in the global economy



The fifth grade health objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

Knowledge and Skill

- Recognize the warning signs of stress and effectively manage stressful situations
- Understand the benefits of regular exercise and recreational pursuits
- Exhibit positive social skills needed to build and maintain healthy relationships
- Understand how to resolve conflicts peacefully and recognize ways to say no to unhealthy situations
- Understand the concept of self-image and how a positive self-image affects health
- Understand the effects of diet, exercise, and drug use on cardiovascular health
- Understand the connection between a healthy lifestyle and disease prevention
- Understand the effects of tobacco, alcohol, inhalants, and other drugs on the integrated functioning of the body systems

Community Health and Wellness

- Understand the benefits of working together to support environmental issues
- Understand the benefits of volunteerism
- Understand the effects of customs and traditions on community health issues

Information Access and Use

- Validate health information
- Interpret advertisements and promotions designed to influence consumer's health products and service decisions



The fifth grade physical education objectives reflect the National Standards for Physical Education and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

- Demonstrate the technique for pulse-monitoring while participating in exercises and activities that improve physical fitness
- Participate in physical fitness testing
- Refine the basic game skills of throwing, catching, volleying, dribbling, and hitting
- Participate in modified game activities including basketball, soccer, volleyball, hockey, racket sports, football, golf, and softball
- Perform sequences of rolls, balances, jumps, and transfer of weight from feet to hands
- Perform basic dance steps to music
- Assume responsibility for rules and personal behavior in game situations



The fifth grade technology proficiencies offer children a variety of experiences in the utilization of technology. All technology experiences are to be integrated into the subject areas of language arts, mathematics, science, and social studies,

emphasizing the use of technology as a tool for learning.

Creativity and Innovation

- Digitally design and create illustrations and graphic organizers depicting ideas and abstract concepts as a means of expression and communication
- Produce media-rich products related to curriculum content (i.e., digital stories, web pages, presentations, etc.)
- Interact with simulations to explore developmentally-appropriate concepts
- Use digital tools to gather data, examine patterns, and make predictions

Communication and Collaboration

- Demonstrate the use of digital tools for communication (i.e., word processing, spreadsheets, databases, graphics software, podcasts, wikis, blogs, etc.)
- Write, revise, and share digital products (i.e., compositions, brochures, postcards, presentations, digital stories, etc.)
- Participate in age-appropriate learning activities with learners from multiple cultures
- Collaboratively plan, create, and present digital products that contribute to the learning of others

Research and Information Fluency

- Utilize a research/problem-solving process when using digital tools to seek knowledge for personal or academic purposes
- Use appropriate electronic resources to access information (i.e., electronic resources and subscription databases)
- Locate and collect information for a specific purpose using teacher-created “jump pages” and web-based bookmarking tools
- Use simple electronic search techniques
- Evaluate information found in electronic resources on the basis of accuracy, relevance, validity, appropriateness for needs, importance, and social and cultural context
- Identify misconceptions, conflicting information, and point-of-view or bias from a variety of electronic sources
- Organize and record information using a variety of visual formats/technology tools

Critical Thinking, Problem Solving, and Decision Making

- Conduct investigations using digital instruments or measurement devices
- Use electronic tools to collect, organize, and analyze data; solve authentic problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage, and visually represent information and ideas

Digital Citizenship

- Comply with the school division's Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Recognize, discuss, and demonstrate internet safety principles (i.e., do not share passwords, do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; use the internet responsibly)
- Demonstrate the cooperative and collaborative use of technology
- Demonstrate the basic principles of ownership of ideas and original works and follow copyright laws
- Cite electronic sources when given a template or model
- Recognize, discuss, and demonstrate an understanding of appropriate, ethical, and socially responsible electronic communication
- Recognize and discuss the potential consequences of responding to online advertising, surveys, and contests
- Practice injury prevention by using appropriate posture when using a computer

Technology Operations and Concepts

- Use developmentally appropriate computer and troubleshooting skills
- Demonstrate basic keyboarding skills including the use of both hands on the keyboard and awareness of the location of special keys and their purposes
- Communicate about technology using developmentally appropriate and accurate terminology
- Select and effectively utilize appropriate digital tools for a variety of tasks (i.e., wikis, blog, word

processing, spreadsheet, database, multimedia, graphics software, etc.)

- Explore existing and emerging technologies, and their effects on individuals, society, and the global community
- Demonstrate the ability to log onto a network; locate, retrieve, and save files to and from a variety of locations



Essential Information Literacy Skills (EILS)

The fifth grade Essential Information Literacy Skills (EILS) enhances student experiences for developing skills in information literacy, independent learning, and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire, think critically, and gain knowledge

- Utilize a research/problem-solving process in seeking knowledge for personal and academic purposes (i.e., Big 6, I-Search, etc.)
- Use prior and background knowledge as context for new learning
- Develop and refine questions to guide the research process
- Identify a variety of potential sources of information for a given purpose
- Use the library classification system to effectively differentiate between and utilize sections of the library media center
- Utilize the online catalog, subscription databases, and other electronic sources to locate materials for research and personal use
- Select and evaluate the appropriate source for a given purpose
- Utilize search strategies as needed when locating materials or information
- Demonstrate the ability to use information from a variety of print and electronic sources such as dictionary, index, glossary, thesaurus, encyclopedia, and almanac, newspapers and periodicals
- Evaluate information found in selected sources on

the basis of accuracy, relevance, validity, and appropriateness for needs, importance, and social and cultural context

- Identify misconceptions, conflicting information, and point of view or bias from a variety of sources
- Use cross-references in resource materials
- Collaborate with others to broaden and deepen understanding

Draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge

- Summarize, analyze, and synthesize information from a variety of sources
- Organize and record information using a variety of visual formats/ technology tools
- Use technology and other tools to create products demonstrating application and creation of knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

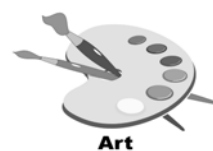
Share knowledge and participate ethically and productively as members of our democratic society

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning process and product
- Connect learning to community issues
- Recognize the importance of citing sources
- Provide citation information when given a template
- Understand and explain the meaning and consequences of plagiarism
- Use Internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

Pursue personal and aesthetic growth

- Select, read, and use appropriate books and other sources of information for personal growth and pleasure
- Recognize and respond to a variety of genres

- Recognize and respond to a variety of poetic forms
- Use information tools (i.e., databases, bookmarks, wikis, blogs, etc.) to gather, organize, and share information

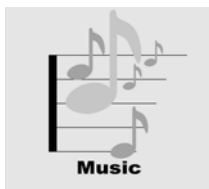


The elementary art program incorporates the National Standards for Art Education, the Visual Arts Standards of Learning, Virginia Beach City Public Schools Art Objectives, and supports specific core academic Standards of Learning. The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics, and art criticism.

Art in the fifth grade develops understanding of the disciplines of art history, art criticism, aesthetics, and production. Fifth grade art develops concepts and skills essential to appreciating art, creating art, and making reasonable judgments about artwork. Examination of artworks enables students to explore art as a major form of communication. By studying the disciplines of art history, aesthetics, art criticism, and art production, students develop an understanding of the role of art in society. Students participate in an art class each week that is taught by an art teacher.

- Apply universal concepts to art making
- Investigate why definitions of art can change from culture to culture
- Question what is the role of the artist in society
- Research careers in art
- Expand vocabulary for explaining the nature of art
- Expand an appreciation for the artistic choices of others
- Deepen understanding that art has different values (aesthetic, monetary, sentimental, social, political and technical)
- Recognize the value of an informed opinion for understanding artworks
- Relate artwork to important historical events and ideas
- Compare and contrast the functions of artworks

- Raise thoughtful questions about the relationship of art to time, place, and culture
- Make appropriate comparisons between artworks of different times, places, and cultures
- Begin to recognize the characteristics of different art historical periods
- Begin to recognize the influence of one art style on another
- Employ appropriate language for describing artworks
- Make connections between various components of the artwork
- Use a wide range of contextual information to interpret artworks
- Use personal ideas in an innovative manner
- Create artwork from alternative sources considering multiple viewpoints
- Demonstrate inventive use of various materials, techniques, and tools
- Apply prior knowledge of artistic process in making effective visual choices
- Demonstrate increasing mastery of art-related motor skills
- Communicate a wide range of ideas in artwork
- Make real life and cross-curricular connections to art



The study of general music in the elementary school focuses on the development of certain minimum skills, understandings, and attitudes essential to becoming an informed consumer and producer of music. The student experiences music through a variety of related activities which include listening, singing, moving, and playing melodic and chordal instruments. Emphasis is placed on exploration, appreciation, creativity, and expression. Students participate in a music class each week that is taught by a music teacher.

The elementary music program incorporates the National Standards for Music Education, the Virginia Standards of Learning for Music, and reinforces instruction in specific core Standards of Learning.

- Perform melodic patterns in tune with characteristic vocal tone quality and with increasing accuracy
- Perform rhythmic combinations from traditional students will expand their performance skills on recorder, notation while maintaining a steady beat
- Students will expand their performance skills on recorder
- Students will count using a numerical counting system
- Respond to music with movement performing dances and games from various cultures including traditional folk dances
- Identify and define selected compositional forms
- Use music terminology to describe music performances and compositions
- Identify instruments from various musical ensembles by sight and sound
- Identify a wide variety of time signatures by sight, and duple and triple meter by sound
- Identify musical examples in categories by style
- Perform and notate melodic patterns written on the treble staff on instruments
- Identify and analyze the phrase structure of various complex songs
- Identify and define tempo and tempo changes
- Identify selected examples of texture in music including monophonic, homophonic, and polyphonic
- Identify and define the selected dynamics markings and symbols

CHORUS

The elementary school chorus provides unique opportunities for students who demonstrate special vocal skills, aptitudes, and interest to expand and refine their abilities. Choral techniques and vocal skills from the 4th and 5th Grade General Music Standards of Learning, such as tone production, blend, intonation, and ensemble singing, are emphasized. Students will be provided the opportunity to experience a variety of vocal styles and literature.

ORCHESTRA

Beginning orchestra is designed to meet the needs of students who wish to play a stringed instrument. Attention is focused on reading basic rhythms and notation and the production of tone and music

fundamentals. The students acquire skills as described in the Beginning Instrumental Music Standards of Learning. Students are usually expected to provide their own instruments and method books.



The school-based program for gifted education is grounded in the content of the regular curriculum, but is differentiated, modified, and expanded to provide appropriate learning challenges for students identified for gifted services. Opportunities are provided for students through whole group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes towards themselves and others. The gifted resource teacher in each school works collaboratively with each cluster teacher to differentiate curriculum and instruction to meet the needs of gifted learners. For further information contact the Office of Gifted Education and Curriculum Development at 263-1405.

Dance Education and Gifted Visual Arts Programs

The Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts and dance. As a result of the program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills, and demonstrate personal growth. Students participating in this program attend the Old Donation Center one day a week. Referral forms for the program are available in each elementary school. For further information, call Old Donation Center at 648-3240.



Remedial education programs designed to strengthen and improve academic achievement of students who

are educationally at-risk are available to students in grades kindergarten through twelve. Remediation goals will be established for eligible students, and student progress will be monitored. For further information, call the principal of your child's school.



Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.



The grades 1-5 English as a Second Language (ESL) program supports grade-level science and social studies Virginia Standards of Learning.

The goal of the ESL program is to teach English to English language learners, so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught

in all areas of the regular curriculum. For further information concerning ESL, call the coordinator of English as a Second Language, Office of Compensatory Programs and Remediation at 263-1077.



The Family Life Education (FLE) program for the Virginia Beach City Public Schools is taught as a part of the health program and focuses on family living and human development. An opportunity is provided for parents or guardians to opt their children out of the FLE program if they do not wish their children to participate in some or all of the program lessons. Display copies of the program curriculum, including a description of the resource materials used, are available for review at all public schools and public libraries. Copies of the videotapes and resource materials are available for preview at the school division's Instructional Resource Center, 520 South Independence Boulevard, 648-6140. For further information, call the coordinator of health and physical education, Office of Instructional Services and Academy Programs at 263-1469.