



Curriculum Guide At a Glance!

Kindergarten – 6th Grade

Rigorous curriculum challenges students

PSD's rigorous, standards-based curriculum challenges students to achieve at high levels. District-wide curriculum standards identify what each child should know and be able to do in each subject, at each grade level.

- PSD's standards meet and exceed the State of Colorado's educational requirements.
- The testing program that measures student progress toward meeting standards—the Colorado Student Assessment Program, or CSAP—represents one of the highest performance standards in the nation!
- PSD students consistently perform an average 9% to 18 % higher than students

statewide in proficient and advanced categories on the rigorous CSAP tests.

- Courses are sequenced to help students meet standards by building a succession of learning at each grade level.
- Classroom materials provide clear connections between the classroom and the world beyond.
- New textbooks and materials are in place to support the curriculum, and technology is integrated into all subject areas.
- On ACT and SAT college entrance exams, PSD students consistently top the state and nation.

See inside for curriculum summary. For in-depth information, request the *Parent Guide to Standards* by calling 490-3667.

Core Learning Area: Language Arts, Writing and Literacy

Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>Students will:</p> <p>1. Read and understand a variety of materials.</p> <p>2. Write and speak for a variety of purposes and audiences.</p> <p>3. Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.</p> <p>4. Apply thinking skills to their reading, writing, speaking, listening and viewing.</p> <p>5. Read to locate, select and make use of relevant information from a variety of media, reference, and technological sources.</p> <p>6. Read and recognize literature as a record of human experience.</p>	<ul style="list-style-type: none"> • Foundation of reading strategies, including word recognition and phonetic strategies and story structure understanding. • Storytelling through drawing, telling and emergent writing. • Forming letters correctly. • Letter/sound relationships as emergent writers. • Correct question formation and recognition of organization features of printed text. • Rhymes and poems, short stories, directions, nonfiction materials, fairy tales, folk tales, and children’s literature. 	<ul style="list-style-type: none"> • Reading strategies to gain meaning from print, including word recognition and graphophonic, syntax, and semantics strategies and story structure understanding. • Prewriting and writing strategies to produce written and spoken materials. • Grammar and spelling. • Research skills using a variety of media, reference, and technological sources. • Literature elements in fiction, nonfiction and poetry. • Literature from different cultures including folk tales, legends, myths, fiction, rhymes and poems, non-fiction and content-area reading. 	<ul style="list-style-type: none"> • Early/fluently reading strategies to independently gain meaning from print, including word recognition and graphophonic, syntax, and semantics strategies and story structure understanding. • Pre-writing and writing strategies to produce written and spoken materials. • Grammar and spelling. • Research skills using a variety of media, reference, and technological sources, including video tapes, magazines, and informational books, reference materials, interviews, guest speakers, and the Internet. • Literature elements in fiction, nonfiction and poetry. • Literature from different cultures including folk tales, legends, myths, fiction, rhymes and poems, non-fiction and content-area reading. 	<ul style="list-style-type: none"> • Fluent reading to independently gain meaning from a wide variety of increasingly difficult narrative and expository text, using strategies including word recognition and graphophonic, syntax, and semantics strategies and story structure understanding. • Prewriting and writing strategies to produce written and spoken materials. • Grammar and spelling. • Research skills using a variety of media, reference, and technological sources, including video tapes, magazines, and informational books, reference materials, interviews, guest speakers, and the Internet. • Literature elements in fiction, nonfiction and poetry. • Literature from different cultures including folk tales, legends, myths, fiction, rhymes and poems, non-fiction and content-area reading. 	<ul style="list-style-type: none"> • Fluent reading to independently gain meaning from a wide variety of text, such as non-fiction, rhymes, poems, and stories, using strategies including skimming and scanning and contextual clues. • Prewriting and writing strategies to produce written and spoken materials. • Grammar and spelling. • Use of prediction, point of view, fact and fiction in analyzing reading, writing, viewing, speaking and listening. • Research skills using a variety of media, reference, and technological sources and the organizational features of print and electronic resources. • Literature elements in fiction, nonfiction and poetry. • Literary terminology. • Literature from different cultures including folk tales, legends, myths, fiction, rhymes and poems, non-fiction and content-area reading. 	<ul style="list-style-type: none"> • Fluent reading to independently gain meaning from a wide variety of increasingly difficult narrative and expository text, using complex strategies. • Prewriting and writing strategies to produce written and spoken materials. • Grammar and spelling. • Research skills using a variety of media, reference, and technological sources and the organizational features of print and electronic resources. • Literature elements in fiction, nonfiction and poetry. • Literature from different cultures including novels, poetry, short stories, non-fiction and plays. 	<ul style="list-style-type: none"> • Fluent Reading to independently gain meaning from a wide variety of increasingly difficult narrative and expository text, using increasingly complex strategies. • Prewriting and writing strategies to produce written and spoken materials. • Grammar and spelling. • Research skills using a variety of media, reference, and technological sources, recognizing the organizational features of print and electronic resources. • Literature elements in fiction, nonfiction and poetry. • Literature from different cultures including folk tales, legends, myths, fiction, rhymes and poems, non-fiction and content-area reading.

Core Learning Area: Math

Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students will learn: 1. Number Sense 2. Patterns and Algebra 3. Statistics and Probability 4. Geometry 5. Measurement 6. Computation	<ul style="list-style-type: none"> • Numbers and number sense. • Patterns • Statistics and probability – more or less. • Geometry – circles, squares, rectangles, triangles, ovals and diamonds • Measurement – estimate and measure common items. • Computation – concepts of addition and subtraction 	<ul style="list-style-type: none"> • Numbers and number sense – numbers to 99 • Patterns and common characteristics • Statistics and probability – bar graphs • Geometry – directional diagrams and spatial reasoning to estimate differences • Measurement – estimate and measure using non-standard units • Read a clock • Computation – concepts of addition and subtraction 	<ul style="list-style-type: none"> • Number sense –fractions and decimals • Money • Patterns and algebra – complex patterns and sequences and algebraic symbols • Statistics and probability –graphing data • Geometry – two-dimensional geometric shapes • Measurement – metric, time, and money • Computation - fractions 	<ul style="list-style-type: none"> • Number sense – to 9,999 including decimals and fractions • Patterns and algebra – tables, graphs, and charts to describe relationships and solve problems • Statistics and probability – display data on tables, charts, pictographs, and bar graphs, averages • Geometry – perimeter and areas of shapes, cones, spheres, cylinders, and cubes • Measurement – length, perimeter, time, capacity, temperature, and money • Computation – addition, subtraction, and multiplication 	<ul style="list-style-type: none"> • Number sense - whole number, integers, fractions and decimals; negative, odd, and even • Patterns and algebra – complex patterns and sequences; tables, graphs, open sentences and relational diagrams to describe patterns and relationships • Statistics and probability – average, mean, data analysis • Geometry – two- and three-dimensional geometric figures, parallel line segments, and parallelograms • Measurement – length (yard and meters), area and capacity (milliliters and liters), weight (gram and kilogram, time (minute intervals) temperature (Fahrenheit) • Computation – addition, subtraction, multiplication, and division using whole numbers, estimation, and mental arithmetic 	<ul style="list-style-type: none"> • Number sense – number lines with decimals and common fractions, integers, rational and simple irrational numbers • Patterns and algebra – relationships and geometric patterns • Statistics and probability – tree diagrams with two or more variables • Geometry – two-dimensional modeling of quadrilaterals, squares, rectangles, triangles and circles • Measurement – perimeter and area of squares, rectangles and triangles, US And metric measurements of length, volume, weight, and temperature • Computation – estimation, rounding, mental arithmetic, paper and pencil, calculators and computers used in problem solving; multi-digit addition, subtraction, multiplication, and division 	<ul style="list-style-type: none"> • Number sense – integers, rational numbers and percents, base systems, pi, exponents, squares • Patterns and algebra – complex geometric patterns, scale I graphs, two-step equations, variables in formulas • Statistics and probability – mean, median, and mode, averages with whole numbers and decimals, simple grids • Geometry – plane geometry, three-dimensional models, and Cartesian coordinate grid including: axis, origin and quadrants, and positive and negative values • Measurement – U.S. and metric measurements • Computation – whole number, decimal, fraction, mixed number and integer computation in problem-solving situations, converting fractions to decimals and percents

Core Learning Area: Science

Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students will learn: 1. Scientific Investigation 2. Physical Science 3. Life Science 4. Earth and Space Science 5. Science, Technology and Human Activity 6. Scientific Connections	1. Simple Investigations 2. Properties of materials, introduction to magnetism 3. Animals and their needs, adaptation to environment, trees, life cycles 5. Natural vs. human-made materials 6. Natural resources	1. Simple investigations 2. Balance and motion 3. Plants and plant growth, life cycles, environments 4. Air, weather and astronomy 5. Technological design, and scientific tools and techniques	1. Beginning experimental design 2. Matter, solids and liquids 3. Insects, life cycles, living things and their environments 4. Geology: rocks and soils 5. Technological design, scientific tools and techniques 6. Natural resources	1. Beginning experimental design 2. Physics of sound 3. Plants, animals, life cycles and ecology 4. Water, meteorology, earth materials 5. Technological design, scientific tools and techniques 6. History of science, natural resources	1. Experimental design 2. Light, magnetism, electricity 3. Human body, skeletal and muscular systems 4. Geology: rocks and minerals 5. Technological design, scientific tools and techniques, discoveries and inventions 6. History of science, natural resources, health and safety	1. Experimental design, variables and controls 2. Motion, forces and simple machines 3. Environments, ecosystems and ecology 4. Earth's structure and landforms 5. Technological design, scientific tools and techniques, discoveries and inventions 6. History of science, human activities, and natural hazards	1. Experimental design, variables and controls 2. Chemistry, solar energy, energy transfer, and properties of matter 3. Human body, digestion, disease and nutrition 5. Technological design, scientific tools and techniques 6. Natural resources, history of science and personal health

Core Learning Area: Geography, History, Economics and Civics

Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students will learn about: 1. People, Places, and Environments 2. Regional Characteristics 3. Earth 4. Economic, Political, Cultural and Social Processes 5. Human Interactions 6. Past, Present and Future 7. Chronological Organization 8. Historical Inquiry 9. Diverse Societies 10. Science, Technology and Economic Activity 11. Political Institutions and Theories 12. Religion and Philosophy	<ul style="list-style-type: none"> • Spatial relationships between student and the world • Map and globe recognition • Environmental issues: conservation and pollution • Seasons and calendar • Social rules • National holidays and historical figures • Symbols and traditions – the Pledge of Allegiance 	<ul style="list-style-type: none"> • Study of the United States with an introduction to history, geography, economics and civics • Native Americans • Basic map skills • Elements of culture • Holidays, symbols and traditions • Scientific and technological developments 	<ul style="list-style-type: none"> • Study of local history and economy • Local and regional geography • Continents and oceans • Use of maps and globe 	<ul style="list-style-type: none"> • Introduction to world history • Geography of the world and study of the seven continents • Development of map skills 	<ul style="list-style-type: none"> • Study of Colorado history, geography and economics • State and local government (civics) • Major regions • Native Americans and early settlers 	<ul style="list-style-type: none"> • United States history with a focus on colonial times, the Revolutionary War, nation building, Civil War and an introduction to modern times • United States government and economics • Westward movement • United States geography 	<ul style="list-style-type: none"> • Geography of North America • History of Canada and Mexico • Governments and economics of North America • Map study of elevation, population, economics and population density • Study of Incas, Maya and Aztec cultures

Core Learning Area: Art

Standards	Kindergarten (Example listed for each Standard)	Grade 1 (Example listed for each Standard)	Grade 2 (Example listed for each Standard)	Grade 3 (Example listed for each Standard)	Grade 4 (Example listed for each Standard)	Grade 5 (Example listed for each Standard)	Grade 6 (Example listed for each Standard)
Students will learn to: 1. Recognize and use the visual arts as a form of communication 2. Know and apply elements of art, principles of design and sensory and expressive features of visual arts 3. Know and apply visual arts materials, tools, techniques & processes 4. Relate the visual arts to various historical and cultural traditions 5. Analyze and evaluate the characteristics, merits and meaning of works of art	<ol style="list-style-type: none"> 1. Create work that commemorates a personal event 2. Introduction to elements of art and principles of design 3. Construct a three dimensional form 4. Discuss familiar objects from today and long ago 5. Select a personal preference from a series of artworks 	<ol style="list-style-type: none"> 1. Create work inspired by a poem 2. Recognize and use the elements of art and principles of design 3. Use clay to create a three dimensional, representative form 4. Identify and talk about art in their community 5. Describe likes or dislikes about a work of art and explain why 	<ol style="list-style-type: none"> 1. Illustrate a scene from a myth or a story 2. Expand use of elements and principles 3. Create a three dimensional sculpture that creates movement 4. Demonstrate how artists use art to share experiences 5. Describe the mood or feeling in a work of art 	<ol style="list-style-type: none"> 1. Create a work of art based upon an interpretation of a sensory experience 2. Use rhythm (regular, random, alternating) and pattern (simple and complex) in a design 3. Create a two-dimensional artwork that demonstrates an understanding of depth 4. Identify themes in artworks 5. Recognize some elements of art and principles of design in a work of art 	<ol style="list-style-type: none"> 1. Recognize that there are various solutions to a single art problem 2. Explore color in greater depth including types, schemes, and concepts 3. Create a textile with a variety of materials 4. Compare and contrast artwork of different times and places 5. Use selected criteria as the basis for making judgments about works of art 	<ol style="list-style-type: none"> 1. Use brainstorming as a means for generating ideas for a work of art 2. Experiment with proportion in an artwork (human, size relationships, exaggeration) 3. Using wire, create a gesture sculpture 4. Recognize the role of visual art in other cultures 5. Identify expressive qualities in a work of art 	<ol style="list-style-type: none"> 1. Maintain a sketchbook journal of ideas and writings to use as a resource and planning tool 2. Begin to use greater value in pencil drawings (light, medium, dark values, including highlights and shadows) 3. Use paper mache in an additive method, create a figurative sculpture 4. Identify unique features of particular art styles and movements 5. Develop and describe personal reasons for valuing artworks

Core Learning Area: Music

Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Students will learn to: 1. Sing or play on instruments a varied repertoire of music 2. Read and notate music 3. Create music 4. Explore music in relation to history and culture	<ul style="list-style-type: none"> • Listening, responding and singing • Basic elements of music • Creative movement • Songs 	<ul style="list-style-type: none"> • Listening, singing and understanding • Playing music • Elements of music • Creative movement and improvisation • History and style – folk dances and beat games and music from various cultures • Songs 	<ul style="list-style-type: none"> • Listening, singing and responding • Reading music • Creative movement and Instrumental Reproduction • Melodic direction and recognition • Music from various cultures and time periods • Songs 	<ul style="list-style-type: none"> • Listening to, responding to, playing and singing • Elements of music • Creative movement • Instrumental Improvisation • Vocal exploration • Music from various cultures and times in history. • Songs 	<ul style="list-style-type: none"> • Sing rounds and partner songs. • Play classroom instruments • Elements of music • Vocal exploration • Listen to various cultures and styles • Songs 	<ul style="list-style-type: none"> • Songs with two-part harmony. • Play instruments • Elements of music • Listen to various cultures, styles and historical periods • Songs 	<ul style="list-style-type: none"> • Listening to, playing and singing • Play instruments • Elements of music • Listen to various cultures, styles and historical periods • Songs

Core Learning Area: Information Literacy and Education Technology

Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>Students will:</p> <p>1. Understand basic concepts and operations of library media and technology resources</p> <p>2. Understand and practice social, ethical and human issues related to information and technology</p> <p>3. Use library, media and technology resources to increase productivity, solve problems, and communicate effectively</p> <p>4. Use media and technology for effective research</p>	<ul style="list-style-type: none"> • Basic library use • Basic computer understanding and use • Ethical practice in the use of information and technology • Literature appreciation – picture and alphabet books • Computer tools to enhance learning 	<ul style="list-style-type: none"> • Basic library use by location • Basic computer understanding and use • Ethical practice in the use of information and technology • Literature appreciation – poetry, folktales, and award-winning books • Computer tools to enhance learning 	<ul style="list-style-type: none"> • Basic library use by location • Basic computer understanding and use • Ethical practice in the use of information and technology • Literature appreciation – poetry, folktales, and award-winning books • Computer tools to enhance learning and increase productivity • Beginning research skills 	<ul style="list-style-type: none"> • Basic library use by Dewey decimal system • Basic computer understanding and use • Ethical practice in the use of information and technology • Literature appreciation – reading a variety of genre • Computer tools and online resources to enhance learning and increase productivity • Research skills 	<ul style="list-style-type: none"> • Understand the ways that technology and information are used in the world • Library use by Dewey decimal system • Basic computer understanding and use • Keyboarding • Ethical practice in the use of information and technology • Literature appreciation – reading a variety of genre • Computer tools and online resources to enhance learning, increase productivity, and improve communication • Research skills 	<ul style="list-style-type: none"> • Understand the ways that technology and information are used in the world • Library use by Dewey decimal system • Basic computer understanding and use • Keyboarding • Ethical practice in the use of information and technology • Literature appreciation – reading a variety of genre • Computer tools and online resources to enhance learning, increase productivity, and improve communication • Research skills 	<ul style="list-style-type: none"> • Understand the ways that technology and information are used in the world • Library use by Dewey decimal system • Basic computer understanding and use • Keyboarding • Ethical practice in the use of information and technology • Literature appreciation – reading a variety of genre • Computer tools and online resources to enhance learning, increase productivity, and improve communication • Research skills

Core Learning Area: Physical Education

Standards	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<p>Students will learn or gain:</p> <p>1. Competent skills requisite for participation in a variety of physical education activities.</p> <p>2. Content knowledge requisite for participation in physical activities.</p> <p>3. Understanding and a proficiency in a variety of physical fitness activities, concepts, and applications.</p> <p>4. Recognition of the role of physical education and its unique contributions to social, emotional, intellectual and physical development.</p>	<ul style="list-style-type: none"> Basic locomotor movements Fundamental rhythms with beginning traditional dance steps, singing games, folk dances, and arching Beginning gymnastics movements Beginning sports skills Physical fitness activities Safety issues 	<ul style="list-style-type: none"> Basic locomotor movements Fundamental rhythms with beginning traditional dance steps, singing games, folk dances, and arching Beginning gymnastics movements, including balance and tumbling Beginning sports skills, including ball handling skills and following basic rules Physical fitness, including calisthenics, and jump rope Safety issues 	<ul style="list-style-type: none"> Basic locomotor movements Fundamental rhythms with beginning traditional dance steps, singing games, folk dances, and arching Gymnastics movements, including low balance, vault, climbing ropes and cargo net Beginning sports skills with challenge and cooperative games Ball handling and control techniques Physical fitness, including calisthenics, and repeatedly jumping self-turned rope Safety issues 	<ul style="list-style-type: none"> Basic locomotor movements Fundamental rhythms with beginning traditional dance steps, singing games, folk dances, and arching Gymnastics movements, including head and hand stand, cartwheel and partner stunts Sports skills with challenge and cooperative games Physical fitness, including calisthenics, aerobics, and jump rope Safety issues 	<ul style="list-style-type: none"> Locomotor movements, including walk, run gallop, hop, jump, with change of lead foot Dance and rhythmic activities, including basic patterns and square dancing Gymnastics with tumbling Sports skills in basketball, touch/flag football, track and field, softball, soccer, volleyball, Lacrosse, floor hockey, speedball, paddleball/racquetball, badminton, tennis, and handball Physical fitness, including skills in the President's Physical Fitness Test (AAHPERD Youth Fitness Test) Safety including bus safety coordinated with the Transportation Department 	<ul style="list-style-type: none"> Locomotor movements, including walk, run gallop, hop, jump, with change of lead foot Dance and Rhythmic Activities, including basic patterns and square dancing Gymnastics with tumbling Sports skills in basketball, touch/flag football, track and field, softball, soccer, volleyball, Lacrosse, floor hockey, speedball, paddleball/racquetball, badminton, tennis, and handball Physical fitness, including skills in the President's Physical Fitness Test (AAHPERD Youth Fitness Test) Safety including bus safety coordinated with the Transportation Department 	<ul style="list-style-type: none"> Locomotor movements, including walk, run gallop, hop, jump, with change of lead foot Dance and rhythmic activities, including basic patterns and square dancing Gymnastics with tumbling Sports skills in basketball, touch/flag football, track and field, softball, soccer, volleyball, Lacrosse, floor hockey, speedball, paddleball/racquetball, badminton, tennis, and handball Physical fitness, including skills in the President's Physical Fitness Test (AAHPERD Youth Fitness Test) Safety including bus safety coordinated with the Transportation Department