

Cool Spring Primary School

Program of Studies

2009-2010

Dr. David Rorick, Principal
Ms. Lorianne Smith, Assistant Principal

King William County Public Schools

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King William County Public Schools

Mission Statement

The King William County School Division provides instruction in a challenging atmosphere to meet the educational needs of all students by supporting the efforts of the professional team and encouraging community involvement.

Long Range Plan Priorities

Philosophy, Goals and Objectives: Standard 1

The King William County Public School Division believes that the fundamental goal of the school division must be to provide children with a quality education giving them opportunities to meet their fullest potential in life; thereby equipping them for citizenship, work, and a private life that is informed and free for an ever-changing world. (SOA, p. 4)

Student Achievement Standard 2

The King William County Public School Division has prescribed requirements based upon the Standards of Accreditation to ensure that student achievement is measured and holds each school's administration, faculty, staff and students accountable for progress. (SOA, p. 6)

Instructional Program Standard 3

The King William County Public School Division shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interest and educational needs of students; in addition, opportunities will be provided to improve the community literacy rate and increase adult completion of high school programs. (SOA, p. 19)

School and Instructional Leadership Standard 4

The King William County Public School Division supports ongoing professional development and training as an essential component of educational leadership and in the production of effective instructional personnel. (SOA, p. 35)

School Facilities and Safety Standard 5

The King William County Public School Division will provide safe school facilities, training for staff and a managed system to monitor the safety of those facilities. (SOA, p. 42)

School and Community Communications Standard 6

The King William County Public School Division will plan for educational programs of high quality with public involvement. **(SOA, 44)**

School and Community Communications Standard 7

The King William County Public School Division recognizes the need to apprise the citizens of King William County of the regulations and policies governing the operation of the school system. **(SOA, 44)**

School and Community Communications Standard 8

The King William County Public School Division will continue to seek appropriate financial resources to provide competitive teacher compensation, technology enhancements, career and technology education and services to meet the needs of the students and community. **(SOA, 44)**

King William County School Board

School Board Members

Mr. Donald Longest –Chair
dlongest@kwcps.k12.va.us
804-310-5191

Mrs. Terry Stone – Vice Chair
tsstone@kwcps.k12.va.us
804-769-9347

Mrs. Veda G. Frazier
vfrazier@kwcps.k12.va.us
804-769-0572

Mrs. Kathy Morrison
kmorrison@kwcps.k12.va.us
804-769-4052

Mr. Steven Tupponce
stupponce@kwcps.k12.va.us
804-769-1558

King William County Schools Administration

Dr. Mark Jones, Superintendent

Mr. Charles Clare, Assistant Superintendent of Personnel and Operations

Ms. Stacy Johnson, Assistant Superintendent of Instruction

Ms. Deb Stickley, Budget Financial Coordinator

Mr. Rick Walters, Director of Transportation and Service Operations

Ms. Terry Bailey, Director of Curriculum and Assessment

Ms. Sheila Carr, Director of Special Programs

Mr. Rick Dimsey, Supervisor of Technology

Mr. David J. Price, Director of School Nutrition

Ms. Julie Kelvin, School Psychologist

Ms. Beth Renswick, Coordinator of Special Programs/Middle School Special Ed Teacher

September 2009

Dear Students, Parents and Guardians:

The King William County Public School Division is committed to excellence in education, equality of educational opportunities, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, learning opportunities shall be provided that are consistent with personal development and potential. The program of studies emphasizes diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.

The educational programs included in this program of studies introduce a variety of interests and areas that offer exposure to the range of opportunities available in later years. These experiences will produce the basis for advanced educational pursuits and future employment. Because education is a lifelong process, the educational program provides both formal studies to meet the academic needs of all students, and opportunities for individual students to develop specific talents and interests.

King William County Schools is committed to the concept of continuous improvement. Our schools must keep pace with the ever-changing societal and global advances. Each year revisions and additions are made to the program of studies to help improve achievement and prepare students to be productive citizens in the 21st Century.

The good news is that more students are opting to take a more challenging curriculum. King William County Schools desires to ***“provide instruction in a challenging atmosphere to meet the educational needs of all students.”*** In order to attain this vision, we must aggressively meet the challenges of the 21st Century educational reform. Successful organizations and educational institutions embrace change, anticipate the horizon and adapt.

Respectfully,

Mark R. Jones
Division Superintendent

Profile of Cool Spring Primary School

School History

Cool Spring Primary School, located in rural King William County, Virginia, serves children in grades Pre-kindergarten through second. Prior to its construction, all students in pre-school through fifth grade attended Acquinton Elementary School. With rising enrollment, Acquinton became overcrowded. Cool Spring Primary School was constructed next to Acquinton Elementary School, and all students in pre-school through second grade moved to the new school in January 2003. Upon completion of second grade, Cool Spring students now move “next door” to Acquinton and continue their education in grades three through five.

The name, “Cool Spring Primary,” was selected after researching the history of the land on which the school was built. The property, known as the “Cool Spring Tract,” was sold in 1916 to C.C. Caldwell. In 1929, the property, then known as “Cool Spring Farm,” was sold to the Chesapeake Foundation. The land was eventually acquired by King William County for use as a school site.

Vision

Cool Spring Primary School CUBS
Committed Staff, Parents, Students, and
Community Ultimately Bring Success

Mission Statement

Our mission is to build relationships and to lay the foundation for life-long learning.

Beliefs

We believe

- students learn differently;
- learning is fun;
- teamwork encourages success.

School Motto

Cool Cubs will learn, work and play responsibly today.

School Song

Cool Spring Primary is the best!
We are sweeter than all the rest,
And we stand up to the test,
The Cubs at Cool Spring Primary.

Cool Spring, Cool Spring Primary,
A good place for the Cubs to be.
Cool Spring, Cool Spring Primary,
Our number one goal is harmony!

Letter from the Principal

Dear Parents and Citizens:

It is our pleasure to welcome you to the home of the Cool Spring Primary Cubs where we are **Building Our Future, One Block at a Time**. Cool Spring Primary School is Fully Accredited under the guidelines established by the Virginia Department of Education, as well as No Child Left Behind requirements of Adequate Yearly Progress.

We hope that you are as excited as we are about the 2009-2010 school year. It will be filled with some wonderful experiences and challenges for our students. It is always the goal of our school to operate for the benefit of our students. Academics will continue to be our primary focus. We will continue to implement programs and activities that will foster growth in all students.

Our school-wide theme for 2009-2010 is **Blasting off to Become High Achievers**. This theme has been a successful motivator and symbolizes our high expectations for all students.

We have an open door policy at Cool Spring Primary School. We welcome your visits and your help. We have numerous opportunities for those of you who are interested in volunteering. Joining the PTA is another wonderful way to support the various programs at Cool Spring.

As we begin a new school year, please review the contents of this *Program of Studies*, where you will find useful information for parents and guardians. The section beginning on page 11, entitled Essential Information for Parents, will answer many questions you may have. The Virginia Standards of Learning for each grade and subject are located in the back portion of this guide. This will allow you to familiarize yourself with the content your child will be mastering this year. Should you have questions or concerns about the guide, please do not hesitate to contact the school. Our staff and administration will gladly give further clarification.

We realize how precious your child is to you. As a stakeholder in Cool Spring Primary, we want you to feel that your presence and ideas are welcome. Working together, we will be **Blasting Off to Become High Achievers**. We will strive to provide your child with a quality education, one that will develop a firm foundation for all future educational pursuits. By embracing our vision, we can and will make a difference in the lives of our children.

For the children,



David Rorick
Principal

Essential Information for Parents

Accreditation

The King William County Public School Division is accredited by the Virginia Department of Education and AdvancED, a national consortium of school accreditation organizations. The AdvancED accreditation is reviewed every five years. We are currently in the fifth year of this cycle. As part of this process, the Cool Spring School Improvement Team meets monthly to analyze data, develop goals and plan interventions, in order to help us improve our performance from year to year.

Attendance - Compulsory School Attendance Law

Students of school age shall attend their assigned classes at school during school hours in accordance with state law. The Code of Virginia requires that parents/guardians of a child who has reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday must send the child to a public school or to a private, denominational or parochial school or have the child taught under conditions prescribed and approved by the Board of Education.

Whenever a child fails to report to school, our automated attendance system will call the child's parent at the telephone number listed in our database, unless the parent has notified us in advance of the absence. If, after a reasonable effort, we are unable to contact a parent by phone, we will notify the parent by letter requesting the parent or guardian to advise the school in writing of the reason for the student's absence or to accompany the student upon his/her return to school to explain the reason for the absences. Failure to receive such explanation may result in enforcement of the compulsory school attendance law. The parent or guardian will be notified in writing when a child has five unverified absences. A meeting with the principal or designee and parent or guardian may be held after the sixth unverified absence.

Attendance Policies

Regular school attendance is essential to each student's success. Acceptable reasons for absence from school include personal illness, illness in the family which requires the presence of the student, quarantine in the home, death of an immediate relative, and observance of a religious holiday. The principal must approve absences from school for any other reason in advance. School Board policy states, "When a student accumulates the equivalent of 20 absences not attributable to a death in the immediate family, a subpoenaed court appearance, a verified chronic medical condition, or prearranged with the principal or designee . . . the student may not be eligible for credit or promotion." (*Code of Student Conduct*, Page 12)

Absence from School – Procedures

1. A parent/guardian is to call the school office (**769-7644, extension 300**) prior to 9:00 A.M. on the day of absence. This extension is available 24 hours a day, for your convenience. The student's name, grade, teacher and reason for absence are needed and may be left on the voice mail. Compulsory School Attendance Laws of the State of Virginia require that the school notify parents of a student's absence from school if no call is received from a parent/guardian.

2. Upon return to school, the student is to submit to his/her teacher a signed note from the parent/guardian stating the student's full name, date(s) of absence, and reason for absence. Absentee forms will be sent home the first week of school. Extra forms may be obtained in the office.

Tardy Arrival

Students arriving to school after 8:20 A.M. must be accompanied to the office by a parent/guardian who will provide his/her signature with a written explanation for the tardy arrival. **Please remember that six tardies are equivalent to one absence.**

Early Dismissal

No student may leave the school grounds prior to the dismissal bell without the written permission of a parent/guardian. Such permission must include the time and reason for dismissal and the name of the individual who will be transporting the student from the school. The person who will be picking up a child may be required to show picture identification. In some rare instances, it may be necessary for parents to call the school to arrange for pick-up of your child. If this becomes necessary, parents may be asked for your child's social security number and birthday. **Please remember that six early dismissals add up to one absence.**

Make-up Work

Students are expected to complete assignments missed due to absence. When a child is absent, a parent may call the school to request assignments from the classroom teacher. The *Code of Student Conduct* outlines expectations for completion of work missed due to an excused absence.

Academic Penalties

Students with excessive absences from school may be subject to grade retention as outlined in the *Code of Student Conduct*.

Bus Passes

When a student is to ride on a bus other than his/her regularly assigned bus, the parent must notify the school in writing. **The written request must include the child's first and last names, date, a reason for the request, parent's telephone number and the destination (physical address).** Bus request forms are available in the main office. Parents may also fax this information to 769-7730 or email it to dfarmer@kwcps.k12.va.us.

Cafeteria

King William County Public Schools is committed to providing healthful meals within the guidelines established by the U. S. Department of Agriculture and the Virginia Department of Education. Both breakfast and lunch are available at Cool Spring Primary School. Information regarding free or reduced price meals is available at any time in the

school office. Each child is assigned an account number for meal purchases. Parents are encouraged to deposit funds in their child's account (via check or cash) so that their child will not have to carry cash to school.

To help simplify payment of school fees, King William County Public Schools has enrolled in an internet-based service called Café Prepay. The service is a website where you can check the balance on your child's account, and if you choose, pay for your child's breakfast & lunch purchases, using your Visa, MasterCard, Discover Card or American Express Card. To learn more, contact Food Services Supervisor David Price at 769-3434 x550 or at dprice@kwcps.k12.va.us.

Breakfast

Breakfast is served daily, except when school is on a two-hour delayed opening. The cost of breakfast is \$1.00; reduced price is \$.30.

Lunch

Students may purchase a full lunch meal. A full lunch is \$2.00; reduced price is \$.40. Students may purchase one snack item to accompany a packed or purchased lunch.

Ice Cream

Students may purchase ice cream on Fridays. The cost is \$.50.

Children are seated in the cafeteria as a class. They are expected to use good table manners and talk quietly with their neighbors. Please teach your child not to trade food with other students. At the end of your child's lunch period, the students are expected to pick up their trash, and student volunteers are asked to wipe the tables.

Character Education

In an effort to instill in students civic virtues and personal character traits, Cool Spring Primary will provide instruction in character education. The intent of this instruction is to improve the learning environment, promote student achievement, reduce behavior problems and develop civic-minded individuals. The instruction will focus on the following six pillars: trustworthiness, respect, responsibility, fairness, caring and citizenship. The guidance counselor will provide instruction in each of these areas, with on-going support from the classroom teachers.

Clinic

A school nurse supervises the clinic at Cool Spring Primary. The school clinic provides emergency first aid to students and the nurse serves as a liaison with the home in the event of illness. **Parents, please keep the school informed of any changes in phone numbers so that we are able to locate you in an emergency.**

Medication

King William County School Board policy prohibits school personnel from dispensing medication, prescription or nonprescription, without written authorization from a parent/guardian. Prescription medications require a physician's order stating appropriate dosage and indicating that the medication must be given during school

hours. Students are not to have medication of any kind – prescription or nonprescription – in their possession during the school day. Medications, along with written consent and details, are to be delivered to the school by a parent or guardian. Do not send medications to school with your child.

Illness/Injury

Students who become ill during the school day will be referred to the clinic and a parent/guardian will be called. Students are not permitted to remain at school if they are too ill to participate in class activities. Students who are injured during the school day will receive immediate first aid care in the clinic. If additional medical treatment is necessary, a parent/guardian will be called.

Communicable Diseases

Regular school attendance is an essential component of student success. Equally important is a healthful school environment in which all children can learn. Students who are ill are not able to focus their attention on school demands. They also pose the risk of spreading their illness to others. We ask parents to assist school efforts in ensuring that children who are ill remain home during periods of contagious symptoms such as fever, diarrhea and vomiting. It is important that your child be free of symptoms for 24 hours before returning to school. If your child has been seen by a physician, please notify the nurse of treatment. Students who become ill with such symptoms during the school day will remain in the clinic until a parent/guardian can arrange transportation home.

To prevent the spread of lice, Cool Spring Primary maintains a “no nit” policy. Children who have evidence of lice or their eggs, i.e., nits, will be removed from the classroom, and a parent/guardian will be responsible to transport the child home. Once evidence of lice has been identified, a child will not be permitted to return to the classroom or school bus until he/she is examined by school personnel and found to be free of all evidence of lice and nits.

Daily Announcements

Announcements are made each morning at approximately 8:35. These announcements include the Pledge of Allegiance, Moment of Silence and menu for the day. On most days, the announcements are presented by student volunteers using our in-house television broadcast facility.

Dress Code

A student’s dress and appearance shall not be such that it causes disruption, distracts others from the education process or creates a health or safety problem. To prevent injury to students as they participate in daily recess or physical education, walk through the halls and get on and off the bus, flip-flops and shoes with wheels in the heels are prohibited. Tennis shoes are recommended for physical education and recess.

Emergency Closing Procedures

In the case of inclement weather that threatens school operation, families are encouraged to listen to area radio or TV stations for notice of a school closing or delayed

opening. **This information is also available from the school's answering system at 769-7644.** In the event that severe weather begins during the school day, students will be notified over the public address system of early school dismissal. Early school dismissal will be announced over local radio and TV stations for parents/guardians. In the cases of school closing and early dismissals, **The SchoolMessenger automated calling system will notify parents by phone.** Students and their parents are urged to prepare in advance for any special arrangements in such events to avoid the need for phone calls. It is essential that school phone lines remain open for communication of emergency information.

Enrollment Requirements

Registration Information

All students enrolling in for the first time must provide the following:

1. A birth certificate.
2. A physical examination performed by a physician within a year of the student's enrollment.
3. A social security number (preferred).
4. Immunization record (see below).
5. Proof of residency (lease, deed, rent receipt, or other approved evidence)
6. Certification of expulsion status.

Immunizations

To attend school, all children must have proof of the following immunizations: *(Proof of immunization may be provided to the school by completing PART III, Certificate of Immunization (form MCH-213C) available through the health department or a physician's office.)*

DTP	THREE doses of DTP with one of the three administered after the fourth birthday. If any of these doses must be administered on or after the seventh birthday, ADULT Td should be used instead of DTP.
OPV	THREE doses of trivalent OPV with one of the three doses administered after the fourth birthday or three doses of EIPV with one of the three administered after the fourth birthday.
Measles	TWO doses of live virus measles vaccine, one dose given at 12 months of age or older and a second dose administered prior to entering kindergarten or first grade, whichever occurs first. Students entering sixth grade should also have had two doses of live measles vaccine, with the first dose administered at age 12 months or older and the second dose at least one month after the first dose.
Rubella	ONE dose of rubella vaccine received at 12 months of age or older.
Mumps	ONE dose of mumps vaccine received at 12 months of age or older.
Hepatitis B	A series of three (3) vaccines that must be completed prior to entering Kindergarten.
Chicken Pox	One dose received before entering Kindergarten

Evaluation of Student Performance

Ongoing communication between the school and home is essential to the maximum performance of students. Additionally, information about a student's progress is conveyed to parents through a formal reporting system. Interims are sent home at the halfway point in each grading period, and report cards are sent home each nine weeks. Each report describes the student's academic progress as well as behavior and attitude in school. These reports must be returned to the school with the signature of a parent/guardian.

Progress of students in Kindergarten is indicated by the letter grades S (satisfactory) and N (needs improvement). First Grade and second grade progress is reported using the following marks:

- P = Proficient Performance
- S = Satisfactory Performance
- N = Needs Improvement

Grades are assigned according to the following scale:

<u>Letter Grade</u>	<u>Numerical Equivalent</u>	<u>Performance Assessment</u>
P	93-100	Proficient
S	77-92	Satisfactory
N	below 77	Needs Improvement
I		Incomplete work

Students in all grades are recognized at an Awards Assembly each semester for Outstanding Academic Performance, improvement in academic performance, effort and citizenship.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of

their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that intends to forward records on request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by King William County Public Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Practice Compliance Office, U.S. Department of Education 400 Maryland Avenue, SW, Washington, DC 20202-5901 TBA- 804-769-3434

Family Life Education

Introduction

In 1987, the General Assembly of Virginia enacted *Code 22.1-207.1* titled *Family Life Education*. This section directed the Board of Education to develop Standards of Learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K-12. School divisions in Virginia were required to implement Family Life Education, beginning with the 1989-90 school year. A community involvement team was formed to select the Family Life Education SOL Plan. Once this task was completed, the Family Life Curriculum Writing Committee began the process of developing the curriculum to be taught. A curriculum guide was designed to provide age-appropriate instruction for students in relation to students' developmental stages and abilities. The Family Life Education Curriculum Guides are available for review in the schools' offices. Specific grade level objectives are listed in the back of this program guide.

Family Life Education begins in the home and is the primary responsibility of parents. Ongoing communication between parent and child about the Family Life Education lessons will be of greater value than any facts the children can learn in class. Through

this communication, parents can give their family's personal and religious values as a framework for the information the child learns in school.

Participation/Opt-Out Procedures

All children will participate in Family Life Education lessons unless a parent/guardian has requested that the child be opted-out from participating. This request must be in writing. For your convenience, opt-out forms for each grade level can be found on the pages immediately following the Standards of Learning. If a student is opted-out from a lesson or lessons, he/she will be removed from the classroom and placed in an alternate, supervised environment. Parents are encouraged to call their child's teacher, guidance counselor, or the school administrators if they have questions about the Family Life Education program or the specific objectives.

Field Trips

Field trips are planned periodically to extend the instructional programs of Cool Spring Primary School. Field trips are generally limited to one per grade per school year. Trips are planned as an integral part of the instructional program. All children must have written permission in advance to participate in field trips. Parents may be invited to assist with field trips as chaperones. At times, the number of chaperones may be limited; a process that provides equal opportunity for all who are interested will be used for the selection of chaperones. No individuals other than approved chaperones, staff members and students may participate in field trip activities. Please note that students are expected to remain at school until the end of the school day, once they have returned from the field trip.

Guidance and Counseling Services

Our guidance counselor offers personal/social counseling, which assists students in developing an understanding of themselves, the rights and needs of others, how to resolve conflict and how to define individual goals. **Counseling may be provided in various settings.** Generic issues of social development will be addressed in large group settings and specific concerns will be handled in small group or individual settings. We also offer a basic introduction to the concept of career choices through an annual Career Day planned with each grade level's specific needs in mind. Our counselor also plans and oversees our character education program.

No student shall be required to participate in any counseling program to which the student's parents object. Parents may elect, **in writing**, to have their child opt-out of any or all guidance and counseling programs and/or services. If a student is exempted from a particular type of large or small group counseling, he/she will be removed from the setting and provided an alternative, supervised environment. Please note that crisis intervention will be provided as needed to all students.

Homework

Homework is an important component of the total educational program and is assigned as reinforcement and extension of classroom instructional activities. Students will have activities that provide a **meaningful** extension to the classroom learning.

Guidelines for homework are as follows:

Kindergarten – Ten minutes per night. Homework should involve reading aloud together or hands-on activities to reinforce math concepts taught.

Grade One – Twenty minutes per night.

Grade Two – Thirty minutes per night.

Hours of School Operation

The school office is open from 7:30 A.M. – 4:30 P.M. Monday through Friday. **Students are not to arrive at school prior to 7:45 A.M. nor remain at school later than 3:15 P.M.** except as prearranged with a staff member who will provide direct supervision. Because classes start at 8:20 A.M., students are considered tardy after this time.

Instruction at a Glance

All students in grades K-2 receive daily instruction in the following areas:

- Reading
- English/Language Arts
- Mathematics

All students in grades K-2 also receive instruction in the following areas:

Social Studies	Science
Health and Physical Education	Music
Library	Art
Technology	Character Education

Supplementary programs and services include the following:

- Family Life Education (opt out available)
- Guidance and Student Services (opt out available)
- Special Education Services
- Talented and Gifted (TAG) Services

Cool Spring Primary School is committed to providing educational services designed to promote the academic and emotional/social development of each child.

Instructionally, the goal is for each student at Cool Spring Primary to demonstrate achievement that meets or exceeds grade level Standards of Learning (SOLs) as defined by the Virginia Department of Education. Student mastery of these standards is assessed continuously throughout the school year and is reflected in regular progress reports and report cards. Students who fail to meet the standards established for their grade level will be given additional instruction and support.

All students in grades 3 and 5 will participate in statewide SOL Assessments to determine mastery of the SOLs in each of the core curriculum areas of English, Math, Science and History. Because the SOL tests are a cumulative representation of content from kindergarten, it is important that all Cool Spring students build a strong academic foundation to prepare them for success on the SOL tests. Cool Spring has developed a range of strategies to build SOL readiness, including:

- Planning as a team/grade level
- Focusing on curriculum alignment and pacing
- Scheduling daily reading activities that include phonemic awareness, phonic development, decoding, vocabulary, fluency, and comprehension
- Scheduling daily math activities that will develop an understanding of basic math concepts and applying them to new situations
- Developing student writing portfolios
- Using 9-week assessments and pre- and post-testing in mathematics
- Analyzing data to make instructional decisions
- Implementing remediation programs such as PALS remediation and math tutoring.

Instructional Models

At Cool Spring Primary School, all students are heterogeneously assigned to classes. It is our belief that children learn in different ways as they progress through various developmental stages. Teachers use different models of instruction to help each child learn at his/her level. These include the following:

Collaborative Teaching

Collaborative teaching involves the cooperative teaching of a regular classroom teacher and a specialist teacher within one classroom setting. Collaborative teaching is utilized to provide services to students identified with special needs. This style of teaching benefits all students in a classroom as students receive the support of two teachers who are focused on differentiating instruction to maximize the achievement of all students.

Differentiation

Because students have many different learning styles, teachers are encouraged to develop lessons that allow all learners to be successful. Instruction is provided that includes visual, auditory, kinesthetic and tactile activities.

Four-Block Model for Reading Instruction

Teachers develop lesson plans for Language Arts using the Four-Block Model for reading. Using this model, instruction focuses on working with words, guided reading, self-selected reading, and writing.

Flexible Grouping

Teachers work in teams to teach reading and math. Students are organized for small-group instruction to individual readiness levels. These flexible groups change regularly as teachers meet to review and update student progress.

Investigations

Teachers develop lessons in math in which children investigate a problem in order to gain an understanding of specific math concepts. This model of instruction is student-centered and involves hands-on materials (manipulatives) and higher-order thinking skills.

Word Study

Word study instruction helps children understand the English language – its sounds, patterns and meanings of words. Early instruction focuses on having children hear the difference in various alphabet sounds. Once students develop an understanding of word sounds, they begin to study various patterns in words.

Instructional Programs and Services

There are several services available to student and teachers at Cool Spring to ensure that all children reach their potential.

Talented and Gifted (TAG) Education

Gifted students can be identified during the earliest years. These students possess abilities differing from those of their peers to such a degree that differentiated education services are provided to help them reach their potential. Emphasis on enrichment opportunities includes advanced content and pacing, problem solving, and interdisciplinary studies.

Phonological Awareness Literacy Screening (PALS) Remediation:

PALS Remediation is provided for those children who do not meet the benchmark for their grade level assigned by the state. This small group remediation provides additional instructional support to the student, particularly in the areas of phonemic awareness, phonics, decoding and comprehension.

Student Teacher Assistance Team (STAT)

The Student Teacher Assistance Team (STAT) is designed to assist teachers in the development and implementation of strategies to insure student behavioral and academic success in the classroom. The team, including parents, reviews the student's level of performance and concerns. Together, they develop strategies or activities to maximize the student's educational experience.

Special Education Services

When initial concerns for a child's academic development remain after STAT Team interventions have been implemented, the on-going concerns are brought to the attention of the Eligibility Committee. The purpose of the Eligibility Committee is to meet when children are referred and to share information that helps each child develop to his/her highest potential. The Eligibility Committee also assists in the identification of students who may require intervention beyond the regular classroom. The committee is made up of individuals who are familiar with the child as well as experts in educational strategies. They meet to discuss ideas to insure that the child

has every opportunity to succeed. Parents are informed of and invited to attend these meetings. When the Eligibility Committee determines that testing should be administered, an eligibility meeting is held once testing has been completed to discuss the testing results. Based on the findings during the eligibility meeting, services could range from developmental delay to learning disabled with an Individual Education Plan (IEP) developed that will allow the child to learn in the least restrictive environment.

High School Completion Programs

The educational programs begun at Cool Spring Primary School lead ultimately to the completion of high school. The King William County School Board recognizes the following five types of school completion programs:

- I. Standard Diploma Program
- II. Advanced Studies Diploma Program
- III. Certificate of Program Completion
- IV. Alternative High School Certificate Program (adults only)
- V. Modified Standard Program
- VI. Other Special Diploma

I. Standard Diploma Program

Students earning the Standard Diploma must meet the minimum requirements outlined below for grades nine through twelve. Students who graduate with an average grade of “A” or better will receive a Board of Education seal on their diploma as outlined in the Standards of Quality for Virginia Public Schools. Please contact the guidance department or the school principal concerning graduation course requirements.

*Students who graduate with an average grade of “A” will receive a Board of Education Seal on the diploma.

	Standard Units of Credit 9-12	Verified Units of Credit
English	4	2
Mathematics	3	1
Science	3	1
History and Social Sciences:	3	1
• World Studies I		
• World Geography, World Studies II –Adv. or 20th Century History		
• Virginia and U.S. History		
• United States and Virginia Government		
Health and Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	6	
Student Selected Test		1
<hr/> Total Units	<hr/> 22	<hr/> 6

Students planning to take college entrance exams (i.e. SAT) should select Advanced Studies diploma course requirements.

*A standard unit of credit is earned by (1) being in attendance to receive at least 140 hours of instruction in a School Board approved course and (2) successfully completing the requirements of that course in an academic school year.

**A verified unit of credit is earned by (1) passing the applicable SOL test, (2) successful course achievement and (3) satisfactory attendance.

***Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

II. Advanced Studies Diploma Program

The high school offers an Advanced Studies Diploma Program requiring a minimum of 24 units of credit as outlined below for grades nine through twelve. Students who graduate with an average grade of “B” or better and successfully complete at least one advanced placement course (AP) or one college level course for credit will receive a Governor’s seal on the diploma as outlined in the Standards of Quality for Virginia Public Schools. Please contact the school concerning graduation course requirements.

	Grades 9-12	Verified units of Credit
English	4	2
Mathematics	4	2
Science	4	2
History and Social Sciences	4	2
<ul style="list-style-type: none"> • World Studies I • World Geography or World Studies II –Adv. • United States and Virginia Government 		
Foreign Language (3 years of 1 language or 2 years each of 2 languages)	3	
Health and Physical	2	
Electives (to include at least one unit of Practical or Fine Arts)	3	
Student Selected Test		1
Total Units	24	9

Students planning to take college entrance exams (i.e. SAT) should select Advanced Studies diploma course requirements.

Students entering the ninth grade who successfully participated in advanced instructional opportunities at the middle school level in foreign language and mathematics are allowed to count those experiences in the sequence of courses toward meeting the requirements

of the Advanced Studies Diploma. The student may receive a high school credit for any of these courses provided a minimum grade of “B” is earned. Credits earned may count toward graduation requirements. The grades earned for the middle school courses will not be averaged in the high school grade point average (GPA). All Advanced Studies students must complete a minimum of 24 units of credit or more and are encouraged to take additional credits in mathematics and science in addition to elective credits in fine and practical arts.

Fine Arts - The fine arts are ninth-twelfth grade courses offered in art, music or theater arts.

Practical Arts - Practical arts are any approved technical course or computer science course in the ninth-twelfth grades.

*A unit of credit is earned by (1) being in attendance to receive at least 140 hours of instruction in a School Board approved course and (2) successfully completing the requirements of that course in an academic school year.

**A verified unit of credit is earned by (1) passing the applicable SOL test, (2) successful course achievement and (3) satisfactory attendance.

Special Note: The Advanced Mathematics and Technology Seal will be awarded to students who earn either a Standard or Advanced Studies Diploma, satisfy all of the mathematics requirements for the Advanced Studies Diploma with a “B” average or better, and either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association, (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia, or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.

The Career and Technical Education Seal will be awarded to students who earn either a Standard or Advanced Studies Diploma, complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose, and either (a) maintain a “B” or better average in those courses, (b) pass an examination in a career and technical education concentration or specialization that confers certification from a recognized industry, trade, or professional association, or (c) acquire a professional license in a career and technical education field from the Commonwealth of Virginia.

III. Certificate of Program Completion

Students who do not qualify for a diploma may earn a Certificate of Program Completion by one of the following requirements:

- A. Completing program requirements as outlined by prescribed individualized educational programs;
- B. Completing a prescribed technical course of study approved by the principal; or
- C. Completing all required coursework but failing to earn the required SOL verified credits.

IV. Alternative High School Certificate Program (Adults Only)

King William County Public Schools offers an outreach program for alternative education adults. All Alternative High School programs are offered free of charge to King William County residents. The alternative school program is a diploma-granting GED institution for eligible adults. The King William County certificate may be issued upon the successful completion of a testing program of education development (GED) and attendance at required classes.

Students will meet with their guidance counselors in the spring, or as needed, to make plans for and update their course of studies related to their anticipated diploma requirements. Parents are strongly encouraged to participate in this process.

V. Modified Standard Diploma

The modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individualized Education Program (IEP) team and the student, where appropriate, at any point after the student's eighth grade year.

Units of Credit Grades 9-12

English	4
Mathematics	3
Science 2	2
History and Social Sciences	2
Fine or Practical Arts	1
Health and Physical	2
Electives	6
<hr/>	
Total Units	20

VI. Other Special Diplomas

Special education students are eligible for all school completion options. In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Special Diplomas.



Internet Access

King William County Public Schools provides student access to the Internet for the purpose of educational activities. All students and their parents are required to sign a statement stating that they have read and understand the guidelines for use of the Internet. Students without this signed statement will not be permitted to use the Internet. A filtering system is in place to safeguard against student access to inappropriate Internet sites.

Location of Policy Manuals

The School Board shall be guided by written policies that are readily accessible to the Board, division employees, students and citizens. All division policies will be reviewed at least every five years and revised as needed.

A current copy of division policies is kept in the library of each school and in the public library in the division. Also, the division policies are maintained online. The superintendent shall ensure that an annual announcement is made in each division at the beginning of the school year, and for parents of students who enroll later in the academic year, at the time of enrollment, advising the public that policies are available in such places.

No Child Left Behind (NCLB) Notification of Parents' Rights

Any parent may request information regarding their children's teachers including information on (1) completion of state requirements for licensure and certification; (2) emergency or other provisional status; (3) educational background; and (4) whether paraprofessionals are serving the child and, if so, the paraprofessionals' qualifications.

EQUAL EDUCATIONAL OPPORTUNITIES/NON-DISCRIMINATION

I. Policy Statement

Equal educational opportunities shall be available for all students, without regard to race, national origin, gender, ethnicity, religion, disability or marital or parental status. Educational programs shall be designed to meet the varying needs of all students.

No student, on the basis of gender, shall be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege, advantage or denied equal access to educational and extracurricular programs and activities.

The School Board shall:

- provide facilities, programs and activities that are accessible, usable and available to qualified disabled persons;
- provide a free, appropriate education, including non-academic and extracurricular services to qualified disabled persons;
- not exclude qualified disabled persons, solely on the basis of their disabilities, from any preschool, daycare, adult education or career and technical education programs; and
- not discriminate against qualified disabled persons in the provision of health, welfare or social services.

II. Complaint Procedure

A. File Report

Any student who believes he or she has been the victim of prohibited discrimination should report the alleged discrimination as soon as possible to one of the compliance officers designated in this policy or to any other school personnel. The alleged discrimination should be reported as soon as possible, and the report generally should be made within fifteen (15) school days of the occurrence. Further, any student who has knowledge of conduct which may constitute prohibited discrimination should report such conduct to one of the compliance officers designated in this policy or to any school personnel. Any employee who has knowledge of conduct which may constitute prohibited discrimination shall immediately report such conduct to one of the compliance officers designated in this policy.

The reporting party should use the form, Report of Discrimination, JB-F, to make complaints of discrimination. However, oral reports shall also be accepted. The complaint should be filed with either the building principal or one of the compliance officers designated in this policy. The principal shall immediately forward any report of alleged prohibited discrimination to the compliance officer. Any complaint that involves the compliance officer shall be reported to the superintendent.

The complaint and identity of the complainant and of the person or persons allegedly responsible for the discrimination will not be disclosed except as required by law or policy, as necessary to fully investigate the complaint or as authorized by the complainant. A complainant who wishes to remain anonymous will be advised that such confidentiality may limit the school division's ability to fully respond to the complaint.

B. Investigation

Upon receipt of a report of alleged prohibited discrimination, the compliance officer shall immediately authorize or undertake an investigation. The investigation may be conducted by school personnel or a third party designated by the school division. The investigation shall be completed as soon as practicable, but which should generally be not later than 14 calendar days after receipt of the report by the compliance officer. Upon receiving the complaint, the compliance officer shall acknowledge receipt of the complaint by giving written notice that the complaint has been received to both the person complaining of discrimination and the person or persons allegedly responsible for the discrimination. Also upon receiving the complaint, the compliance officer shall determine whether interim measures should be taken pending the outcome of the investigation. If the compliance officer determines that more than 14 days will be required to investigate the complaint, the complainant and the person or persons allegedly responsible for the discrimination will be notified of the reason for the extended investigation and of the date by which the investigation will be concluded.

The investigation may consist of personal interviews with the complainant, the person or persons allegedly responsible for the discrimination, and any others who may have knowledge of the alleged discrimination or the circumstances giving rise to the complaint. The investigation may also include the inspection of any documents or information deemed relevant by the investigator. The school division shall take necessary steps to protect the complainant and others pending the completion of the investigation.

Whether a particular action or incident constitutes a violation of this policy requires a case-by-case determination based on all of the facts and circumstances revealed by a complete and thorough investigation.

The compliance officer shall issue a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, then the report shall be sent to the School Board. The report shall include a determination of whether the allegations are substantiated, whether this policy was violated and recommendations for corrective action, if any.

All employees shall cooperate with any investigation of alleged discrimination conducted under this policy or by an appropriate state or federal agency.

C. Action by Superintendent

Within 5 calendar days of receiving the compliance officer's report, the superintendent or designee shall issue a decision regarding (1) whether this policy was violated and (2)

what action, if any, should be taken. This decision must be provided in writing to the complainant. If the superintendent determines that prohibited discrimination occurred, the King William County School Division shall take prompt, appropriate action to address and remedy the violation as well as prevent any recurrence. Such action may include discipline up to and including expulsion or discharge.

D. Appeal

If the superintendent or designee determines that no prohibited discrimination occurred, the student who was allegedly subjected to discrimination may appeal this finding to the School Board within 5 calendar days of receiving the decision. Notice of appeal must be filed with the superintendent who shall forward the record to the School Board. The School Board shall make a decision within 30 calendar days of receiving the record. The School Board may ask for oral or written argument from the aggrieved party and the superintendent and any other individual the School Board deems relevant.

If the Superintendent or designee determines that prohibited discrimination occurred and discipline is imposed, the disciplined person may appeal the disciplinary sanction in the same manner as any other such sanction would be appealed.

E. Compliance Officer and Alternate Compliance Officer

The King William County School Board has designated Charles Clare, Asst. Superintendent of Personnel & Operations, P.O. Box 185 King William, Virginia 23086, (804) 769-3434, as the Compliance Officer responsible for identifying, preventing and remedying prohibited discrimination. Complaints of discrimination may also be made to the Alternate Compliance Officer Sheila Carr, Director of Special Programs, P.O. Box 185 King William, Virginia 23086, (804) 769-3434. Note: this individual must be of the opposite gender of the Compliance Officer. The Compliance Officer shall:

- (1) receive reports or complaints of discrimination;
- (2) oversee the investigation of any alleged discrimination;
- (3) assess the training needs of the school division in connection with this policy;
- (4) arrange necessary training to achieve compliance with this policy;
- (5) insure that any discrimination investigation is conducted by an impartial investigator who is trained in the requirements of equal education opportunity, including the authority to protect the alleged victim and others during the investigation.

III. Retaliation

Retaliation against students or school personnel who report discrimination or participate in the related proceedings is prohibited. The School division shall take appropriate action against any student or employee who retaliates against another student or employee who reports alleged discrimination or participates in related proceedings.

IV. Right to Alternative Complaint Procedure

Nothing in this policy shall deny the right of any individual to pursue other avenues of recourse to address concerns relating to prohibited discrimination including initiating civil action, filing a complaint with outside agencies or seeking redress under state or federal law.

V. Prevention and Notice of Policy

Training to prevent discrimination should be included in employee and student orientations as well as employee in-service training.

This policy shall be (1) displayed in prominent areas of each division building in a location accessible to students, parents and school personnel, (2) included in the student and employee handbooks; and (3) sent to parents of all students within 30 calendar days of the start of school. All students and their parent/guardian shall be notified annually of the names and contact information of the compliance officers.

VI. False Charges

Students or school personnel who make false charges of discrimination shall be subject to disciplinary action.

Adopted: June 15, 1998, effective July 1, 1998

Revised: May 17, 2004

Legal Refs: 20 U.S.C. sections 1681-1688.
29 U.S.C. sections 794.
42 U.S.C. sections 2000d-2000d-7.
34 CFR part 106.

REPORT OF DISCRIMINATION

Name of Complainant:

Student's School and Class:

Address and Phone Number:

Date(s) of Alleged Discrimination:

Name of person(s) you believe discriminated against you or others:

Please describe in detail the incident(s) of alleged discrimination, including where and when the incident(s) occurred. Please name any witnesses that may have information regarding the situation. Attach additional pages if necessary.

Please describe any past incidents that may be related to this complaint.

I certify that the information provided in this report is true, correct and complete to the best of my knowledge.

Signature of Complainant

Date

Complaint Received By:

Compliance Officer

Date

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) —
 1. Political affiliations or beliefs of the student or student’s parent’
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of—
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use —
 1. Protected information surveys of students;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

King William County Public Schools have developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales or other distribution purposes. King William

County Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. King William County Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. King William County Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution,
- Administration of any protected information survey riot funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

PTA

Cool Spring Primary School is fortunate to have an active Parent –Teacher Association. The PTA sponsors various activities for parent education and curriculum enhancement for students. **All** parents are **encouraged** to join the PTA and participate in its activities.

Parent – Teacher Communication

Student success is highly linked to the level of communication between home and school. CSP has implemented various modes of communication so that all parents/guardians have the opportunity to regularly communicate with the teacher regarding the progress of their children.

Agendas

Each student receives an agenda at the beginning of the school year. Homework is written in each day's block. Teachers use the agenda as a way to communicate daily with parents and guardians about behavior and academic progress. Parents are encouraged to use the agenda to send notes to the teacher, as well.

Conferences

Parents are encouraged to meet periodically with teachers. Conferences are scheduled throughout the year for this purpose. Conferences may also be requested at any other time during the year as concerns or questions arise. Teachers and/or the administration may request a parent conference when concerns arise regarding a student's academic or behavioral performance or overall adjustment to the school. A parent conference with the administration may be required as part of disciplinary action.

Friday Folders

Each child receives a laminated two-pocket folder at the beginning of the school year. On Fridays, parents and guardians can expect to see this folder with papers the student completed during the week. One side is reserved for any papers that might need to be signed and returned to the classroom.

Newsletters

Teachers routinely send newsletters home to explain upcoming areas of study and special events. The newsletters are also posted on the school website for your convenience.

Telephone Calls

Parents are encouraged to call staff members if there is a question or concern, or to provide feedback or input regarding activities, programs, etc. Teachers are expected to make phone calls to parents to provide feedback regarding the performance of their students. All teachers have voicemail accounts in order to facilitate parent communication.

Website Address

Parents are encouraged to visit the King William County Public Schools website at www.kwcps.k12.va.us. This site is regularly updated and provides access to individual school locations and teachers.

Promotion and Retention Guidelines

Promotion or retention will be based on what will result in the greatest good for the pupil. Factors such as the PALS screening results, ability, attendance, classroom performance, chronological age, physical, social and emotional development, mastery of Standards of Learning objectives, and work-study habits will be considered. To be promoted, a student should demonstrate adequate academic progress in reading/language arts and mathematics. A committee consisting of the parent/guardian, classroom teacher, any other faculty member who has worked with the student, the guidance counselor and the building principal, will review the case of any student who may not be ready for promotion. After review of the committee's information, **the principal will make the final determination of grade placement on an individual basis.**

Protection of Instructional Time

Protecting instructional time establishes teaching and learning as the highest priority of the school. When we commit ourselves to this, we make decisions to create a school environment that is designed to support the learning process.

Protection of instructional time is important because students learn best in an environment that is free from distractions and is focused on the learning task. Teaching of new concepts and skills requires that teachers and students engage in a series of important steps including an introduction, teaching and modeling of information, student practice and teacher assessment of student understanding.

We protect instructional time by creating class schedules designed to facilitate long blocks of time for teaching. Resource classes such as music, art, library and physical education are scheduled around the core instructional areas of reading, math and language arts. Assemblies, field trips, and other school activities are carefully selected to insure that they support and supplement the instructional program.

It is our goal to insure that instructional time is not interrupted unnecessarily. High standards for classroom behavior are established and disciplinary issues are addressed quickly.

Parents can help in our effort to protect instructional time by reviewing the following friendly reminders:

- Please be sure that your child comes to school every day. Please be sure that your child arrives on time and remains in school until the end of the day. Provide adequate **written notice** to the teacher to allow appropriate planning for unavoidable absences, tardies and early dismissals.
- Stress the importance of your child's preparation and readiness for classes including having appropriate materials and completed homework.
- Let your child know your expectations regarding appropriate behavior.
- Assist in the maintenance of a highly focused learning environment free from interruptions between the hours of 8:20 A.M. and 3:00 P.M.

Scholastic Records

The content of a student record is limited to data needed by the school to assist the student in his/her personal, social, educational and vocational development and in post-high school placement. The following information is maintained as a part of the record at the school where each child attends:

1. Registrations/enrollment data including name and address of student and parent or guardian;
2. Birth date;
3. Program of studies plan including type of diploma;
4. Scholastic work completed;
5. Level of achievement: grades, grade point average (secondary students);
6. Attendance;

7. Results of standardized test data;
8. Health and physical fitness data;
9. Student I.D. or Social Security Number (unless waiver is on file);
10. Cumulative health record;
11. School, community activities, work experience;
12. Record of employment counseling and placement;
13. Record of referral;
14. Discipline record;
15. Record of remediation data

Additional confidential data is gathered for some students. This data could consist of the following.

1. Educational assessment/report;
2. Physiological assessment/report;
3. Psychological assessment/report;
4. Sociological assessment/report;
5. Legal documents;
6. Records of sensitive physical problems;
7. Verified reports of serious or recurrent atypical behavior problems;
8. Report from institutions and agencies such as juvenile court, social welfare, etc.;
9. Individualized Education Program and report of annual review of placement;
10. Permission form for testing, placement, and release of information;
11. Confidential interviews and/or recommendations;
12. Summary of minutes of eligibility committee;
13. Report of appeals;
14. Other assessments/pertinent reports as appropriate.

The school principal or designee is responsible for the collection of information; the recording, maintenance, security of data and access and control of dissemination of information from the records. At grades 5, 8, 12, and/or the last year the student is in the elementary, middle, and high school, student records are reviewed. At that point, documents and data longer needed are discarded.

When a legitimate request for access to records is made, the school will provide this access immediately, if practical, but in any case no more than five administrative working days after the date of the request.

Information from the student's record may be disclosed to the following individuals:

1. Professional personnel within the school, local educational agency, and the State Department of Education who have a professionally justified reason for such access and legitimate educational interests in the student.
2. The student who is the subject of the record who is under the age of 18, provided written consent of the parent or legal guardian has been obtained;
3. Upon request to an official of a school or post-secondary institution in which the student intends to enroll;
4. The parents or legal guardian of the student, until the student becomes 18 years of age, is an emancipated minor, or is attending an institution of post-secondary education;

5. Adult clerical personnel charged with the responsibility of record maintenance;
6. Appropriate persons in connection with a student's application for financial aid;
7. An employee or official of the state or local health department shall have access to the preschool physical examination report, the immunization record, and the school entrance health examination form;
8. An authorized representative of the Comptroller General of the United States; the Secretary of the Department of Education; the local division superintendent; and state educational authorities needing information in connection with the audit and evaluation of state and federally supported programs or the enforcement of federal legal requirements related to such programs;

Access and/or release of data to the persons or agencies described above will be allowed only as prescribed by federal or state law or by parental permission, and in all cases, a record of such access will be maintained as part of the student's file showing the signature of each person who has had access to the record, the date of access, the specific legitimate interest in seeking such access, and the signature of the principal or designee. This form will be available to the parents, the student, and school officials responsible for record maintenance.

The school may charge a fee for copies of the scholastic record at reasonable costs, not to exceed the cost of reproduction. No fee is charged for a copy of the Individualized Education Program nor is a fee charged for search and retrieval.

Parents or their appointed representative(s) have the right to an explanation and/or interpretation of their student's scholastic record by an appropriate representative of the school division. Parents or their appointed representative(s) have the right to inspect, review and/or copy, or be provided copies of, the contents of their child's record in an expeditious manner. They have the right to ensure that the records are not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child. In addition, the parent or eligible student has the right to a hearing to provide an opportunity for the correction or deletion of information found to be inaccurate, misleading, or inappropriate and to file with the United States Department of Education a complaint concerning an alleged failure by the school board to comply with Title 20, United States Code, Section 1232g.

Directory Information

The following items are classified as DIRECTORY INFORMATION:

1. Name of the student in attendance or no longer in attendance
2. Address
3. Telephone listing
4. Date and place of birth
5. Participation in officially recognized activities and sports
6. Weight and height of member of athletic team
7. Dates of attendance
8. Awards and honors received
9. Information generally found in school yearbook

Please notify the school in writing if you do not wish to have any or all information classified as directory information concerning your child released without your prior consent.

Please contact the school principal's office for additional information regarding student records.

School-Wide Discipline Program

Cool Spring Primary implements a school-wide discipline program, called *1-2-3 Magic*. The following are the three basic rules that all are asked to practice:

1. Be Respectful.
2. Be Prepared.
3. Be Responsible.

This school-wide discipline program allows all students to understand that all teachers uphold the same rules and expectations for behavior, no matter where they are in the building. Using this program has supported our belief that school should be safe and welcoming.

Cool Spring Primary School promotes positive behavior through the character builders. Each child has the opportunity to earn a sticker when they are "caught being good." Once they have earned 20 stickers in their classroom they come to the office for special recognition.

Smoking

Cool Spring Primary School is proud to offer a smoke-free environment to its staff, students and patrons. Smoking is **not permitted** in the school building or on school grounds **at any time**.

Standardized Testing

Students in second grade will complete the Stanford Ten standardized test in the spring. This is a national test that compares a child's performance to other children in the same grade level. It also guides teachers in making decisions about instruction.

In September 1997, the Virginia Board of Education adopted new Standards for Accrediting Schools in Virginia. A comprehensive plan for assessing student achievement was adopted as part of those standards.

All students in grades 3 and 5 will participate in criterion referenced testing of core subject areas including English, Math, Science and History. These tests (SOL Tests) are based upon the Virginia Standards of Learning. SOL tests will be administered in the spring of each year. The Virginia Standards of Learning (SOL) are listed in the back of this guide. Please keep this guide in a convenient location so that you may refer to The Standards throughout the year.

Student performance on all assessments will be reported to parents. Additionally, a “school report card” will be provided annually to the public reporting school-wide performance on standardized test measures.

Summer School

Cool Spring Primary School operates a remedial summer school program. Students who do not meet criteria for promotion to the next grade will be required to attend summer school or to participate in some form of remediation. Such criteria will include standardized test performance and performance on the Phonological Awareness Literacy Screening (PALS), as well as classroom performance. Summer school is provided to students at no cost to parents.

Title IX – Non-Discrimination

The King William County School Board is committed to a policy of non-discrimination with regard to race, color, gender, age, religion, disability, national origin or family status. This policy applies to staff, students, educational programs and services, and individuals and entities with which the Board does business.

Furthermore, Federal law requires that no student, on the basis of gender, shall be denied equal access to programs, activities, services or benefits or be limited in the exercise of any right, privilege and advantage, or denied equal access to educational and extracurricular programs and activities. This applies to all educational institutions receiving Federal Title IX funds. Questions concerning this matter should be directed to Sheila Carr, KWCPs Title IX Coordinator, at 804/769-3434, or in writing at King William County Public Schools, 18548 King William Road, King William, VA 23086.

Traffic Control/Parking

Parking for parents and visitors of Cool Spring is provided in reserved spaces in the front parking lot and in the large lot to the right of the building. Always travel in a counter-clockwise direction in school parking lots. Please **do not** park in the bus loop at the rear of the school during the hours of school operation. Please enter and exit the main driveway loop in a counter clockwise direction. **Please do not park in the fire lane at any time.**

Transportation of Students

Car-Rider Procedures - Before School

The following procedures are designed to protect the safety of all students.

1. Students will exit cars in the indicated loading area only. Students will not be permitted to exit cars outside of the loading area.
2. Drivers are to stop their vehicles as close to the sidewalk and as far forward in the loading area as possible. For safety reasons students should exit cars from the **passenger side only.**

3. All cars must be put into park as the children exit. Drivers should remain in their vehicles. **No car should be left unattended and running** while in the loading area.
4. Cars in the pick-up area should drive away in sequence once riders have exited.

Occasional Car-Rider Procedures - After School

1. Parents who will be picking up their children only on an occasional basis will need to park their vehicle and report to the office to sign out their child.
2. An office staff member will call your child's classroom and request that s/he be sent to the office at dismissal. Parents are asked to wait in the office so that instructional time is not interrupted.
3. Parents will need to sign-out students on the Parent Pick-up Form.

Regular (Drive-Through) Car-Rider Procedures - After School

1. Parents who will be picking up their children on a regular basis will be asked to complete a form at the beginning of the school year listing days of pick-up and people authorized to pick up their children. This form will be kept on file in the office.
2. These parents will be issued a laminated card with an identification number on it. This card is to be hung on the car's rear-view mirror so that it will be visible to curbside staff members overseeing drive-through dismissal.
3. Car riders will be dismissed to the front atrium area at 3:00 p.m. **Please do not arrive to line up for pickup before 2:45 p.m.**
4. Parents will pull into the front loading area at the gymnasium door and display their laminated card to the curbside faculty member.
5. The curbside faculty member will radio into the school for the child to be released.
6. A second faculty member will escort the child to the vehicle.

This will help ensure safe release of each child to the proper, authorized individuals. It will also eliminate the need for parents to secure a parking space and will allow parents to depart prior to the buses.

Bus Transportation

Bus transportation is provided to students as a privilege. All aspects of the *Code of Student Conduct* apply to bus transportation and students are subject to the same consequences for violations of the code while on buses as they are in any other school setting. Video cameras may be used on buses to assist in monitoring student conduct. Riding the school bus is a privilege that may be revoked when the general conduct of a student is detrimental to the safety and comfort of others on the bus. Students who are referred to an administrator for violating the guidelines of riding a school bus will be issued a warning with parent contact first, depending on the severity of the infraction. After this initial contact, any additional problems will result in a suspension from the bus for a specific period. If the problem continues, the suspension may be for the remainder of the school year. A suspension from riding a bus, whether temporary or long-term, does not relieve the child or the parents of responsibility under the school attendance laws. The student must continue to attend school. The parents are required to provide their own transportation while the bus privileges are withdrawn.

Vision and Health Screenings

As required by Virginia School Health Guidelines, King William County Public Schools will conduct screenings for all students new to Virginia public schools in grades K-3, and within 60 days of enrollment.

All Kindergarten students and all students enrolling in a Virginia school for the first time will be screened for possible vision problems using the Prevent Blindness Virginia certified children's vision screening. Your child's visual acuity will be tested using the HOTV, Snellen or Lea wall chart. Binocular vision will also be tested using the Random Dot E fusion test. All methods are quite simple and completely non-invasive. Prevent Blindness America's Medical Advisory Board has approved all screening materials.

This is NOT a professional eye examination, but only a screening to alert you to possible vision problems in your child. You will be notified if a vision problem is detected, so that you may seek a full eye examination by an eye care professional of your choice.

Untreated eye problems can worsen and lead to more serious problems such as learning disabilities and even permanent vision loss. If you have any questions about this screening please feel free to contact Prevent Blindness Virginia at 888-790-2020.

Students will also be screened for hearing, gross and fine motor skills, and speech/language. If students do not pass the initial screening, it will be repeated. Parents will be notified in writing if their child does not pass the second screening. As in the case of the vision screenings, these screenings are designed to alert parents to possible problems only. In the case of a failed screening, parents are advised to contact a medical professional for further examination. If you have any questions, please contact the Cool Spring principal at 804-769-7644.

Visitors

We welcome all visitors to Cool Spring Primary. In order to insure a safe environment for our students and faculty, all visitors are asked to sign in at the front office and secure a visitor's badge. We ask that you wear this badge while in our school. When arriving after 8:20 A.M., it will be necessary to use the doorbell located to the left of the left-hand door. The secretary will electronically release the lock to provide access. Please note that this door, unlike most, does not buzz or make any other sound when the lock is released. To enter, simply open the door once instructed to do so.

Volunteer Opportunities

The administration, faculty and staff of Cool Spring Primary warmly welcome volunteers into the school. Opportunities include individual student mentoring, individual/small group tutoring, cafeteria and hall monitoring, office and clerical assistance, etc. We encourage each child's parent to dedicate a total of three hours of time to their child at school at some point during the school year.

Virginia Standards of Learning

The Virginia Board of Education establishes objectives to develop skills that are necessary for success in school and for preparation for life in the years beyond. The state Board of Education has adopted new Standards of Learning in four core subject areas: mathematics, science, English, and history and social science. The academic standards adopted by the Board of Education are part of Virginia's efforts to provide challenging educational programs in our schools.

The Standards of Learning by grade level are listed on the following pages. For a more complete description of these standards, please contact the school principal.

Kindergarten

Art

Visual Communication and Production

- K.1 The student will create works of art that represent personal solutions to art problems.
- K.2 The student will demonstrate self-expression through creation of works of art.
- K.3 The student will identify and use
 - 1. colors—red, blue, yellow, green, orange, violet, brown, black and white;
 - 2. textures—sight and touch;
 - 3. line and line characteristics—straight/curved, thick/thin, long/short, vertical/horizontal, and diagonal
 - 5. shapes—circle, square, triangle, rectangle, and oval; and
 - 6. patterns—natural and man made.
- K.4 The student will create a work of art that commemorates a personal or historical event.
- K.5 The student will make a work of art that depicts a specific animal or plant.
- K.6 The student will create a self-portrait.
- K.7 The student will identify objects within the environment that occupy space.
- K.8 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.9 The student will describe the sequence of steps in the making of a work of art.
- K.10 The student will manipulate three-dimensional art materials—pinch, pull, squeeze, twist, pound, and roll.
- K.11 The student will demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing and stamping.

Cultural Context and Art History

- K.12 The student will identify people who make art as artists (e.g., painters, sculptors, printmakers, architects, graphic designers).
- K.13 The student will identify the purposes for creating works of art.
- K.14 The student will discuss the concept that all cultures create works of art.

Judgment and Criticism

- K.15 The student will look at, describe and respond to works of art.
- K.16 The student will classify objects in the environment by using color, texture, line, shape and pattern.

Aesthetics

- K.17 The student will discuss and explain ideas and expressions in personal works of art.
- K.18 The student will select a preferred work of art from among others and explain why it was chosen.
- K.19 The student will discuss thoughts, experiences, and feelings expressed in works of art.

Health

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules and be responsible.

Knowledge and Skills

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include
 - a) the importance of making healthy food choices;
 - b) the effects of drugs and medicines;
 - c) the five senses and major body parts (e.g., head, eyes, trunk, arms, legs);
 - d) the need for physical activity.
- K.2 The student will explain the concept of being healthy. Key concepts/skills include
 - a) the impact of positive and negative emotions;
 - b) personal hygiene practices;
 - c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).
- K.3 The student will explain the concept of being safe. Key concepts/skills include
 - a) the need for rules and practices;
 - b) the differences between emergency and non-emergency situations;
 - c) the choices that prevent injuries.

Information Access and Use

- K.4 The student will identify sources of health and safety information. Key concepts/skills include
 - a) a variety of information sources such as product-safety symbols, television, radio, print materials and electronic media;
 - b) individuals, including school nurses, family members, health care personnel, teachers and public safety officials.

Community Health and Wellness

- K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include
 - a) the peaceful resolution of conflicts;
 - b) the importance of sharing information.
- K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include
 - a) acceptable behavior in classrooms and during play;
 - b) respect for the property and rights of others;
 - c) respect for the personal space of others.

Music

Perform

- K.1 The student will sing songs and play instruments.
 - 1. Participate individually and in groups.
 - 2. Accompany songs and chants with body percussion and classroom instruments.
 - 3. Imitate two pitch (sol-mi) patterns sung or played.
- K.2 The student will perform rhythm patterns that include sounds and silences.
- K.3 The student will sing, play or move at the appropriate time following a vocal/instrumental introduction.
- K.4 The student will respond to music with movement.
 - 1. Match movement to rhythm patterns.
 - 2. Employ large body movement.
 - 3. Employ loco-motor and non-loco-motor movement.
 - 4. Use movement to enhance music, stories and poems.
 - 5. Perform dances and games from various cultures.
 - 6. Use the body to illustrate moods and contrasts in music.
- K.5 The student will demonstrate the difference between a singing voice and a speaking voice.

- K.6 The student will demonstrate steady beat.
1. Use body percussion, instruments and movement.
 2. Use children's literature, chant and song.

Create

- K.7 The student will employ creativity in a variety of music experiences.
1. Use classroom instruments, body percussion and movement.
 2. Use the voice in speech and song.
 3. Dramatize songs, stories and poems.

Investigate

- K.8 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- K.9 The student will identify classroom instruments by sight and sound.
- K.10 The student will distinguish between tone colors.
1. Identify voices and instruments.
 2. Identify men's, women's, and children's voices.

Connect

- K.11 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship.
- K.12 The student will demonstrate an understanding of the relationship between music and other disciplines.

Physical Education

Developing fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. Children will be at various levels of maturity across all skills and should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, the students will begin to learn key movement concepts that help them perform in a variety of educational games, educational dances and educational gymnastics. They will learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle.

Skilled Movement

- K.1 The student will demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) for loco-motor, non-manipulative, and manipulative skills.
- a) Demonstrate a minimum of two critical elements used in the loco-motor skills of walking, running, hopping, jumping and landing, galloping, sliding and skipping.
 - b) Demonstrate a minimum of two critical elements used in the non-manipulative movements: bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing and rolling.
 - c) Demonstrate a minimum of two critical elements used in stationary manipulative skills e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, and volley with hand).
 - d) Demonstrate a minimum of two critical elements used in manipulative skills while moving.
 - e) Demonstrate moving to a rhythm, using basic rhythmic patterns.

Movement Principles and Concepts

- K.2 The student will demonstrate use of the movement concepts of *directions*, *levels*, *pathways* and *effort* while performing loco-motor skills.

Personal Fitness

- K.3 The student will participate for short periods in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate and perspiration.

Responsible Behaviors

- K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
- Demonstrate good listening skills when learning procedures and receiving instruction.
 - Demonstrate ability to share, and be cooperative and safe with others.

Physically Active Lifestyle

- K.5 The student will participate in regular physical activity.
- K.6 The student will explain why physical activity is good for health.

English/Language Arts

- K.1 The student will demonstrate growth in the use of oral language.
- Listen to a variety of literary forms, including stories and poems.
 - Participate in choral speaking and recite short poems, rhymes, songs and stories with repeated patterns.
 - Participate in creative dramatics.
 - Begin to discriminate between spoken sentences, words and syllables.
 - Recognize rhyming words.
 - Generate rhyming words in a rhyming pattern.
- K.2 The student will use listening and speaking vocabularies.
- Use number words.
 - Use words to describe/name people, places and things.
 - Use words to describe location, size, color and shape.
 - Use words to describe actions.
 - Ask about words not understood.
 - Follow one-step and two-step directions.
 - Begin to ask how and why questions.
- K.3 The student will build oral communication skills.
- Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - Express ideas and needs in complete sentences.
 - Begin to use voice level, phrasing and intonation appropriate for language situation.
 - Listen and speak in informal conversations with peers and adults.
 - Begin to initiate conversations.
 - Participate in discussions about books and specific topics.
- K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.
- Identify orally words that rhyme.
 - Identify words orally according to shared beginning or ending sounds.
 - Blend sounds orally to make words or syllables.
 - Divide one-syllable words into sounds (phonemes).
 - Divide words into syllables.

Reading

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
 - Identify the front cover, back cover and title page of a book.
 - Follow words from left to right and from top to bottom on a printed page.
 - Match voice with print: syllables, words and phrases.
- K.6 The student will demonstrate an understanding that print makes sense.
- Explain that printed materials provide information.
 - Identify common signs and logos.
 - Read ten high-frequency words.
 - Read and explain own writing and drawings.

- K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name the uppercase and lowercase letters of the alphabet.
 - Match consonant and short vowel sounds to appropriate letters.
 - Identify beginning consonant sounds in single-syllable words.
- K.8 The student will demonstrate comprehension of fiction and nonfiction.
- Use pictures to make predictions about content.
 - Retell familiar stories, using beginning, middle and end.
 - Discuss characters, setting and events.
 - Use story language in discussions and retellings.
 - Identify what an author does and what an illustrator does.
 - Identify the topics of nonfiction selections.

Writing

- K.9 The student will print the uppercase and lowercase letters of the alphabet independently.
- K.10 The student will print his/her first and last names.
- K.11 The student will write to communicate ideas.
- Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
 - Write left to right and top to bottom.
- K.12 The student will explore the uses of available technology for reading and writing.

Mathematics

Number and Number Sense

- K.1 The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.
- K.2 The student, given a set containing 10 or fewer concrete items, will
- tell how many are in the set by counting the number of items orally;
 - select the corresponding numeral from a given set; and
 - write the numeral to tell how many are in the set.
- K.3 The student, given an ordered set of three objects and/or pictures, will indicate the ordinal position of each item, first through third, and the ordered position of each item from left-to-right, right-to-left, top-to-bottom, and/or bottom-to-top.
- K.4 The student will investigate and recognize patterns from counting by fives and tens to 30, using concrete objects and a calculator.
- K.5 The student will count forward to 30 and backward from 10.

Computation and Estimation

- K.6 The student will add and subtract whole numbers, using up to 10 concrete items.

Measurement

- K.7 The student will recognize a penny, nickel, dime and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.
- K.8 The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).
- K.9 The student will tell time to the hour, using an analog or digital clock.
- K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip and block.

Geometry

- K.11 The student will identify, describe and draw two-dimensional (plane) geometric figures (circle, triangle, square and rectangle).

- K.12 The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their position and orientation in space.
- K.13 The student will compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square and rectangle).

Probability and Statistics

- K.14 The student will gather data relating to familiar experiences by counting and tallying.
- K.15 The student will display objects and information, using objects graphs, pictorial graphs, and tables.
- K.16 The student will investigate and describe the results of dropping a two-colored counter or using a multicolored spinner.

Patterns, Functions and Algebra

- K.17 The student will sort and classify objects according to similar attributes (size, shape and color).
- K.18 The student will identify, describe and extend a repeating relationship (pattern) found in common objects, sounds and movements.

History and Social Science

History

- K.1 The student will recognize that history describes events and people of other times and places by
- identifying examples of past events in legends, stories, and historical accounts of Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
 - identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Geography

- K.3 The student will describe the relative location of people, places and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.
- K.4 The student will use simple maps and globes to
- develop awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
 - describe places referenced in stories and real-life situations;
 - locate land and water features.
- K.5 The student will develop an awareness that maps and globes
- show a view from above;
 - show things in smaller size;
 - show the position of objects.

Economics

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.
- K.7 The student will
- identify the difference between basic needs (food, clothing and shelter) and wants (things people would like to have);
 - recognize that people use money to purchase goods.

Civics

- K.8 The student will demonstrate that being a good citizen involves
- taking turns and sharing;
 - taking responsibility for certain classroom chores;
 - taking care of personal belongings and respecting what belongs to others;
 - following rules and understanding the consequence of breaking rules;
 - practicing honesty, self-control and kindness to others.
- K.9 The student will recognize the American flag, the Pledge of Allegiance, and that the President is the leader of the United States.

Science

Scientific Investigation, Reasoning and Logic

- K.1 The student will conduct investigations in which
- basic properties of objects are identified by direct observation;
 - observations are made from multiple positions to achieve different perspectives;
 - objects are described both pictorially and verbally;
 - a set of objects is sequenced according to size;
 - a set of objects is separated into two groups based on a single physical attribute;
 - nonstandard units are used to measure common objects;
 - a question is developed from one or more observations;
 - picture graphs are constructed using 10 or fewer units;
 - an unseen member in a sequence of objects is predicted; and
 - unusual or unexpected results in an activity are recognized.
- K.2 Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include
- five senses and corresponding sensing organs (taste – tongue, touch – skin, smell – nose, hearing – ears, and sight – eyes); and
 - sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).

Force, Motion and Energy

- K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include
- attraction/non-attraction, push/pull, attract/repel, and metal/nonmetal; and
 - useful applications (refrigerator magnet, can opener, magnetized screwdriver and magnetic games).

Matter

- K.4 The student will investigate and understand that the position, motion and physical properties of an object can be described. Key concepts include
- colors (red, orange, yellow, green, blue, purple), white, and black;
 - shapes (circle, triangle, square, and rectangle) and forms (flexible/stiff, straight/curved);
 - textures (rough/smooth) and feel (hard/soft);
 - relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short); and
 - position (over/under, in/out, above/below, left/right) and speed (fast/slow).
- K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include
- water occurs in different states (solid, liquid, gas);
 - the natural flow of water is downhill; and
 - some materials float in water, while others sink.

Life Processes

- K.6 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include
- living things change as they grow, and they need food, water, and air to survive;
 - plants and animals live and die (go through a life cycle); and
 - offspring of plants and animals are similar but not identical to their parents and to one another.

Interrelationships in Earth/Space Systems

- K.7 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include
- shadows occur in nature when sunlight is blocked by an object; and
 - shadows can be produced by blocking artificial light sources.

Earth Patterns, Cycles and Change

- K.8 The student will investigate and understand simple patterns in his/her daily life. Key concepts include
- weather observations;
 - the shapes and forms of many common natural objects including seeds, cones, and leaves;
 - animal and plant growth; and
 - home and school routines.
- K.9 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include
- natural and human-made things may change over time; and
 - changes can be noted and measured.

Resources

- K.10 The student will investigate and understand that materials can be reused, recycled and conserved. Key concepts include
- materials and objects can be used over and over again;
 - everyday materials can be recycled; and
 - water and energy conservation at home and in school helps preserve resources for future use.

Family Life

- K.1 Experience success and positive feelings about self.
- K.2 Experience respect from and for others.
- K.3 Become aware of the effects of his/her behavior on others and the effects of others' behavior on self.
- K.4 Recognize that everyone is a member of a family and that families come in many forms.
- K.5 Identify members of his/her own family.
- K.6 Develop an awareness of positive ways in which family members show love, affection, respect and appreciation for each other.
- K.7 Realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- K.8 Recognize the elements of good and bad touches of others.
- K.9 Demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers and others.
- K.10 Identify "feeling good" and "feeling bad."
- K.11 Find help safely if lost.

First Grade

Art

Visual Communication and Production

- 1.1 The student will recognize and discuss various solutions to a single art problem.
- 1.2 The student will use the senses of vision, touch and hearing as inspirations for works of art.
- 1.3 The student will identify and use
- primary colors—red, blue and yellow;
 - line and line variations—zigzag, dotted, wavy, and spiral;
 - texture—visual and tactile;
 - shape—geometric and organic; and
 - patterns—alternating and repeating.
- 1.4 The student will create works of art inspired by spoken and written stories and poems.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will use past experiences and simulated situations as subject matter in works of art.
- 1.7 The student will demonstrate the ability to recognize size relationships.
- 1.8 The student will develop eye/hand coordination by drawing and constructing.
- 1.9 The student will observe and depict plants, animals and people in a landscape work of art.
- 1.10 The student will demonstrate motor skills by weaving, tearing and folding.

Cultural Context and Art History

- 1.11 The student will recognize and describe how art is an integral part of one's own culture.
- 1.12 The student will identify and describe works of art that communicate feelings, ideas and information.
- 1.13 The student will identify American cultural symbols and events depicted in art.

Judgment and Criticism

- 1.14 The student will discuss why viewers may have different responses to works of art.
- 1.15 The student will view works of art and describe similarities and differences between them.
- 1.16 The student will respond orally to works of art with reference to primary colors, line, texture, shape and pattern.
- 1.17 The student will describe and discuss the visual qualities of works of art.

Aesthetics

- 1.18 The student will discuss the reasons why works of art have value.
- 1.19 The student will discuss various points of view regarding what art is and what purpose art serves.
- 1.20 The student will describe and discuss ideas and emotions communicated in works of art.

Health Education

Students in grade one learn about their body's systems and various health topics. They begin to understand how their decisions can affect their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others and the environment.

Knowledge and Skills

- 1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include
 - a) the cardiovascular system;
 - b) the digestive system;
 - c) the skeletal system;
 - d) the muscular system;
 - e) the nervous system.
- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include
 - a) personal hygiene, including care of one's teeth;
 - b) personal safety behaviors;
 - c) the harmful effects of misusing medicines and drugs;
 - d) sleep habits;
 - e) physical activity and healthy entertainment;
 - f) proper nutrition.
- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include
 - a) bus and automobile safety;
 - b) pedestrian safety;
 - c) playground safety;
 - d) fire safety;
 - e) home safety;
 - f) water safety;
 - g) bicycle, in-line skating, skateboard, scooter, and other self-propelled vehicle safety;
 - h) the need for protective gear.
- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include
 - a) cooperation with others;
 - b) adaptation to change;
 - c) expression of ideas and thoughts to create positive relationships;
 - d) the differences between positive and negative emotions.

Music

Perform

- 1.1 The student will sing songs and play instruments.
 - 1. Sing songs that contain sol, mi and la pitches.
 - 2. Sing a variety of songs individually and in groups.
 - 3. Develop a repertoire of songs.
 - 4. Play pitched and non-pitched instruments.
- 1.2 The student will perform rhythm patterns.
 - 1. Relate rhythm patterns to notation.
 - 2. Demonstrate melodic rhythm.
- 1.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Demonstrate loco-motor and non-loco-motor movements.
 - 4. Dramatize songs, stories and poems.

Create

- 1.4 The student will employ creativity in a variety of music experiences.
 - 1. Use classroom instruments, body percussion and movement.
 - 2. Use the voice in speech and song.
 - 3. Dramatize songs, stories and poems.
 - 4. Create melodies to familiar nursery rhymes or chants.

Investigate

- 1.5 The student will distinguish between melodic rhythm and steady beat by sight and sound.
- 1.6 The student will recognize when music changes from one section to a contrasting section.
- 1.7 The student will recognize and describe sudden changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
- 1.8 The student will identify high pitches and low pitches.
 - 1. Demonstrate different pitches vocally, instrumentally, and with movement.
 - 2. Distinguish between extreme contrasts of sound.
- 1.9 The student will identify pitched and non-pitched classroom instruments by sight and sound.
- 1.10 The student will distinguish between accompanied and unaccompanied vocal music.

Connect

- 1.11 The student will exhibit respect for the contributions of self and others in a music setting.
 - 1. Contribute to a group effort of making music.
 - 2. Contribute to a group effort of listening to music.
 - 3. Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship.
- 1.12 The student will demonstrate an understanding of the relationship between music and other disciplines.

Physical Education

Students in grade one continue to develop understanding of key concepts and principles and to link these concepts and principles to their movement. Students will relate participation in vigorous physical activity to changes in the body, to enjoyment, and to improving their health and well-being. They will further their understanding of the importance of physical activity in their lives. As students increase their understanding of movement, they gain a deeper understanding of how and why the body moves. Students continue to develop socially as they work safely alone and in a group. The natural enjoyment of physical activity should be reinforced and complemented by a variety of educational game, dance and gymnastic activities in which students learn and are successful.

Skilled Movement

- 1.1 The student will demonstrate the correct critical elements (isolated, small parts of the whole skill or movement) of loco-motor, non-manipulative, and manipulative skills.
 - a) Demonstrate critical elements used in all of the loco-motor skills.
 - b) Demonstrate critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand and overhand, volley).
 - c) Demonstrate critical elements for manipulative skills while moving.
 - d) Demonstrate simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.
 - e) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of loco-motor and non-loco-motor skills.

Movement Principles and Concepts

- 1.2 The student will demonstrate improvement in loco-motor, non-manipulative, and manipulative skills while applying the movement concepts.

Personal Fitness

- 1.3 The student will participate frequently and for short periods in sustained, moderate-to-vigorous physical activities that cause increased heart and respiration rates.
- 1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

Responsible Behaviors

- 1.5 The student will apply, with little or no reinforcement, safe and cooperative behaviors in physical activity settings.
 - a. Work independently for short periods.
 - b. Try new activities and skills.

Physically Active Lifestyle

- 1.6 The student will participate regularly in physical activities that require physical exertion and skill.

English/Language Arts

- 1.1 The student will continue to demonstrate growth in the use of oral language.
 - a) Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Express ideas orally in complete sentences.
- 1.2 The student will continue to expand and use listening and speaking vocabularies.
 - a) Increase oral descriptive vocabulary.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Follow simple two-step oral directions.
 - d) Give simple two-step oral directions.
 - e) Use singular and plural nouns.
- 1.3 The student will adapt or change oral language to fit the situation.
 - a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation.
 - c) Use appropriate voice level in small-group settings.
 - d) Ask and respond to questions in small-group settings.
- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multi-syllabic words.
 - a) Count phonemes (sounds) in syllables or words with a maximum of three syllables.

- b) Add or delete phonemes (sounds) orally to change syllables or words.
- c) Create rhyming words orally.
- d) Blend sounds to make word parts and words with one to three syllables.

Reading

- 1.5 The student will apply knowledge of how print is organized and read.
- a) Read from left to right and from top to bottom.
 - b) Match spoken words with print.
 - c) Identify letters, words and sentences.
- 1.6 The student will apply phonetic principles to read and spell.
- a) Use beginning and ending consonants to decode and spell single-syllable words.
 - b) Use two-letter consonant blends to decode and spell single-syllable words.
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.
 - d) Use short vowel sounds to decode and spell single-syllable words.
 - e) Blend beginning, middle and ending sounds to recognize and read words.
 - f) Use word patterns to decode unfamiliar words.
 - g) Use compound words.
 - h) Read and spell common, high-frequency sight words, including *the*, *said*, and *come*.
- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
- a) Use titles and pictures.
 - b) Use knowledge of the story and topic to read words.
 - c) Use knowledge of sentence structure.
 - d) Reread and self-correct.
- 1.8 The student will read familiar stories, poems and passages with fluency and expression.
- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- a) Preview the selection.
 - b) Set a purpose for reading.
 - c) Relate previous experiences to what is read.
 - d) Make predictions about content.
 - e) Ask and answer who, what, when, where, why, and how questions about what is read.
 - f) Identify characters, setting and important events.
 - g) Retell stories and events, using beginning, middle, and end.
 - h) Identify the topic or main idea.
- 1.10 The student will use simple reference materials.
- a) Use knowledge of alphabetical order by first letter.
 - b) Use a picture dictionary to find meanings of unfamiliar words.

Writing

- 1.11 The student will print legibly.
- a) Form letters.
 - b) Space words and sentences.
- 1.12 The student will write to communicate ideas.
- a) Generate ideas.
 - b) Focus on one topic.
 - c) Use descriptive words when writing about people, places, things and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
 - g) Share writing with others.
 - h) Use available technology

Mathematics

Number and Number Sense

- 1.1 The student will count objects in a given set containing between 1 and 100 objects and write the corresponding numeral.
- 1.2 The student will group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.
- 1.3 The student will count forward by ones, fives, and tens to 100, by twos to 20, and backward by ones from 20.
- 1.4 The student will recognize and write numerals 0 through 100.
- 1.5 The student will identify the ordinal positions first through tenth, using an ordered set of objects.
- 1.6 The student will identify and represent the concepts of one-half and one-fourth, using appropriate materials or a drawing.

Computation and Estimation

- 1.7 The student, given a familiar problem situation involving magnitude, will
 - a) select a reasonable magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and
 - b) explain the reasonableness of his/her choice.
- 1.8 The student will recall basic addition facts — i.e., sums to 10 or less — and the corresponding subtraction facts.
- 1.9 The student will create and solve story and picture problems involving one-step solutions, using basic addition and subtraction facts.

Measurement

- 1.10 The student will
 - a) identify the number of pennies equivalent to a nickel, a dime and a quarter;
 - b) determine the value of a collection of pennies, nickels and dimes whose total value is 100 cents or less.
- 1.11 The student will tell time to the half-hour, using an analog or digital clock.
- 1.12 The student will use nonstandard units to measure length and weight.
- 1.13 The student will compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, rice).
- 1.14 The student will compare the weights of two objects, using a balance scale.

Geometry

- 1.15 The student will describe the proximity of objects in space (near, far, close by, below, above, up, down, beside, and next to).
- 1.16 The student will draw, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, corners, and square corners.
- 1.17 The student will identify and describe objects in his/her environment that depict plane geometric figures (triangle, rectangle, square, and circle).

Probability and Statistics

- 1.18 The student will investigate, identify, and describe various forms of data collection in his/her world (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream), using tables, picture graphs, and object graphs.
- 1.19 The student will interpret information displayed in a picture or object graph, using the vocabulary more, less, fewer, greater than, less than, and equal to.

Patterns, Functions and Algebra

- 1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.
- 1.21 The student will recognize, describe, extend, and create a wide variety of patterns, including rhythmic, color, shape, and numerical. Patterns will include both growing and repeating patterns. Concrete materials and calculators will be used by students.

History And Social Science

History

- 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.
- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln and George Washington Carver.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day and the events of Independence Day (Fourth of July).

Geography

- 1.4 The student will develop map skills by
 - a) recognizing basic map symbols, including references to land, water, cities, and roads;
 - b) using cardinal directions on maps;
 - c) identifying the physical shape of the United States and Virginia on maps and globes;
 - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- 1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.
- 1.6 The student will describe how location, climate and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

- 1.7 The student will explain the difference between goods and services and will describe how people are both buyers and sellers of goods and services.
- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

Civics

- 1.10 The student will apply the traits of a good citizen by
 - a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - b) recognizing the purpose of rules and practicing self-control;
 - c) working hard in school;
 - d) taking responsibility for one's own actions;
 - e) valuing honesty and truthfulness in oneself and others.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
 - a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
 - b) demonstrating respect for the American flag by learning the Pledge of Allegiance.
- 1.12 The student will recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who contribute to their communities, and who are united as Americans by common principles.

Science

Scientific Investigation, Reasoning and Logic

- 1.1 The student will conduct investigations in which
 - a) differences in physical properties are observed using the senses;
 - b) simple tools are used to enhance observations;
 - c) objects or events are classified and arranged according to attributes or properties;
 - d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers;
 - e) length, mass, and volume are measured using standard and nonstandard units;
 - f) predictions are based on patterns of observation rather than random guesses;
 - g) simple experiments are conducted to answer questions; and
 - h) inferences are made and conclusions are drawn about familiar objects and events.

Force, Motion and Energy

- 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include
- objects may have straight, circular, and back-and-forth motions;
 - objects may vibrate and produce sound;
 - pushes or pulls can change the movement of an object; and
 - the motion of objects may be observed in toys and in playground activities.

Matter

- 1.3 The student will investigate and understand how different common materials interact with water. Key concepts include
- some liquids will separate when mixed with water, but others will not;
 - some common solids will dissolve in water, but others will not; and
 - some substances will dissolve more readily in hot water than in cold water.

Life Processes

- 1.4 The student will investigate and understand that plants have life needs and functional parts and can be classified according to certain characteristics. Key concepts include
- needs (food, air, water, light, and a place to grow);
 - parts (seeds, roots, stems, leaves, blossoms, fruits); and
 - characteristics (edible/inedible, flowering/non-flowering, evergreen/deciduous).
- 1.5 The student will investigate and understand that animals, including people, have life needs and specific physical characteristics and can be classified according to certain characteristics. Key concepts include
- life needs (air, food, water, and a suitable place to live);
 - physical characteristics (body coverings, body shape, appendages, and methods of movement); and
 - other characteristics (wild/tame, water homes/land homes).

Interrelationships in Earth/Space Systems

- 1.6 The student will investigate and understand the basic relationships between the sun and the Earth. Key concepts include
- the sun is the source of heat and light that warms the land, air, and water; and
 - night and day are caused by the rotation of the Earth.

Earth Patterns, Cycles and Change

- 1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light and precipitation bring about changes in
- plants (growth, budding, falling leaves, and wilting);
 - animals (behaviors, hibernation, migration, body covering, and habitat); and
 - people (dress, recreation and work).

Resources

- 1.8 The student will investigate and understand that natural resources are limited. Key concepts include
- identification of natural resources (plants and animals, water, air, land, minerals, forests, and soil);
 - factors that affect air and water quality; and
 - recycling, reusing and reducing consumption of natural resources.

Family Life

- 1.1 Experience continuing success and good feelings about self.
- 1.2 Experience continuing respect from others.
- 1.3 Become aware of the effects of his/her behavior on others and the effects of others' behavior on self.
- 1.4 Develop an understanding of the importance of a family and of different family patterns.
- 1.5 Identify family members and their responsibilities in contributing to the successful functioning of the family.
- 1.6 Realize that human beings and other mammals have babies and that the babies can be breast-fed.
- 1.7 Use correct terminology when talking about body parts and functions.
- 1.8 Express his/her feelings of happiness, sadness and anger to the teacher.
- 1.9 Become aware of appropriate behavior to use when dealing with his/her feelings.
- 1.10 Experience the logical consequences of his/her behavior.
- 1.11 Realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- 1.12 Demonstrate strategies for responses to inappropriate approaches from family members, neighbors, and strangers and others.

Second Grade

Art

Visual Communication and Production

- 2.1 The student will incorporate unanticipated results of art making into works of art.
- 2.2 The student will use literary sources to generate ideas for works of art.
- 2.3 The student will identify and use
 1. secondary colors—orange, violet and green;
 2. Shapes—geometric and organic; and
 3. Three-dimensional forms—cube, cylinder, sphere, pyramid, and cone.
- 2.4 The student will communicate an environmental or historical theme in a work of art.
- 2.5 The student will create a still life work of art using inanimate objects as a visual source.
- 2.6 The student will depict objects in proportion within a work of art.
- 2.7 The student will collaborate with others to create a work of art.
- 2.8 The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination and resource materials.
- 2.9 The student will create a three-dimensional work of art.
- 2.10 The student will create a work of art by manipulating clay.

Cultural Context and Art History

- 2.11 The student will compare the art, artifacts and architecture of other cultures with that of their own.
- 2.12 The student will identify symbols that various cultures use to represent common themes.
- 2.13 The student will identify art from other cultures, including Ancient Egypt, Ancient China and American Indians.

Judgment and Criticism

- 2.14 The student will express opinions with supporting statements regarding works of art.
- 2.15 The student will categorize works of art by subject matter, including portrait, landscape, and still life.
- 2.16 The student will distinguish between natural objects and objects made by man in the environment.

Aesthetics

- 2.17 The student will discuss local public art and its value to the community.
- 2.18 The student will describe the meanings and feelings evoked by works of art.
- 2.19 The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

Health Education

Students in grade two continue to relate health behaviors and choices to positive and negative consequences. They begin to understand the factors that influence health decisions and the addictive nature of drugs. Focus continues on preventing illness and disease. Students learn to communicate consideration and respect for others.

Knowledge and Skills

- 2.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include
 - a) Body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, and stomach);
 - b) The principles of correct posture;
 - c) The interconnection of all body systems.
- 2.2 The student will explain that personal health decisions and health habits influence health and well-being throughout life. Key concepts/skills include
 - a) How food choices related to a healthy lifestyle;
 - b) The addictive nature of drugs, alcohol and tobacco;
 - c) The need for regular health check-ups and screenings;
 - d) The importance of learning and using refusal skills;
 - e) The use of nonviolent strategies to resolve conflicts.
- 2.3 The student will describe the influences and factors that affect health and well-being. Key concepts/skills include
 - a) Heredity;
 - b) The environment;
 - c) Germs and diseases;
 - d) Different customs and traditions;
 - e) Self-image related to personal success;
 - f) Disappointment, loss, grief and separation.

Information Access and Use

- 2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include
 - a) Health care professionals, resources and services;
 - b) Emergency services;

Music

Perform

- 2.1 The student will sing songs and play instruments.
 - 1. Sing melodies within the range of a sixth.
 - 2. Sing a variety of songs, individually and in groups.
 - 3. Develop a repertoire of songs.
 - 4. Play ostinato and single-chord accompaniments on classroom instruments.
- 2.2 The student will perform and notate rhythm patterns using traditional notation.
- 2.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Dramatize songs, stories and poems.
 - 4. Perform interpretive movement.
- 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.

Create

- 2.5 The student will employ creativity in a variety of music experiences.
 - 1. Create lyrics to familiar melodies.
 - 2. Create new verses to songs.
 - 3. Create accompaniments and ostinato.
 - 4. Create music to enhance songs, stories and poems.
 - 5. Create interpretive movement.

Investigate

- 2.6 The student will recognize form in music.
 - 1. Identify like and unlike melodic phrases.
 - 2. Identify and perform music in two-part (AB) form.
 - 3. Identify the beginning and ending of phrases.
- 2.7 The student will recognize sudden and gradual changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
 - 2. Use music terminology to describe changes.
- 2.8 The student will identify selected orchestral and folk instruments by sight and sound.
- 2.9 The student will identify melody patterns that move upward, downward, and remain the same.
 - 1. Use the voice, instruments and movement.
 - 2. Use music terminology.
 - 3. Use the seven letters of the music alphabet.

Connect

- 2.10 The student will exhibit respect for the contributions of self and others in a music setting.
 - 1. Contribute to a group effort of making music.
 - 2. Contribute to a group effort of listening to music.
 - 3. Participate in music activities that involve sharing, taking turns and other ways of demonstrating good citizenship.
- 2.11 The student will demonstrate an understanding of the relationship between music and other disciplines.

Physical Education

Students in second grade begin their progression toward loco-motor skill patterns. They vary movement patterns and begin to combine skills in educational game, educational dance and educational gymnastic activities. Progress is apparent in skill development and in understanding key elements of fundamental movement skills, including understanding movement concepts, health-related fitness concepts, and the benefits of physical activity. Students work cooperatively and responsibly in groups and are capable of resolving conflicts. They participate in physical activity within and outside of the school environment.

Skilled Movement

- 2.1 The student will continue to demonstrate correct critical elements (isolated, small parts of the whole skill or movement) of loco-motor, non-manipulative, and manipulative skills.
 - a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying and dribbling.
 - b) Demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight.
 - c) Demonstrate moving to a rhythm by combining loco-motor and non-loco-motor skills to perform basic educational folk and creative dance sequences.

Movement Principles and Concepts

- 2.2 The student will apply the basic movement concepts to change performance of loco-motor, non-manipulative, and manipulative skills.
 - a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
 - b) Use feedback to improve movement skill performance.

Personal Fitness

- 2.3 The student will identify and participate in physical activities that promote cardio-respiratory, muscular, and flexibility benefits.

Responsible Behaviors

- 2.4 The student will exhibit in physical activity settings cooperative, respectful and safe behaviors.

Physically Active Lifestyle

- 2.5 The student will identify opportunities outside of school to participate in regular physical activities.

English/Language Arts

Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
 - Create and participate in oral dramatic activities.
 - Use correct verb tenses in oral communication.
 - Use increasingly complex sentence structures in oral communication.
- 2.2 The student will continue to expand listening and speaking vocabularies.
- Use words that reflect a growing range of interests and knowledge.
 - Clarify and explain words and ideas orally.
 - Follow oral directions with three or four steps.
 - Give three-step and four-step directions.
 - Identify and use synonyms and antonyms in oral communication.
- 2.3 The student will use oral communication skills.
- Use oral language for different purposes: to inform, to persuade and to entertain.
 - Share stories or information orally with an audience.
 - Participate as a contributor and leader in a group.
 - Summarize information shared orally by others.

Reading

- 2.4 The student will use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends and consonant digraphs to decode and spell words.
 - Use knowledge of short, long and r-controlled vowel patterns to decode and spell words.
 - Decode regular multi-syllabic words.
- 2.5 The student will use meaning clues and language structure when reading.
- Use information in the story to read words.
 - Use knowledge of sentence structure.
 - Use knowledge of story structure and sequence.
- 2.6 The student will use language structure to expand vocabulary when reading.
- Use knowledge of prefixes and suffixes.
 - Use knowledge of contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use knowledge of antonyms and synonyms.
- 2.7 The student will read fiction and nonfiction, using a variety of strategies independently.
- Preview the selection by using pictures, diagrams, titles and headings.
 - Set purpose for reading.
 - Read stories, poems and passages with fluency and expression.
 - Reread and self-correct when necessary.
- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
- Make predictions about content.
 - Read to confirm predictions.
 - Relate previous experiences to the topic.
 - Ask and answer questions about what is read.
 - Locate information to answer questions.
 - Describe characters, setting and important events in fiction and poetry.
 - Identify the problem, solution and main idea.

- 2.9 The student will demonstrate comprehension of information in reference materials.
- Use a table of contents.
 - Use pictures and charts.
 - Use dictionaries and indices.

Writing

- 2.10 The student will maintain manuscript and begin to make the transition to cursive.
- 2.11 The student will write stories, letters and simple explanations.
- Generate ideas before writing.
 - Organize writing to include a beginning, middle and end.
 - Revise writing for clarity.
 - Use available technology.
- 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- Recognize and use complete sentences.
 - Use and punctuate declarative, interrogative, and exclamatory sentences.
 - Capitalize all proper nouns and the word *I*.
 - Use singular and plural nouns and pronouns.
 - Use apostrophes in contractions, including *don't*, *isn't*, and *can't*.
 - Use correct spelling for high-frequency sight words, including compound words and regular plurals.

Mathematics

Number and Number Sense

- 2.1 The student will
- read, write, and identify the place value of each digit in a three-digit numeral, using numeration models; and
 - round two-digit numbers to the nearest ten.
- 2.2 The student will compare two whole numbers between 0 and 999, using symbols ($>$, $<$, or $=$) and words (*greater than*, *less than*, or *equal to*).
- 2.3 The student will identify the ordinal positions first through twentieth, using an ordered set of objects.
- 2.4 The student will identify the part of a set and/or region that represents fractions for one-half, one-third, one-fourth, one-eighth, and one-tenth and write the corresponding fraction.
- 2.5 The student will
- count forward by twos, fives, and tens to 100, starting at various multiples of 2, 5, or 10, using mental mathematics, paper and pencil, hundred chart, calculators, and/or concrete objects, as appropriate;
 - count backward by tens from 100;
 - group objects by threes and fours; and
 - recognize even and odd numbers, using objects.

Computation and Estimation

- 2.6 The student will recall basic addition facts — i.e., sums to 18 or less — and the corresponding subtraction facts.
- 2.7 The student, given two whole numbers whose sum is 99 or less, will
- estimate the sum; and
 - find the sum, using various methods of calculation (mental computation, concrete materials, and paper and pencil).
- 2.8 The student, given two whole numbers, each of which is 99 or less, will
- estimate the difference; and
 - find the difference, using various methods of calculation (mental computation, concrete materials, and paper and pencil).

- 2.9 The student will create and solve one-step addition and subtraction problems using data from simple tables, picture graphs, bar graphs, and practical situations.
- 2.10 The student, given a simple addition or subtraction fact, will recognize and describe the related facts which represent and describe the inverse relationship between addition and subtraction (e.g., $3 + \underline{\quad} = 7$, $\underline{\quad} + 3 = 7$; $7 - 3 = \underline{\quad}$, and $7 - \underline{\quad} = 3$).

Measurement

- 2.11 The student will
- count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and
 - identify the correct usage of the cent symbol (¢), dollar (\$), and decimal point (.)
- 2.12 The student will estimate and then use a ruler to make linear measurements to the nearest centimeter and inch, including measuring the distance around a polygon in order to determine perimeter.
- 2.13 The student, given grid paper, will estimate and then count the number of square units needed to cover a given surface in order to determine area.
- 2.14 The student will estimate and then count the number of cubes in a rectangular box in order to determine volume.
- 2.15 The student will estimate and then determine weight/mass of familiar objects in pounds and/or kilograms, using a scale.
- 2.16 The student will tell and write time to the quarter hour, using analog and digital clocks.
- 2.17 The student will use actual measuring devices to compare metric and U.S. Customary units (cups, pints, quarts, gallons, and liters) for measuring liquid volume, using the concepts of *more*, *less*, and *equivalent*.
- 2.18 The student will
- use calendar language appropriately (e.g., months, today, yesterday, next week and last week);
 - determine past and future days of the week; and
 - identify specific dates on a given calendar.
- 2.19 The student will read the temperature on a Celsius and/or Fahrenheit thermometer to the nearest 10 degrees.

Geometry

- 2.20 The student will identify, describe, and sort three-dimensional (solid) concrete figures, including a cube, rectangular solid (prism), square pyramid, sphere, cylinder, and cone, according to the number and shape of the solid's faces, edges, and corners.
- 2.21 The student will identify and create figures, symmetric along a line, using various concrete materials.
- 2.22 The student will compare and contrast plane and solid geometric shapes (circle/sphere, square/cube, and rectangle/rectangular solid).

Probability and Statistics

- 2.23 The student will read, construct, and interpret a simple picture and bar graph.
- 2.24 The student will record data from experiments, using spinners and colored tiles/cubes, and use the data to predict which of two events is more likely to occur if the experiment is repeated.

Patterns, Functions and Algebra

- 2.25 The student will identify, create, and extend a wide variety of patterns, using numbers concrete objects and pictures.
- 2.26 The student will solve problems by completing a numerical sentence involving the basic facts for addition and subtraction. Examples include: $3 + \underline{\quad} = 7$, or $9 - \underline{\quad} = 2$. Students will create story problems, using the numerical sentences.

History and Social Science

History

- 2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar and written language.

- 2.2 The student will compare the lives and contributions of American Indians (First Americans), with emphasis on the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest.
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation and population.

Geography

- 2.4 The student will develop map skills by
 - a) locating China and Egypt on world maps;
 - b) locating the regions of the Powhatan, Sioux, and Pueblo Indians on United States maps;
 - c) comparing the climate, land, and plant life of these regions;
 - d) describing how people in these regions adapt to their environment.
- 2.5 The student will develop map skills by
 - a) locating the equator, the seven continents, and the four oceans on maps and globes;
 - b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Economics

- 2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.
- 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Civics

- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
 - a) respecting and protecting the rights and property of others;
 - b) taking part in the voting process when making classroom decisions;
 - c) describing actions that can improve the school and community;
 - d) demonstrating self-discipline and self-reliance;
 - e) practicing honesty and trustworthiness.
- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.
- 2.12 The student will understand that the United States is a land of people who have diverse ethnic origins, customs and traditions, who contribute to their communities, and who are united as Americans by common principles.

Science

Scientific Investigation, Reasoning and Logic

- 2.1 The student will conduct investigations in which
 - a) observation is differentiated from personal interpretation, and conclusions are drawn based on observations;
 - b) observations are repeated to ensure accuracy;
 - c) two or more attributes are used to classify items;
 - d) conditions that influence a change are defined;
 - e) length, volume, mass, and temperature measurements are made in metric units (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, cups, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds);
 - f) pictures and bar graphs are constructed using numbered axes;
 - g) unexpected or unusual quantitative data are recognized; and
 - h) simple physical models are constructed.

Force, Motion and Energy

- 2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include
- a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and
 - b) important applications of magnetism including the magnetic compass.

Matter

- 2.3 The student will investigate and understand basic properties of solids, liquids and gases. Key concepts include
- a) mass and volume; and
 - b) processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).

Life Processes

- 2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes in their life cycles. Key concepts include
- a) some animals (frogs and butterflies) undergo distinct stages during their lives, while others generally resemble their parents; and
 - b) flowering plants undergo many changes, from the formation of the flower to the development of the fruit.

Living Systems

- 2.5 The student will investigate and understand that living things are part of a system. Key concepts include
- a) living organisms are interdependent with their living and nonliving surroundings; and
 - b) habitats change over time due to many influences.

Interrelationships in Earth/Space Systems

- 2.6 The student will investigate and understand basic types, changes and patterns of weather. Key concepts include
- a) temperature, wind, precipitation, drought, flood, and storms; and
 - b) the uses and importance of measuring and recording weather data.

Earth Patterns, Cycles and Change

- 2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include
- a) effects on growth and behavior of living things (migration, hibernation, camouflage, adaptation, dormancy); and
 - b) weathering and erosion of the land surface.

Resources

- 2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products and provide benefits in nature. Key concepts include
- a) important plant products (fiber, cotton, oil, spices, lumber, rubber, medicines, and paper);
 - b) the availability of plant products affects the development of a geographic area; and
 - c) plants provide homes and food for many animals and prevent soil from washing away.

Family Life

- 2.1 Recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.
- 2.2 Realize that adults other than parents also provide care and support for children.
- 2.3 Become aware that babies grow inside a mother's body in a special place called the uterus.
- 2.4 Become aware of the need to take responsibility for the effects of his/her behavior on others.
- 2.5 Demonstrate appropriate ways of dealing with feelings.
- 2.6 Realize that physical affection can be an expression of friendship, of celebration, or a loving family.
- 2.7 Advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.
- 2.8 Be conscious of how commercials use our emotions to make us want products.

FAMILY LIFE INFORMATION AND PERMISSION

Cool Spring Primary School will be offering Family Life instruction this year. This curriculum will be taught throughout the year in various forms. The following objectives will be met with the kindergarten students:

- K.1** The student will experience success and positive feelings about self.
- K.2** The student will experience respect from and for others.
- K.3** The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
- K.4** The student will recognize that everyone is a member of a family and that families come in many forms.
- K.5** The student will identify members of his or her own family.
- K.6** The student will develop an awareness of positive ways in which family members show love, affection, respect and appreciation for each other.
- K.7** The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- K.8** The student will recognize the elements of good and bad touches by others.
- K.9** The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.
- K.10** The student will identify "feeling good" and "feeling bad."
- K.11** The student will find help safely if lost.

Please consider the choices below and indicate your decision by checking the response and returning this form if you would like to opt your child out of this program.

_____ I would like for my child _____
to opt out of Family Life instruction for the year 2009-2010 and receive
appropriate alternative instruction.

Parent signature _____

FAMILY LIFE INFORMATION AND PERMISSION

Cool Spring Primary School will be offering Family Life instruction this year. This curriculum will be taught throughout the year in various forms. The following objectives will be met with the first grade students:

- 1.1 The student will experience continuing success and good feelings about self.
- 1.2 The student will experience continuing respect from others.
- 1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
- 1.4 The student will develop an understanding of the importance of a family and of different family patterns.
- 1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.
- 1.6 The student will realize that human beings and other mammals have babies and that babies can be breast-fed.
- 1.7 The student will use correct terminology when talking about body parts and functions.
- 1.8 The student will express his or her feelings of happiness, sadness and anger to the teacher.
- 1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.
- 1.10 The student will experience the logical consequences of his or her behavior.
- 1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- 1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers and others.

Please consider the choice below and indicate your decision by checking the response and returning this form if you would like to opt your child out of this program.

_____ I would like for my child _____
to opt out of Family Life instruction for the year 2009-2010 and receive
appropriate alternative instruction.

Parent signature _____

FAMILY LIFE INFORMATION AND PERMISSION

Cool Spring Primary School will be offering Family Life instruction this year. This curriculum will be taught throughout the year in various forms. The following objectives will be met with the second grade students:

- 2.1** The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.
- 2.2** The student will realize that adults other than parents also provide care and support for children.
- 2.3** The student will become aware that babies grow inside the mother's body in a special place called the uterus.
- 2.4** The student will become aware of the need to take responsibility for the effects of his or her behavior on others.
- 2.5** The student will demonstrate appropriate ways of dealing with feelings.
- 2.6** The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.
- 2.7** The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.
- 2.8** The student will be conscious of how commercials use our emotions to make us want products.

Please consider the choice below and indicate your decision by checking the response and returning this form if you would like to opt your child out of this program.

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