

Grade 1 Parent Student Course Information

Dear Parents:

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

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

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

Sincerely,

Department of Teaching and Learning

Using the Guide

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

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

Invite Success

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

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

General Information

Elementary School Counseling Program

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

Parent/Student Handbook

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

Report Cards

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

Language Arts

The first grade language arts program focuses on the broad areas of communication, reading, writing and research. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency and writing.

Communication and Multimodal Literacies

- Develops oral communication skills
- Demonstrates growth in oral, early literacy skills

Reading


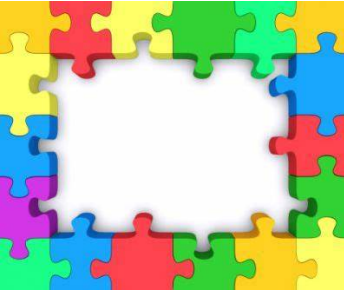

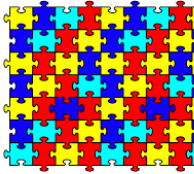
- Orally identifies, produces and manipulates phonemes to develop phonological and phonemic awareness
- Applies phonetic principles to read and spell
- Expands vocabulary and use of word meanings
- Reads and demonstrates comprehension of a variety of fictional texts
- Reads and demonstrates comprehension of a variety of nonfiction texts

Writing and Research

- Writes in a variety of forms
- Edits writing for capitalization, punctuation and spelling
- Conducts research to answer questions or solve problems

Storyboard

Essential Questions: How am I using my knowledge of patterns to read and spell words? How am I connecting the pieces as I read and write? How am I working to share my ideas?

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	Unit 1-3 Laying Out the Pieces	Unit 4-5: Connections	Unit 6-7: Making Sense	Unit 8-10: Celebrate
Course Title:	Exploring the Elements of Fiction and Becoming Curious About Nonfiction	Let's Tell a Story! and Digging Into Nonfiction: Telling About Topics	Thinking About Characters and Themes in Stories and Locating and Sharing Information	Developing Good Reading and Reflecting on the Power of Writing Community
Image				
Focus of the Story	We begin by building a community of readers and writers through establishing how we think and work together. We lay out the key pieces we use to read and spell words. We write about our world and share with our community.	Next, we put the pieces together to connect our knowledge of letter patterns to read and spell words. To show our knowledge, we retell stories and connect to texts. We identify topic and text features in nonfiction. In writing, we add words to describe the world around us.	Then, we apply our reading strategies to understand texts. By identifying themes in fiction, we bring together the pieces to deepen our understanding. We explain the main idea and details in nonfiction. We use our skills to research, read, and write on a topic that we are excited to learn more about.	Now, we celebrate our readers and writers. It challenge ourselves to texts and write to share
Transfer Goals	<p><i>There is a high priority in first grade to use phonics to read and spell words.</i></p> <p>Communicate through speaking and listening to share ideas and explain my thinking.</p> <p>Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.</p> <p>Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.</p> <p>Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.</p> <p>Engage in research and inquiry to analyze, evaluate source credibility, and become more knowledgeable about a given topic.</p>			
Learning Targets	<p>I can name, produce, and change sounds in words.</p> <p>I can use spelling patterns to read and write words. (short vowels and digraphs)</p> <p>I can ask and answer questions about the characters, setting, and important events from the story.</p> <p>I can ask and answer questions about a topic.</p> <p>I can write about my world.</p>	<p>I can name, produce, and change sounds in words.</p> <p>I can use spelling patterns to read and write words. (digraphs, blends, and nasals)</p> <p>I can retell the beginning, middle, and end of a story.</p> <p>I can identify the topic and nonfiction text features.</p> <p>I can add words to my writing to describe people, places, things and events.</p>	<p>I can name, produce, and change sounds in words.</p> <p>I can use spelling patterns to read and write words. (closed and open syllables and vowel-consonant-e)</p> <p>I can identify the theme of of a story.</p> <p>I can state the main idea in my own words and identify key details.</p> <p>I can write about my opinion.</p>	<p>I can name, produce, a sounds in words.</p> <p>I can use spelling patte and write words. (vowe consonant-e syllables, teams, and r-controlled</p> <p>I can read and underst types of fiction and no texts.</p> <p>I can write in many for my ideas (poems, lette journals).</p>

Mathematics

The first grade mathematics program continues to expand number sense by investigating the ten-to-one relationship in the Base-10 number system. Problem solving is fostered through computation, measurement, and through analyzing data. In addition, visual and spatial relationships are explored as students continue to examine geometric figures and their attributes. Although students continue to recognize and extend repeating patterns, growing patterns (increasing/decreasing) will be investigated as well.

Numeration and Computation

- Understand numbers, the ways of representing whole numbers and rational numbers, and the relationships that exist among these numbers and number systems
- Understand the meanings of addition and subtraction and compute using whole numbers

Geometry and Measurement

- Understand and apply knowledge of time, money and measurement tools
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes

Probability and Statistics

- Create questions and construct answers by collecting, organizing and displaying data

Patterns, Functions, and Algebra

- Understand a variety of patterns
- Represent and analyze mathematical situations and structures using algebraic symbols

Science

The first grade science program focuses on using scientific and engineering practices to investigate and understand nature and everyday objects, while learning how people interact with the world. Students will learn fundamental practices of scientific investigation, engineering design and begin to apply these skills by exploring topics such as properties of objects, basic needs and characteristics of living things (plants and animals), seasonal changes and other common patterns in nature.

Force, Motion, and Energy

- Classify objects according to type of movement (straight, circular, back-and-forth)
- Describe the relationship between vibration and sound

Matter

- Make and communicate observations about the physical properties of materials
- Investigate how the type and amount of material can affect the amount of light that can pass through an object

Living Systems and Processes

- Explain basic needs and characteristics of plants and animals
- Classify plants and animals according to basic characteristics

Earth and Space Systems

- Understand the sun is the source of energy and light which warms Earth's surfaces
- Investigate and observe patterns occurring in nature, to include the movement of the sun during the day as well as seasonal and weather patterns
- Understand how patterns and changes in nature can affect plants and animals

Earth Resources

- Identify natural resources
- Explore how resources can be conserved

Social Studies

In first grade, the social studies program is integrated in the language arts curriculum and focuses on the concept of *community*. Students will learn to apply the traits of a good citizen and recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles. They will study the economic concepts of goods and services and making economic choices, as well as the development of map skills and an understanding of location. Finally, students will begin developing foundational knowledge of Virginia history including influential people and their contributions.

Civics

- Practice and apply citizenship skills
- Explain how citizens help the community make decisions
- Identify traditions and symbols of the United States and the Commonwealth of Virginia

Economics

- Identify characteristics of an economic system (producers, consumers; goods and services)
- Explain the role of money in an economy and the reasons that people must make economic choices

Geography




- Describe how the physical environment affects the way people live
- Recognize basic elements on maps and globes
- Interpret and construct maps
- Use map skills to determine location

History

- Identify and explain historical events
- Identify the contributions of famous Virginians and people associated with major holidays

Storyboard

Essential Question: How am I investigating my world to better understand it?

	QUARTER 1	QUARTER 2 AND 3		QUARTER 4
Title	What's Around Me	Our Roots: Thriving where we are planted		Our Resources
Image Cue				
Specific Titles for Sci or SS	The Role of a Citizen	Investigating and Matter	Motion Investigating My World and My Choices	Investigating the World of Animals and Plants
Focus of the Story	We start our year by looking at ourselves, our choices and how they impact our community.	We then look at motion and the properties of matter.	We look at where we are by learning about location and maps. We consider our impacts on ourselves and community through economic choices.	We look at how animals and plants meet their needs in their environment. We see how patterns in nature (like day and night or seasons) affect how organisms survive and thrive.
Transfer Goals	CONNECT: Demonstrate civic and social practices through interactions with others and self-reflection in service of an interdependent global community. (Personally and Socially Responsible, Resilient Learners)	ASK QUESTIONS driven by curiosity on a given event or process in the natural world based on observations or data. (Thinkers and Inquirers)	QUESTION: Ask and pursue a line of questioning based on curiosity, prior knowledge, personal experience, and ongoing research to establish patterns, draw well-reasoned conclusions, or take actions. (Knowledgeable, Thinkers and Inquirers, Problem Solvers and Value Creators)	ANALYZE AND INTERPRET DATA to determine its validity or usefulness, identify patterns and relationships, and/or draw conclusions (Thinkers and Inquirers; Knowledgeable)
Learning Targets	I can construct simple maps. I can locate and describe Virginia, and its important cities.	I can describe motion. I can describe the relationship between motion and sound. I can investigate how different materials interact with light.	I can apply the traits of a citizen. I can demonstrate knowledge of Virginia's early history. I can describe the stories of people in Virginia history.	DEFINE PROBLEMS through research into what is already known and think creatively about what solutions might be possible (Problem Solvers and Value Creators; Personally and Socially Responsible) THINK: Comprehend how (evidence-based) sources and perspectives can clarify and contradict key information to better understand core issues (across contexts) in the past and present. (Knowledgeable, Thinkers and Inquirers, Culturally Competent) I can explain how the sun provides light and heat energy to Earth. I can observe and collect data about the weather and local patterns. I can identify natural resources and create a plan to conserve them. I can describe how people are consumers and producers. I can explain that people make choices.

Health and Physical Education

The first grade health and physical education objectives reflect the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

Motor Skill Development

- Performs fundamental motor skills and specialized movement patterns

Anatomical Basis of Movement

- Uses cognitive information to enhance motor skill acquisition and performance

Fitness Planning

- Communicates the knowledge to achieve and maintain a health-enhancing level of fitness

Social Development

- Expresses and uses responsible personal and social behaviors in activity settings

Energy Balance

- Uses health concepts related to health promotion and improvement of personal health

Personal Health

- Demonstrates the ability to access, evaluate and use health information to recognize the relationship between personal behavior and personal health

Instructional Technology

The first grade Digital Learning Integration Standards offer children a variety of instructional technology experiences based on the Profile of a Virginia Graduate. These standards are comprehensive statements that explain foundational knowledge, skills, and experiences aligned to the K-2 curriculum standards.

Empowered Learner: Students leverage technologies, including assistive technologies, to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.

Digital Citizenship: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.

Knowledge Constructor: Students critically curate a variety of digital resources using appropriate technologies, including assistive technologies, to construct knowledge, produce creative digital works, and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies, including assistive technologies, within a design process to identify and solve problems by creating new, useful or imaginative solutions or iterations.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods, including those that leverage assistive technologies, to develop and test solutions

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using appropriate technologies (including assistive technologies), styles, formats, and digital media appropriate to their goals.

Global Collaborator: Students use appropriate technologies, including assistive technologies, to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Essential Information Literacy Skills (EILS)

The first grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, inquiry, collaboration, and engaging with knowledge products safely and ethically. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- Display curiosity and initiative by asking questions about topics of interest
- Adapt, communicate, and exchange learning products with others
- Participate in an ongoing inquiry-based process

Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

- Interact with a diverse group of peers in a respectful manner and by sharing their perspectives

Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

- Actively listen in a group and work with others to solve problems
- Participate with others in learning situations by actively contributing to group discussions

Curate: Make Meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- Understand how an information resource is organized
 - Title, author, call number, illustrator, title page, publisher, copyright date, spine
 - Nonfiction text feature

Explore: Discover and innovate in a growth mindset developed through experience and reflection.

- Develop and satisfy personal curiosity by reading widely and deeply in multiple formats and writing for a variety of purposes
- Construct new knowledge by problem solving through cycles of design and implementation
- Problem solve through reflection and revision; be open to feedback

Engage: Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

- Follow ethical and legal guidelines for gathering and using information by complying with the school division's Acceptable Use Policy
- Recognize the importance of citing sources
- Create a product with a specific message for an intended audience
- Extend personal learning by selecting appropriate sources and formats and by locating materials in the library for personal growth and pleasure

Art

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life. Students will explore art through the creative process, critical thinking and communication, history/culture/citizenship, innovation in the arts, art techniques and applications, and the core curriculum.

Art in the first grade develops concepts and skills in observation, problem solving, and communication. A balance between instruction and creating helps students to examine and to develop an appreciation of the visual images in their immediate environment. Elementary art focuses on developing skills needed for creating art and becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

Creative Process

- Applies the creative process through inquiry, investigation, generating ideas, testing solutions, refining and reflecting on process and product

Critical Thinking and Communication

- Demonstrates an understanding and appreciation that art can have diverse values, meanings and definitions; uses appropriate vocabulary and communication when responding to works of art

History, Culture and Citizenship

- Demonstrates an understanding that art is a reflection of time, place and culture, and identifies the value and reasons for creating art within communities

Innovation in the Arts

- Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers

Technique and Application

- Uses artistic skills and techniques when developing ideas for creative expression through a variety of media

Storyboard

Essential Questions: What Are the Big Issues About Art? How and Why Do We Make Art? How Does Art Relate to History and Culture? How Do We Respond to Works of Art?

Unit		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Title and Quarter		What is Art?	Artists & Designers	Culture & Tradition	Imagination
Image Cue					
		Andre Derain, <i>Charing Cross Bridge, London</i> , 1906. Oil on Canvas.	Alexander Calder Bird Pull Toy, 1951. Assemblage	William Henry Johnson, <i>Sowing</i> , ca. 1940	Jaume Plensa, <i>The Crown Fountain</i> , 2004. Digital Technology
Focus of the Story		We begin our artist journey by looking at how Art allows us to see beauty in natural and man-made objects by answering the big question, where do we find beauty in our world? Where does one see art in their everyday life, and how does this inspire us to create?	Once we understand the beginning steps, we can continue our journey by thinking and working as artists and designers. We can reflect on our artmaking and create pieces inspired by various places and themes that connect to our own personal connections.	Now, we can move into discovering the value of art, reasons for creating art and how it becomes a reflection of time, place and culture. Art has changed and developed overtime and we need to reflect on the past to create pieces for the future.	Finally, we can look at how art can challenge us to see things in new ways and can stretch our imagination. We can discover artists who use innovative methods and materials and be inspired by their original ideas.
			Critical Thinking & Communication: Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.	History/Culture/Citizenship: Explore and understand historical influences of art through the work of self and others while cultivating an awareness that art is a reflection of time, place and culture. Students identify and interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer.	Critical Thinking & Communication: Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively.
Transfer Goals		The Creative Process: Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist.	Innovation in the Arts Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers.		Technique and Application Uses artistic skills and techniques when developing ideas for creative expression through a variety of media.
			As an artist I can:	As an artist, I can:	As an artist, I can:
Learning Targets		As an artist, I can:	Describe different art careers in the visual arts.	Explore different cultures and historical influences of art.	See how artists use technology to create works of art.
		Think creatively to make an artwork	Use different skills and techniques when creating art.	Explain why art is important	Use digital media to create a work of art.
		Choose sources for inspiration for learning about art.	Use the elements and principles of design in a work of art	Discuss artwork using art vocabulary	Work collaboratively in an art community.
			Use digital media to create a work of art	Describe artwork and the differences works have	Identify connections between the arts, including music, theater, or dance in an artwork.
				Explore American symbols and events art.	

Music

The Virginia Standards of Learning for Grade One General Music emphasizes the language and production of music and focuses on the continued development of skills in singing, playing instruments, listening, moving and responding to music. Students continue to explore the concept of a creative process to develop music ideas. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form and instrument identification. Students investigate how people participate in music in everyday life. Students identify collaboration and communication skills in music and describe personal ideas and emotions evoked by music. Students participate in a weekly music class taught by a music specialist.

Creative Process

- Students will improvise and compose music
- Students will apply a creative process for music

Critical Thinking and Communication

- Students will analyze and evaluate music
- Students will analyze personal preferences among music compositions using music terminology
- Students will apply collaboration and communication skills for music creation, rehearsal, and performance

History, Culture, and Citizenship

- Students will explore historical and cultural aspects of music
- Students will describe how people may participate in music within the community as performers, consumers of music, and music advocates
- Students will define *intellectual property* as it relates to music and the music industry

Innovation in the Arts





- Students will recognize various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business, arts administrator, performer, music therapist, music teacher)
- Student will investigate and explore innovative ways to make music
- Students will compare and contrast relationships between music and other fields of knowledge for the development of problem-solving skills

Technique and Application

- Students will demonstrate music literacy
- Students will develop skills for individual and ensemble singing performance
- Students will develop skills for individual and ensemble instrumental performance
- Students will classify, perform, and count rhythmic patterns
- Students will demonstrate meter
- Students will respond to music with movement

Storyboard

Essential Question: How is music like a road map and how do people participate throughout history and globally?

Quarter	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit Title	Who sings? We sing!	Melodic Rhythm vs. Steady Beat: So many instrument and voice choices	Name it, Move it, KNOW it!	Reading, Writing, and Singing with Sol La Mi!
Image Cue				
Focus of the Story	We begin the year with ensemble and echo singing as we expand our understanding of pitch from high and low to going up and going down.	Learning new notes continues our journey as we use body percussion, instruments, and voice to demonstrate the difference between melodic rhythm and steady beat.	We continue growing our abilities to read music by learning to identify the melodic pitches of Sol and Mi and explore ways music can be created using technology and with different kinds of movement.	Our year concludes with reading, writing and singing the pitches Sol, Mi and La as well as composing rhythmic patterns with traditional and nontraditional notation.
Transfer Goals	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.	Understand and apply creative processes to guide the development of ideas, original works, and musical performance.
	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.	Analyze, interpret, and evaluate musical works from a variety of cultures.
	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.	Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member.
	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.	Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression.
	Use technology as a strategic mechanism for improving music literacy and improving music performance.	Use technology as a strategic mechanism for improving music literacy and improving music performance.	Use technology as a strategic mechanism for improving music literacy and improving music performance.	Use technology as a strategic mechanism for improving music literacy and improving music performance.
Learning Targets	I can share my ideas for creating music. I can describe and explain the difference between music with voices and music with only instruments.	I can use my body to create steady beat and rhythm patterns I can group pitched and non-pitched instruments by their size and sound.	I can create a rhythmic pattern. I can sort pitched and non-pitched instruments. I can listen to music and share my feelings about what I hear.	I can use my singing voice to answer a question. I can create a rhythmic pattern. I can share my ideas and steps for creating music.

I can tell the difference between patterns that move up and patterns that move down..	I can hear the difference between rhythm patterns that have one and two sounds.	I can use good citizenship to show appropriate audience and participant behavior in music.	I can listen to music and share my feelings about what I hear.
I can tell the difference between loud and soft.	I can identify music from different places and cultures.	I can identify music from different places and cultures.	I can use good citizenship to show appropriate audience and participant behavior in a music setting.
I can identify music from different places and cultures.	I can connect music to other things I am learning.	I can identify how music can be created using technology.	I can identify how music can be created using technology.
I can identify and sing high and low sounds. (pitches)	I can identify high and low sounds. (pitches)	I can sing so-mi patterns using hand symbols	I can connect music to other things I am learning.
I can sing changing the dynamics and tempo.	I can read rhythms.	I can match sounds with a pattern.	I can identify so, mi, and la.
I can sing after the teacher. (ECHO)	I can sing changing the dynamics and tempo.	I can use my head voice to sing high notes.	I can show the rhythms I hear.
I can demonstrate the correct way to play an instrument	I can demonstrate the correct way to play an instrument.	I can sing alone or in a group.	I can play expressively by changing the dynamics and tempo.
I can demonstrate a steady beat.	I can switch between beat and rhythm.	I can accompany a song/chant using body percussion (or) instrument.	I can demonstrate the correct way to play an instrument alone or in a group.
I can switch between a steady beat and rhythm.	I can demonstrate high and low pitches.	I can demonstrate the correct way to play an instrument.	I can perform dances or other musical activities.
I can demonstrate loud, soft, fast and slow with my body.	I can demonstrate loud, soft, fast and slow.	I can respond to music with locomotor and non-locomotor movements.	I can move to songs, stories and poems.
	I can perform dances or other musical activities.	I can act out/dramatize songs, stories, and poems.	
	I can move to songs, stories and poems.		

Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum and is differentiated, modified, and expanded to provide appropriate learning challenges. Gifted resource teachers coach, collaborate with and support first grade teachers in differentiation of curriculum and instruction for students. Opportunities are provided for students through whole group and small group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes toward themselves and others. For further information, contact the Office of K-12 and Gifted Programs at 757-263-1405.

Academic Support

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, contact the principal of your child's school.

Special Education

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

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 757-263-2066.

English as a Second Language

The vision of the Virginia Beach City Public Schools English as a Second Language program is to empower English learners to master social and academic English; to achieve academic success; to accomplish personal goals focused on college and career readiness; and to navigate the diverse local and global communities. Instruction is designed to meet the needs of students at various levels of English proficiency and build students' listening, speaking, reading and writing skills. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning at 757- 263-1070.