



2014 - 2015
ELEMENTARY

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World Language

5010 Spanish ES 1
5110 Spanish ES 2
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5120 French ES 2
5030 German ES 1
5130 German ES 2
5040 Latin ES 1

2010 Math K

Grade Level(s): Kindergarten

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. Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement). Students understand and describe simple additions and subtractions. Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places. Students sort and classify objects. Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties. Students identify common objects in their environment and describe the geometric features. Students collect information about objects and events in their environment. Students make decisions about how to set up a problem. Students solve problems in reasonable ways and justify their reasoning.

2011	Math K A
2012	Math K B

2110 Math 1

Grade Level(s): 1st

By the end of grade one, 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. Students understand and use numbers up to 100. Students demonstrate the meaning of addition and subtraction and use these operations to solve problems, and they use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places. Students use number sentences with operational symbols and expressions to solve problems. They also use direct comparison and nonstandard units to describe the measurements of objects. Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space. Students organize, represent, and compare data by category on simple graphs and charts. They sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors. Students also use mathematical reasoning to make decisions on how to set up a problem, solve the problem, and to justify their reasoning. Students also show connections between one problem and another.

2611	Math 1 A
2612	Math 1 B

2210 Math 2

Grade Level(s): 2nd

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. Topics include number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.

2211	Math 2 A
2212	Math 2 B

2310 Math 3

Grade Level(s): 3rd

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. Topics include number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.

2311	Math 3 A
2312	Math 3 B

2410 Math 4

Grade Level(s): 4th

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. Topics include number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.

2411	Math 4 A
2412	Math 4 B

2510 Math 5

Grade Level(s): 5th

Students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and 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. Topics include number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.

2511	Math 5 A
2512	Math 5 B

1010 Language Arts K
Grade Level(s): Kindergarten
 Kindergarten language arts covers concepts about print, phonemic awareness, decoding and word recognition, vocabulary and concept development, and the structural features of informational materials. Students listen and respond to stories based on well-known characters, themes, plots, and settings. They write words and brief sentences that are legible. Students recognize and use complete, coherent sentences when speaking. They learn to spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. Students listen and respond to oral communication, understand and follow one- and two-step directions, and share information and ideas. Students also deliver brief recitations and oral presentations about familiar experiences or interests; they describe people, places, things, locations, and actions; they recite short poems, rhymes, and songs; and they relate an experience or creative story in a logical sequence.

1011 Language Arts 6 A
 1012 Language Arts 6 B

1110 Language Arts 1
Grade Level(s): 1st
 In grade two, students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies. Students write and speak with a command of standard English conventions appropriate to this grade level. Lessons cover sentence structure, grammar, punctuation, capitalization, and spelling. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Student speaking demonstrates a command of standard American English and organizational and delivery strategies.

1111 Language Arts 6 A
 1112 Language Arts 6 B

1210 Language Arts 2
Grade Level(s): 2nd
 Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students expand vocabulary through systematic instruction. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies. Students write and speak with a command of standard English conventions appropriate to this grade level. Lessons include sentence structure, grammar, punctuation, capitalization, and spelling. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies.

1211 Language Arts 2 A
 1212 Language Arts 2 B



Books can be dangerous. The best ones should be labeled "This could change your life." ~Helen Exley

1310 Language Arts 3

Grade Level(s): 3rd

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students also develop vocabulary through systematic instruction. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). Students learn how to create paragraphs with clear topic sentences and supporting sentences. They also use reference materials. Students develop their abilities to write in either cursive or joined italic. Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies. Writing includes narratives, descriptions, and correspondence. Students write and speak with a command of standard English conventions appropriate to this grade level. Lessons include sentence structure, grammar, punctuation, capitalization, and spelling. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and organizational and delivery strategies

- 1311 Language Arts 3 A
- 1312 Language Arts 3 B

1410 Language Arts 4

Grade Level(s): 4th

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Lessons include systematic vocabulary development. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions). Students write multi-paragraph compositions with clear structural organization. Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies. The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills. Lessons include sentence structure, grammar, punctuation, capitalization, and spelling. Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation. Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and organizational and delivery strategies.

- 1411 Language Arts 4 A
- 1412 Language Arts 4 B

1510 Language Arts 5

Grade Level(s): 5th

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. Instruction includes systematic vocabulary development. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. Compositions are multi-paragraph and include both narrative and expository works. Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies. Students write and speak with a command of standard English conventions appropriate to this grade level. Lessons include sentence structure, grammar, punctuation, capitalization, and spelling. Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and organizational and delivery strategies.

1511	Language Arts 5 A
1512	Language Arts 5 B

4010 Science K

Grade Level(s): K

In the area of physical sciences, students learn that properties of materials can be observed, measured, and predicted. For life sciences, students understand that different types of plants and animals inhabit the earth. Students also learn Earth science, understanding that Earth is composed of land, air, and water. Students learn and engage in activities for subtopics of the above areas, and they learn that the scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

4011	Science K A
4012	Science K B

4110 Science 1

Grade Level(s): 1st

Students explore physical sciences, including that materials come in different forms (states), including solids, liquids, and gases. In life sciences, the topic focus is that plants and animals meet their needs in different ways. For Earth sciences, students learn that weather can be observed, measured, and described. For all of these areas, students engage in investigation and inquiry. They learn that scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

4111	Science 1 A
4112	Science 1 B

4210 Science 2

Grade Level(s): 2nd

Students learn that the motion of objects can be observed and measured, and they engage in learning activities and investigation to explore this concept in different contexts. For life science, students discover and explore how plants and animals have predictable life cycles. Students also learn that Earth is made of materials that have distinct properties and provide resources for human activities. Reinforced is the idea that the scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

4211	Science 2 A
4212	Science 2 B

4310 Science 3

Grade Level(s): 3rd

In Earth science, students explore how energy and matter have multiple forms and can be changed from one form to another. They also learn that light has a source and travels in a direction. Students learn that adaptations in physical structure or behavior may improve an organism's chance for survival. They also explore how objects in the sky move in regular and predictable patterns. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

4311	Science 3 A
4312	Science 3 B

4410 Science 4

Grade Level(s): 4th

Students explore how electricity and magnetism are related effects that have many useful applications in everyday life. They engage in lessons about how all organisms need energy and matter to live and grow, and that living organisms depend on one another and on their environment for survival. They learn the properties of rocks and minerals reflect the processes that formed them, and about how waves, wind, water, and ice shape and reshape Earth's land surface. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

4411	Science 4 A
4412	Science 4 B

4510 Science 5

Grade Level(s): 5th

Students learn that elements and their combinations account for all the varied types of matter in the world. They also explore how plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. They learn how water on Earth moves between the oceans and land through the processes of evaporation and condensation, and that the energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. Lessons also include learning that the solar system consists of planets and other bodies that orbit the Sun in predictable paths. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

4511	Science 5 A
4512	Science 5 B

3010 Social Studies K

Grade Level(s): K

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

3011	Science K A
3012	Science K B

3110 Social Studies 1

Grade Level(s): 1st

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

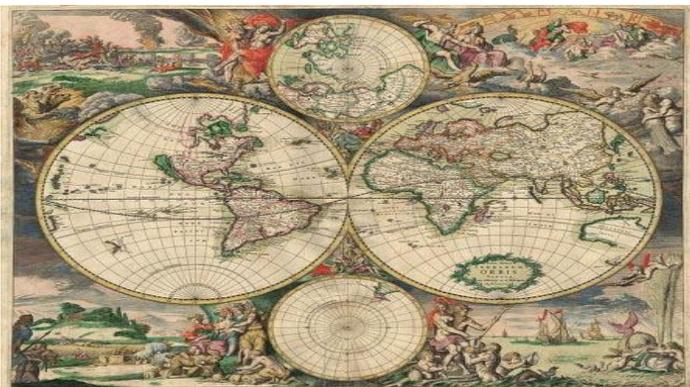
3111	Science 1 A
3112	Science 1 B

3210 Social Studies 2

Grade Level(s): 2nd

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

3211	Science 2 A
3212	Science 2 B



3310 Social Studies 3

Grade Level(s): 3rd

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

3311	Science 3 A
3312	Science 3 B

3410 Social Studies 4

Grade Level(s): 4th

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

3411	Science 4 A
3412	Science 4 B

3510 Social Studies 5

Grade Level(s): 5th

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

3511	Science 5 A
3512	Science 5 B

5010-5110 Elementary Spanish

Grade Level(s): K - 5th

Elementary Spanish I is highly visual, story and activity based, and games in the course make learning fun. Each semester includes 90 lessons, and activities include interactive games; culture activities; listening, reading, writing, speaking and recording activities; creative production; and out of seat activities. Students build vocabulary, learn reading and listening skills with a focus on comprehension, learn grammar, and learn about the culture of the language.

Elementary Spanish II provides a continuation of learning from Elementary Spanish I, building on student's vocabulary and fluency to speak, read, and write in the language.

5011	Elementary Spanish 1 A
5012	Elementary Spanish 1 B
5111	Elementary Spanish 2 A
5112	Elementary Spanish 2 B

5020-5120 Elementary French

Grade Level(s): K - 5th

Elementary French I is highly visual, story and activity based, and games in the course make learning fun. Each semester includes 90 lessons, and activities include interactive games; culture activities; listening, reading, writing, speaking and recording activities; creative production; and out of seat activities. Students build vocabulary, learn reading and listening skills with a focus on comprehension, learn grammar, and learn about the culture of the language.

Elementary French II provides a continuation of learning from Elementary Spanish I, building on student's vocabulary and fluency to speak, read, and write in the language.

5021	Elementary French 1 A
5022	Elementary French 1 B
5121	Elementary French 2 A
5122	Elementary French 2 B

5030-5130 Elementary German

Grade Level(s): K - 5th

This course is highly visual, story and activity based, and games in the course make learning fun. Each semester includes 90 lessons, and activities include interactive games; culture activities; listening, reading, writing, speaking and recording activities; creative production; and out of seat activities. Students build vocabulary, learn reading and listening skills with a focus on comprehension, learn grammar, and learn about the culture of the language.

5031	Elementary German 1 A
5032	Elementary German 1 B

5040 Elementary Latin

Grade Level(s): K-5th

Latin can help students understand vocabulary and improve their own English grammar. This course uses vibrant gaming and multi-media course design to make elementary students feel welcome and comfortable in the world of the classics. Latin also gives elementary students a sense of the reach of history. Latin may be a "dead" language, but not for students in this course. Games, modern content, multi-media exercises and engaging stories together make this Latin experience vibrant and alive.

5041	Elementary Latin 1 A
5042	Elementary Latin 1 B

No culture can live, if it attempts to be exclusive.

~Mahatma Gandhi



6010-6510 Art

Grade Level(s): K - 5th

Students taking an integrated approach to art can include both visual and performing arts. Performing arts can include music, theater, dance, or other forms of performance. Students taking art are often involved in local classes in their community. However, students can also opt to identify key skills to develop, align these goals with the course competencies, and have these activities documented for their elementary transcript. A course outline provides a detailed course description with competencies listed to facilitate the creation of an individual plan.

6011	Art K A
6012	Art K B
6111	Art 1 A
6112	Art 1 B
6211	Art 2 A
6212	Art 2 B
6311	Art 3 A
6312	Art 3 B
6411	Art 4 A
6412	Art 4 B
6511	Art 5 A
6512	Art 5 B

"Imagination is the beginning of creation. You imagine what you desire, you will what you imagine, and at last you create what you will."

~ George Bernard



6020-6520 Visual Arts

Grade Level(s): K - 5th

Students engage in age-appropriate activities modified accordingly for their individual skill level. A course outline provides a detailed course description with competencies listed to facilitate the creation of an individual plan.

Students taking visual arts are often involved in local classes in their community. However, students can also opt to identify key skills to develop, align these goals with the course competencies, and have these activities documented for their elementary transcript.

6021	Visual Arts K A
6022	Visual Arts K B
6121	Visual Arts 1 A
6122	Visual Arts 1 B
6221	Visual Arts 2 A
6222	Visual Arts 2 B
6321	Visual Arts 3 A
6322	Visual Arts 3 B
6421	Visual Arts 4 A
6422	Visual Arts 4 B
6521	Visual Arts 5 A
6522	Visual Arts 5 B

Students have a variety of options for visual and performing arts classes, and they are also encouraged to integrate the arts throughout their other areas of study.

Most courses are designed to document and incorporate current student activities in the arts. Dance, Music, and Theater are for students who are actively involved in courses or who are professional performers seeking to further develop their skills. "Art" is another class that can easily incorporate student involvement in the arts.

Students typically submit work using a scanner or digital camera to create an image to email or by presenting via webcam.

6050-6550 Theater

Grade Level(s): K - 5th

Students engage in age-appropriate activities modified accordingly for their individual skill level. A course outline provides a detailed course description with competencies listed to facilitate the creation of an individual plan.

Students taking theater are usually involved in a local troupe or classes in their community, or even professionally participate in acting or other aspects of the theater. However, students can also opt to identify key skills to develop, align these goals with the course competencies, and have these activities documented for their elementary transcript.

6051	Theater K A
6052	Theater K B
6151	Theater 1 A
6152	Theater 1 B
6251	Theater 2 A
6252	Theater 2 B
6351	Theater 3 A
6352	Theater 3 B
6451	Theater 4 A
6452	Theater 4 B
6551	Theater 5 A
6552	Theater 5 B



6030-6530 Music

Grade Level(s): K - 5th

Students engage in age-appropriate activities modified accordingly for their individual skill level. A course outline provides a detailed course description with competencies listed to facilitate the creation of an individual plan.

Students taking music are often involved in local classes in their community, or have a music tutor, and some are developing their professional music careers. However, students can also opt to identify key skills to develop, align these goals with the course competencies, and have these activities documented for their elementary transcript.

6031	Music K A
6032	Music K B
6131	Music 1 A
6132	Music 1 B
6231	Music 2 A
6232	Music 2 B
6331	Music 3 A
6332	Music 3 B
6431	Music 4 A
6432	Music 4 B
6531	Music 5 A
6532	Music 5 B

6040-6540 Dance

Grade Level(s): K - 5th

Students engage in age-appropriate activities modified accordingly for their individual skill level. A course outline provides a detailed course description with competencies listed to facilitate the creation of an individual plan.

Students taking dance are often involved in local classes in their community, and some dance professionally. However, students can also opt to identify key skills to develop, align these goals with the course competencies, and have these activities documented for their elementary transcript.

6041	Dance K A
6042	Dance K B
6141	Dance 1 A
6142	Dance 1 B
6241	Dance 2 A
6242	Dance 2 B
6341	Dance 3 A
6342	Dance 3 B
6441	Dance 4 A
6442	Dance 4 B
6541	Dance 5 A
6542	Dance 5 B



Health & Physical Education

Technology Education

7010-7510 Health/Physical Education

Grade Level(s): K - 5th

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. They demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. Students assess and maintain a level of physical fitness to improve health and performance. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. Finally, students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Activities are developmentally appropriate in terms of age and individual ability, and each student sets health and PE goals which are regularly evaluated and adjusted.

7011	Health/PE K A
7012	Health/PE K B
7111	Health/PE 1 A
7212	Health/PE 1 B
7211	Health/PE 2 A
7212	Health/PE 2 B
7311	Health/PE 3 A
7312	Health/PE 3 B
7411	Health/PE 4 A
7412	Health/PE 4 B
7511	Health/PE 5 A
7512	Health/PE 5 B



By the very nature of our program, technology instruction and practice are integrated throughout student learning experiences and in each grade level. However, students are also provided opportunities for explicit instruction in technology.

8010-8510 Keyboarding

Grade Level(s): K - 5th

Students learn proper finger placement and engage in systematic instruction to build both accuracy and speed. Instruction is customized to student skill level and learning preferences, continuously increasing fluency and efficiency in typing skills.

8011	Keyboarding K A
8012	Keyboarding K B
8111	Keyboarding 1 A
8212	Keyboarding 1 B
8211	Keyboarding 2 A
8212	Keyboarding 2 B
8311	Keyboarding 3 A
8312	Keyboarding 3 B
8411	Keyboarding 4 A
8412	Keyboarding 4 B
8511	Keyboarding 5 A
8512	Keyboarding 5 B



8020-8520 Elementary Technology Literacy

Grade Level(s): K-5th

Students will be able to use a computer and its peripherals to complete tasks. They will develop word processing skills, create electronic presentations, create and use databases, and created and use spreadsheets. Students will gain Internet skills including browsing, searching, emailing, researching, and presenting. They will learn and demonstrate basic Internet safety and ethics while engaging in various forms of Online communication.

8021	Technology Literacy K A
8022	Technology Literacy K B
8121	Technology Literacy 1 A
8222	Technology Literacy 1 B
8221	Technology Literacy 2 A
8222	Technology Literacy 2 B
8321	Technology Literacy 3 A
8322	Technology Literacy 3 B
8421	Technology Literacy 4 A
8422	Technology Literacy 4 B
8521	Technology Literacy 5 A
8522	Technology Literacy 5 B

PERSONALIZED EDUCATION GROUP

ENVISION CREATE EMPOWER



Personalized Education Philosophy

- Education's purpose is to empower students to find their own paths to their own dreams; to create life-long learners who are prepared for both the modern world and the future; and to empower individuals to make a positive impact in the world.
- To this end, a personalized education program is student-centered; a student's educational program is tailored to the student's learning styles, interests, current skill levels, and personal goals.
- Learning is competency-and mastery-based, allowing for extra time and assistance to master concepts a student finds difficult, while also allowing the student to move quickly through previously-mastered material, and eliminating arbitrary limitations on student progress.
- However, as Dewey notes in *Democracy and Education*, "not the target but hitting the target is the end in view," so more important than learning specific concepts is learning how to learn, and gaining competencies that will aid in the hitting of many targets, both current and those yet to be imagined.
- Therefore, education must be forward-leaning, recognizing that the "real world" for which students are being prepared is dynamic, with exponential changes especially in technology.
- To adequately prepare students for a future that is difficult to even imagine, a personalized education program places the greatest value on creativity and the ability to engage in independent, critical thinking.
- Students are guided to become self-cognizant, life-long learners prepared not just for today's world but equipped to continue learning for whatever the future holds.
- As such, a personalized education program is student-driven; students take an active role in their education, from the development of their education plans to collaboration with course instructors.
- Instead of taking authoritative roles or seen as the sole purveyors of knowledge, instructors are instead mentors, offering guidance and feedback while respecting the diverse needs and goals of each student.
- Students also learn to identify and understand cause-and-effect relationships, recognizing connections that span and go beyond content areas, and engage in proactive behaviors leading to personal development and engagement in the service of their community and beyond.