



# SOUTHMORELAND SCHOOL DISTRICT

## ELEMENTARY SCHOOL PROGRAM OF STUDIES 2023-2024

SOUTHMORELAND ELEMENTARY  
SCHOOL

100 SCOTTIE WAY

SCOTTDAL, PA 15683

724-887-2020

*“HIGH QUALITY LEARNING FOR ALL”*



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# MISSION AND VISION

## MISSION

*WE WILL:*

- Promote excellence of character
- Inspire a life-long love of learning and the pursuit of truth
- Highlight the multiple pathways for student success
- Cultivate compassion and empathy in an inclusive environment
- Empower social, emotional and physical well-being
- Prepare future leaders and contributors in our community and beyond
- Leverage our community resources to enhance student learning and provide authentic, 21st century learning experiences
- Do all of these things **TOGETHER**

## VISION

**High Quality Learning For All**



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# LANGUAGE ARTS

## 2nd Grade ELA

The second grade English language arts curriculum is divided into five modules: (1) Foundational Skills, (2) Speaking and Listening, (3) Reading Informational Text, (4) Reading Literature, and (5) Writing. Second grade students identify the main idea in a multi-paragraph text, as well as use questions like who, what, when, why, where and how to identify the main idea. They identify key information within a text and then use that information to determine the author's purpose and answer questions regarding the text. Students identify the central message, lesson, or moral in a fictional text and answer questions regarding characters, the point of view, or how the characters overcome challenges and big events in a story. In addition, students write informative, explanatory, and opinion texts and convey ideas and information clearly. The students introduce and develop a topic in writing, give facts and definitions, and use a structure that is organized and provides a concluding statement or section. They communicate in a collaborative group, respond to questions and provide information orally as they present their ideas, information, or answers with clarity and in a coherent manner. Finally, all of these skills combined are taught with the main goal for students to be able to read grade appropriate texts independently and fluently.



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# LANGUAGE ARTS

## 3rd Grade ELA

The third grade English language arts curriculum is divided into five modules: (1) Foundational Skills, (2) Speaking and Listening, (3) Reading Informational Text, (4) Reading Literature, and (5) Writing. Third grade students determine the main idea of a text, answer questions regarding the text, make inferences about the text, explain the author's point of view, and use text features to locate and interpret information. They compare and contrast two different texts on the same topic. Students continue to develop their understanding of how to identify the main idea of a text and how it is conveyed in the text. In addition, students describe characters in a story and how their actions influence the sequence of events. The students refer to chapters, stanzas, verses, and scenes and how each successive part builds on the next. They write informative, explanatory, and opinion texts to convey ideas or information clearly. Students develop the topic with details, facts, definitions, and illustrations and use an organizational structure that is connected logically and has a concluding statement or section. The students write a narrative that develops real or imagined events. Finally, students use description in their writing to develop experiences and events and organize an event sequence that unfolds naturally.



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# LANGUAGE ARTS

## **4th Grade ELA**

The fourth grade English language arts curriculum is divided into five general modules: (1) Foundational Skills, (2) Speaking and Listening, (3) Reading Informational Text, (4) Reading Literature, and (5) Writing. Fourth grade students identify the main idea of a text, summarize the text, refer to details in the text to make inferences, and explain events, procedures, ideas, or concepts and why they happened based on specific information from the text. They compare and contrast two different texts on the same topic, integrating information from two different texts to demonstrate understanding of the topic. Students describe the theme of a text, provide relevant details to support what the text says explicitly, and describe in depth a character, setting, or event using specific details from the text. In addition, students compare and contrast different themes, topics, and patterns of events in literature including texts from different cultures. They write informative, explanatory, opinion, and narrative pieces conveying ideas or topics clearly. Students group related information in paragraphs and sections linking ideas within categories of information using words and phrases. The students use an organizational structure that groups related ideas and supports the writer's purpose to write an opinion piece of writing. Finally, students write a narrative that uses dialogue and descriptions to develop experiences and events or show the characters' responses to situations.



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# LANGUAGE ARTS

## **5th Grade ELA**

The fifth grade English language arts curriculum is divided into five modules: (1) Foundational Skills, (2) Speaking and Listening, (3) Reading Informational Text, (4) Reading Literature, and (5) Writing. Fifth grade students identify two or more main ideas of a text, summarize the texts, cite textual evidence to explain the text explicitly, and explain the relationships or interactions between two or more individuals, events, ideas, or concepts. They use multiple print and digital sources to locate information quickly or to solve a problem. Students determine the theme of a text from details in the text. In addition, students compare and contrast two or more characters, settings, or events in a story. The students analyze multiple accounts of the same event or topic, noting important similarities and differences. In addition, students compare and contrast texts in the same genre, identifying similar themes and topics. They write informational and explanatory pieces using facts, definitions, concrete details, quotations, and other information to link information within and across categories of information. Students draw information from credible sources to write an opinion piece that is supported by facts and details. The students write with an awareness of style, using sentences of varying lengths. They expand, combine or reduce sentences for meaning, for reader or listener interest, and for style. Finally, students use narrative techniques such as dialogue, description, and pacing to develop experiences or events in their writing or to show the responses of characters to situations.



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# MATHEMATICS

## 2nd Grade Math

The second grade mathematics curriculum is divided into five general modules: (1) Numbers and Operations, (2) Algebraic Concepts, (3) Measurement, Data, and Probability, (4) Geometry, and (5) Problem Solving. Second grade students use place value concepts to use tens and ones to compare three digit numbers. They read, write, and skip count to 1000, and understand the properties of operations to add and subtract within 1000. Students represent and solve problems involving addition and subtraction within 100. In addition, students use mental strategies to add and subtract within 20, using equal groups to build the foundations of multiplication. The students analyze and draw two and three dimensional shapes with specified attributes and use fractions to partition shapes into halves, quarters, and thirds. They use appropriate tools to measure and estimate lengths and apply addition and subtraction properties to problems involving length. Students tell and write time to the nearest five minutes using analog and digital clocks. The students solve problems and make change using coins and bills with the appropriate symbols. Finally, students represent and interpret data using line plots, bar graphs, and picture graphs.



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# MATHEMATICS

## 3rd Grade Math

The third grade mathematics curriculum is divided into five modules: (1) Numbers and Operations including Fractions, (2) Algebraic Concepts (3) Measurement, Data, and Probability, (4) Geometry, and (5) Problem Solving. Third grade students apply place value and the use of operations to perform multi digit arithmetic. They develop an understanding of fractions as numbers. Students represent and solve problems involving multiplication and division as they develop an understanding of the properties of multiplication and the relationship between multiplication and division. In addition, students demonstrate multiplication and division fluency, solving problems using the four operations of multiplication, division, addition, and subtraction. The students identify, compare, and classify shapes and their attributes. They apply the use of fractions by partitioning shapes into equal parts by representing those equal parts as a unit or fraction of the whole. Students solve problems involving measurement, estimation of temperature, liquid volume, mass, or length. The students write and tell time to the nearest minute and then solve problems by calculating time intervals. They solve problems and make change involving money using a combination of bills and coins. They students find the area of a rectangle and the perimeter of a polygon. Finally, students use charts, pictographs and bar graphs to interpret data.



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# MATHEMATICS

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# MATHEMATICS

## 5th Grade Math

The fifth grade mathematics curriculum is divided into five modules: (1) Numbers and Operations including Fractions, (2) Algebraic Concepts, (3) Measurement, Data, and Probability, (4) Geometry, and (5) Problem Solving. Fifth grade students extend their understanding of place value and the use of the operations to whole numbers and decimals. They use the four basic mathematical operations to solve problems with decimals. Students use equivalence to add and subtract fractions and learn to multiply and divide fractions. In addition, students analyze patterns and relationships using two rules. The students graph points in the first quadrant of the coordinate plane and interpret these points when solving problems. Students solve problems using conversion within a measurement system. The students interpret data using an appropriate scale. They solve problems involving the computation of fractions using information from a line plot. Finally, students solve problems within the concept of volume and relate volume to multiplication and addition.



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# SCIENCE

## 2nd Grade Science

The second grade science curriculum is divided into three modules: (1) Life Science, (2) Physical Science, and (3) Earth and Space Science. Second grade students develop and practice classifying, analyzing, observing, categorizing, and record keeping skills to demonstrate grade appropriate proficiency in planning and carrying out investigations and developing and using models. They experience science through the active construction of ideas while developing inquiry skills that are central to helping them think as scientists. Students investigate the world around them by asking questions that help develop scientific concepts and vocabulary. In addition, students use their observations to construct reasonable explanations of cause and effect and structure and function as organizing concepts for these disciplinary core ideas. The students demonstrate scientific reasoning and logic as they begin making detailed observations, drawing conclusions from data, and making use of the information they gather. Finally, students extend their scientific knowledge and communicate their learning as they describe and summarize scientific processes, both orally and in writing, as a result of the inquiry process. The Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology and Engineering (Grades K-5) guide the elementary level study of the natural and human-made world through inquiry, problem-solving, critical thinking, and authentic exploration. The integration of these disciplines in the elementary standards highlights the interconnectedness of scientific study, the integral relationship between humans and the environment, and the importance of integrating the teaching and learning of science with other disciplines.



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# SCIENCE

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# SCIENCE

## 5th Grade Science

The fifth grade science curriculum is divided into three modules: (1) Life Science, (2) Physical Science, and (3) Earth and Space Science. Fifth grade students develop and practice classifying, analyzing, observing, categorizing, and record keeping skills to demonstrate grade-appropriate proficiency in planning and carrying out investigations and developing and using models. They experience science through the active construction of ideas while developing inquiry skills that are central to helping them think as scientists. Students investigate the world around them by asking questions that help develop scientific concepts, facts, and expand their vocabulary. In addition, students formulate predictions based on observed cause and effect relationships and structure and function as organizing concepts for these disciplinary core ideas. The students demonstrate scientific reasoning and logic by participating in scientific activities, using scientific language and tools, and representing data in tables and graphical displays. They dive into more complex studies and develop deeper understandings of scientific concepts from previous years as they actively investigate and conduct scientific inquiry to solve problems. Students continue to develop an understanding of the purpose of the engineering design process and how some failed designs are turned into successful technology. Finally, students extend their scientific knowledge and communicate their learning as they describe and summarize scientific processes, both orally and in writing, as a result of the inquiry process. The Pennsylvania Integrated Standards for Science, Environment, Ecology, Technology and Engineering (Grades K-5) guide the elementary level study of the natural and human made world through inquiry, problem-solving, critical thinking, and authentic exploration. The integration of these disciplines in the elementary standards highlights the interconnectedness of scientific study, the integral relationship between humans and the environment, and the importance of integrating the teaching and learning of science with other disciplines.



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# SOCIAL STUDIES

## 2nd Grade Social Studies

The second grade social studies curriculum is divided into four modules: (1) Civics and Government, (2) Economics, (3) Geography, and (4) History. Second grade students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. They are empowered with the knowledge, skills, and abilities to make informed decisions that are relevant to their lives today. Students develop critical thinking and interpersonal communication skills to become responsible and productive citizens in our culturally diverse and interdependent world. In addition, students learn about how their community works as well as the variety of ways that communities organize themselves. Finally, students develop conceptual understandings by examining the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. The civic mission of social studies requires more than the acquisition of content. The National Council of Social Studies defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.”



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# SOCIAL STUDIES

## **3rd Grade Social Studies**

The third grade social studies curriculum is divided into four modules: (1) Civics and Government, (2) Economics, (3) Geography, and (4) History. Third grade students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. They are empowered with the knowledge, skills, and abilities to make informed decisions that are relevant to their lives today. Students develop critical thinking and interpersonal communication skills to become responsible and productive citizens in our culturally diverse and interdependent world. In addition, students learn about how their community works as well as the variety of ways that communities organize themselves. Finally, students develop conceptual understandings by examining the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. The civic mission of social studies requires more than the acquisition of content. The National Council of Social Studies defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.”



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# SOCIAL STUDIES

## **4th Grade Social Studies**

The fourth grade social studies curriculum is divided into four modules: (1) Civics and Government, (2) Economics, (3) Geography, and (4) History. Fourth grade students expand their knowledge and appreciation of their local and American history. They compare different perspectives using both primary and secondary texts. They are empowered with the knowledge, skills, and abilities to make informed decisions that are relevant to their lives today. Students develop critical thinking and interpersonal communication skills to become responsible and productive citizens in our culturally diverse and interdependent world. In addition, students learn about how their community works as well as the variety of ways that communities organize themselves. Finally, students develop conceptual understandings by examining the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. The civic mission of social studies requires more than the acquisition of content. The National Council of Social Studies defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.”



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# SOCIAL STUDIES

## 5th Grade Social Studies

The fifth grade social studies curriculum is divided into four modules: (1) Civics and Government, (2) Economics, (3) Geography, and (4) History. Fifth grade students focus on United States history, beginning with the colonization of America and continuing through the 20th century. They analyze the reasons behind events, make connections, and comparisons. They are empowered with the knowledge, skills, and abilities to make informed decisions that are relevant to their lives today. Students develop critical thinking and interpersonal communication skills to become responsible and productive citizens in our culturally diverse and interdependent world. In addition, students learn about how their community works as well as the variety of ways that communities organize themselves. Finally, students develop conceptual understandings by examining the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. The civic mission of social studies requires more than the acquisition of content. The National Council of Social Studies defines social studies as “the integrated study of the social sciences and humanities to promote civic competence.”



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# ART

## K-5 Art

The elementary art curriculum for grades K - 5 is divided into four modules: (1) Making of Art, (2) History of Art, (3) Critiquing of Art, and (4) Aesthetics of Art. Elementary art students are encouraged to explore their imaginations by making choices that enhance communication of their ideas and stimulate visual awareness, personal expression, and self-evaluation. They develop knowledge and skills from year to year as the art curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students develop a sense of history, including the ability to value art created by different cultures. The students learn to interpret artwork and critique its value and purpose. Finally, students at the elementary level begin to understand the meaning and impact of the visual world in which they live.



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# COMPUTER

## K-5 Computer

The elementary computer curriculum for grades K - 5 is divided into four modules: (1) Digital Citizenship, (2) Keyboarding, (3) Career Exploration, and (4) Computer and Information Technology. Elementary computer students learn fundamental concepts and tools of business, computer, and information technology in this course. They develop knowledge and skills from year to year as the computer curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. Students learn skills and strategies essential for success in life and the workplace. In addition, students make real world connections by engaging in authentic learning experiences. Finally, students become familiar with problem-solving, computational thinking, and sequencing that support learning across all school subjects.



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# LIBRARY

## K-5 Library

The elementary library curriculum for grades K- 5 is divided into five modules: (1) Foundational Skills, (2) Speaking and Listening, (3) Reading Literary Nonfiction and Informational Text, (4) Reading Literary Fiction, and (5) Writing.

Elementary library students engage with relevant information resources and digital learning opportunities in a culture of reading. They develop knowledge and skills from year to year as the library curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. Students are provided with opportunities to select books that are appealing to them, build literacy skills through stations and activities, and build relationships while exploring areas of interest. In addition, students make real world connections through stories in our *In-Class Read Aloud* that is designed to build a community of kindness and caring. The stories transport us to different places and times and foster inclusiveness. They introduce us to characters that generate empathy and tolerance, while developing prosocial skills. Finally, the stories that are selected are designed to foster inquiry learning and make real world connections.



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# MUSIC

## **K-5 Music**

The elementary music curriculum for grades K - 5 is divided into three modules: (1) Creating, (2) Performing, and (3) Responding. Elementary students are encouraged to actively experience music literacy by creating (composing and improvising), performing (playing, singing, and conducting), and responding (listening, moving, analyzing, and critiquing) as listeners, composers, and performers. These processes involve analyzing, evaluating, and understanding the syntax of music, as well as its cultural and historical contexts. Students develop knowledge (the contexts of music, the form and structure of music, and the musical processes) and skills (enable individuals to apply what they know by creating, performing, or responding to music) from year to year as the music curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students develop their understanding of instrument families, music theory, and notation. The students physically engage in musical activities through guided discovery with lessons heavily featuring beat, rhythm, melody, and movement. All students participate in various performances starting with in-class performances and working up to school concerts. Finally, students in grade five feature ensemble singing and instrument play with percussion and/or wind instruments.



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# PHYSICAL EDUCATION/WELLNESS

## *K-5 Physical Education*

The elementary physical education curriculum for grades K - 5 is divided into four modules: (1) Motor Skills, (2) Physical Fitness, (3) Cognitive Concepts, and Personal and Social Concepts. Elementary physical education students develop the skills, knowledge, attitudes, and behaviors that assists students in making the connection between classroom learning and participation in active, healthy lifestyles in the development of physical literacy. They develop knowledge and skills from year to year as the physical education curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. In addition, students participate in physical activities in an active, supportive, and non-threatening atmosphere where all students, regardless of physical ability, are challenged to achieve success through a culture of cooperation, sportsmanship, and respect for one's self and others. The course better prepares students to deal with the physical and mental stresses inherent in today's society. Finally, the purpose of the elementary physical education course is to develop physically literate students who have the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.



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# STEM

## K-5 STEM

The elementary STEM curriculum for grades K - 5 is divided into four modules: (1) Science, (2) Technology, (3) Engineering, and (4) Mathematics. This inquiry based STEM course integrates fundamental concepts of science, technology, engineering, and math. Students develop knowledge and skills from year to year as the STEM curriculum is designed to build on concepts corresponding to the development and maturation of students in grades K - 5. Students use the engineering design process to guide their thinking to solve STEM challenges. The engineering design process is a series of steps that guides engineering teams to loop through the steps as many times as needed, making improvements along the way to learn from failure and uncover new design possibilities to arrive at practical solutions. Students ask questions, research the problem, imagine possible solutions, plan an idea, create and test a prototype, and improve their design. In addition, the overarching themes of the engineering design process are teamwork and design. The students are divided into teams or two with a maximum of four students per group. Students review the challenge, criteria, and constraints. Students brainstorm possible solutions and choose the best solution to build a prototype. They test then redesign until the solution is optimized. Finally, students reflect as a team and debrief as a class.



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# CAREER READINESS

In Grades K-5, students will be required to complete several career readiness lessons and assignments aligned to the PA Career Education and Work Standards.

The Career Education and Work Standards address four areas of knowledge:

- Career Awareness and Preparation
- Career Acquisition (Getting a Job)
- Career Retention and Advancement
- Entrepreneurship



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## STATE ASSESSMENTS

Students will participate in the Pennsylvania System of School Assessment (PSSA) in Grades 3, 4 and 5 in the following subjects:

English/Language Arts - Grades 3, 4, and 5

Mathematics - Grades 3, 4, and 5

Science - Grade 4



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# ADMINISTRATION/SCHOOL BOARD

## Southmoreland School District Administrative Team

Mr. Vince Mascia, Superintendent

Dr. Jason Boone, Asst. Superintendent

Dr. Daniel Clara, Asst. to the Superintendent

Mr. Ronald Heitchue, Director of Special Education

Mr. Dan Krofcheck, SHS Principal

Mrs. Charity Colebank, SHS Asst. Principal

Mr. James Klugh, SMS Principal

Ms. Tracey Kuchar-Long, SES Principal

Mr. Ronald Heitchue, SPC Principal

## Southmoreland School District Board of Directors

President, Michelle Williams

Vice-President, Kristin Smith

Dr. Catherine Fike

Duane Frund

Stephanie Geyer

Anthony Lizza

Nicole O'Rear

Jason Pawlikowsky

Brian Shipley



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