Understand the importance of flexibility and how to stretch efficiently and safely.

Self-Image, Personal Development and Social Development
- Actively participate in a variety of movement opportunities.
- Accept feelings that result from challenges, successes, and failures in physical activity.
- Work cooperatively with a small co-ed group to accomplish an assigned task.
- Develop cultural self-awareness through participation in different physical activities.

Technology (End of the Year Standards)
- Demonstrate a functional understanding of basic computer operations.
- Format and edit text with appropriate commands using a word processing application.
- Present information using a variety of digital media (e.g., sound, text, video, graphics, CD-ROM).
- Gather information using a variety of electronic resources (e.g., CD-ROM, Internet, laser disc).

Science (End of the Year Standards)
Students understand the following:

Physical Science
- Energy and matter have multiple forms and can be changed from one to another.
- Light has a source and travels in a direction.

Life Science
- Adaptations in physical structure or behavior may improve an organism’s chance for survival.

Earth Science
- Objects in the sky move in regular and predictable patterns.
- The skill of asking meaningful questions and doing careful investigations increase scientific knowledge.

History/Social Science (End of the Year Standards)
- Acquire an understanding of natural and man-made geographical features using visual aids to organize information about people, places and environments.
- Describe Native Indian nations.
- Organize the sequences of local historical events and describe their significance.
- Understand the importance of rules and laws in our daily lives, and the basic structure of the United States government.
- Demonstrate basic economic understanding of the local region.

Health (End of the Year Standards)
- Identify and use standard notation symbols.
- Analyze and describe music that is heard or performed.
- Identify families of instruments by sight and sound.
- Sing or play an instrument performing alone and with others.
- Expressively perform songs of increasing difficulty (e.g., rounds and two part songs).
- Explore functional music (e.g., work songs, lullabies, songs that tell about historical events, etc.)

San Juan Unified School District
Common Core State Standards for Mathematics
Academic Standards for Science, History/Social Science, Music, Art, Physical Education, Technology and Health

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**Operations & Algebraic Thinking**

**Represent and solve problems involving multiplication and division**

1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$.

2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 \times ? = 3$, $6 \times ? = ?$

**Understand properties of multiplication and the relationship between multiplication and division**

5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. Commutative property of multiplication $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find $8 \times 7 = 8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property)

6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes $32$ when multiplied by $8$.

**Multiply and divide within 100**

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

**Solve problems involving the four operations, and identify and explain patterns in arithmetic**

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that $4 \times n$ is always even, and explain why $4 \times 2$ is always even.

**Number & Operations in Base Ten**

**Use place value understanding and properties of operations to perform multi-digit arithmetic**

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$, $5 \times 60$) using strategies based on place value and properties of operations.

**Number & Operations – Fractions**

**Develop understanding of fractions as numbers**

1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.

3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

**Use equivalent fractions as a basis for addition and subtraction**

4. Apply properties of operations as strategies to multiply and divide. For example, observe that $4 \times a$ number is always even, and explain why $4 \times 2$ can be decomposed into two equal addends.

5. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

6. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

7. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that $4 \times n$ is always even, and explain why $4 \times 2$ is always even.

8. Use place value understanding to round whole numbers to the nearest 10 or 100.

9. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

10. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$, $5 \times 60$) using strategies based on place value and properties of operations.

11. Use equivalent fractions as a basis for addition and subtraction.

12. Apply properties of operations as strategies to multiply and divide. For example, observe that $4 \times a$ number is always even, and explain why $4 \times 2$ can be decomposed into two equal addends.

13. Use equivalent fractions as a basis for addition and subtraction.

14. Apply properties of operations as strategies to multiply and divide. For example, observe that $4 \times a$ number is always even, and explain why $4 \times 2$ can be decomposed into two equal addends.

15. Use equivalent fractions as a basis for addition and subtraction.

16. Apply properties of operations as strategies to multiply and divide. For example, observe that $4 \times a$ number is always even, and explain why $4 \times 2$ can be decomposed into two equal addends.

17. Use equivalent fractions as a basis for addition and subtraction.

18. Apply properties of operations as strategies to multiply and divide. For example, observe that $4 \times a$ number is always even, and explain why $4 \times 2$ can be decomposed into two equal addends.

19. Use equivalent fractions as a basis for addition and subtraction.

20. Apply properties of operations as strategies to multiply and divide. For example, observe that $4 \times a$ number is always even, and explain why $4 \times 2$ can be decomposed into two equal addends.

21. Use equivalent fractions as a basis for addition and subtraction.

22. Apply properties of operations as strategies to multiply and divide. For example, observe that $4 \times a$ number is always even, and explain why $4 \times 2$ can be decomposed into two equal addends.