

---

## About this brochure

This brochure is designed to provide you with an overview of our SFCS grade-level instructional goals and expectations.

---

## SFCS Learner Outcomes

1. Self-directed learner: The ability to be responsible for independent growth and success.
2. Community contributor: The understanding that it is essential for human beings to work together.
3. Complex thinker: The ability to perform high level critical thinking and problem solving techniques.
4. Quality producer: The ability to recognize and produce high quality work that is representative of a child's potential.
5. Effective communicator: The ability to use oral and written language to provide information, exchange ideas and explain concepts.
6. Ethical users of technology: The ability to use a variety of technologies with integrity.

---

## Reading

- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
- Explain how an author develops the point of view of the narrator or speaker in a text
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics
- Integrate information presented in different media or formats to develop a coherent understanding of a topic or issue
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not

---

## Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Introduce claim(s) and organize the reasons and evidence clearly
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons

---

## Writing (cont.)

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- Write narratives to develop real/imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Use technology to produce and publish writing as well as to interact and collaborate with others
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate
- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

---

## Language/Grammar

- Identify and use nouns, pronouns, adjectives, verbs, and adverbs properly
- Identify and write a variety of complete sentences
- Identify and use conjunctions, interjections, punctuation, and capitalization correctly in sentences
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
- Vary sentence patterns for meaning, reader/listener interest, and style
- Use the relationship between particular words to better understand each of the words

---

## Social Studies

- Classify key global events in chronological order
- Analyze the development and cultural contributions that gave rise to the earliest human communities using multiple resources
- Students will analyze and evaluate historical events from multiple perspectives
- Students will summarize the political, economic, and social changes of ancient civilizations
- Analyze the development of cultural contributions including large-scale empires and major religions
- Relate forms of government to their civilization
- Explain ways that people can affect or influence society and government
- Identify the effects of economic systems on society
- Explore and explain the historical impact of primary founding documents
- Explain how ancient civilization influences humans today
- Identify how government decisions impact people, places, and history
- Students will develop historical research skills by using primary and secondary resources

---

## Mathematics

---

- Understand ratio concepts and use ratio reasoning to solve problems
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Compute fluently with multi-digit numbers and find common factors and multiples
- Apply and extend previous understandings of numbers to the system of rational numbers
- Apply and extend previous understandings of arithmetic to algebraic expressions
- Reason about and solve one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables
- Solve real-world and mathematical problems involving area, surface area, and volume
- Develop an understanding of statistical variability
- Summarize and describe distributions

---

## Science

---

- Describe lunar phases, eclipses of the sun and moon, and seasons
- Describe the role of gravity in the motions within galaxies and the solar system
- Analyze the scale properties of objects in the solar system
- Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process
- Explain how geoscience processes have changed Earth's surface at varying times
- Interpret data on the age of the Earth, distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate
- Describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity
- Provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions

---

## Science (cont.)

---

- Describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates
- Explain how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience
- Analyze and interpret data on natural hazards to forecast future catastrophic events
- Hypothesize new technologies to mitigate their effects
- Design a method for monitoring and minimizing human impact on the environment
- Explore factors that may have caused a change in global temperatures over the past century

---

## Physical Education

---

- Comprehend concepts related to health promotion and disease prevention
- Access valid information, products and services to enhance health
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid health risks
- Advocate for personal, family and community health

---

## Technology

---

- Compare progression of technology
- Analyze technology system processes
- Identify technology-related careers
- Demonstrate the repetitive nature of design
- Apply basic software/hardware to protect themselves (i.e. firewalls)
- Type 20 wpm with two or fewer errors in a three minute time period
- Articulate the use of storage devices
- Present/publish information using different applications
- Differentiate versions of software and file formats
- Describe the structure of searchable resources
- Select online sources based on criteria

---

## Visual Arts

---

- Interpret various works of art

---

## Visual Arts (cont.)

---

- Express personal ideas, experiences and/or emotions through various media, processes and techniques
- Use visual arts to communicate themes and concepts from other disciplines

---

## Vocal/Instrumental Music

---

- Sing with pitch and rhythmic accuracy
- Sing with expression and technical accuracy
- Sing music representing diverse genres
- Sing music written in two and three parts
- Participate in band lessons and group band

---

## Our Catholic Faith

---

- Reflect on the Bible for God's guidance
- Show respect for all life
- Recognize God's faithfulness to His people
- Make good choices and act responsibly
- Ask for forgiveness and give pardon
- Relate personal failings/sin to Jesus' Law of Love
- Recognize moral implications of the media
- Know one can be enslaved to drugs, alcohol, sex and material possessions—they are false promotions of happiness
- Know emotions can be used for good/evil
- Know a method for moral decision making
- Read stories of saints and moral models
- Use gifts/talents as an opportunity and responsibility
- Be attentive to God's call (vocation)
- Promote peace and justice
- Master prayers of our faith

### FOR MORE INFORMATION:

Contact your child's classroom teacher or school principal.



Our Mission...to form a community of faith and learning by promoting a Catholic way of life through Gospel values and academic excellence



# Academic Expectations