

# Curriculum & Instruction

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# 4K

## Early Literacy

### Family Learning Activities:

- ❖ Read books to your child.
- ❖ Have your child turn the pages of the book.
- ❖ Talk about the characters, setting and sequence of events in repeatedly read stories (Brown Bear, Brown Bear, The Very Hungry Caterpillar, The Gingerbread Man, etc)

## Reading

### Standards:

- I can name some letters of the alphabet.
- I can produce some letter sounds of the alphabet.
- I can recognize my first name in print.
- I can identify some beginning sounds of pictures.

### Family Learning Activities:

- ❖ Sing the alphabet song.
- ❖ Talk about and point out the letters in your child's name.
- ❖ Show your child their name in print.



# 4K

## Writing

### Standards:

- I can write letters, especially in my name.
- I can draw pictures and write words to represent thoughts.

### Family Learning Activities:

- ❖ Color using different mediums (crayons, markers, chalk, colored pencils)

## Math

### Standards:

- I can count from 1-20 without skipping numbers.
- I can name 4 basic shapes (circle, triangle, square, rectangle).
- I can name numbers 1-10.
- I can extend patterns.
- I can count objects with one to one correspondence.

### Family Learning Activities:

- ❖ Count! Rote count, count as you do actions, count as you set the table, count while helping cooking
- ❖ Name shapes in your environment
- ❖ Point out patterns when you see them

# 5K

## Reading Foundational Skills

### Standards:

- I can follow words from left to right, top to bottom, and page by page, and I know that words are separated by spaces in print.
- I can recognize spoken words are represented in written language by specific sequences of letters.
- I can recognize and name all upper and lowercase letters of the alphabet.
- I can recognize and produce rhyming words.
- I can count, pronounce, blend, and segment syllables in spoken words.
- I can add, delete, or substitute individual sounds in simple one syllable words to make new words.
- I can isolate and pronounce the initial, medial vowel, and final sounds in three phoneme (CVC) words.
- I can blend and segment onsets and rimes of single-syllable spoken words.
- I can demonstrate basic knowledge of 1-1 letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- I can associate the long and short sounds with common spellings for the five major vowels.
- I can read common high frequency words by sight.
- I can read emergent reader texts with purpose and understanding.

### Family Learning Activities:

- ❖ Identify letters and letter sounds within environmental print (anything with letters).
- ❖ Have scholars read three letter words by sounding them out.
- ❖ State three letter words and have the scholar state what was the beginning, middle, and ending sound.
- ❖ Practice the 5K sight words.
- ❖ Have scholars read “just right” text.



# 5K

## Reading

### Standards:

- I can tell the story from the beginning, middle, and end.
- I can tell important details like who, what, where, when, and why in a text.
- I can share the key details in a text.
- I can identify feelings within a text.
- I can identify words that express feelings.
- I can identify the content specific words within the given text.
- I can describe how illustrations/photographs are related to the words in a text.

### Family Learning Activities:

- ❖ Read daily with your scholar.
- ❖ Talk about the pictures before reading the story and then while you are reading.
- ❖ Have scholars identify sight words within the text.
- ❖ Have scholars retell the story using details.

## Writing

### Standards:

- I can compose narrative pieces, informative pieces and opinion pieces.
- I can convey events in the order they occurred, provide information and provide a reaction or feelings in my story using dictation, drawing and/or writing.
- I can name the topic.
- I can use content words and words I am familiar with in my piece.
- I can attempt to produce an introduction.
- I can organize my piece.

### Family Learning Activities:

- ❖ Practice drawing things and people using real shapes and real colors.
- ❖ Have scholars practice writing their sight words.
- ❖ Have scholars sound out words to write them by creating a list and or labeling things. ~Scholars will not spell every word correctly at this age. They will only write the sounds that they hear when they sound out that word.

# 5K

## Math

### Standards:

- I can count to 100 by ones.
- I can write numbers in order from 0-20.
- I can count objects in order.
- I can match the number name with an object.
- I can count a group of objects and say how many in all.
- I can count objects to 20.
- I can show a way to keep track of objects when counting.
- I can use a strategy to count a group of objects up to 10.
- I can compare two written numbers using a strategy.
- I can count on from a given number.
- I can see a group of objects in any order and quickly tell how many.
- I can count to 100 by 10s.
- I can compare two different groups of objects using greater than, less than, or equal to.
- I can quickly name the number of objects shown.
- I can use a strategy to represent addition and subtraction.
- I can add and subtract within 10 by using objects or drawings.
- I can identify pairs of numbers that equal a given total up to 10.
- I can draw or write an equation to represent a pair of numbers that equal the given total.
- I can add and subtract within 5.
- I can show that a teen number is made up of tens and extra ones.

### Family Learning Activities:

- ❖ Practice counting to 100.
- ❖ Count up to 20 items (any household items or toys) by touching the items and counting them in numerical order then state how many in all.
- ❖ Identify and write numbers 0-20.
- ❖ By the end of 5K, add and subtract within 10.

# 5K

## Social Studies

### Standards:

- I can explain why rules are needed at home and at school.
- I can describe the rules for being at home and at school.
- I can identify community helpers and ways they help our community.
- I can identify holidays and beliefs in different cultures.
- I can identify a need versus a want.
- I can make choices based on needs and wants.
- I can make a map of a familiar place using a title and labels.
- I can draw a visual representation of a specific location from my viewpoint.
- I can describe the city and state I come from.
- I can discuss an issue in my school or community.
- I can discuss how and why we should treat people equally.

### Family Learning Activities:

- ❖ Talk about ways we can show the Brown Deer Way in and out of school.
- ❖ Volunteer in the community to help others.
- ❖ When shopping talk about what is a need and what is a want.
- ❖ Talk about other holidays and beliefs of other cultures.



# Grade 1

## Reading Foundational Skills

### Standards:

- I can demonstrate understanding of the organization and basic features of print.
- I can demonstrate understanding of spoken words, syllables, and sounds.
- I know and can apply grade-level phonics and word analysis skills in decoding words.
- I can read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.

### Family Learning Activities:

- ❖ Give your scholar time to sound out words.
- ❖ Play word games:
  - Change the beginning, middle, or end sound of words to make new words (ex: mat, cat, hat, sat).
  - Read road signs, store signs, menus when out in public.
  - Play “I Spy” searching out letters, words, or phrases.

## Reading

### Standards:

- I can develop and answer questions about key ideas and details in a text.
- I can identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text.
- I can identify a main topic or central idea in a text with guidance and support; retell important details.

### Family Learning Activities:

- ❖ Carry a book along when going out and about.
- ❖ Encourage re-reading.
- ❖ Ask your scholar questions about what they read.
- ❖ Have a quiet reading space available in your home.
- ❖ Pick books that are at a “just right” reading level.



# Grade 1

## Writing

### Standards:

- I can write opinion text, narrative text, and informational text.
- I can organize my writing with a beginning, middle, and end.
- I can use transition words and descriptive word choice in my writing.

### Family Learning Activities:

- ❖ Practice writing high frequency words.
- ❖ Have plain paper available for writing.
- ❖ Encourage your scholar to put their name on their work.



# Grade 1

## Math

### Standards:

- I can solve addition and subtraction story problems within 20.
- I can add 3 numbers whose sum is less than or equal to 20.
- I can apply properties of operations to add and subtract.
- I can calculate the missing addend using subtraction.
- I can calculate addition and subtraction problems by counting on.
- I can subitize numbers through 20.
- I can identify an addition and subtraction equation by using visual representations.
- I can add and subtract within 10 using mental strategies.
- I can choose an appropriate strategy to solve addition and subtraction within 20.
- I can verbally define what an equal sign represents.
- I can analyze equations to determine whether they are true or false.
- I can write, identify, and count numbers to 120.
- I can identify the digits in the tens place and ones place in a two digit number.
- I can identify a group of 10 ones as a ten (in the numbers 11-19).
- I can skip count by tens.
- I can identify the amount of tens.
- I can compare two digit numbers.
- I can draw the correct comparison sign between 2 two-digit numbers.
- I can add a two-digit number and a one-digit number.
- I can use strategies to solve addition equations such as regrouping, using a number line, counting on, relating addition with subtraction.
- I can explain the strategy I used to solve.
- I can identify 10 more or 10 less from a given two-digit number.
- I can explain that when adding or taking away a 10, only the tens place changes.
- I can subtract a multiple of ten from a two-digit number.
- I can organize 3 objects by their lengths.
- I can use a unit to accurately measure an object's length.

### Family Learning Activities:

- ❖ Ask addition questions (up to 20) while riding in the car, eating dinner, going on a walk.
- ❖ Practice counting to 120. Count by ones, twos, fives, and tens.
- ❖ Complete Home Connections with your scholar on a weekly basis.

# Grade 1

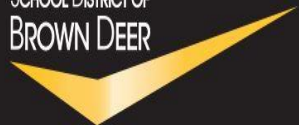
## Social Studies

### Standards:

- I can explore different types of maps in my community.
- I can create different parts of a map with symbols (key).
- I can create a map of a familiar place with my class.
- I can describe reasons why you choose to live where you do.
- I can compare/contrast rural and urban areas.
- I can understand why we have rules that we need to follow.
- I can describe that when I go to the store, I am the buyer and the store is the seller.

### Family Learning Activities:

- ❖ Collect maps when visiting different places around town or while traveling.
- ❖ Talk with your scholar about buying items at a store.
- ❖ Take a walk around Brown Deer to explore the community.



# Grade 2

## Reading Foundational Skills

### Standards:

- I can segment, blend, add, delete and substitute sounds in words.
- I can tell the difference between consonant and vowel sounds and between long and short vowel sounds.
- I can apply grade- level phonics and word analysis skills to decode words.
- I can read with sufficient accuracy and fluency to support comprehension

### Family Learning Activities:

- ❖ Encourage your child to sound out unfamiliar words all the way to the end and coach them as needed.
- ❖ Ask your child to identify vowel sounds in words.

## Reading

### Standards:

- I can develop and answer questions to show understanding of key ideas and details.
- I can summarize portions of a text in order to identify a main topic or central idea and key details in a text.
- I can explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content specific words within a text.
- I can demonstrate an understanding of story elements and topics by applying information gained from illustrations or text features.
- I can compare and contrast key points or perspectives presented in two texts and recognize that texts reflect one's own and other's cultures.

### Family Learning Activities:

- ❖ Have your child read to you daily.
- ❖ Ask your child to retell what they read.
- ❖ Discuss the characters' perspectives as well as problems and solutions in stories.





# Grade 2

## Writing

### Standards:

- I can write opinion, informative and narrative texts.
- I can include an introduction.
- I can include transition words.
- I can provide a conclusion.
- I can write a beginning, middle and end.
- I can use descriptive words.

### Family Learning Activities:

- ❖ Allow your child to make up and tell you their stories.
- ❖ Have your child keep a daily journal or diary.
- ❖ Encourage your child to write letters or thank you notes to family and friends.
- ❖ Give your child time to sound out words as they write and use their knowledge of letter-sound correspondence to spell.

## Math

### Standards:

- I can add and subtract within 20 mentally.
- I can solve addition and subtraction story problems within 100.
- I can add and subtract on a number line.
- I can identify digits and their values using place value to 1000.
- I can skip count by 5, 10, and 100 up to 1000.
- I can identify 10 more or less and 100 more or less than any 2 and 3 digit number.
- I can use the appropriate symbol to compare 2 three digit numbers.
- I can read and write numbers in standard, word, and expanded forms to 1000.
- I can add 4 two digit numbers.
- I can measure the length of an object using different units of measurement.
- I can compose and decompose tens and ones to add and subtract to 1000.

### Family Learning Activities:

- ❖ Have your child practice their basic math facts.
- ❖ Have your child practice skip-counting by 10 and 100 starting at any number.
- ❖ Ask your child to tell the value of a digit in ones, tens and hundreds place.
- ❖ Allow your child to count money and find the value of a set of coins.

# Grade 2

## Social Studies

### Standards:

- I can describe symbols, songs, and traditions that identify our state and country.
- I can assess the importance of rules and laws in the community.
- I can describe resources that are useful to me, my family, community, and country.
- I can explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.
- I can differentiate between buyers (consumers) and sellers (producers).
- I can recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.
- I can construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.
- I can compare a belief in one culture to one in a different culture.
- I can summarize situations where individuals have rights, freedoms, and equality.
- I can develop an opinion about an issue in my school or community.
- I can analyze why people live in certain places.
- I can classify the local community as rural, suburban, urban, or tribal.
- I can explain differences between rural and urban areas.

### Family Learning Activities:

- ❖ Collect maps when visiting different places around town or while traveling.
- ❖ Have your child look at the map while using GPS noticing streets, crossroads, and noting directions - north, south, east, west.
- ❖ Talk about jobs of people and institutions in our community and how they help people.
- ❖ Discuss your family's cultural traditions, holidays, foods, music, art, and note similarity and differences with other cultures.

# Grade 3

## Reading Foundational Skills

### Standards:

- I can read accurately.
- I can read fluently.
- I can read with a goal in mind.
- I can read and recognize grade level words in text fluently and use punctuation to guide my fluency.

### Family Learning Activities:

- ❖ Discuss how prefixes & suffixes can change the meanings of words when using or reading them.
- ❖ Encourage students to sound out words by phoneme (individual sounds).
- ❖ Have students read aloud to practice fluency.



# Grade 3

## Reading

### Standards:

- I can develop and answer questions that can be explicitly answered from the text.
- I can summarize and sequence the most important events of a literary text.
- I can answer questions about details in a text and cite evidence within the text.
- I can analyze what a character does to determine a trait and/or feeling from a literary text and what causes them to change.
- I can use background knowledge and details from the text to construct an inference.
- I can determine the main idea of a portion of an informational text and cite evidence to support it.
- I can sequence events or procedures from an informational text.
- I can determine the theme of a literary text and cite evidence to support it.
- I can define unknown words in a text.
- I can identify figurative language.
- I can make connections to other texts, identities, eras, and personal experiences.

### Family Learning Activities:

- ❖ Encourage reading at home.
- ❖ Ask students questions about their reading and to identify where they found their answer in the book.
- ❖ Help students work through unknown words as they read.
- ❖ Alternate between different genres of books.



# Grade 3

## Math

### Standards:

- I can interpret a word problem by creating a concrete or abstract model to represent the problem.
- I can represent a word problem with an equation, using a variable for an unknown quantity.
- I can solve two-step word problems.
- I can add and subtract whole numbers within 1,000 using strategies or algorithms that demonstrate an understanding of the operation.
- I can interpret a multiplication and division statement utilizing an appropriate strategy that demonstrates an understanding of multiplication and division.
- I can apply properties of operations to multiply and divide.
- I can identify an unknown factor problem that represents a division problem.
- I can utilize strategies to multiply and divide that demonstrate an understanding of the concept of multiplication/division, properties of multiplication/division, or the relationship between multiplication and division.
- I can assess the reasonableness of an answer using an estimate.
- I can identify arithmetic patterns in various contexts.
- I can explain identified patterns using properties of operations.
- I can recognize the relationship between plane figures and their area.
- I can measure areas using square units and can improvise units when appropriate.
- I can relate area to the operation of multiplication and can show that area can be found by multiplying the side lengths.
- I can relate area to the operation of addition.
- I can manipulate tiles to determine the area of a rectangle.
- I can solve real world and mathematical problems by representing the area as an equation with a whole number product.
- I can explain that a unit fraction is one part of a whole that is partitioned into equal parts.
- I can represent fractions on a number line or another visual model.
- I can compare and describe fractions using words and symbols.
- I can use an appropriate strategy to solve time related story problems.
- I can estimate liquid volumes and masses of objects and add, subtract, or multiply one-step word problems about them.
- I can partition a rectilinear shape into multiple rectangles.
- I can categorize quadrilaterals by their attributes.
- I can generate estimates based on place value understanding.
- I can multiply a one digit whole number by a multiple of 10.

### Family Learning Activities:

- ❖ Practice multiplication songs to build number fluency.
- ❖ Invite your child to solve real world problems when buying multiples of objects or spending money.

# Grade 3

## Writing

### Standards:

- I can write a narrative, opinion, and informational text.
- I can write an introduction to my writing.
- I can connect paragraphs with transition words.
- I can sequence events and use descriptive details in my narrative text.
- I can use facts and definitions in my informational text.
- I can provide reasons and examples in my opinion text.
- I can write a conclusion for my writing.

### Family Learning Activities:

- ❖ Encourage your child to think creatively (invent characters, places, etc.) and describe in detail.
- ❖ Debate an issue with two sides and decide which argument is strongest.



# Grade 3

## Social Studies

### Standards:

- I can label a map including both physical and human characteristics.
- I can identify regions in the United States.
- I can compare and contrast different types of communities.
- I can develop open-ended questions about a topic or issue.
- I can select appropriate evidence from sources to support a claim.

### Family Learning Activities:

- ❖ If travelling, plan out the route on a map of the United States.
- ❖ Encourage your child to participate in their community.



# Grade 4

## Reading

### Standards:

- I can locate, refer to, and quote text evidence to explain what an author is saying.
- I can summarize texts to identify a central theme or idea and support that theme or idea with evidence from the text.
- I can analyze a character to determine a trait the character has and support my analysis with text evidence.
- I can cite text evidence to explain an event or phenomenon.
- I can define unknown words and figurative language.
- I can make connections between texts, as well as connections between a text and greater society.

### Family Learning Activities:

- ❖ Encourage daily reading, as well as note taking or discussing your child's thoughts about their reading. Participating in a "book club" with your child is a fun way to do this!

## Writing

### Standards:

- I can write narrative, opinion, and informational pieces.
- I can organize my writing to introduce my piece, group related ideas together and link them using transitional words and phrases, and conclude my piece in a style appropriate to the writing piece.
- I can locate information on a topic by a variety of researching methods.
- I can answer a question by gathering information from my own experiences or print and digital sources. I can provide a list of sources that I gathered information from.

### Family Learning Activities:

- ❖ Encourage use of kid-friendly research sites (ex. Kiddle.co) to research topics of interest for your child
- ❖ Encourage writing to teach by having your child "publish" their findings!



# Grade 4

## Math

### Standards:

- I can solve multi-step story problems involving addition, subtraction, multiplication, and division.
- I can read, write, and compare numbers in numerical, written, and expanded forms.
- I can add and subtract multi-digit whole numbers utilizing algorithms or place valued based strategies.
- I can multiply a multi-digit number by a two-digit number utilizing algorithms or place valued based strategies.
- I can divide a multi-digit number by a single digit number utilizing algorithms or place value based strategies.
- I can compare and generate fractions equivalent to other fractions using visual models.
- I can add and subtract fractions with like denominators and multiply fractions by a whole number using visual models.
- I can represent decimals as fractions and compare decimals to the hundredths place.
- I can solve word problems involving distance, intervals of time, liquid volumes, and masses. I can convert between metric and customary units to solve.
- I can solve real world and mathematical problems using the area and perimeter formulas.
- I can make a line plot to display measurements in fractions of a unit and solve problems involving addition and subtraction of fractions using the data on the line plot.
- I can measure and sketch angles using a protractor.
- I can solve addition and subtraction problems to find unknown angles in diagrams, real world problems, and mathematical problems.
- I can draw geometric components and identify them within two dimensional figures.
- I can classify two dimensional figures based on their presence of specific geometric components.
- I can draw lines of symmetry and identify lines of symmetry in two dimensional figures.

### Family Learning Activities:

- ❖ Bridges [Math @ Home](#) is an excellent resource for independent and family or partner oriented games, puzzles, and math tasks at a 4th grade level.

## Social Studies

### Standard:

- I can investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.

# Grade 5

## Reading

### Standards:

- I can locate and accurately quote/reference details from the text to explain what the text is about and says explicitly.
- I can directly quote/paraphrase portions of text to support inferences and conclusions I have drawn.
- I can summarize texts and determine the main idea and theme.
- I can use a graphic organizer to identify and explain key details from the text and cite evidence.
- I can cite text evidence to compare and contrast two or more characters, settings, and events.
- I can cite text evidence to explain the relationship between two individuals, events, procedures, ideas, or concepts.
- I can use context clues, Latin roots, word parts, definitions, examples, or testaments to help determine the meaning of unknown words.
- I can analyze the meaning of new words and their effect on meaning, tone, and mood in a text.
- I can explain how claims in a text are supported by relevant reasons and evidence.
- I can identify reasons and evidence that support claims.
- I can make informed judgements about the quality of a text.
- I can make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.

### Family Learning Activities:

- ❖ Encourage your child to read fiction and nonfiction books frequently at home.
- ❖ Ask your child questions about what they are reading and have them find evidence in the text that supports their answer.

# Grade 5

## Writing

### Standards:

- I can write opinion pieces to convey a point of view, includes facts and details to support the author's purpose.
- I can write information pieces that introduces my topic, uses content specific words, and appropriate format.
- I can write narratives and short stories to convey real or imagined events with a situation, characters, and ordered events.
- I can creatively write an introduction, conclusion, and details using transitional words to connect ideas.
- I can conduct short, inquiry-driven projects that use several sources to build knowledge through investigation of different aspects of a topic.
- I can recall relevant information from experiences or from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.
- I can draw evidence from literary or informational texts to support analysis, reflection and inquiry.

### Family Learning Activities:

- ❖ Encourage your child to write at home frequently. (creative stories, journal entries, opinion pieces, informational writing)
- ❖ Encourage your child to support their opinions with specific reasons and evidence.





# Grade 5

## Math

### Standards:

- I can use exponents to represent a power of ten and explain the relationship between the zeros in a number and the power of ten it was multiplied by.
- I can explain patterns in the movement of a decimal point when multiplying or dividing a decimal by a power of ten.
- I can read, write, and compare decimals to the thousandths place in numerical, written, and expanded forms. I can use my understanding of decimal place value to round decimals.
- I can multiply multi-digit whole numbers utilizing algorithms or place value based strategies.
- I can divide a multi-digit number by a two-digit number utilizing algorithms or place value based strategies.
- I can add, subtract, multiply, and divide decimals to hundredths using visual models or place value based strategies.
- I can add and subtract fractions and mixed numbers using visual models in mathematical or real-world problems.
- I can multiply and divide fractions and whole numbers in mathematical or real-world problems.
- I can measure the volume of an object using manipulatives and formulas in mathematical or real world problems. I can additionally calculate the volume of two rectangular prisms and add them together to find the volume of a complex 3D figure.

### Family Learning Activities:

- ❖ Bridges [Math @ Home](#) is an excellent resource for independent and family or partner oriented games, puzzles, and math tasks at a 5th grade level.



# Grade 5

## Social Studies

### Standards:

- I can assess the role of economic institutions in helping individuals and society and differentiate between private and public property.
- I can create and label a map of the local community, state, tribal lands, and country, including both physical and human characteristics and identify regions in Wisconsin and the United States.
- I can compile relevant information to form a political argument taking other points of view into account.
- I can investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.
- I can explain how historical events have possible implications on the present.
- I can develop a list of questions that supports research through discussion and investigation to guide inquiry.
- I can use economic reasoning to compare and contrast the costs and benefits of a decision.
- I can classify various ways that people and countries depend on one another.
- I can summarize how transportation and communication have changed economic activities over time.
- I can assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition on a product.
- I can describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

### Family Learning Activities:

# Gifted & Talented

## Philosophy Statement

The School District of Brown Deer is committed to making sure each student has the opportunity to be challenged. We believe that the education of all children should be directed toward the maximum development of the individual. It is recognized that there are children who present unusual challenges because of their exceptional needs, which are difficult to meet in the standard educational program. Therefore, it is considered essential to have a systematic and continuous program to meet the unique needs of gifted and talented children.

Since giftedness may occur in a variety of areas, such a program should be multi-dimensional, involving five recognized areas in gifted and talented education: Intellectual, Academic, Creative, Artistic, and Leadership. Cognitive and affective experiences will be combined to further the development of the whole child in an attempt to foster not only the intellectual abilities and study skills, but leadership and social responsibility as well.

## Program Model

### Grades K-2

Students will not be officially identified in these grade levels. The Gifted and Talented Coordinator will provide support in the following ways for these grade levels:

- Collaborate with the grade level teachers to plan more challenging assignments in the subject area of need
- Provide materials and projects for students to complete if they finish grade level assignments quickly
- Meet with students in small groups to provide advanced instruction in reading or math based on classroom performance and teacher recommendations
- Offer contests and clubs for enrichment

### Grades 3-5

In the spring, the FastBridge data of students in second through fifth grade will be reviewed. Students who scored in the 90th percentile in reading and/or math for at least two testing sessions will be added to a talent pool for further testing. Staff, parents, and students may also submit nominations. Upon completion of testing, students who qualify will be assigned a tier for services. The options include:

- Clustering
- In-Class Differentiation
- Subject-Specific Enrichment
- Independent Study
- Subject-Specific Acceleration
- Whole Grade Level Acceleration
- Project-Based Learning
- Whole School Extracurricular Enrichment Opportunities

### Grades 6-8

The Gifted and Talented Coordinator will work with Brown Deer Middle School administration and teachers to provide the following supports to identified students:

- Clustering
- In-Class Differentiation
- Subject-Specific Enrichment
- Independent Study
- Subject-Specific Acceleration
- Whole Grade Level Acceleration
- Project-Based Learning
- Whole School Extracurricular Enrichment Opportunities

### Grades 9-12

The Gifted and Talented Coordinator will work with Brown Deer High School administration and teachers to ensure students are placed in appropriately challenging courses and provide opportunities for enrichment.

For further information, please visit the following links:

[State Statute](#)

[Definition of Services](#)

[Identification Process](#)

# Grading Practices

4	Exceeding	<ul style="list-style-type: none"><li>• Evidence of learning meets the next grade level's expectations.</li><li>• Student provides evidence of understanding and/or skill by regularly applying and transferring learning goals with depth and complexity.</li></ul>
3	Meeting	<ul style="list-style-type: none"><li>• Evidence of learning meets grade level expectations.</li><li>• Student provides evidence of understanding and/or skill by applying and transferring learning goals.</li></ul>
2	Approaching	<ul style="list-style-type: none"><li>• Evidence of learning demonstrates approaching grade level expectations.</li><li>• Student provides evidence of a working understanding and/or application of skills by intermittently applying learning goals.</li></ul>
1	Emerging	<ul style="list-style-type: none"><li>• Evidence of learning demonstrates an emergence of grade level expectations.</li><li>• <u>Student provides</u> evidence of a beginning level of understanding or possession of some skills; application is occasional.</li></ul>

## Additional Information

Please click on [this link](#) to learn more about the Standards-Based Grading practices at Brown Deer Elementary.

