

Howard Gardner Multiple Intelligence School  
Curriculum Guide  
2010

Howard Gardner Multiple Intelligence Charter School embraces a philosophy that addresses the needs of the whole child as well as practicing current, research-based education with an emphasis on *Multiple Intelligences (MI)* theory. MI theory is a way of explaining how children learn. It also emphasizes the diverse abilities of children and the need to assess learning using multi-dimensional evaluations. This approach focuses on the individual learner, emphasizing inner discipline and control across age levels, and encouraging students to become independent, self-directed learners. We strive to maintain the principles of democracy and respect for others and ourselves in all aspects of the educational climate. Additionally, the philosophy is based on the concept of teamwork and partnership, where staff members, parents and students join together in an effort to recognize that every person has unique talents or productive skills to offer. Together we strive to make the school a safe place where the sharing of those ideas and talents contribute to produce the best education possible.

Our philosophy drives our curriculum and addresses both state and national standards. This project-based curriculum integrates creative problem solving into every segment of the curriculum. Our designation as a Laboratory School and our association with **NALS** helps ensure that our curriculum is constantly being updated to respond to educational research and state and national initiatives, all the while incorporating these standards into the consistent use and exploration of Multiple Intelligences (MI) theory. While we measure student achievement in many ways, our students also participate in nationally normed standardized tests so that we can monitor their progress and the effectiveness of the curriculum.

**SECTION 1 – PRE K\_K**

Pre-Pri-K – Language Arts

Course Title: Language Arts  
Area: Listening and Speaking  
Length of Period; 20 min.

Periods per Week: 5 Grade Level: Pre-Pri –K  
Length of Course: 180 days  
Total Clock Hours: 60

LEARNING OBJECTIVES:

The learner will speak appropriately in formal situations, listen critically and respond in an intelligent manner while speaking to individuals or to the whole group.

CONTENT:

Teacher provided materials, books or equipment to be presented for specific learning outcome.

LEARNING ACTIVITIES:

Group lessons include the daily calendar, weather, Pledge of Allegiance, sharing of news, seasonal topics and reading aloud of books followed by a question and answer period.

EXPECTED LEVELS OF ACHIEVMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Teacher observation and evaluation

PA STATE STANDARDS:

1.1PK.D, 1.1K.D., 1.6.PK.A, 1.6.K.A, 1.6.1.A, 1.6.PK.B, 1.6.K.B, 1.1PK.C, 1.1.K.C, 1.2.PK.A, 1.2.PK.B, 1.2.K.B, 1.3.PK.A, 1.3.K.A, 1.3.PK.B, 1.3.K.B, 1.3.PK.C, 1.3.K.C, 1.3.PK.D, 1.3.K.D, 1.8.PKA, 1.8.K.A

Pre-Pri – K – Language Arts

Course Title: Language Arts  
Area: Writing  
Length of Period: 20 min

Periods per week: 5 Grade Level: Pre-Pri –K  
Length of Course; 180 days  
Total Clock Hours: 60

LEARNING OBJECTIVES:

Rudimentary mastery of skills in the following areas will be encouraged:

1. Proper pencil grip and control while tracing within inset
2. Correction direction and form of letter through letter-sound-writing patterns
3. Writing letters with a pencil in the formation of letters on unlined paper
4. Proper placement of letters through the formation of letters on lined paper
5. Writing simple words by copying
6. Writing simple words from memory through the use of word composition by dictation
7. Using upper-case letters for proper names. Putting story ideas into words by composing stories.

CONTENT:

1. Metal insets
2. Sandpaper letters, sand tray
3. Unlined paper, lined paper, workbooks, Penmanship books
4. Pencil, paper
5. Movable alphabet

LEARNING OBJECTIVES:

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LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self-evaluation  
Self-correcting materials  
Teacher observation and evaluation  
Portfolio Assessment

PA STATE STANDARDS:

1.4.PK.A; 1.4.K.A; 1.4.PK.B; 1.4.K.B; 1.5.PK.A; 1.5.K.A; 1.5.PK.B; 1.5.K.B; 1.5.K.C; 1.5.K.D; 1.5.K.E; 1.5.PK.F;  
1.5.K.F

Pre-Pri – K – Reading

Course Title: Reading

Periods per week: 5 Grade Level: Pre-Pri –K

Area: Reading

Length of Course; 180 days

Length of Period: 20 min

Total Clock Hours: 60

LEARNING OBJECTIVES:

The learner will expand his knowledge on the following through the use of manipulative materials:

Identification of sounds and symbols (letters, numbers) via sight recognition

The alphabet

Initial and ending sounds

Simple phonetic word reading

Phonograms (e.g., ai, ae, ay, ee, ea, etc)

Simple reading skills (sight words, matching labels to pictures)

Following directions

CONTENT:

1. Alphabet puzzles
2. Manipulative
3. Moveable alphabet letters
4. Phonic object box; phonic reading cards
5. Picture/word cards
6. Phonogram books, sandpaper letters, phonogram cards
7. Phonetic readers, workbook (see Sources)
8. Puzzle word cards, classification cards
9. Command sentences
10. In classroom library

SOURCES:

1. Books for beginning readers: Primary Phonics Series – Educators Publishing service, Bob Books, Scholastic, I Can Read Books, Harper Collins, Little Celebrations, Scott Foresman, Brand New Readers, Candlewick Press, Learn To Read, Creative Teaching Press, Primary Readers, Modern Curriculum Press.
2. Workbooks: Primary Phonics, Educators Publishing Service, Starting Comprehension, Phonetically, Starting Comprehension Visually Levels 1-3, Educators Publishing Service, Eplode the Code (Levels 1).
3. Educators Publishing Service

LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Independent work

Small group work

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self-evaluation  
Self-correcting materials  
Teacher observation and evaluation  
Portfolio Assessment

PA STATE STANDARDS:

1.1.PK.B; 1.1K.B, 1.1.1B, 1.1.PKE; 1.1.KE; 1.1.1E; 1.2.PKD; 1.2.KD; 1.2.KD; 1.2.KE; 1.9.PKA

Pre-Pri – K – Mathematics

Course Title: Mathematics  
Area: Number Red. Simple Oper.  
Length of Period: 20 min

Periods per week: 5 Grade Level: Pre-Pri –K  
Length of Course; 180 days  
Total Clock Hours: 60

LEARNING OBJECTIVES:

Rudimentary mastery of skills in the following areas will be encouraged:

- The ability to count from 1-10 and recognizing corresponding symbols
- Recognizing the symbols and demonstrating correct counting from 11-100
- Linear counting from 1 to 100
- Skip counting by 2's, 5's and 10s
- The ability to add quantities from 1-10
- The ability to subtract quantities from 1-10
- Recognition of number categories, including unit (ones), ten, and hundred
- An understanding of the decimal system, including symbols to 999 and quantities
- Exchanging one category for another
- Adding 4 digit quantities
- Subtracting 4 digit quantities
- Memorization of facts – addition (through 6's) (not timed)
- Memorization of facts – subtraction (through 6's) (not timed)

CONTENT:

1. Concrete manipulative
2. Tens board, teen board, hanging tens and teen boards, hundreds board
3. Golden beads, short chains, long chains, bars, squares, cubes, ten trays, cards
4. Stamp game
5. Snake game
6. Addition and subtraction strips
7. Large and Small abacus
8. Workbook

SOURCES:

1. Scott Foresman – Addison Wesley Level K and I

LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work  
Portfolio assessment

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Self-correcting materials

Teacher observation and evaluation

Portfolio Assessment

PA STATE STANDARDS:

2.1.PKA; 2.1.KA; 2.1.PKB; 2.1.KB; 2.1.1B; 2.1.PKC; 2.1.KC; 2.1.KD; 2.1.1D; 2.1.KE; 2.1.PPKF

2.1.KF; 2.2.1A; 2.2.PKB; 2.2.KB; 2.2.PKD; 2.2.KD; 2.3.PK, 2.3.KA; 2.3.KB; 2.3.PKC; 2.3.KC

2.3.1C; 2.3.PKF; 2.3.KF; 2.4.PKA; 2.4.KA; 2.4.KB; 2.5.PKA; 2.5PKA; 2.5PKB; 2.5.KB; 2.6PKA

2.6.PKA; 2.6KA; 2.6PKB; 2.6.KB; 2.6PKC; 2.6.KC; 2.6.PKD; 2.6.KD; 2.6.KD; 2.6.PKE; 2.6.KE; 2.7.KA

2.7.KB; 2.8.PKA; 2.8.KA; 2.8.PBK; 2.8.PKC 2.8.KC; 2.8.KD; 2.8.PKE; 2.8.KE; 2.8.PKF,

2.8KF; 2.9.PKA; 2.9.KA; 2.9.KB; 2.11.KA; 2.11.1A

## Science – Kindergarten

*N.B. Inquiry based activities and scientific method application*

*Note: Science is an articulated curriculum grades K through 8. The use of FOSS Kits are in addition to the supplementary resources listed here. Included is a curricular guide that identifies the outdoor curriculum used in our Nay Aug Park sessions. Students from Intermediate Level (Grades 3 & 4) through Senior Level (Grades 7&8) spend a week in the fall and spring in a fully integrated science program at the park.*

Course Title: Science

Area:

Length of Period:

Periods per Week: 1 Grade Level: K

Length of Course: 180 days

Total Clock Hours:

### LEARNING OBJECTIVES:

The learner will develop and extend his skill for measurement by activity using the appropriate measuring tools.

### CONTENT:

FOSS Kits

### LEARNING ACTIVITIES:

Trees, Learners observe, compare and describe the properties of trees and parts of trees.

PA STATE STANDARDS: 3.3.4; 3.4.4; 3.5.4; 3.6.4; 3.8.4

Wood and Paper and Fabric, Learners observe, compare and describe natural and synthetic materials such wood, paper and fabric and find out what happens when these materials interact with other materials. Students discover applications for the materials in the real world.

PA STATE STANDARDS: 3.1.4; 3.4.4; 3.5.4; 3.6.4; 3.8.4

Earth Day-Learners consider how they can make choices to conserve resources such as water, electricity and paper to help protect our environment.

PA STATE STANDARDS: 4.2.4B; 4.3.4A

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Portfolio

Demonstrations

Teacher observation of procedure

**SECTION 2: 1<sup>ST</sup> AND 2<sup>ND</sup> GRADE**

## 1<sup>st</sup> Grade – Social Studies

Course Title Social Studies

Area: Things

Length of Period: 27 min.

Periods Per Week: 5 Grade Level: 1

Length of Course: 180 days

Total Clock Hours: 81

### LEARNING OBJECTIVES:

The learner will develop and extend his knowledge of ours and others' cultures through the study of relevant events and things.

### CONTENT:

- Resource Books
- Trade Books
- Reference Books
- Group Lessons
- Scholastic News
- Field Trips
- Holiday Celebrations
- Constructing Rules
- Government Charts
- Classroom kits/centers:
  - Famous Places
  - Indian Symbols
  - Smart Choices
  - Wee Sing
  - Flags of other nations
  - The U.S.A. flag
  - How Things Made
  - Transportation cards
  - Houses

### LEARNING ACTIVITIES:

- Teacher-directed whole-group activities
- Independent work
- Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate master of the skills needed according to his/her ability and opportunity.

### PROCEDURE FOR EVALUATION:

- Self evaluation
- Portfolio assessment
- Teacher observation and evaluation

### PA STATE STANDARDS:

1<sup>ST</sup> Grade - Social Studies

Course Title: Social Studies  
Area: Geography  
Length of Period: 27 min.

Periods Per Week: 5 Grade Level: 1  
Length of Course: 180 days  
Total Clock Hours: 81

LEARNING OBJECTIVES:

The learner will develop and extend his knowledge of the geographical world and its related features.

CONTENT:

1. Resource Books
2. Classroom kits/centers
  - Landforms
  - Planisphere
  - Canada map
  - North American map
  - South American map
  - Central American map
  - Asian map
  - Australian map
  - Geographical features
  - State Flash cards
  - Discovery map
  - Name the Country
  - Name the Continent
  - Volcano puzzle
  - Capital maps
  - Map command cards
  - Biome work
3. Atlas
4. Trade Books
5. Reference books

LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

PROCEDURES FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher observation and assessment

PA STATE STANDARDS:

8.1.3A; 8.1.3B; 8.1.3C; 8.1.3C

1<sup>ST</sup> Grade – Language Arts

Course Title: Language Arts  
Area: Word Function  
Length of Period: 60 min.

Periods per Week: 5 Grade Level: 1  
Length of Course: 180 days  
Total Clock Hours: 180

LEARNING OBJECTIVES:

The learner will develop and extend his skills and understanding for the concept of a word and will categorize according to its function.

CONTENT:

1. Classrooms kits/centers

Parts of speech  
Object boxes  
Word strips  
Word Bingo

Searching the subject work  
Word building with movable alphabet  
Grammar boxes  
Word picture puzzles

LEARNING ACTIVITIES:

Teacher-directed whole group activities  
Independent work  
Small group work

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery of skill required for the activity.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Portfolio assessment  
Teacher observation and evaluation

PA STATE STANDARDS:

1.1.1B; 1.1.1C

## 1<sup>st</sup> Grade – Reading

Course Title: Reading  
Area: Phonic Decoding  
Length of Period: 30 min.

Periods per Week: 5 Grade Level: 1  
Length of Course: 180 days  
Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skill for letter-sound association.

### CONTENT:

1. Sandpaper letters
2. Primary Phonics Readers
3. Stevensons Reading Program
4. Oral Exercises
6. Trade Books
7. Language experience stories
8. Writing activities
9. Computer

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work  
Individualized teacher instruction

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher observation evaluation

### PA STATE STANDARDS:

- 1.1.1D; 1.1.1E  
1.2.1A; 1.2.1 B; 1.2.1C  
1.2.1D; 1.2.1E  
1.3.1A; 1.3.1B; 1.3.1C; 1.3.1D

## 1<sup>st</sup> Grade – Language Arts

Course Title: Language Arts

Area: Alphabet

Length of period: 60 min.

Periods per Week: 5 Grade Level: 1

Length of Course: 180 days

Total Clock Hours: 180

### LEARNING OBJECTIVES:

The learner will identify and develop recognition of the alphabet and the sounds which are represented.

### CONTENT:

1. Sandpaper letters
2. Movable alphabet
3. Alphabet order work
4. Alphabet books

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Independent work

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher observation and assessment

### PA STATE STANDARDS:

1.1.1B; 1.1.2B; 1.1.3B

## 1<sup>st</sup> Grade - Reading

Course Title: Reading  
Area: Syntax Skills  
Length of Period: 30 min.

Periods per Week: 5 Grade Level: 1  
Length of Course: 180 days  
Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skills and understanding of the language rules that form the structure of our language.

### CONTENT:

1. Harcourt Brace Readers
2. Trade books
3. Harcourt Brace Workbooks
4. Silent reading
5. Writing activities
6. Shared reading
7. Computer activities

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work  
Individualized teacher instruction

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Portfolio assessment  
Teacher observation and evaluation

### PA STATE STANDARDS:

1.4.1A; 1.4.1B; 1.4C  
1.5.1A; 1.5.1B  
1.5.1C; 1.5.1D; 1.5.1E  
1.5.1F  
1.6.1A; 1.6.1B  
1.7.1A  
1.8.1A; 1.8.1B; 1.8.1C  
1.9.1A; 1.9.1B

## 1<sup>st</sup> Grade - Mathematics

Course Title: Mathematics  
Area: Subtraction  
Length of Period: 50 min.

Periods per Week: 5 Grade Level: 1  
Length of Course: 180 days  
Total Clock Hours: 150

### LEARNING OBJECTIVES:

The learner will develop and extend his skill and understanding for the operation of subtraction and addition.

### CONTENT:

- Golden Beads (Montessori)
- Subtraction sticks
- Stamps
- Math scale
- Missing addends
- Computer
- Abacus
- Charts
- Math Workbooks
- Sets of work

### LEARNING ACTIVITIES:

- Teacher-directed whole-group activities
- Independent work
- Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

- Self evaluation
- Portfolio assessment
- Teacher observation

### PA STATE STANDARDS:

- 2.4.1A; 2.4.1B
- 2.5.1A; 2.5.1B
- 2.6.1A; 2.6.1B; 2.6.1C; 2.6.1D; 2.6.1E
- 2.8.1A; 2.8.1B; 2.8.1C; 2.8.1D; 2.8.1E; 2.8.1F
- 2.11.1A

## 1<sup>st</sup> Grade – Mathematics

Course Title: Mathematics

Area: Fractions

Length of Period: 50 min.

Periods per Week: 5; Grade Level: 1

Length of Course: 180 days

Total Clock Hours: 150

### LEARNING OBJECTIVES:

The learner will develop and extend his skills for identification and application of fractions and geography.

### CONTENT:

1. Fraction Skittles
2. Fraction insets
3. Fraction pieces
5. Fraction problem cards
6. Math workbook
7. Geometric solids
8. Geometric cabinet

### LEARNING ACTIVITIES:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher observation and assessment

### PA STATE STANDARDS:

2.1.1C

2.9.1A

## 1<sup>st</sup> Grade – Mathematics

Course Title: Mathematics  
Area: Numeration  
Length of Period: 50 min.

Periods per Week: 5 Grade Level: 1  
Length of Course: 180 days  
Total Clock Hours: 150

### LEARNING OBJECTIVES:

The learner will develop and extend his skill for numeration and measurement.

### CONTENT:

1. Rulers
2. Golden Beads
3. Sequence board, tens board, teens board, table rods, colored bead bars
4. Stamps
5. Math scale
6. Numeral cards
7. Computer
8. Abacus
9. Math workbooks
10. Judy Clock
11. Balance scale

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher observation and assessment

### PA STATE STANDARDS:

2.1.1A; 2.1.1B; 2.1.1D; 2.1.1E; 2.1.1F  
2.2.1A; 2.2.1B; 2.2.1D  
2.3.1A; 2.3.1B; 2.3.1C  
2.3.1F

## 2<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies

Area: Geography

Length of Period: 27 min.

Periods per Week: 5 Grade Level: 2

Length of Course: 180 days

Total Clock Hours: 81

### LEARNING OBJECTIVES:

The learner will develop and extend his knowledge and understanding of the geographical world and its related features.

### CONTENT:

1. Resource books

2. Classroom kits/centers

Landforms

Planisphere

Canada map

North American map

South American map

African map

Europe map

Central American map Capital maps

Asian map

Australian map

Geographical features

State flash cards

Discovery map

Name The Country

Name The Continent

Discover Columbus

Geo-Safari

Volcano puzzle

Map command cards

Biome work

3. Atlas

4. Trade books

5. Reference books

6. Computer stations

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Independent work

Small group work

### PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher observation and evaluation

### PA STATE STANDARDS:

8.1.3A; 8.1.3B; 8.1.3C; 8.1.3C

## 2<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies

Area: People

Length of Period: 27 min.

Periods per Week: 5 Grade Level: 2

Length of Course: 180 days

Total Clock Hours: 81

### LEARNING OBJECTIVES:

The learner will develop and extend his knowledge of his culture and its history through the study of people.

### CONTENT:

1. Resource books
2. Trade books
3. Reference books
4. Group study of events
5. Classroom kits/centers
  - Famous people
  - Children of Nations
  - Presidents' work
  - Inventor time line
  - Explorer time line
  - Famous artists
  - Famous composers

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work  
Class visitors

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery of knowledge provided by the activity according to his ability and experience.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Portfolio assessment  
Teacher observation and assessment

### PA STATE STANDARDS:

7.1.3; 7.3.3A; 7.3.3B

## 2<sup>nd</sup> Grade – Social Studies

Course Title:

Area: Things

Length of Period: 27 min.

Periods Per Week: 5 Grade Level: 2

Length of Course: 180 days

Total Clock Hours: 81

### LEARNING OBJECTIVES:

The learner will develop and extend his knowledge of our and others' cultures through the study of relevant events and things.

### CONTENT:

1. Resource books
2. Trade books
3. Reference books
4. Group lessons
5. Scholastic News
6. Field Trips
7. Holiday celebrations
8. Constructing rules
9. Government charts
10. Classroom kits/centers
  - Famous places
  - Needs of Man
  - Indian symbols
  - Smart Choices
  - Wee Sing
  - Flags of other nations
  - The U.S.A. flag
  - How Things are Made
  - Transportation cards
  - Houses

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Independent work

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery of the skills needed according to his/her ability and opportunity.

### PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher observation and evaluation

### PA STATE STANDARDS:

7.1.3; 7.3.3A; 7.3.3B; 7.3.3C; 7.3.3D



## 2<sup>ND</sup> Grade - Mathematics

Course Title: Mathematics

Area: Numeration

Length of Period: 30 min.

Periods Per Week: 5 Grade Level: 2

Length of Course: 180 days

Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skill for numeration.

### CONTENT:

1. Workbooks
2. Golden Beads
3. Sequence board, ten's board, teen's board, table rods, colored bead bars
4. Stamps
5. Math scale
6. Checkerboard
7. Computer
8. Abacus
9. Racks and tubes

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Independent work

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher observation and evaluation

### PA STATE STANDARDS:

2.1.2A; 2.1.2B; 2.1.2D; 2.1.2E; 2.1.2F

2.8.2A; 2.8.2B; 2.8.2D; 2.8.2E

2.11.2A

## 2<sup>nd</sup> Grade – Language Arts

Course Title: Language Arts  
Area: Expressive Lang. (Oral & Written)  
Length of Period: 60 min.

Periods per Week: 5 Grade Level: 2  
Length of Course: 180 days  
Total Clock Hours: 180

### LEARNING OBJECTIVES:

The learner will develop and extend his oral and written expressive skills.

### CONTENT:

1. Language experience stories
2. Scott Foresman – spelling
3. Classroom kits/centers

Sequence cards

Word writing

Sentence writing

Make-a-list

Object stories

Observation work

Capitalization cards

Punctuation work

Sentence strips

Language file folders

Letter writing

Kinds of sentences

Research cards

Mad Libs

Story starters

Word Perfect

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Independent work

Small Group work

Writing practice

Journal writing

Boardwork

Inventive spelling

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her level of maximal ability and opportunity to achieve..

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Portfolio assessment

Teacher observation and evaluation

### PA STATE STANDARDS:

1.4.2A; 1.4.2B; 1.4.2C

1.5.2A; 1.5.2B; 1.5.2C; 1.5.2D; 1.5.2E

1.5.2F

## 2<sup>nd</sup> Grade – Language Arts

Course Title: Language Arts

Area: Alphabet

Length of Period: 60 min.

Periods per Week: 5 Grade Level: 2

Length of Course: 180 days

Total Clock Hours: 180

### LEARNING OBJECTIVES:

The learner will extend knowledge and understanding of the alphabet, including alphabetizing skills.

### CONTENT:

1. Alphabetical order work
2. Dictionary
3. Encyclopedia
4. Alphabet books

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Independent work

Small Group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her level of maximal ability and opportunity to achieve..

### PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher observation and evaluation

### PA STATE STANDARDS:

1.1.2B; 1.1.2C

## 2<sup>nd</sup> Grade – Reading

Course Title: Reading  
Area: Syntax Skills  
Length of Period: 30 min.

Periods per Week: 5 Grade Level: 2  
Length of Course: 180 days  
Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skills and understanding of the language rules that form the structure of our language.

### CONTENT:

1. Basal Reader
2. Trade books
3. Work books
4. Silent Reading
5. Writing activities
6. Shared reading
7. Computer activities

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small Group work  
Individualized teacher instruction

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Portfolio assessment  
Teacher observation and evaluation

### PA STATE STANDARDS:

1.2.2A; 1.2.2B; 1.2.2C  
1.2.2D; 1.2.2E  
1.3.2A; 1.3.2B; 1.3.2C; 1.3.2D  
1.6.2A; 1.6.2.B  
1.7.2A  
1.8.2A; 1.8.2B; 1.8.2C  
1.9.2A; 1.9.2B

## 2<sup>nd</sup> Grade – Reading

Course Title: Reading  
Area: Semantic Skills  
Length of Period: 30 min.

Periods per Week: 5 Grade Level: 2  
Length of Course: 180 days  
Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skills and understanding for the meaning of the written word in relation to its CONTENT:

### CONTENT:

1. Group discussion
2. Vocabulary development
3. Experiential activities
4. Silent reading
5. Oral reading
6. Trade books
7. Textbooks and workbooks
8. Writing activities
9. Computer

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small Group work  
Individualized teacher instruction

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve...

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Portfolio assessment  
Teacher observation and evaluation

### PA STATE STANDARDS:

1.2.2A; 1.2.2B; 1.2.2C  
1.2.2D; 1.2.2E  
1.3.2A; 1.3.2B; 1.3.2C; 1.3.2D  
1.6.2A; 1.6.2.B  
1.7.2A  
1.8.2A; 1.8.2B; 1.8.2C  
1.9.2A; 1.9.2B

## 2<sup>nd</sup> Grade – Reading

Course Title: Reading  
Area: Phonic Decoding  
Length of Period: 30 min.

Periods per Week: 5 Grade Level: 2  
Length of Course: 180 days  
Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skill for letter-sound association...

### CONTENT:

1. Basal reader
2. Computer
3. Stevensons Reading Program
4. Primary phonics readers
5. Oral exercises
6. Trade books
7. Language experience stories
8. Writing activities

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small Group work  
Individualized teacher instruction

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve...

### PROCEDURE FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher observation and evaluation

### PA STATE STANDARDS:

1.1.2A; 1.1.2B; 1.1.2C; 1.1.2D; 1.1.2E

## 2<sup>nd</sup> Grade – Mathematics

Course Title: Mathematics  
Area: Fractions  
Length of Period: 30 min.

Periods per Week: 5 Grade Level: 2  
Length of Course: 180 days  
Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skill for identification and application of fractions and geometry.

### CONTENT:

1. Fraction Skittles
2. Fraction insets
3. Fraction pieces
4. Fraction dice
5. Fraction problem cards
6. Math workbook
7. Geometric solids
8. Geometric cabinet

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small Group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve...

### PROCEDURE FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher observation and evaluation

### PA STATE STANDARDS:

2.1.1C; 2.8.2C; 2.8.2F; 2.9.2A

## 2<sup>nd</sup> Grade – Mathematics

Course Title: Mathematics  
Area: Measurement  
Length of Period: 30 min.

Periods per Week: 5 Grade Level: 2  
Length of Course: 180 days  
Total Clock Hours: 90

### LEARNING OBJECTIVES:

The learner will develop and extend his skill for measurement by activity using the appropriate measuring tools.

### CONTENT:

1. Judy clock, clock puzzle, clock stamps
2. Graph art
3. Subtraction sticks
4. Money cards; money puzzle; making change, money stamps
5. Metric rulers, metric wheel, metric tape, metric stick, ruler, yardstick
6. Containers for measuring liquids
7. Thermometers, temperature work
8. Balance scale, gram weights
9. Math workbooks

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Independent work  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher observation and evaluation

### PA STATE STANDARDS:

2.3.2A; 2.3.2B; 2.3.2C; 2.3.2F  
2.6.2A; 2.6.2B; 2.6.2C; 2.6.2D  
2.7.2D; 2.7.2E

## Science – Primary (Grades 1 and 2)

*N.B. Inquiry based activities and scientific method application*

*Note: Science is an articulated curriculum grades K through 8. The use of FOSS Kits are in addition to the supplementary resources listed here. Included is a curricular guide that identifies the outdoor curriculum used in our Nay Aug Park sessions. Students from Intermediate Level (Grades 3 & 4) through Senior Level (Grades 7&8) spend a week in the fall and spring in a fully integrated science program at the park.*

Course Title: Science

Area:

Length of Period: 2 hours per week

Periods per Week: 2 Grade Level: P

Length of Course: 180 days

Total Clock Hours:

### LEARNING OBJECTIVES:

#### CONTENT:

FOSS Kits

#### LEARNING ACTIVITIES:

Solids and Liquids, Learners find that materials can exist indifferent states of matter—solid, liquid, and gas. They investigate and describe the properties of solids and liquids and observe and record changes that occur when solids and liquids interact, including mixing. Dissolving, layering, and evaporating.

PA STATE STANDARDS: 3.1.4—3.2.4—3.4.4—3.6.4

Pebbles Sand and Silt, Learners study the properties of rocks and soil. They group and separate rocks on the basis of single, observable properties, and learn simple ways to sort rocks using tools such as screens and techniques such as mixing with water. They study properties of different kinds of soils and explore natural resources used as building materials.

PA STATE STANDARDS: 3.1.4—3.2.4—3.4.4—3.5.4—3.6.4

Balance and Motion, Learners explore stable and unstable systems, using counterweighting to change the center o mass of the systems. They explore two classes of motion—spinning and rolling—first through trial and error, and later through systematic explorations. Students begin to develop a sense of variables. Which they control to produce desired outcomes.

PA STATE STANDARDS: 3.1.4—3.2.4—3.4.4—3.6.4

Insect life cycle Learners observe and compare insect structures and behaviors in different stages of the life cycle of a variety of insects. They discuss and record findings, and pose questions to be resolved.

PA STATE STANDARDS: 3.1.4—3.2.4—3.3.4—3.6.4—3.8.4

Through teacher created materials, Wildlife of PA coloring book students work on projects covering these topics:

Habitats in PA,

Agriculture and farm products.

Recycling

PA STATE STANDARDS: 4.14D, 4.2.4D, 4.3.4A,B, 4.4.4B, 4.6.4A, 4.7.4A

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

PROCEDURE FOR EVALUATION:

Portfolio assessment

Projects

Teacher observation

**SECTION 3 – GRADES 3 AND 4**

## 3<sup>rd</sup> Grade – Mathematics

Course Title: Mathematics

Area: Decimals

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate understanding of decimals and their applications.

- A. Read and write decimals in tenths.
- B. Order decimal amounts from smallest to largest.
- C. Add and subtract decimals in conjunction with money amount.

### CONTENT:

- 1. Textbook: Exploring Mathematics, Scott Foresman; Singapore Math Workbook series
- 2. Blackboard Demonstrations
- 3. Related Resource Books:
  - 1. Math: Their Way
  - 2. Exploring Mathematics Resource Guide
  - 3. Real Life Math Word Problems
- 4. Related Resource Activities:
  - 1. Intermediate Store
  - 2. Teacher made activities
  - 3. File folder activities
  - 4. Money center
  - 5. Money!
  - 6. Money Dominoes
  - 7. Money Math: Buying and Making Change
- 5. Related Math Manipulatives:
  - Base Ten Place Value Blocks
  - Money Stamp
  - Play money

### LEARNING ACTIVITIES:

Small group participation  
Independent exploration

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher evaluation  
Peer evaluation  
Teacher made test

### PA STATE STANDARDS:

2.1.3D; 2.1.3E; 2.1.5A; 2.1.5D; 2.1.5G



## 3<sup>nd</sup> Grade – Mathematics

Course Title: Mathematics  
Area: Measurement  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will understand standard and metric units of measurement.

- A. Measure periods of time by hour, half hour, quarter hour, and minute.
- B. Add and Subtract to determine after or before a given time.
- C. Determine lengths, width, and height by measuring and object.
- D. Identify differences between standard and metric. Units of measure to include:
  - Inch-centimeter
  - Meter-yard
  - Liters-gallons

### CONTENT:

- 1. Textbook: Exploring Mathematics, Scott Foresman, 1996
- 2. Related Resource Books:
  - Exploring Mathematics Resource Books
  - The Mailbox-Intermediate
- 3. Measurement charts
- 4. Related Resource Activities:
  - Teacher made task cards – measurement
  - Measurement by Frank Schaffer
  - Time clock activity box
  - The Education Center Activities: Time
- 5. Related Math Manipulatives:
  - Volume set (shows relationship)
  - Rulers
  - Scale
  - Judy Clock
  - Clock stamps

### LEARNING ACTIVITIES:

Small group participation  
Student experiments  
Team experiments  
Student activities and exploration of kits and activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self checking activities

Teacher observation

Portfolios

PA STATE STANDARDS:

2.2.3A; 2.2.3B; 2.2.3C; 2.2.3D; 2.2.3E;2.2.3G

## 3<sup>nd</sup> Grade – Mathematics

Course Title: Mathematics  
Area: Measurement  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate an understanding of geometry:

- A. Identify points, segments, rays, lines, and radius.
- B. Find the areas of a figure.
- C. Identify congruent figures.
- D. Identify lines of symmetry.

### CONTENT:

1. Textbook: Exploring Mathematics, Scott Foresman, 1996

2. Related Resource Books:

Problem Solving Game Book

Math Discovery

3. Related Resource Activities:

Tangram Treasury

Tangram Puzzler

Geoboard Intermediate Activities

Geometry Dominoes

Learning Center – Geometry

Geoboard in Action

Geopuzzle

4. Related Math Manipulatives:

Tangrams

Geoboards

Pentominoes

### LEARNING ACTIVITIES:

Student exploration

Team projects

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher evaluation

Peer evaluation

### PA STATE STANDARDS:

2.3.3F; 2.4.3A; 2.4.3B; 2.9.3A; 2.9.3B; 2.9.3C; 2.9.3D; 2.9.3E

3<sup>nd</sup> Grade – Mathematics

Course Title: Mathematics  
Area: Fractions  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will demonstrate an understanding of fractions and their applications:

- A. Express fractions in lowest terms.
- B. Add and subtract fractions with like denominators.

CONTENT:

1. Related Resource Books:

Problem Solving with Pentominoes

Math A Way of Thinking

3. Related Resource Activities:

Fraction Builders Activity Cards

Center – Pizza party

Fraction Charts

Teacher made activities

Geoboard activities

4. Related Math Manipulatives:

Fraction Bars

Geoboards

Fraction Building Set

LEARNING ACTIVITIES:

Student exploration

Peer teaching

Student and small group activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

Teacher made test

Peer evaluation

PA STATE STANDARDS:

2.1.3D

## 3<sup>nd</sup> Grade – Mathematics

Course Title: Mathematics  
Area: Graphs and Simple Statistics  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate an understanding of graphs and simple statistics.

### CONTENT:

#### 1. Related Resource Activities:

- Graph I–Primary
- Probability Plus
- Graphing Fun

#### 2. Related Math Manipulatives:

- Dice
- Spinners
- Coins
- Graph paper
- Deck of face cards

### LEARNING ACTIVITIES:

- Large group discussions
- Individual student exploration of manipulatives
- Student participation in activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

- Self evaluation activities
- Portfolio assessment
- Teacher observation

### PA STATE STANDARDS:

2.6.3A; 2.6.3B; 2.6.3C; 2.6.3D; 2.7.3A; 2.7.3B; 2.7.3C; 2.7..D

## 3<sup>rd</sup> Grade – Language

Course Title: Language  
Area: The Sentence  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate the ability to describe what a sentence is.

The learner will demonstrate the ability to recognize and name the different kinds of sentences while using correct capitalization and punctuation.

The learner will demonstrate the ability to recognize the subject and predicate of a sentence and correct run-on sentences.

### CONTENT:

1. Student workbook
2. Related activities and kits:
  - Mixed-up sentences
  - Types of sentences
  - Super Sentence game

### LEARNING ACTIVITIES:

Student research  
Learning centers  
Small group activities  
Writing assignments  
Workbook assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Portfolio assessment  
Peer evaluation  
Student-teacher conference  
Teacher evaluation

### PA STATE STANDARDS:

1.5.3C; 1.5.3G

### 3<sup>nd</sup> Grade – Language

Course Title: Language

Area: Letter Writing

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3

Length of Course: 180 days

Total Clock Hours: 120

#### LEARNING OBJECTIVES:

The learner will demonstrate the ability to recognize and name of the parts of a letter.

The learner will demonstrate the ability to write a friendly letter

#### CONTENT:

1. Student workbook

2. Related activities

#### LEARNING ACTIVITIES:

Learning centers

Writing assignments

Small group activities

Workbook assignments

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Student evaluation

Portfolio assessment

Peer evaluation

Student-teacher conference

Teacher evaluation

#### PA STATE STANDARDS:

1.4.3B

## 3<sup>rd</sup> Grade – Language

Course Title: Language  
Area: Library Skills  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate an understanding of parts of a book and terms used to describe them.  
The learner will demonstrate understanding of the classification and location of books in a library.  
The learner will demonstrate the ability to recognize the dictionary, encyclopedia, and atlas as types of reference books, determine what type is appropriate for locating specific information.  
The learner will demonstrate the ability to distinguish between fiction, non-fiction, and reference books.  
The learner will demonstrate the ability to use the card catalog to find books in a library.

### CONTENT:

1. Library books
2. Student workbook

### LEARNING ACTIVITIES:

Student research  
Learning centers  
Small group activities  
Library assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Portfolio assessment  
Peer evaluation  
Student-teacher conference  
Workbook assignments

### PA STATE STANDARDS:

1.1.3A; 1.1.3B; 1.8.3B

### 3<sup>rd</sup> Grade – Language

Course Title: Language  
Area: Research/Report Writing  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

#### LEARNING OBJECTIVES:

The learner will understand methods of and reasons for research.  
The learner will understand the mechanics of writing a report.  
The learner will demonstrate the ability to incorporate a bibliography in any written research.

#### CONTENT:

1. Encyclopedias, reference books, multi-media computers
2. Research guidelines
3. Sample research reports and bibliographies

#### LEARNING ACTIVITIES:

Small group activities  
Library assignments  
Writing assignments requiring CONTENT: area research reports with accompanying bibliography

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Student evaluation and revision  
Portfolio assessment  
Peer evaluation  
Student-teacher conference  
Teacher evaluation

#### PA STATE STANDARDS:

1.8.3A; 1.8.3B; 1.8.3C; 1.8.5.C

## 3<sup>nd</sup> Grade – Language

Course Title: Language  
Area: Parts of Speech  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will name and differentiate between parts of speech.  
The learner will use and recognize nouns, pronouns, verbs, adverbs, and adjectives.

### CONTENT:

1. Student workbook
2. Student worksheets
3. Related activities

### LEARNING ACTIVITIES:

Learning centers  
Small group activities  
Writing assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Portfolio assessment  
Peer evaluation  
Student-teacher conference  
Teacher evaluation

### PA STATE STANDARDS:

1.5.3F

## 3<sup>nd</sup> Grade – Writing

Course Title: Writing  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will develop the ability to recognize and write both upper- and lower case.

The learner will recognize the elements of legibility in handwriting (shape, size, proportion, position, slant, spacing, and stroke), and use them when writing in cursive.

### CONTENT:

1. Practice guide
2. Worksheets

### LEARNING ACTIVITIES:

Learning centers  
See writing rubric  
Writing assignments  
Independent practice

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Portfolio assessment  
Teacher evaluation

### PA STATE STANDARDS:

## 3<sup>nd</sup> Grade – Spelling

Course Title: Spelling  
Length of Period: 40 min.

Periods per Week: 2 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 48

### LEARNING OBJECTIVES:

The learner will review short and long vowel sounds, blends, and silent letters.

The learner will demonstrate knowledge of syllabication.

The learner will recognize prefixes and suffixes.

The learner will use context clues to determine word meaning.

### CONTENT:

1. Student textbooks
2. Children's/Adolescent literature
3. Dictionary and thesaurus
4. Related activities and kits:
  - Spelling games
  - Homonym/homophone cards

### LEARNING ACTIVITIES:

Learning centers  
Practice sheets  
Small group activities  
Library assignments  
Writing assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Weekly spelling test  
Teacher evaluation of written assignments  
Oral tests

### PA STATE STANDARDS:

1.5.3F

## 3<sup>nd</sup> Grade – Reading

Course Title: Reading  
Area: Writing  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will extend his/her creative writing skills through a variety of motivators.

The learner will use writing and children's/adolescent literature to practice the concepts of summary and prediction.

The learner will paraphrase literature selections through writing and activities.

### CONTENT:

1. Children's/Adolescent literature, including: The Velveteen Rabbit, The Chocolate Touch, The Witches, Mr. Popper's Penguins, The Little Prince, A Little Princess, How to Eat Fried Worms, Ralph S. Mouse, Tales of a Fourth Grade Nothing, Island of the Blue Dolphins, The Enormous Crocodile, Pickle Puss, Days with Frog and Toad, In a Dark, Dark Room and Other Scary Stories, and other shorter stories.
2. Responding to Children's Literature (resource book)
3. Alternatives to Worksheets (resource book)
4. Dictionary and thesaurus
5. Children's poetry books
6. Main idea stories
7. Children's magazines
8. Reading workbooks: Scott Foresman
9. Related kits and activities;
  - Vocabulary builder puzzles
  - Great American Game
  - Tell-a-story cards
  - Spill-a-story activity

### LEARNING ACTIVITIES:

Independent reading  
Writing assignments  
Learning centers  
Small group activities  
Large group activities  
Projects  
Performance art.

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Portfolio assessment  
Teacher evaluation  
Peer evaluation  
Student notebook

PA STATE STANDARDS:

1.4.3A; 1.4.3B; 1.5.3B; 1.5.3C; 1.5.3D; 1.5.3E; 1.5.3F; 1.5.3G

### 3<sup>nd</sup> Grade – Reading

Course Title: Reading  
Area: Literature  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

#### LEARNING OBJECTIVES:

The learner will develop an appreciation of children's/adolescent literature by reading and being read to.

The learner will practice comprehension skills through literature-based activities.

The learner will differentiate between reading for enjoyment and information.

The learner will analyze and appreciate poetry through reading and writing their own.

The learner will develop an understanding of the following concepts: main idea, character, plot, setting, sequence, summary and prediction through the use of literature.

The learner will increase his/her oral reading skills through various means including choral reading.

The learner will differentiate between genres of literature and explore selections from these.

#### CONTENT:

1. Children's/Adolescent literature, including: The Velveteen Rabbit, The Chocolate Touch, The Witches, Mr. Popper's Penguins, The Little Prince, A Little Princess, How to Eat Fried Worms, Ralph S. Mouse, Tales of a Fourth Grade Nothing, Island of the Blue Dolphins, The Enormous Crocodile, Pickle Puss, Days with Frog and Toad, In a Dark, Dark Room and Other Scary Stories, and other shorter stories.

2. Responding to Children's Literature (resource book)

3. Alternatives to Worksheets (resource book)

4. Dictionary and thesaurus

5. Children's poetry books

6. Main idea stories

7. Children's magazines

8. Reading workbooks: Scott Foresman

9. Related kits and activities;

Vocabulary builder puzzles

Great American Game

Tell-a-story cards

Spill-a-story activity

#### LEARNING ACTIVITIES:

Independent reading

Writing assignments

Learning centers

Small group activities

Large group activities

Projects

Performance art.

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher evaluation  
Peer evaluation  
Student notebook

PA STATE STANDARDS:

1.1.3A; 1.1.3B; 1.2.3A; 1.2.3C;  
1.3.3A; 1.3.3B; 1.3.3.C; 1.3.3D; 1.3.3F

## 3<sup>nd</sup> Grade – Reading

Course Title: Reading  
Area: Skills  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will increase his/her vocabulary and develop vocabulary skills defining new words and context clues.

The learner will utilize phonetic skills.

The learner will increase his/her sight-word vocabulary and be able to apply this new vocabulary.

### CONTENT:

1. Children's/Adolescent literature, including: The Velveteen Rabbit, The Chocolate Touch, The Witches, Mr. Popper's Penguins, The Little Prince, A Little Princess, How to Eat Fried Worms, Ralph S. Mouse, Tales of a Fourth Grade Nothing, Island of the Blue Dolphins, The Enormous Crocodile, Pickle Puss, Days with Frog and Toad, In a Dark, Dark Room and Other Scary Stories, and other shorter stories.
2. Responding to Children's Literature (resource book)
3. Alternatives to Worksheets (resource book)
4. Dictionary and thesaurus
5. Children's poetry books
6. Main idea stories
7. Children's magazines
8. Reading workbooks: Scott Foresman
9. Related kits and activities;
  - Vocabulary builder puzzles
  - Great American Game
  - Tell-a-story cards
  - Spill-a-story activity

### LEARNING ACTIVITIES:

Independent reading  
Writing assignments  
Learning centers  
Small group activities  
Large group activities  
Projects

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher evaluation  
Student notebook

PA STATE STANDARDS:

1.1.3C; 1.1.3D; 1.2.3A

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies  
Area: Countries of the World  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate the ability to recognize the flags of various countries of the world.  
The learner will demonstrate the ability to name the capitals, population, principal industries, currency, and political, social and economic status of various countries of the world.

### CONTENT:

1. Globe
2. Quick Reference World Atlas
3. Related activities and kits:
  - Where in the World is Carmen Sandiego? (board game)
  - Atlas
  - On line websites, software games and lessons

### LEARNING ACTIVITIES:

Student research  
Learning Centers  
Small group activities  
Writing assignments  
Projects

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

7.1.3; 7.3.3A; 7.3.3B; 7.3.3C; 7.3.3D

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies  
Area: States and Capitals of the USA  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate the ability to name the different states in the United States of America and their respective abbreviations.

The learner will demonstrate the ability to locate the states of the U.S.A. on a map and name their capital.

The learner will demonstrate the ability to name the important cities, landmarks, and places of interest in each state.

### CONTENT:

1. Quick Reference World Atlas
2. Text: The Know Your States Wipe-off Book
3. Related Activities:
  - States and Capitals: Fun to Know flashcards
  - United States Geography: Social Studies activity cards
  - United States Geography: IQ cards
  - Where in the USA is Carmen Sandiego (board game)
  - Online websites, computer software

### LEARNING ACTIVITIES:

Learning centers  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher-developed tests  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

7.1.3A; 7.1.3B

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies  
Area: Ancient Civilizations  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNER OBJECTIVES:

The learner will review the basic history and culture of the ancient civilizations of Egypt, Sumeria and India and their locations on the map.

The learner will read and discuss various legends and mythical tales associated with each of these civilizations.

The learner will demonstrate the ability to trace the rise and fall, traditions, religions, customs and practices, and economies of the three civilizations.

### CONTENT:

1. Exploring Ancient Civilization
2. Vanished Civilizations of the Ancient World
3. The Ancient World: Manners and Morals
4. Early Civilization: An Introduction to Anthropology

### LEARNING ACTIVITIES:

Student research  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

8.1.3A; 8.1.3B; 8.1.3C; 8.1.3D; 8.4.3A; 8.4.3B; 8.4.3C; 8.4.3D

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies  
Area: India  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the basic history and culture, and living habits of the country and peoples of India.

The learner will review the location of India on a blank map of the world and name and locate the capitol of India and her important metropolitan cities.

The learner will develop a basic knowledge of the different regions of India by reading and discussing legends and mythological stories associated with them.

The learner will develop an understanding of the physical features, climatic conditions, and the flora and fauna of India.

### CONTENT:

1. Ancient India
2. Festivals of India
3. India: Past, Present, and Future
4. Enchantment of the World: India
5. Hinduism – An Introduction

### LEARNING ACTIVITIES:

Student research  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

8.1.3A; 8.1.3B; 8.1.3C; 8.1.3D; 8.4.3A; 8.4.3B; 8.4.3C; 8.4.3D

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies

Area: 1900-1995

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the basics of the major wars of the 20<sup>th</sup> century that the United States was involved in.

The learner will discuss and review the causes for and effects of these wars and their locations and time frames.

The learner will develop an understanding of specific offensive and defensive battles in each of the major wars.

### CONTENT:

1. Quick Reference World Atlas

2. Hands on Social Studies

3. United States History

4. Related activities

    Crossword puzzles

    Reference materials work

### LEARNING ACTIVITIES:

Student research

Small group activities

Learning centers

Writing assignments

Projects

Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation

Peer evaluation

Teacher evaluation

Portfolio assessment

### PA STATE STANDARDS:

8.1.3A; 8.1.3B; 8.1.3C; 8.1.3C

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies

Area: Government

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the various types of governments in existence and specifically, the U.S. government.

The learner will review the various branches of the U.S. government and their responsibilities and functions.

The learner will develop an understanding of how a bill becomes a law.

The learner will determine the reasons for maintaining a democratic government and the problems associated with it.

### CONTENT:

1. American Government
2. U.S. Constitution
3. Government: United States

### LEARNING ACTIVITIES:

Student research  
Small group activities  
Writing assignments  
Large group activities  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

5.1.3A; 5.1.3B; 5.1.3D; 5.1.3E; 5.1.3F; 5.1.3G; 5.3.3A; 5.3.3B; 5.3.3C; 5.5.3D

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies  
Area: Landmarks  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the famous landmarks of the United States and their locations, importance, and when and in the case of man-made landmarks, why they were built.

(monuments and buildings)

The learner will develop the ability to name and locate famous landmarks from around the world and discuss their importance.

### CONTENT:

1. Hands-on Social Studies
2. Quick Reference World Atlas
3. Related activities:
  - United States Geography: Social Studies Activity Cards
  - Globe
  - Famous Places: Fun to Know flash cards
  - Where in the USA is Carmen Sandiego? (board game)
  - Where in the USA is Carmen Sandiego? (software)
  - Where in the world is Carmen Sandiego? (software)

### LEARNING ACTIVITIES:

Student research  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

8.2.3B; 8.3.3B

## 3<sup>nd</sup> Grade – Social Studies

Course Title: Social Studies  
Area: Geography and Map Skills  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the continents and major oceans of the world and locate them on a blank map of the world.

The learner will review the differences between latitude and longitude lines, recognize the two Poles, the Tropics of Cancer and Capricorn, and the Equator.

The learner will demonstrate the ability to name the number of time zones in the world and specifically in the United States.

The learner will demonstrate the ability to calculate the time in any given time zone in the United States using the time differences between each zone.

### CONTENT:

1. Hands on Geography
2. Quick Reference World Atlas
3. Related activities:
  - Giant World Map Puzzle (board game)
  - Globe
  - Where in the World is Carmen Sandiego? (software)

### LEARNING ACTIVITIES:

Student research  
Small group activities  
Learning centers  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

7.1.3A; 7.1.3B; 7.1.3C

## 4th Grade – Mathematics

Course Title: Mathematics  
Area: Numeration  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate a knowledge and understanding of numeration (place value).

Change numbers less than one million from word form to standard form.

Change numbers less than one million from standard form to word form.

Give place value a digit in a number less than one million.

Round numbers to the nearest ten, hundred, and thousand.

Compare two numbers up to six digits using “greater than”, “less than”, or “equal to” symbols.

### CONTENT:

1. Textbook: Exploring Mathematics, Scott Foresman 1996
2. Blackboard demonstrations
3. Related Resource Books:
  - Math Their Way
  - Exploring Mathematics Resource Books
4. Related Resource Activities:
  - Stick Out Your Neck Series (3 & 4)
  - The Education Center Activities
5. Related Math Manipulatives:
  - Base Ten Place Value Blocks
  - Games: Hamburger Helper

### LEARNING ACTIVITIES:

Small group participation  
Individual participation  
Student worksheets and activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self-checking activities  
Teacher observation  
Portfolio assessment

### PA STATE STANDARDS:

2.1.5A; 2.1.5B; 2.1.5G

## 4th Grade – Mathematics

Course Title: Mathematics  
Area: Whole Numbers  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate ability and skill in computation of whole numbers:

- Add and subtract up to three digit numbers with regrouping.
- Estimate sums and differences by rounding to the nearest ten and hundred.
- Multiply a two digit number by a two digit number with regrouping.
- Estimate the product of two numbers by rounding to the nearest ten.
- Learn basic multiplication facts.
- Divide a one or two digit number by a one digit number with regrouping.
- Solve one step story problems using whole number computations.

### CONTENT:

1. Textbook: Exploring Mathematics, Scott Foresman 1996
2. Blackboard demonstrations
3. Related Resource Books:
  - Math Their Way
  - Base Ten Activity Book
  - The Teacher Helper
  - Math: A Way of Thinking
  - Math with Birdseye
4. Related Resource Activities:
  - Flash cards
  - Commercial games
    1. Baseball
    2. Blackout
5. Dot to Dot and Self-Check activities
6. Worksheets
7. Quizmo games – Addition, Subtraction, Multiplication, Division
8. Teacher-made activities, games, and centers
9. Math Blaster – computer games
10. Related Math Manipulatives:
  - Base Ten Place Value Blocks
  - Number tiles
  - Contiq
  - Cuisenaire Rods

### LEARNING ACTIVITIES:

Individual and small group participation  
Student exploration  
Student worksheets and activities  
Computer assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher evaluation  
Peer evaluation  
Teacher made test  
Portfolio assessment

PA STATE STANDARDS:

2.1.5A; 2.1.5B; 2.2.5A; 2.2.5B; 2.2.5C; 2.2.5D; 2.2.5E

## 4th Grade – Mathematics

Course Title: Mathematics  
Area: Decimals  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate an understanding of decimals and their applications

Read and write decimals in tenths.

Order decimal amounts from smallest to largest.

Add and subtract decimals in conjunction with money amounts.

### CONTENT:

1. Textbook: Exploring Mathematics, Scott Foresman 1996

2. Blackboard demonstrations

3. Related Resource Books:

Math Their Way

Exploring Mathematics Resource Guide

Real Life Math Word Problems

4. Related Resource Activities:

1. Intermediate Store

2. Teacher made activities

3. File folder activities

4. Money center

5. Money!

6. Money Dominoes

7. Money Math: Buying and Making Change

5. Related Math Manipulatives:

Base Ten Place Value Blocks

Money Stamp

Play money

### LEARNING ACTIVITIES:

Small group participation

Independent exploration

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher evaluation

Peer evaluation

Teacher made test

Portfolio assessment

### PA STATE STANDARDS:

2.1.5A; 2.1.5D; 2.2.5B; 2.2.5G



## 4th Grade – Mathematics

Course Title: Mathematics  
Area: Measurement  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will understand standards and metric units of measurements:

Measure periods of time by the hour, half hour, quarter hour, and minute.

Add and subtract to determine after or before a given time.

Determine lengths, width, and height by measuring an object.

Identify differences between standard and metric. Units of measure to include:

Inch-centimeter

Meter-yard

Liters-gallons

### CONTENT:

1. Textbook: Exploring Mathematics, Scott Foresman 1996

2. Related Resource Books:

Exploring Mathematics Resource Books

The Mailbox-Intermediate

3. Measurement charts

4. Related Resource Activities:

Teacher made task cards – measurement

Measurement by Frank Schaffer

Time clock activity box

The Education Center Activities - Time

5. Related Math Manipulatives:

Volume set (shows relationship)

Rulers

Scale

Judy Clock

Clock stamps

### LEARNING ACTIVITIES:

Small group participation

Student experiments

Team experiments

Student activities and exploration of kits and activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self-checking activities

Teacher observation

Portfolio assessment

PA STATE STANDARDS:

2.3.5A; 2.3.5B; 2.3.5C; 2.3.5D; 2.3.5E

## 4th Grade – Mathematics

Course Title: Mathematics  
Area: Geometry  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will understand of geometry:

- Identify points, segments, rays, lines, and radius.
- Find the areas of a figure.
- Identify congruent figures.
- Identify lines of symmetry.

### CONTENT:

1. Textbook: Exploring Mathematics, Scott Foresman 1996
2. Related Resource Books:
  - Problem Solving Game Book
  - Math Discovery
4. Related Resource Activities:
  - Tangram Treasury
  - Tangram Puzzler
  - Geoboard Intermediate Activities
  - Geometry Dominoes
  - Geoboard in Action
  - Geopuzzle
5. Related Math Manipulatives:
  - Tangrams
  - Geoboards
  - Pentominoes

### LEARNING ACTIVITIES:

Student exploration  
Team projects

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher made test  
Portfolio assessment

### PA STATE STANDARDS:

2.9.5A; 2.9.5B; 2.9.5C; 2.9.5D; 2.9.5H; 2.9.5J; 2.9.5L

Course Title: Mathematics  
Area: Fractions  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will demonstrate an understanding of fractions and their applications:

- Express fractions in lowest terms.
- Add and subtract fractions with like denominators.

CONTENT:

1. Related Resource Books:
  - Problem Solving with Pentominoes
  - Math: A Way of Thinking
  - Teacher Fractions
2. Related Resource Activities:
  - Fraction Builders Activity Cards
  - Center – Pizza party
  - Fraction Charts
  - Teacher made activities
  - Geoboard activities
3. Related Math Manipulatives:
  - Fraction Bars
  - Geoboards
  - Fraction Building Set

LEARNING ACTIVITIES:

- Student exploration
- Peer teaching
- Student and small group activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

- Self evaluation
- Peer evaluation
- Teacher made test
- Portfolio assessment

PA STATE STANDARDS:

2.1.5A; 2.1.5B; 2.1.5D; 2.2.5B; 2.2.5C; 2.2.5G

4th Grade – Mathematics

Course Title: Mathematics  
Area: Graphs and Simple Statistics

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days

Length of Period: 40 min.

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will demonstrate an understanding of graphs and simple statistics.

CONTENT:

1. Related Resource Activities:

Graph-It Primary  
Probability Plus  
Graphing Fun

5. Related Math Manipulatives:

Dice  
Spinners  
Coins  
Graph paper  
Deck of face cards

LEARNING ACTIVITIES:

Large group discussions  
Individual student exploration of manipulatives  
Student participation in activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self-checking activities  
Teacher observation  
Portfolio assessment

PA STATE STANDARDS:

2.6.5A; 2.6.5C; 2.7.5A; 2.7.5B; 2.7.5C; 2.7.5D

4th Grade – Language

Course Title: Language

Area: Letter Writing

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will review the parts of a letter.

The learner will demonstrate the ability to write friendly and persuasive letters and letters of invitation and acceptance.

CONTENT:

1. Student workbook
2. Related activities

LEARNING ACTIVITIES:

Learning centers  
Writing assignments  
Small group activities  
Workbook assignments

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

PA STATE STANDARDS:

1.4.5B; 1.4.5C

4th Grade – Language

Course Title: Language  
Area: Library Skills  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will demonstrate the ability to name parts of a book and terms used to describe them.

The learner will demonstrate the ability locate the title, author, illustrator, publisher, and year of publication.

The learner will demonstrate the ability to classify books as fiction, non-fiction, or reference books, and located them in a library by recognizing key words in titles.

The learner will demonstrate the ability to use the table of contents to locate chapters and to understand the purpose of the index and glossary in a book.

CONTENT:

1. Library books
2. Student workbook
3. Children's/Adolescent literature

LEARNING ACTIVITIES:

Student research  
Learning centers  
Small group activities  
Library assignments

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Workbook assignments  
Portfolio assessment

PA STATE STANDARDS:

1.1.5A; 1.2.5A; 1.2.5B

4th Grade – Language

Course Title: Language  
Area: Biographies & Autobiographies  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will demonstrate an understanding of and differentiate between biographies and autobiographies.

The learner will demonstrate the ability to recognize a biography or autobiography in a library.

CONTENT:

1. Children's/Adolescent literature including biographies and autobiographies

LEARNING ACTIVITIES:

Independent reading  
Small group activities  
Large group activities  
Writing assignments – student will prepare autobiography  
Oral report  
Library assignment

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

PA STATE STANDARDS:

1.1.5A; 1.2.5A

4th Grade – Language

Course Title: Language

Area: Parts of Speech

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will differentiate among the different parts of speech and name them.

The learner will review the use of nouns, pronouns, verbs, adjectives, and adverbs.

The learner will use and recognize prepositions, conjunctions, and interjections.

CONTENT:

1. Student workbook
2. Student worksheets
3. Related activities

LEARNING ACTIVITIES:

Learning centers  
Small group activities  
Writing assignments

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

PA STATE STANDARDS:

1.5.5D; 1.5.5F

4th Grade – Language

Course Title: Language

Area: Oral Communication

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will recognize that there are different purposes for and types of oral communication.  
The learner will demonstrate the ability to prepare and present an oral presentation.  
The learner will demonstrate the ability to understand the meaning of choral speaking and how to participate in choral speaking.  
The learner will demonstrate the importance of listening to and following directions carefully.

CONTENT:

1. Student workbook

LEARNING ACTIVITIES:

Learning centers  
Small group activities  
Oral presentation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Workbook assignments  
Portfolio assessment

PA STATE STANDARDS:

1.6.5A; 1.6.5C; 1.6.5D; 1.6.5E

4th Grade – Language

Course Title: Language  
Area: Dictionary Skills  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will demonstrate an understanding of how dictionary words are arranged alphabetically, and to explain how to locate words using sections of the dictionary.

The learner will demonstrate the ability to find the correct spelling words, pronunciation, and meaning. The learner will demonstrate the ability to recognize guide words, and how to use them in determining word location.

The learner will demonstrate the ability to recognize that some words have more than one meaning, and to select the correct meaning of a word.

CONTENT:

1. Student workbook
2. Dictionary

LEARNING ACTIVITIES:

Learning centers  
Small group activities  
Workbook assignments  
Library assignments

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Workbook assignments  
Teacher evaluation  
Portfolio assessment

PA STATE STANDARDS:

1.1.5A; 1.1.5C; 1.1.5E; 1.2.5B; 1.8.5B

4th Grade – Language

Course Title: Language  
Area: Research/Report Writing  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will understand methods of and reasons for research.  
The learner will understand the mechanics of writing a report.  
The learner will demonstrate the ability to incorporate a bibliography in any written research.

CONTENT:

1. Encyclopedias, reference books, multi-media computers
2. Research guidelines
3. Sample research reports with bibliographies

LEARNING ACTIVITIES:

Small group activities  
Library assignments

Writing assignment requiring CONTENT: area research reports with accompanying bibliography

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation and revision  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

PA STATE STANDARDS:

1.8.5A; 1.8.5B; 1.8.5C; 1.8.5D

4th Grade – Writing

Course Title: Writing  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: 4  
Length of Course: 180 days  
Total Clock Hours: 24

LEARNING OBJECTIVES:

The learner will recognize the elements of legibility in handwriting (shape, size, proportion, position, slant, spacing, and stroke and use them in writing in cursive.

The learner will develop the skill to join letters to form words in cursive, starting with smaller words and progressing on to longer words.

The learner will use cursive writing in all written work.

CONTENT:

1. Practice guide
2. Practice worksheets

LEARNING ACTIVITIES:

Learning centers  
Written assignments, including short poems and stories in cursive writing

## Projects

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

1.4.5A

## 4<sup>th</sup> Grade – Reading

Course Title: Reading

Area: Writing

Length of Period: 40 min.

Periods per week: 5 Grade Level: 4

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will extend his/her creative writing skills through a variety of motivators.

The learner will use writing and children's/adolescent literature to practice the concepts of summary and prediction.

The learning paraphrase literature selections through writing and activities:

### CONTENT:

1. Children's/Adolescent literature, including: The Velveteen Rabbit, The Chocolate Touch, The Witches, Mr. Popper's Penguins, The Little Prince, A Little Princess, How to Eat Fried Worms, Ralph S. Mouse, Tales of a Fourth Grade Nothing, Island of the Blue Dolphins, The Enormous Crocodile, Pickle Puss, Days with Frog and Toad, In a Dark, Dark Room and Other Scary Stories, and other shorter stories.
2. Responding to Children's Literature (resource book)
3. Alternatives to Worksheets (resource book)
4. Dictionary and thesaurus
5. Children's poetry books
6. Main idea stories
7. Children's magazines

- 8. Reading workbooks: Scott Foresman
- 9. Related kits and activities;
  - Vocabulary builder puzzles
  - Great American Game
  - Tell-a-story cards
  - Spill-a-story activity

LEARNING ACTIVITIES:

- Independent reading
- Writing assignments
- Learning center
- Small group activities
- Large group activities
- Performance art
- Projects
- Student demonstrations

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

- Self evaluation
- Teacher evaluation
- Peer evaluation
- Student notebook
- Portfolio assessment

PA STATE STANDARDS:

1.4.5A

## 4<sup>th</sup> Grade – Reading

Course Title: Reading

Periods per week: 5 Grade Level: 4

Area: Literature

Length of Course: 180 days

Length of Period: 40 min.

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will develop an appreciation of children's/adolescent literature by reading and being read to.

The learner will practice comprehension skills through literature-based activities.

The learner will differentiate between reading for enjoyment and information.

The learner will analyze and appreciate poetry through reading and writing their own.

The learner will develop an understanding of the following concepts: main idea, character, plot, setting, sequence, summary and prediction through the use of literature.

The learner will increase his/her oral reading skills through various means including choral readings.

The learner will differentiate between genres of literature and explore selections from those.

### CONTENT:

1. Children's/Adolescent literature, including: The Velveteen Rabbit, The Chocolate Touch, The Witches, Mr. Popper's Penguins, The Little Prince, A Little Princess, How to Eat Fried Worms, Ralph S. Mouse, Tales of a Fourth Grade Nothing, Island of the Blue Dolphins, The Enormous Crocodile, Pickle Puss, Days with Frog and Toad, In a Dark, Dark Room and Other Scary Stories, and other shorter stories.

2. Responding to Children's Literature (resource book)

3. Alternatives to Worksheets (resource book)

4. Dictionary and thesaurus

5. Children's poetry books

6. Main idea stories

7. Children's magazines

8. Reading workbooks: Scott Foresman

9. Related kits and activities;

Vocabulary builder puzzles

Great American Game

Tell-a-story cards

Spill-a-story activity

### LEARNING ACTIVITIES:

Independent reading

Writing assignments

Learning center

Small group activities

Large group activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher evaluation  
Peer evaluation  
Student notebook  
Portfolio assessment

PA STATE STANDARDS:

1.1.5A; 1.1.5D; 1.3.5A; 1.3.5B; 1.3.5D

4<sup>th</sup> Grade – Reading

Course Title: Reading

Area: Skills

Length of Period: 40 min.

Periods per week: 5 Grade Level: 4

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will increase his/her vocabulary and develop vocabulary skills through defining new words and context clues.

The learner will utilize phonetic skills.

The learner will increase his/her sight-word vocabulary and be able to apply this new vocabulary.

The learner will develop and understanding of the differences between fact and fiction.

CONTENT:

1. Children's/Adolescent literature, including: The Velveteen Rabbit, The Chocolate Touch, The Witches, Mr. Popper's Penguins, The Little Prince, A Little Princess, How to Eat Fried Worms, Ralph S. Mouse, Tales of a Fourth Grade Nothing, Island of the Blue Dolphins, The Enormous Crocodile, Pickle Puss, Days with Frog and Toad, In a Dark, Dark Room and Other Scary Stories, and other shorter stories.

2. Responding to Children's Literature (resource book)

3. Alternatives to Worksheets (resource book)

4. Dictionary and thesaurus

5. Children's poetry books

6. Main idea stories

7. Children's magazines

8. Reading workbooks: Scott Foresman

9. Related kits and activities;

Vocabulary builder puzzles

Great American Game

Tell-a-story cards

Spill-a-story activity

LEARNING ACTIVITIES:

Independent reading

Writing assignments

Learning center

Small group activities

Large group activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher evaluation  
Peer evaluation  
Student notebook  
Portfolio assessment

PA STATE STANDARDS:

1.1.5A; 1.1.5C; 1.1.5D; 1.1.5F; 1.2.5A

## 4th Grade – Social Studies

Course Title: Social Studies  
Area: Flags and Nations  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate the ability to recognize the flags of various countries of the world.  
The learner will demonstrate the ability to name the capitals, population, principal industries, currency, and political, social and economic status of various countries of the world.

### CONTENT:

1. Globe
2. Quick Reference and World Atlas
3. Related activities and kits:
  - Where in the World is Carmen Sandiego? (board game)
  - Where in the World is Carmen Sandiego? (software)

### LEARNING ACTIVITIES:

Student research  
Learning Centers  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

8.4.6A; 8.4.6B; 8.4.6C

Course Title: Social Studies  
Area: History of Pennsylvania  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will develop the ability to briefly trace the history of Pennsylvania since the colonial period.  
The learner will develop the ability to name and identify various countries, landmarks, and historical sites of the state.

The learner will demonstrate the ability to describe the lifestyles of the various immigrant groups that settled in Pennsylvania between the nineteenth and twentieth century's.

CONTENT:

1. Pennsylvania – History: 1775-1865
2. Pennsylvania – History: 1865 – President
3. Pennsylvania – Local History

LEARNING ACTIVITIES:

Student research  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

PA STATE STANDARDS:

8.2.6A; 8.2.6B; 8.2.6C; 8.2.6D

## 4th Grade – Social Studies

Course Title: Social Studies  
Area: Ancient Civilizations  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the basic history and culture of the ancient civilizations of Egypt, Sumeria and India and their locations on the map.

The learner will read and discuss various legends and mythical tales associated with each of these civilizations.

The learner will demonstrate the ability to trace the rise and fall, traditions, religions, customs and practices, and economies of the three civilizations.

### CONTENT:

1. Exploring Ancient Civilizations
2. Vanished Civilizations of the Ancient World
3. The Ancient World: Manners and Morals
4. Early Civilization: An Introduction to Anthropology

### LEARNING ACTIVITIES:

Student research  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

8.4.6A; 8.4.6B; 8.4.6C; 8.4.6D

## 4th Grade – Social Studies

Course Title: Social Studies

Area: Wars: 1900-1995

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the basics of the major wars of the 20<sup>th</sup> century that the United States was involved in.

The learner will discuss and review the causes for and effects of these wars and their locations and time frame.

The learner will develop an understanding of specific offensive and defensive battles in each of the major wars.

### CONTENT:

1. Quick Reference World Atlas
2. Hands on Social Studies
3. United States History
4. Related activities:
  - Crossword puzzles
  - Reference materials work

### LEARNING ACTIVITIES:

Student research  
Learning Centers  
Small group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

8.1.6A; 8.1.6B; 8.1.6C; 8.3.6A; 8.3.6B; 8.3.6C; 8.3.6D

## 4th Grade – Social Studies

Course Title: Social Studies

Area: Government

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the various types of government in existence and, specifically, the U.S. government.

The learner will review the various branches of the U.S. government and their responsibilities and functions.

The learner will develop an understanding of how a bill becomes a law.

The learner will determine the reasons for maintaining a democratic government and the problems associated with it.

### CONTENT:

1. American Government
2. U.S. Constitution
3. Government: United States

### LEARNING ACTIVITIES:

Student research

Small group activities

Writing assignments

Projects

Large group activities

Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation

Peer evaluation

Teacher evaluation

Portfolio assessment

### PA STATE STANDARDS:

5.1.6A; 5.1.6B; 5.2.6A; 5.2.6B; 5.3.6A; 5.3.6B

## 4th Grade – Social Studies

Course Title: Social Studies  
Area: Landmarks  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the famous landmarks of the United States and their locations, importance, and when, in the case of man-made landmarks, when they were built.

The learner will develop the ability to name and locate famous landmarks from around the world, and discuss their importance.

### CONTENT:

1. Hands-on Social Studies
2. Quick Reference World Atlas
3. Related activities and kits:
  - United States Geography: Social Studies Activities Cards
  - Globe
  - Famous Places: Fun to Know flash cards
  - Where in the USA is Carmen Sandiego? (board game)
  - On-line websites
  - Computer games and lessons

### LEARNING ACTIVITIES:

Student research  
Small group activities  
Large group activities  
Writing assignments  
Projects  
Student demonstrations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Teacher evaluation  
Portfolio assessment

### PA STATE STANDARDS:

7.1.6A; 7.1.6B

### 3<sup>4th</sup> Grade – Social Studies

Course Title: Social Studies  
Area: Geography and Map Skills  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 3  
Length of Course: 180 days  
Total Clock Hours: 120

#### LEARNING OBJECTIVES:

The learner will review the continents and major oceans of the world and locate them on a blank map of the world.

The learner will review the differences between latitude and longitude lines, recognize the two Poles, the Tropics of Cancer and Capricorn, and the Equator.

The learner will demonstrate the ability to name the number of time zones in the world and, specifically, in the United States.

The learner will demonstrate the ability to calculate the time in any given zone in the United States using the time differences between each zone.

#### CONTENT:

1. Hands-on Geography
2. Quick Reference World Atlas
3. Related activities:
  - Giant World Map Puzzle (board game)
  - Globe
  - Where in the World is Carmen Sandiego? (software)

#### LEARNING ACTIVITIES:

Student research  
Small group activities  
Learning centers  
Writing assignments  
Projects  
Student demonstrations

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Student evaluation  
Peer evaluation  
Student-teacher conference  
Teacher evaluation  
Portfolio assessment

#### PA STATE STANDARDS:

7.1.6A; 7.1.6B

*N.B. Inquiry based activities and scientific method application*

*Note: Science is an articulated curriculum grades K through 8. The use of FOSS Kits are in addition to the supplementary resources listed here. Included is a curricular guide that identifies the outdoor curriculum used in our Nay Aug Park sessions. Students from Intermediate Level (Grades 3 & 4) through Senior Level (Grades 7&8) spend a week in the fall and spring in a fully integrated science program at the park.*

Course Title: Science

Area:

Length of Period: 2 hours per week

Periods per Week: 2 Grade Level: I

Length of Course: 180 days

Total Clock Hours:

LEARNING OBJECTIVES:

CONTENT:

FOSS Kits

LEARNING ACTIVITIES:

Ideas and Inventions Learners use tools and techniques that allow them to see details about the world that would otherwise be difficult to observe. They record and compare patterns and create inventions using carbon printing, textures and patterns using rubbings, color tracing made by pigments in chromatography and symmetry of objects using mirrors.

PA STATE STANDARDS: 3.1.4—3.4.4—3.6.4—3.8.4

Magnetism and Electricity Learners explore permanent magnetism, electric circuits and electro-magnetism through free exploration and systematic investigations. They observe and compare electric and magnetic phenomena, and organize their observations on a graph. They apply their knowledge to design a telegraph.

PA STATE STANDARDS: 3.1.4—3.4.4—3.6.4—3.8.4

Physics of Sound, Learners investigate sound as a product of a vibrating object. They explore the variables that determine sound pitch and amplification and compare how sound travels through air, water, and solids. They compare the many ways that animals produce sounds, and capture sound. Students observe how electricity in circuits can produce sound.

PA STATE STANDARDS: 3.1.4—3.4.4—3.6.4—3.8.4

Human Body, Learners investigate the human skeleton with direct observation, photographs, diagrams, and models. They discover how different tissues work together to provide movement, protection, and structure. Students conduct a systematic investigation to find out how different parts of the body work together to coordinate responses to tactile and visual stimuli.

PA STATE STANDARDS: 3.1.4—3.3.4—3.6.4—3.8.4

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

PROCEDURE FOR EVALUATION:

Portfolio assessment

Projects  
Teacher tests observation

**SECTION 4: 5th and 6<sup>th</sup> Grades**

## 5th Grade – Mathematics

Course Title: Mathematics  
Area: Geometry and Spatial Sense  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will demonstrate an understanding of basic geometric ideas: including recognition, reproduction and classification of shapes: the ability to calculate perimeter, area, and volume; and the application of geometric vocabulary to everyday life situation such as architecture and city planning.

### CONTENT:

1. Mathematics - Scott Foresman 1996, Addison Wesley 2004
2. Compasses, protractors, rulers
3. Geoboards (regular and circular)
4. Flannel board
5. Overhead projector
6. AIMS activities
7. Geometry box
9. Projects
10. Computer web sites

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher developed test  
Alternative assessments using writing skills  
Student projects, designs  
Portfolio assessment

### PA STATE STANDARDS:

2.9.5A; 2.9.5B; 2.9.5C; 2.9.5D; 2.9.5E; 2.9.5F; 2.9.5G; 2.9.5H; 2.9.5J; 2.9.5K; 2.9.5L  
2.9.8C; 2.9.8F; 2.9.8G; 2.9.8K

## 5th Grade – Mathematics

Course Title: Mathematics  
Area: Statistics, Graphing, and Prob.  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will read and interpret bar graphs, pictographs, and broken-line graphs; read, interpret and make line graphs; solve problems using statistics and making graphs.

The learner will find the median, mean and mode of a set of data; use probability experiments to make predictions and give probabilities as fractions.

### CONTENT:

1. Mathematics, Scott Foresman - Addison Wesley 2004
2. Overhead projector
3. AIMS activities
4. Grid Paper
5. Spinners
7. Dice, calculators
8. Use of graphs in other curriculum areas
9. Computer

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Small group work  
Projects

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Student projects, designs  
Portfolio assessment

### PA STATE STANDARDS:

2.6.5A; 2.6.5B; 2.6.5C; 2.6.5D; 2.6.5E  
2.6.8A; 2.6.8B; 2.6.8E

## 5th Grade – Mathematics

Course Title: Mathematics  
Area: Measurement  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will measure lengths to the nearest eighth, inch and nearest millimeter; choose appropriate customary or metric measure of length, capacity, and weight; find an equal measure for a given measure, compute customary measures with renaming.

The learner will find an amount of elapsed time and find an equal measure for a given measure of time. Students will choose an appropriate temperature using degrees Celsius or degrees Fahrenheit

### CONTENT:

1. Mathematics, Scott Foresman - Addison Wesley 2004
2. Charts
3. Rulers: standard and metric, meter stick, string, unit cubes
4. Measuring containers: standard and metric, eyedropper, household containers (e.g., one liter soda, etc.)
5. Games
6. Thermometer: indoor, outdoor
7. Calculator
8. Use of graphs in other curriculum areas
9. Computer

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Projects  
Use of manipulatives, including weights  
Computer interface experiments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Student projects, designs  
Portfolio assessment

PA STATE STANDARDS:

2.3.5A; 2.3.5B; 2.3.5C; 2.3.5D; 2.3.5E

2.3.8A; 2.3.8B; 2.3.8C; 2.3.8C; 2.3.8D; 2.3.8F

## 5th Grade – Mathematics

Course Title: Mathematics  
Area: Number of Systems  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will write, compare, order decimal numbers to the hundred-thousandth place, round to the ten-thousandth place; add and subtract decimals, multiply decimals by decimals, divide decimals by a whole number division, and solve multiple step problems.

The learner will write, compare and order fractions for part of a whole, part of a set or a point on a number line; write equal fractions, reduce to the lowest terms, write important fractions as mixed numbers; add and subtract fractions, multiply fractions including mixed numbers.

### CONTENT:

1. Mathematics, Scott Foresman - Addison Wesley 2004
2. Videos
3. Overhead materials
  - Place value charts of decimals, whole numbers
  - Fraction bars
  - Decimal squares
4. Fraction circle box – Montessori, fraction stacks, fraction strips
5. Decimal kit
6. Flannel board
7. Posters
8. Speakers
9. Arithmechips game
10. Fraction calculator
11. Computer software and websites

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Projects  
Cooperative learning groups  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery of the process by oral or written work. Computation skills must have an 80%-100% accuracy mark for mastery level.

PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation

Teacher-developed tests

Alternative assessment using writing skills

Student projects, designs

Portfolio assessment

PA STATE STANDARDS:

2.1.5A; 2.1.5B; 2.1.5C; 2.1.5D; 2.1.5E; 2.1.5F; 2.1.5G

2.2.5A; 2.2.5B; 2.2.5C; 2.2.5D; 2.2.5E; 2.2.5F; 2.2.5G; 2.2.5H; 2.2.5I

## 5th Grade – Mathematics

Course Title: Mathematics  
Area: Ratio, Proportion and Percent  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will write ratios; complete lists of equal ratios; find missing numbers in equal ratios by using multiplication, division, or cross products.

The learner will write ratios as percents, percents for fractions, and fractions for percents.

The learner will write percents for decimals and decimals for percents; find a percent of a number using a decimal and estimate percents.

### CONTENT:

1. Small objects, counters
2. Grip paper
3. Newspaper advertisements
4. Games
5. Decimal overhead Cuisenaire rings
6. Field trips to the store
7. Fraction calculator

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Projects  
Cooperative learning groups  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery of the process by oral or written work. Computation skills must have an 80%-100% accuracy mark for mastery level.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Portfolio assessment

### PA STATE STANDARDS:

2.2.5B; 2.2.5C; 2.2.5F  
2.5.5A; 2.5.5B  
2.2.8B; 2.2.8D

## 5th Grade – Mathematics

Course Title: Mathematics  
Area: Patterns and Functions  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will recognize and continue patterns involving shapes, number patterns; use patterns to build number relationships and solve problems by finding patterns.

CONTENT:

1. Mathematics, Scott Foresman 1996 - Addison Wesley 2004
2. Geometric shapes
3. Charts
4. Decimal packet and games
5. Family Math book
7. Overhead transparencies
8. Computer

LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Cooperative learning groups

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Student designs  
Portfolio assessment

PA STATE STANDARDS:

2.4.5B  
2.8.5A; 2.8.5B; 2.8.5C; 2.8.5D; 2.8.5E; 2.8.5F; 2.8.5G; 2.8.5G; 2.8.5H; 2.8.5I  
2.8.8B; 2.8.8D

## 5th Grade – Language Arts

Course Title: Language Arts

Area: Grammar

Length of Period: 42 min.

Periods per Week: 5 Grade Level: 5

Length of Course: 180 days

Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will identify and use correct forms of nouns, pronouns, adjectives, adverbs, verbs, conjunctions, prepositions, and interjections.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Language Skills Card Kit, Curriculum Associates
3. Sentence strips
4. Computer

### LEARNING ACTIVITIES:

Textbook – independent study  
Teacher-directed small group activities  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Student-teacher conferences  
Teacher-graded workbook  
Portfolio assessment

### PA STATE STANDARDS:

1.5.5D; 1.5.5E

## 5th Grade – Language Arts

Course Title: Language Arts  
Area: Writing  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will write paragraphs with a topic sentence and supporting details; will use pre-writing, drafting, revising and editing skills; will write friendly letters.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Dictionary, thesaurus
3. Computer
4. Charts
5. Overhead
6. Newspaper

### LEARNING ACTIVITIES:

Journal writing  
Creative writing  
Teacher-directed small group activities  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Peer editing  
Student-teacher conferences  
Thorough grading of student-selected polished pieces  
Portfolio assessment

### PA STATE STANDARDS:

1.4.5A; 1.4.5B; 1.4.5C; 1.5.5A; 1.5.5.B; 1.5.5C  
1.5.5D; 1.5.5E; 1.5.5F

## 5th Grade – Language Arts

Course Title: Language Arts  
Area: Research Skills  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will use outlining and note-taking to aid in writing reports; will become proficient in use of dictionaries, encyclopedias, thesaurus, and computer resources for report work.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Dictionary, thesaurus, atlas
3. Computer (multi-media)

### LEARNING ACTIVITIES:

Independent research  
Small group research  
Oral reports  
Word Processing (computer use)

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Peer editing  
Teacher-graded research work  
Portfolio assessment

### PA STATE STANDARDS:

1.8.5A; 1.8.5B; 1.8.5C

## 5th Grade – Language Arts

Course Title: Language Arts  
Area: Punctuation and Capitalization  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will use proper punctuation for different types of sentences, use commas in a series and compound sentences; use quotation marks for direct quotes.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Language Skills Card kit: Curriculum Associates
3. Wipe-away punctuation and capitalization cards

### LEARNING ACTIVITIES:

Independent work  
Teacher-directed small group  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer editing  
Teacher observation Peer editing  
Teacher-graded assignments  
Portfolio assessment

### PA STATE STANDARDS:

1.5.5F; 1.5.5D

## 5th Grade – Language Arts

Course Title: Language Arts

Area: Spelling

Length of Period: 42 min.

Periods per Week: 5 Grade Level: 5

Length of Course: 180 days

Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will develop spelling consciousness through use of spelling rules, patterns, memorization, and proofreading

### CONTENT:

1. Spelling Text: Scott Foresman
2. Computer software
3. Games

### LEARNING ACTIVITIES:

Independent work

Teacher-directed small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer editing

Teacher monitoring of writing assignments

Weekly quiz

Portfolio assessment

### PA STATE STANDARDS:

1.5.5F

## 5th Grade – Reading

Course Title: Reading  
Area: Comprehension  
Length of Period: 54 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 162

### LEARNING OBJECTIVES:

The learner will gather and understand information and ideas from text.

The learner will construct meaning and analyze information and ideas.

The learner will evaluate and critique reading assignments.

### CONTENT:

1. Harcourt Trophies, 2003
2. Toothpaste Millionaire, Jean Merrill
3. Owl in the Shower, Jean Craighead George
4. Watsons Go to Birmingham, Christopher Paul Curtis

### LEARNING ACTIVITIES:

Teacher modeling reading processes (teacher read aloud)

Cooperative small group work and discussion

Sustained silent reading (SSR)

Use of reading in content fields (e.g., historical novel)

Computer writing assignments

Videos

Oral presentations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student-teacher conference

Student response to questions

Analysis of student comprehension through student's writing

### PA STATE STANDARDS:

1.1.5D; 1.1.5G; 1.2.5A; 1.3.5A; 1.3.5B; 1.3.5C; 1.3.5F

## 5th Grade – Reading

Course Title: Reading  
Area: Vocabulary  
Length of Period: 54 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 162

### LEARNING OBJECTIVES:

The learner will use phonics and structural analysis to decode words.

The learner will increase his working vocabulary through reading and writing words in context.

### CONTENT:

1. Harcourt Trophies, 2003
2. Toothpaste Millionaire, Jean Merrill
3. Owl in the Shower, Jean Craighead George
4. Watsons Go to Birmingham, Christopher Paul Curtis

### LEARNING ACTIVITIES:

Teacher modeling reading processes (teacher read aloud)

Cooperative small group work and discussion

Sustained silent reading (SSR)

Use of reading in content fields (e.g., historical novel)

Computer writing assignments

Videos

Oral presentations

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student-teacher conference

Proven 'ownership' of words by student usage

Vocabulary quizzes

### PA STATE STANDARDS:

1.1.5C; 1.1.5E

## 5th Grade – Reading

Course Title: Reading

Area: Strategies

Length of Period: 54 min.

Periods per Week: 5 Grade Level: 5

Length of Course: 180 days

Total Clock Hours: 162

### LEARNING OBJECTIVES:

The learner will use a range of thinking processes such as literal, inferential, experiential, analytic, and evaluative.

The learner will display metacognitive behaviors such as recalling prior knowledge, paraphrasing, and visualizing.

### CONTENT:

1. Harcourt Trophies, 2003
2. Toothpaste Millionaire, Jean Merrill
3. Owl in the Shower, Jean Craighead George
4. Watsons Go to Birmingham, Christopher Paul Curtis

### LEARNING ACTIVITIES:

Teacher-directed group activities

Independent work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Student-teacher conference

Student written responses to story questions

Analysis of higher level thinking skills

### PA STATE STANDARDS:

1.1.5C

## 5th Grade – Reading

Course Title: Reading

Area: Life Skills

Length of Period: 42 min.

Periods per Week: 5 Grade Level: 5

Length of Course: 180 days

Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will further develop an interest recreational reading.

### CONTENT:

1. Library resources
2. Classroom library
3. Teacher picks on display
4. Newspapers
5. Magazines

### LEARNING ACTIVITIES:

Teacher modeling reading processes

Sustained silent reading (SSR)

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher observation of student choices

Student interest in inventory

Involvement in task

### PA STATE STANDARDS:

1.3.5F

## 5th Grade – Social Studies

Course Title: Social Studies

Area: Explorers

Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5

Length of Course: 180 days

Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will develop an understanding of the types of people who have explored our world and the requirements of exploration with an emphasis on a particular person of his/her choice.

The learner will become familiar with the European explorations in the New World within a time sequence.

The learner will consider decisions made by people engaging in exploration.

### CONTENT:

1. Exploring American History
2. Our Country – Silver Burdett Ginn
3. American: Yesterday and Today – Scott Foresman
4. Related books
5. Reference books
6. Maps
7. Teacher made materials
8. Choosing Your Way Through America's Past
9. Geo-Safari

### LEARNING ACTIVITIES:

Independent research and presentation including written report, map and model

Individual reading and writing assignments

Whole group discussion and sharing

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher evaluation of written work and presentation

Self-evaluation

Peer developed written quiz

### PA STATE STANDARDS:

8.1.6A; 8.1.6B; 8.1.6C; 8.1.6D

8.3.6A

8.4.6A; 8.4.6D

## 5th Grade – Social Studies

Course Title: Social Studies  
Area: The Colonial Period  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will gain an understanding of the European colonial settlements of what is now the United States including the relationship of national origin with geographical location.

The learner will learn the motivations and methods of people coming to the New World including financial and religious.

The learners will compare their lives with the conditions of colonial life.

### CONTENT:

1. Exploring American History
2. Our Country – Silver Burdett Ginn
3. American: Yesterday and Today – Scott Foresman
4. Maps
5. Time line
6. Choosing Your Way Through America's Past
7. Geo-Safari
8. Speaker-Spinning
9. Video
10. Cooking Up U.S. History, Bracers and Marden, 1991

### LEARNING ACTIVITIES:

Reading assignments

Worksheets

Small group projects – peer teaching

Whole group discussion

Cooking

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher evaluation-observation

Timeline quiz

Self-evaluation-Geo-safari

Portfolio assessment

### PA STATE STANDARDS:

8.1.6A; 8.1.6B; 8.1.6C; 8.1.6D

8.2.6A; 8.2.6B; 8.2.6C

8.3.6A; 8.3.6B; 8.3.6C

## 5th Grade – Social Studies

Course Title: Social Studies  
Area: The Revolutionary War  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will learn and understand the events leading up to the Revolutionary War.

The learner will continue to study the progression of the Revolutionary War and the social conditions of that time.

The learner will learn and understand the concluding events of the war and the geographical situations related to the U.S. at that time.

The learner will recognize the names and actions of prominent figures of that period.

CONTENT:

1. Our Country – Silver Burdett Ginn
2. Related trade books
3. Maps
4. Time line
5. Choosing Your Way Through America's Past
- 6... Geo-Safari

LEARNING ACTIVITIES:

Independent reading and writing assignments

Whole group discussion and sharing

Small group cooperative assignments

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Teacher evaluation of written work

Timeline quiz

Portfolio assessment

PA STATE STANDARDS:

8.1.6A; 8.1.6B; 8.1.6C; 8.1.6D

8.2.6A; 8.2.6B; 8.2.6C

8.3.6A; 8.3.6B; 8.3.6C

## 5th Grade – Social Studies

Course Title: Social Studies  
Area: United States Government  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will learn and understand the development of the government of the United States.

The learner will understand how the government functions and changes today.

The learner will examine how their lives are affected by the society and government of the United States and the types of responsibilities they will have as citizens and adults.

### CONTENT:

1. Our Country – Silver Burdett Ginn
2. Related trade books
3. Reference materials
4. Computer
5. Geo-Safari
- 6... Video

### LEARNING ACTIVITIES:

Independent research

Cooperative group project and presentation involving visual, written, and auditory materials

Whole group discussion and sharing

Geo-Safari

Computer research assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher observation

Self evaluation

Peer generated written evaluation

Portfolio assessment

### PA STATE STANDARDS:

5.1.6A; 5.1.6B; 5.1.6C; 5.1.6D; 5.1.6E; 5.1.6F; 5.1.6G; 5.1.6H; 5.1.6I; 5.1.5J; 5.1.6K; 5.1.6L; 5.1.6M  
5.3.6A; 5.3.6B; 5.3.6C; 5.3.6D; 5.3.6E; 5.6.3F; 5.6.3G; 5.3.6H; 5.3.6I; 5.3.6J

## 5th Grade – Social Studies

Course Title: Social Studies

Periods per Week: 5 Grade Level: 5

Area: Current Events  
Length of Period: 55 min.

Length of Course: 180 days  
Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will maintain awareness of current events in the U.S. and the world.  
The learner will consider and evaluate how these events will impact their lives now or in the future.  
The learner will consider what actions, if any, he/she would like to take as a result of current events; then plan and carry out those actions if possible.

CONTENT:

1. Scholastic Newspaper – used weekly
2. Newspapers and magazines
3. Scholastic News Video
4. Speakers

LEARNING ACTIVITIES:

Reading group and independent  
Group discussion and sharing  
Letter writing or affirmative action

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Teacher observation  
Peer evaluation  
Self evaluation  
Portfolio assessment

PA STATE STANDARDS:

5.1.6B; 7.4.6A; 7.4.6B

## 5th Grade – Social Studies

Course Title: Social Studies  
Area: The Individual and Society  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will examine his personal values and relationship to other members of society and the world.

The learner will develop social skills and self-esteem which will enable him to work more effectively within a group.

The learner will develop skills to help him function with people of different age and situation other than his own.

### CONTENT:

1. Cooperative Learning
2. Related trade books
3. Teacher generated activities
4. Magazines

### LEARNING ACTIVITIES:

Group work  
Field trips, community service  
Work with other grade levels  
Group discussion

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher observation  
Peer evaluation  
Self evaluation  
Portfolio assessment

### PA STATE STANDARDS:

5.2.6A; 5.2.6B; 5.2.6C; 5.2.6D; 5.2.6E; 5.2.6F; 5.2.6G

## 5th Grade – Social Studies

Course Title: Social Studies  
Area: Map Skills  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 5  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will recognize and be able to identify the major regions and geographical areas of the U.S.  
The learner will recognize the political boundaries and major population areas of the U.S. and landmarks.

The learner will be able to locate the major waterways and areas of natural resources and parks in the U.S.

The learner will demonstrate an understanding of map skills such as longitude and latitude.

### CONTENT:

1. Maps
2. Travel guides
3. Reference books
4. Related trade books
5. Videos
6. Geo-Safari
7. Games
8. Computer

### LEARNING ACTIVITIES:

Individual research project-plan vacation  
Map skill assignments  
Computer research and games

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Peer evaluation  
Self evaluation  
Written quizzes  
Portfolio assessment

### PA STATE STANDARDS:

7.1.6A; 7.1.6B  
7.2.6A; 7.2.6B  
7.3.6A; 7.3.6B; 7.3.6C; 7.3.6D

## 6th Grade – Mathematics

Course Title: Mathematics  
Area: Geometry and Spatial Sense  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will demonstrate an understanding of basic geometric ideas: including recognition, reproduction and classification of triangles, quadrilaterals, pentagons, hexagons, octagons and regular polygons; polyhedrons including prisms and pyramids. Using formulas, students will calculate perimeter, area, volume and circumference to solve problems.

### CONTENT:

1. Mathematics - Scott Foresman 1996, Addison Wesley 2004
2. Compasses, protractors, rulers
3. Geoboards (regular and circular)
4. Flannel board
5. Overhead projector
6. AIMS activities
7. Geometry box
9. Projects
10. Computer
11. K-NEX

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher developed test  
Alternative assessments using writing skills  
Student projects, designs  
Portfolio assessment

### PA STATE STANDARDS:

2.9.5A; 2.9.5B; 2.9.5C; 2.9.5D; 2.9.5E; 2.9.5F; 2.9.5G; 2.9.5H; 2.9.5J; 2.9.5K; 2.9.5L  
2.9.8A; 2.9.8B; 2.9.8C; 2.9.8D; 2.9.8F; 2.9.8G; 2.9.8H; 2.9.8I; 2.9.8J; 2.9.8K

6th Grade – Mathematics

Course Title: Mathematics  
Area: Statistics, Graphing, and Prob.  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will find the range, median, mean, and mode of a set of data. Read and interpret and solve problems using tables, bar graphs, pictographs, circle graphs, line graphs and double bar graphs. The learner will give probabilities as fractions: use data from tables and graphs, solve problems by drawing tree diagrams; use probabilities to make predictions, solve problems by using data from surveys.

CONTENT:

1. Mathematics, Scott Foresman - Addison Wesley 2004
2. Overhead projector
3. AIMS activities
4. Grid Paper
5. Spinners
7. Dice, calculators
8. Use of graphs in other curriculum areas

LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Small group work  
Projects

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Student projects, designs  
Portfolio assessment

PA STATE STANDARDS:

2.6.5A; 2.6.5B; 2.6.5C; 2.6.5D; 2.6.5E  
2.6.8A; 2.6.8B; 2.6.8D; 2.6.8E

6th Grade – Mathematics

Course Title: Mathematics

Periods per Week: 5 Grade Level: 6

Area: Measurement  
Length of Period: 55 min.

Length of Course: 180 days  
Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will measure lengths to the nearest eighth inch and nearest millimeter; choose appropriate customary measure of capacity or weight; use metric units of capacity and mass; use manipulatives and models such as counting units and filling containers to demonstrate concepts.

The learner will find an amount of elapsed time; will analyze time zones and identify different times at various locations.

The learner will compute differences in temperature in Celsius and Fahrenheit.

CONTENT:

1. Mathematics, Scott Foresman - Addison Wesley 2004
2. Charts
3. Rulers: standard and metric, meter stick, string, unit cubes
4. Measuring containers: standard and metric, eyedropper, household containers (e.g., one liter soda, etc.)
5. Games
6. Thermometer: indoor, outdoor
7. Calculator
8. Computer
10. K-NEX

LEARNING ACTIVITIES:

Teacher-directed small group activities

Independent study

Projects

Use of manipulatives, including weights

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation

Teacher-developed tests

Alternative assessment using writing skills

Student projects, designs

Portfolio assessment

PA STATE STANDARDS:

2.3.5A; 2.3.5B; 2.3.5C; 2.3.5D; 2.3.5E

2.3.8A; 2.3.8B; 2.3.8C; 2.3.8C; 2.3.8D; 2.3.8F

## 6th Grade – Mathematics

Course Title: Mathematics  
Area: Number of Systems  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will write, compare, order whole numbers, round to a given place value; estimate sums and differences; add and subtract numbers to hundred millionths place, multiply multi-digit numbers; use exponents, divide by a two digit divisor and estimate quotients.

The learner will write, compare and order decimal numbers; round to a specific place; estimate sums and differences; add and subtract to hundred thousandth place value; multiply decimals by decimals and by powers of 10; divide a decimal by another decimal and by powers of 10; write a decimal for a fraction; including repeating decimals.

The learner will write, compare and order fractions; add and subtract fractions with the same and different denominators; multiply mixed numbers; divide whole numbers and fractions by fractions and solve problems by choosing one of the four operations.

### CONTENT:

1. Mathematics, Scott Foresman - Addison Wesley 2004
2. Videos
3. Overhead materials
  - Place value charts of decimals, whole numbers
  - Fraction bars
  - Decimal squares
4. Fraction circle box – Montessori, fraction stacks, fraction strips
5. Decimal kit
6. Flannel board
7. Posters
8. Speakers
9. Arithmechips game
- 10 Fraction calculators
11. Computer software and websites

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Projects  
Cooperative learning groups  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery of the process by oral or written work. Computation skills must have an 80%-100% accuracy mark for mastery level.

PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation

Teacher-developed tests

Alternative assessment using writing skills

Student projects, designs

Portfolio assessment

PA STATE STANDARDS:

2.1.5A; 2.1.5B; 2.1.5C; 2.1.5D; 2.1.5E; 2.1.5F; 2.1.5G

2.2.5A; 2.2.5B; 2.2.5C; 2.2.5D; 2.2.5E; 2.2.5F; 2.2.5G

## 6th Grade – Mathematics

Course Title: Mathematics  
Area: Ratio, Proportion and Percent  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will write ratios; find equal ratios and rates; tell whether two ratios form a proportion; use cross-products to solve proportions; and solve problems involving proportions.

The learner will identify similar figures and use proportion to find missing side lengths; solve problems related to scale diagrams and using data from a tally; write percents for ratios and ratios for percents.

### CONTENT:

1. Small objects, counters
2. Grip paper
3. Newspaper advertisements
4. Games
5. Decimal overhead Cuisenaire rings
6. Field trips stores
7. Fraction calculator

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Projects  
Cooperative learning groups  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery of the process by oral or written work. Computation skills must have an 80%-100% accuracy mark for mastery level.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8A; 2.1.8D  
2.2.8B; 2.2.8D  
2.5.8A

## 6th Grade – Mathematics

Course Title: Mathematics

Periods per Week: 5 Grade Level: 6

Area: Patterns and Functions  
Length of Period: 55 min.

Length of Course: 180 days  
Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will describe, extend, analyze, and create a wide variety of patterns; represent relationships with tables, graphs and rules; explain how a change in one quantity results in a change in another quantity.

CONTENT:

1. Mathematics, Scott Foresman 1996 - Addison Wesley 2004
2. Geometric shapes
3. Charts
4. Decimal packet and games
5. Family Math book
7. Overhead transparencies
8. K-NEX

LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Cooperative learning groups

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Student designs  
Portfolio assessment

PA STATE STANDARDS:

2.4.5D  
2.8.5A; 2.8.5B; 2.8.5C; 2.8.5D; 2.8.5E; 2.8.5F; 2.8.5G; 2.8.5H; 2.8.5I  
2.8.8A; 2.8.8B; 2.8.8D; 2.8.8G; 2.8.8H

## 6th Grade – Mathematics

Course Title: Mathematics  
Area: Pre-Algebra  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will name integers associated with a point on the number line; write integers for given situations; add, subtract, multiply, and divide integers with the same sign and with different signs; locate points on a four-quadrant grid; complete tables of values, graph linear equations, and solve problems by making graphs.

### CONTENT:

1. Algebraic tiles
2. Counters
3. Grid papers
4. Number lines
5. Ruler
7. Thermometers
8. Family Math book

### LEARNING ACTIVITIES:

Teacher-directed small group activities  
Independent study  
Cooperative learning groups  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation  
Teacher-developed tests  
Alternative assessment using writing skills  
Portfolio assessment

### PA STATE STANDARDS:

2.8.5A; 2.8.5B; 2.8.5C; 2.8.5D; 2.8.5E; 2.8.5F; 2.8.5G; 2.8.5H; 2.8.5I  
2.8.8A; 2.8.8B; 2.8.8C; 2.8.8D; 2.8.8E; 2.8.8G; 2.8.8H

## 6th Grade – Language Arts

Course Title: Language Arts  
Area: Punctuation and Capitalization  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will use proper punctuation for different types of sentences, use commas in a series and compound sentences; use quotation marks for direct quotes.

The learner will identify when to use capital letters and will use this knowledge in their writing.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Language Skills Card kit: Curriculum Associates
3. Wipe-away punctuation and capitalization cards

### LEARNING ACTIVITIES:

Independent work  
Teacher-directed small group  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer editing  
Teacher observation  
Teacher-graded assignments  
Portfolio assessment

### PA STATE STANDARDS:

1.5.8F

## 6th Grade – Language Arts

Course Title: Language Arts

Area: Grammar

Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6

Length of Course: 180 days

Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will identify and use correct forms of nouns, pronouns, adjectives, adverbs, verbs, conjunctions, prepositions, and interjections.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Language Skills Card Kit, Curriculum Associates
3. Sentence strips
4. Computer

### LEARNING ACTIVITIES:

Textbook – independent study  
Teacher-directed small group activities  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Student-teacher conferences  
Teacher-graded workbook  
Portfolio assessment

### PA STATE STANDARDS:

1.6.8F

## 6th Grade – Language Arts

Course Title: Language Arts  
Area: Writing  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will write paragraphs with a topic sentence and supporting details; will write expository, narrative, and persuasive essays; use pre-writing, drafting, revising and editing skills.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Dictionary, thesaurus
3. Computer
4. Charts
5. Overhead

### LEARNING ACTIVITIES:

Journal writing  
Creative writing  
Teacher-directed small group activities  
Computer use

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Peer editing  
Student-teacher conferences  
Thorough grading of student-selected polished pieces  
Portfolio assessment

### PA STATE STANDARDS:

1.5.8A; 1.5.8B; 1.5.8C; 1.5.8D; 1.5.8E; 1.5.8F  
1.4.8A; 1.4.8B; 1.4.8C

## 6th Grade – Language Arts

Course Title: Language Arts  
Area: Research Skills  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will use outlining and note-taking, and a working bibliography to aid in writing reports; will use all available reference materials and utilize them for supporting details.

### CONTENT:

1. English Text, Houghton-Mifflin
2. Dictionary, thesaurus, atlas
3. Computer (multi-media)

### LEARNING ACTIVITIES:

Independent research  
Small group research  
Oral reports  
Word Processing (computer use)

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Peer editing  
Teacher-graded research work  
Portfolio assessment

### PA STATE STANDARDS:

1.8.8B; 1.8.8C

## 6th Grade – Language Arts

Course Title: Language Arts  
Area: Spelling  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will develop spelling consciousness through use of spelling rules, patterns, memorization, and proofreading

### CONTENT:

1. Spelling Text: Scott Foresman
2. Computer software
3. Games

### LEARNING ACTIVITIES:

Independent work  
Teacher-directed small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer editing  
Teacher monitoring of writing assignments  
Weekly quiz  
Portfolio assessment

### PA STATE STANDARDS:

1.5.8F

## 6<sup>th</sup> Grade – Reading

Course Title: Reading  
Area: Literature  
Length of Period: 54 min.

Periods per Week 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 162

### LEARNING OBJECTIVES:

The learner will gather and understand information and ideas from text.

The learner will construct meaning and analyze information and ideas.

The learner will evaluate and critique reading assignments.

### CONTENT:

1. Harcourt Trophies 2003
2. My Brother Sam is Dead, James & Christopher Collier
3. Catherine Called Birdy, Karen Cushman
4. Esperanza Rising, Pam Munoz Ryan

### LEARNING ACTIVITIES:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher observation and evaluation

Self evaluation

Portfolio assessment

### PA STATE STANDARDS:

1.1.8A; 1.1.8B; 1.1.8D; 1.1.8G; 1.1.8H; 1.2.8A

## 6th Grade – Reading

Course Title: Reading  
Area: Vocabulary  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will use phonics and structural analysis to decode words.

The learner will increase his working vocabulary through reading and writing words in context.

### CONTENT:

1. Harcourt Trophies 2003
2. My Brother Sam is Dead, James & Christopher Collier
3. Catherine Called Birdy, Karen Cushman
4. Esperanza Rising, Pam Munoz Ryan

### LEARNING ACTIVITIES:

Independent reading

Independent writing assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher monitoring of writing assignments

### PA STATE STANDARDS:

1.1.8C; 1.1.8E; 1.1.8F

## 6th Grade – Reading

Course Title: Reading  
Area: Writing Styles  
Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will develop an appreciation for a variety of literary styles.

The learner will recognize and distinguish between different types of fiction and non-fiction such as myths, biographies, poetry, and plays

### CONTENT:

1. Harcourt Trophies 2003
2. My Brother Sam is Dead, James & Christopher Collier
3. Catherine Called Birdy, Karen Cushman
4. Esperanza Rising, Pam Munoz Ryan

### LEARNING ACTIVITIES:

Independent reading

Group reading and discussion

Independent and group writing assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer editing

Teacher monitoring of writing assignments

Portfolio assessment

### PA STATE STANDARDS:

1.3.8A; 1.3.8F;

## 6th Grade – Reading

Course Title: Reading

Area: Strategies

Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6

Length of Course: 180 days

Total Clock Hours: 126

### LEARNING OBJECTIVES:

The learner will use a range of thinking processes such as literal, inferential, experiential, analytic, and evaluative.

The learner will display metacognitive behaviors such as recalling prior knowledge, paraphrasing, and visualizing.

### CONTENT:

1. Harcourt Trophies 2003
2. My Brother Sam is Dead, James & Christopher Collier
3. Catherine Called Birdy, Karen Cushman
4. Esperanza Rising, Pam Munoz Ryan

### LEARNING ACTIVITIES:

Independent reading

Group reading and discussion

Independent and group writing assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer editing

Teacher monitoring of writing assignments

Portfolio assessment

### PA STATE STANDARDS:

1.1.8B; 1.1.8D; 1.1.8G; 1.2.8A; 1.3.8B; 1.3.8C

6th Grade – Reading

Course Title: Reading

Area: Life Skills

Length of Period: 42 min.

Periods per Week: 5 Grade Level: 6

Length of Course: 180 days

Total Clock Hours: 126

LEARNING OBJECTIVES:

The learner will further develop an interest recreational reading.

CONTENT:

1. Literature chosen by students (novels, plays, poetry, magazines...)

LEARNING ACTIVITIES:

Independent reading

Group reading and discussion

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Portfolio assessment

PA STATE STANDARDS:

1.3.8F

6th Grade – Social Studies

Course Title: Social Studies

Area: Ancient Civilizations

Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6

Length of Course: 180 days

Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will understand the basic components of a civilization through the investigation of an ancient civilization of his choice.

The learner will recognize similarities and differences when comparing an ancient civilization and the culture (arts) of that civilization with the culture in which he lives today.

CONTENT:

1. A Message of Ancient Days – Houghton Mifflin
2. Related trade books
3. Reference books
4. Atlas, Globe, Maps
5. Geo-Safari
6. Video

LEARNING ACTIVITIES:

Independent research

Presentation of project including map, model, and written report

Group discussion

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Teacher observation

Self-evaluation

Peer evaluation

PA STATE STANDARDS:

8.1.6A; 8.1.6B; 8.1.6C; 8.1.6D

8.4.6A; 8.4.6B; 8.4.6C; 8.4.6D

## 6th Grade – Social Studies

Course Title: Social Studies

Area: Geography

Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6

Length of Course: 180 days

Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will recognize the relationship between geographical areas or biomes and the civilizations and wildlife they support.

The learner will demonstrate the ability to use maps and geographical tools.

The learner will recognize the names of countries, major cities and landmarks in reference to their geographical location.

The learner will demonstrate an understanding of the resources required for human culture and survival.

### CONTENT:

1. Trade books
2. Reference books
3. Games
4. Video
5. Speakers
6. Maps, Globe
7. Geo-Safari

### LEARNING ACTIVITIES:

Independent and small group research

Presentations of research and created maps and models

Group discussion

Computer assignments

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher observation and evaluation

Self evaluation

Portfolio assessment

### PA STATE STANDARDS:

7.1.6A; 7.1.6B; 7.2.6A; 7.2.6B

Course Title: Social Studies  
Area: Current Events  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 165

LEARNING OBJECTIVES:

The learner will maintain awareness of current events in the U.S. and the world.  
The learner will consider and evaluate how these events will impact their lives now or in the future.  
The learner will consider what actions, if any, he/she would like to take as a result of current events; then plan and carry out those actions if possible.

CONTENT:

1. Scholastic Newspaper – Issued weekly
2. Newspapers and magazines
3. Scholastic News Video
4. Speakers

LEARNING ACTIVITIES:

Reading group and independent  
Group discussion and sharing  
Letter writing or affirmative action

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Teacher observation  
Peer evaluation  
Self evaluation  
Portfolio assessment

PA STATE STANDARDS:

5.1.6B; 7.4.6A; 7.4.6B

## 6th Grade – Social Studies

Course Title: Social Studies  
Area: The Individual and Society  
Length of Period: 55 min.

Periods per Week: 5 Grade Level: 6  
Length of Course: 180 days  
Total Clock Hours: 165

### LEARNING OBJECTIVES:

The learner will examine his personal values and relationship to other members of society and the world.

The learner will develop social skills and self-esteem which will enable him to work more effectively within a group.

The learner will develop skills to help him function with people of different age and situation other than his own.

### CONTENT:

1. Cooperative Learning
2. Related trade books
3. Teacher generated activities
4. Magazines

### LEARNING ACTIVITIES:

Group work  
Field trips, community service  
Work with other grade levels  
Group discussion  
Peer mediation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher observation  
Peer evaluation  
Self evaluation  
Portfolio assessment

### PA STATE STANDARDS:

5.2.6A; 5.2...6B; 5.2.6C; 5.2.6D; 5.2.6E; 5.2.6F; 5.2.6G

*N.B. Inquiry based activities and scientific method application*

*Note: Science is an articulated curriculum grades K through 8. The use of FOSS Kits are in addition to the supplementary resources listed here. Included is a curricular guide that identifies the outdoor curriculum used in our Nay Aug Park sessions. Students from Intermediate Level (Grades 3 & 4) through Senior Level (Grades 7&8) spend a week in the fall and spring in a fully integrated science program at the park.*

Course Title: Science

Area:

Length of Period: 4-5 hours per week

Periods per Week: 2 Grade Level: U

Length of Course: 180 days

Total Clock Hours:

LEARNING OBJECTIVES:

CONTENT:

FOSS Kits

LEARNING ACTIVITIES:

Variable (Designing experiments) Learners engage in scientific inquiry. They identify and control variables and conduct controlled experiments using several multivariable systems: pendulums, airplanes, boats, and catapults. They observe and compare the outcomes of experiments, identify relationships between independent and dependent variables. Graph relationships, and make predictions using the results of their experiments.

PA STATE STANDARDS: 3.1.7—3.2.7—3.6.7—3.7.7

Food and Nutrition, Learners work with laboratory tools and techniques to test food using indicators to determine acid, v vitamin C, fat, and sugar CONTENT:. They use knowledge and nutritional information from product label. To plan evaluate menus. They explore the relationship between the foods they eat and personal health.

PA STATE STANDARDS: 3.1.7—3.2.7—3.3.7—3.7.7

Levers and Pulleys, Learners conduct investigations using two kinds of simple machines, levers, and pulleys. They set up systems, measure outcomes, and record using conventional diagrams. They relate the force needed to lift a load to the advantage resulting from the simple machines. They graph to organize and interpret results of investigations.

PA STATE STANDARDS: 3.1.7—3.2.7—3.4.7

Mixtures and Solutions. Learners investigate basic concepts of chemistry- properties of mixtures and solutions, dissolving a solid in a solvent, concentration and saturation of a solution, evidence of chemical reaction, evaporation, and crystal formation. Students gain experience with laboratory tools and techniques.

PA STATE STANDARDS: 3,1,7—3,2,7—3,4,7—3,7,7

Lackawanna River –Learners explore the riparian habitat including flora and fauna- monitor water temps and water quality on a regular basis as a group, Students participate in an Earth Day cleanup, Learners give an Individual presentation on a current event in science.

PA STATE STANDARDS: 4.1.7A, D ,E, 4.3.7B, 4.6.7A, 4.8.7C

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability and opportunity to achieve.

PROCEDURE FOR EVALUATION:

Portfolio assessment

Projects

Teacher tests and observations

**SECTION 5: 7<sup>th</sup> and 8<sup>th</sup> Grades**

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Whole Numbers  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will apply basic computational skills to real-world situations through the use of formulas; estimate whole numbers; apply the rules for order of operations to evaluate numerical and simple algebraic principles.

### CONTENT:

1. Math- Course 2, McDougal Littell 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Using formulas: addition  
Using formulas: subtraction  
Using formulas: multiplication  
Using formulas: division  
Estimating with whole numbers  
Numerical expressions  
Using variables

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.2.8

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Decimals  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will apply basic operations upon decimals; apply the concept of place value to compare decimals, determine metric units of length; mass and capacity using scientific notations; evaluation simple algebraic expressions; and use estimation skills in real-world.

### CONTENT:

1. Math- Course 2, McDougal Littell 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Decimals and place values  
Addition and subtraction  
Multiplication  
Division  
Estimating with decimals  
Scientific notation

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8; 2.3.8; 2.3.8

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Numbers: Prop & Expressions  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will simplify expressions by combining like terms; use the identity, commutative, and associative properties to simplify algebraic expressions that involve the product of one term or the addition of two or more terms, and evaluate formulas for finding the area perimeter of real-world objects.

### CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

The numbers zero and one  
Simplifying algebraic expressions  
Applying area formulas  
Like terms  
Combining like terms  
Applying perimeter form

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Number Theory  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will apply the concept of divisibility to the skills of writing the prime factorization of a composite number and to identify the least common multiple or greatest common factor of two or more numbers.

### CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Factors, multiples, and divisibility  
Divisibility tests  
Prime numbers  
Prime factorization  
Least common multiple  
Greatest common factor

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Fractions: Add. & Subt.  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will apply the skills of adding and subtracting fractions and mixed numerals; compare fractions; apply the skills of addition, subtraction, division, and multiplication on mixed numerals; apply the problem-solving technique of the “hidden question” to the solution of two-step problems; and apply multiplication skills to fractions, mixed numerals, and decimals to finding the circumference and area of circles.

### CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Like denominators  
Unlike denominators  
Mixed numerals  
Fractions and decimals  
Circumference and area

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8; 2.5.8

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Fractions: Mult. & Div.  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will apply these skills of multiplication and division to fractions and mixed numerals; they will also apply these skills to solve word problems involving temperature, area, and volume

### CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Writing fractions in lowest terms  
Customary measures  
Multiplying fractions  
Applying formulas to temperature  
Multiplying mixed numerals  
Applying formulas to parallelograms and triangles  
Applying formulas to volume  
Dividing fractions

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8; 2.3.8; 2.5.8; 2.6.8

7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Solving Equations  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will solve equations using subtraction, addition, multiplication, and division; check solutions; and practice using equations to solve world problems involving earnings, ground speed, air speed, and batting average.

CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Subtraction

Addition

Using equations: addition/subtraction

Division

Multiplication

Using equations: multiplication/division

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Group activities

Teacher observation and evaluation

Written test

Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8; 2.5.8; 2.8.8

7th Grade – Mathematics

Course Title: Pre-Algebra

Periods per Week: 5 Grade Level: 7

Area: Ratios: Proportion and Percent  
Length of Period: 40 min.

Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will apply the skills of multiplication and division to fractions and mixed numerals; he will also apply these skills to solve word problems involving temperature, area, and volume.

CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Writing fractions in lowest terms  
Customary measures  
Multiplying fractions  
Applying formulas to temperature  
Multiplying mixed numerals  
Applying formulas to parallelograms and triangles  
Applying formulas to volume  
Dividing fractions

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities  
Teacher observation and evaluation  
Written test  
Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8; 2.3.8; 2.5.8; 2.6.8

7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Percent and Applications  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will solve percent equations using the previously taught method and the alternative proportion method; interpret percents through bar and circle graphs; and estimate percentages in real-life situations.

CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Figure percent  
Percents of increase and decrease  
Finding a number, given a percent  
Using proportions to solve percent problems  
Bar graphs  
Circle graphs  
Using estimation

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Written test  
Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8; 2.3.8; 2.5.8; 2.6.8

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Rational Numbers: Add. & Subt.  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will solve percent equations using the previously taught method and the alternative proportion method; interpret percents through bar and circle graphs; and estimate percentages in real-life situation.

### CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Figure percent  
Percents of increase and decrease  
Finding a number, given a percent  
Using proportions to solve percent problems  
Bar graphs  
Circle graphs  
Using estimation

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8; 2.5.8; 2.6.8

## 7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Equations: Add & Subt.  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will use the Addition Property of Equations and the Subtraction Property of Equations to solve equations using like terms; employ problem solving skills to change word problems into symbols; and graph inequalities.

### CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Equations: addition and subtraction  
Like terms and more than one operation  
Variable on both sides  
Words to symbols: addition and subtraction  
Inequalities on the numberline  
Using addition and subtraction to solve inequalities

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8; 2.5.8; 2.6.8; 2.8.8

7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Rational Numbers: Mult. & Div.  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will solve equations and inequalities using the multiplication and division properties for equations and inequalities; and write equations to solve word problems.

CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Unlike signs

Like signs

Properties of multiplication

Dividing rational numbers

Factoring

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation and evaluation

Written test

Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8; 2.5.8; 2.8.8

7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Equations: Mult. & Div.  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will graph linear equations, solve systems of linear equations, and graph linear inequalities.

CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Unlike signs  
Like signs  
Properties of multiplication  
Dividing rational numbers  
Factoring

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation  
Written test  
Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8; 2.6.8; 2.8.8

7th Grade – Mathematics

Course Title: Pre-Algebra  
Area: Graphing and Equations  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will solve equations and inequalities using the multiplication and division properties for equations and inequalities; and write equations to solve word problems.

CONTENT:

1. Math- Course 2, McDougal Littell, 2007
2. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
3. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Like signs

Properties of multiplication

Dividing rational numbers

Factoring

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation and evaluation

Written test

Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8; 2.6.8; 2.8.8

## 7th Grade – Language

Course Title: Language

Area: Nouns

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will identify and classify this part of speech as to type and modification; and utilize it correctly within the whole-language program.

### CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access

### LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Test  
Composition  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.4.8; 1.5.8

## 7th Grade – Language

Course Title: Language

Area: Pronouns

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will identify and classify this part of speech as to type and correct usage; and utilize it correctly within the whole-language program.

### CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access

### LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Test  
Composition  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.4.8; 1.5.8

7th Grade – Language

Course Title: Language

Area: Adjectives

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify and classify this part of speech as to type, practice positioning adjectives; compare adjectives; and utilize adjectives correctly within the whole-language program.

CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines, and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Test  
Composition  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

7th Grade – Language

Course Title: Language

Area: Verbs

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify this part of speech as to type and attributes; conjugate verbs, and utilize verbs correctly within the whole-language program.

CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Test  
Composition  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

7th Grade – Language

Course Title: Language  
Area: Phrases, Clauses & Sentences  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify these groups of words used collectively as to type; practice positioning these groups of words, compare adverbs, and utilize adverbs correctly within the whole-language program.

CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines, and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

## 7th Grade – Language

Course Title: Language  
Area: Punctuation and Capitalization  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will capitalize appropriate words according to standard usage and utilize punctuation according to his/her communicative purpose and with the regulation of standard usage within the whole-language program.

### CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines, and textbooks

### LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Test  
Composition  
Portfolio assessment

### PA STATE STANDARDS:

1.4.8; 1.5.8

## 7th Grade – Language

Course Title: Language

Area: Reading

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate the ability to analyze, evaluate, and criticize what he/she has read.

The learner will gain appreciation for authentic literature.

The learner will gain appreciation for the role of the arts and humanities in his/her culture.

### CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines, and textbooks
4. Various novels and literature sources

### LEARNING ACTIVITIES:

Literature circles

Individual participation

Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Writing assignments

Oral reports

Three-dimensional projects

Teacher observation

Test

Rubrics

Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.2.8; 1.3.8; 1.6.8; 1.7.8; 1.8.8

## 7th Grade – Language

Course Title: Language  
Area: Vocabulary  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate the use of a systematic approach to vocabulary building.  
The learner will demonstrate through speaking and writing, the ability to employ a developmental appropriate vocabulary.  
The learner will demonstrate dictionary, thesaurus, test-taking, and reading skills.

### CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines, and textbooks

### LEARNING ACTIVITIES:

Individual participation  
Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Writing assignments  
Journaling  
Test  
Rubrics  
Teacher observation  
Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.2.8; 1.6.8; 1.7.8

## 7th Grade – Language

Course Title: Language

Area: Writing

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate thorough speaking and writing, the ability to employ a developmentally appropriate vocabulary.

The learner will demonstrate dictionary, thesaurus, test-taking, and reading skills.

The learner will synthesize language arts skills for construction of meaning.

The learner will utilize the steps of writing to produce polished sentences, paragraphs, and composition.

The learner will utilize transformational Grammar.

### CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines, and textbooks

### LEARNING ACTIVITIES:

Individual participation

Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Compositions

Teacher observation

Rubrics

Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.2.8; 1.4.8; 1.5.8; 1.6.8; 1.7.8; 1.8.8

## 7th Grade – Language

Course Title: Language  
Area: Oral Communication  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate through speaking, the ability to employ a developmentally appropriate vocabulary.

The learner will demonstrate research and reading skills.

The learner will provide explanations and definitions and participate in class conversations and choral speaking.

The learner will synthesize language arts skills for construction of meaning.

The learner will utilize transformational Grammar.

The learner will utilize the steps of writing to produce polished speeches.

### CONTENT:

1. Elements of Writing, revised edition, first course, Harcourt Brace & Co. 1995
2. Grammar for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines, and textbooks
6. Classroom books, anthologies, and content area textbooks

### LEARNING ACTIVITIES:

Individual participation

Small group participation

Large group activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Journaling

Oral Presentation

Teacher observation

Rubrics

Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.2.8; 1.6.8

## 7th Grade – Social Studies

Course Title: Social Studies

Area: Prehistoric Times

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize vocabulary relevant to anthropology, sociology, and archeology; utilize maps relevant to the historical period; participate in current events discussions, understand the importance of legends in explaining the past, and participate in a mock archaeological dig.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies  
Area: The River Valley Civilizations  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize vocabulary relevant to economies; anthropology, sociology, and archaeology; utilize maps relevant to the historical period, participate in current events discussions.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies

Area: Ideas and Armies

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize vocabulary relevant to sociology and economics; utilize maps relevant to the historical period; participate in current events discussions, understand the important cultural and religious contributions of the Phoenicians and the Hebrews; describe how the rise of empires affected the ancient people of the Middle East; and analyze the similarities and differences among the civilizations that arose in the Americas.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies

Area: The Romans

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize vocabulary relevant to philosophy, anthropology, sociology, and archaeology; utilize maps relevant to the historical period; participate in current events discussions, examine the development of Roman culture; and identify Roman contribution to western civilizations.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies  
Area: The Early Middle Ages  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize vocabulary relevant to anthropology, sociology, and philosophy; utilize maps relevant to the historical period; participate in current events discussions, understand the Middle Ages as an important period in the development of western civilization; and analyze the events of the Middle Ages that contributed to the growth of Western Europe.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies  
Area: Flowering of the East  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize maps relevant to the historical period; participate in current events discussions, trace the influence of religion on the growth and development of the Middle East and Eastern Europe; and analyze the influence of the Byzantines, Arabs and Russians on Western Civilization

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies  
Area: The Late Middle Ages  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize vocabulary relevant to sociology and economics; utilize maps relevant to the historical period; participate in current events discussions, examine the growth of towns and trade during the historical period; and relate the decline of the feudal system to the development of strong monarchies in western Europe.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies  
Area: The Beginning of Modern Times  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize vocabulary relevant to philosophy, anthropology, sociology, and archaeology; utilize maps relevant to the historical period; participate in current events discussions, understand the changes that took place in western Europe during the 1300s and 1400s; and explain what Europeans learned about the world during the Age of Discovery.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies

Area: The Changing World

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize maps relevant to the historical period; participate in current events discussions; examine political changes that took place in the West during the 1600s and 1700s; and analyze the economic changes in the West during the 1700s.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies

Area: Nations and Empires

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize maps relevant to the historical period; participate in current events discussions, understand the ways that nationalism and democracy influenced the West during the 1800s; and trace the development of imperialism in Africa and Asia during 1800s.

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 7th Grade – Social Studies

Course Title: Social Studies  
Area: The Twentieth Century  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 7  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize maps relevant to the historical period; participate in current events discussions, be aware of how World Wars I and II reduced Western Europe's role in world affairs and led to the rise of the United States and the Soviet Union as superpowers; trace the spread and/or diminishment of communism in Europe, Asia and Latin America; and identify the major problems and achievements of Third World Countries

### CONTENT:

1. Human Heritage – A World History, Glencoe/McGraw Hill, 2001
2. Junior Scholarship (bi-monthly)
3. Applicable internet sources & media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Projects  
Portfolio assessment

### PA STATE STANDARDS:

8.1.9; 8.4.9; 7.1.9; 7.3.9; 1.4.8; 1.6.8; 1.8.8

## 8th Grade – Mathematics

Course Title: Algebra  
Area: Basic Concepts  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will compare basic equational symbols, describe and display types of data; employ numberline intervals to estimate numbers; evaluate simple formulas using the rules for order of operations; identify equality or inequality of sets; describe the probability of outcomes; and employ the equal fractions property to establish relative frequency.

### CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Numbers in algebra  
Describing data  
Intervals and estimates  
Order of operations  
Formulas  
Sets  
Probability  
Relative frequency

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities/projects  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8; 2.3.8

8th Grade – Mathematics

Course Title: Algebra  
Area: Addition in Algebra  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will utilize models for addition; review addition of fractions, solve basic algebraic formulas; and employ geometric principles in solving algebraic inequalities.

CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Addition of fractions  
The coordinate plane  
Solving  $x+a=b$   
Solving  $x+a<b$

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities/projects  
Teacher observation and evaluation  
Written test  
Portfolio assessment

PA STATE STANDARDS:

2.2.8

## 8th Grade – Mathematics

Course Title: Algebra  
Area: Subtraction in Algebra  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will utilize models for subtraction; review use of real numbers and employ geometric, graphic, and numberline principles; and identify the intersections of sets of principles in solving algebraic equalities and inequalities

### CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Subtraction of real numbers

Models for subtraction

Solving  $x-a=b$  and  $x-a<b$

Intersections of sets

Unions of sets

Addition, subtraction, and counting

Addition, subtraction, and graphing

Addition, subtraction, and geometry

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Group activities/projects

Teacher observation and evaluation

Written test

Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8

## 8th Grade – Mathematics

Course Title: Algebra

Area: Multiplication in Algebra

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will utilize models and algebraic principles for multiplication, solve algebraic equalities and inequalities, review multiplication of fractions.

### CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Areas, arrays, and volumes

Multiplying fractions and rates

Special numbers in multiplication

Solving  $ax=b$

Special numbers in equations

Solving  $ax>b$

Multiplication counting principle

Multiplying probabilities

The factorial symbol

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Group activities/projects

Teacher observation and evaluation

Written test

Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8

## 8th Grade – Mathematics

Course Title: Algebra  
Area: Division in Algebra  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will utilize models for division; solve equalities with rates and ratios; predict probabilities and size changes; and employ the Means-Extremes property to determine equality of fractions.

### CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

The definition of division

Rates

Ratios

Solving percent problems

Probability without counting

Size changes

Proportions

Similar figures

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Group activities/projects

Teacher observation and evaluation

Written test

Portfolio assessment

### PA STATE STANDARDS:

2.2.8; 2.7.8

8th Grade – Mathematics

Course Title: Algebra

Periods per Week: 5 Grade Level: 8

Area: Linear Sentences

Length of Course: 180 days

Length of Period: 40 min.

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will utilize models and the distributive property for solving linear algebraic sentences.

CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Solving  $ax+b=c$

Variations of  $ax+b=c$

The distributive property

Repeated addition and subtraction

Review

Solving  $ab+b=cx+d$

Solving  $ax+b<cx+d$

Why the distributive property is so named

Subtracting quantities

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Group activities/projects

Teacher observation and evaluation

Written test

Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8; 2.4.8

## 8th Grade – Mathematics

Course Title: Algebra  
Area: Lines and Distance  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will graph linear equations; calculate intervals using absolute values; utilize square roots and the Pythagorean Theorem in equalities; utilize the Pythagorean Theorem in establishing distance on a map; and practice Chunking small bits of information.

### CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Graphing lines  
Horizontal and vertical lines  
Distance and absolute value  
Square roots  
Pythagorean theorem  
Square roots of products  
Distances in the plane

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities/projects  
Teacher observation and evaluation  
Written test  
Portfolio assessment

### PA STATE STANDARDS:

2.4.8; 2.5.8; 2.8.8; 2.9.8; 2.10.8

## 8th Grade – Mathematics

Course Title: Algebra

Area: Slopes and Lines

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will graph linear equations; and identify and utilize linear equations that closely resemble similar coordinates.

### CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

### LEARNING ACTIVITIES:

Rates of change

Constant rate of change

Properties of slope

Slope-intercept linear equations

Equations for lines with a given point and slope

Equations for lines through two points

Fitting a line to data

Equations for all lines

Graphing linear inequalities

The concepts presented above will be presented through a variety of methods including:

Teacher demonstrations

Individual participation

Small group participation

Workbook assignments

Worksheet assignments

Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Group activities/projects

Teacher observation and evaluation

Written test

Portfolio assessment

### PA STATE STANDARDS:

2.1.8; 2.2.8; 2.5.8; 2.5.8; 2.8.8.; 2.9.8; 2.11.8

8th Grade – Mathematics

Course Title: Algebra  
Area: Exponents and Powers  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will graph exponential growth and decay; compute compound interest; utilize the Negative Exponent, Quotients of Powers, Power of a Product, and Power of a Quotient Properties; and utilize the inherent consistencies of the relationships between these properties in order to differentiate between them.

CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Compound interest  
Exponential growth  
Exponential decay  
Graphing exponential growth and decay  
Products of powers  
Negative exponents  
Quotients of powers  
Powers of products and quotients  
Remembering the properties

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities/projects  
Teacher observation and evaluation  
Written test  
Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.3; 2.4.8; 2.5.8

8th Grade – Mathematics

Course Title: Algebra  
Area: Polynomials  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will use polynomials to make, to write, and to simplify equations, polynomials, and binomials; utilize the Zero Product Property; and compare predictable patterns of binomials and polynomials.

CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

How polynomials arise  
Adding and subtracting a polynomials  
Multiplying a polynomial by a monomial  
Common monomial factoring  
Multiplying polynomials  
Multiplying binomials  
Recognizing perfect squares  
Differences of squares  
The zero product property  
Recognizing factors of polynomials

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities/projects  
Teacher observation and evaluation  
Written test  
Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.4.8; 2.5.8

8th Grade – Mathematics

Course Title: Algebra  
Area: Systems

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days

Length of Period: 40 min.

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will apply ordered pairs and substitution methods to solve and graph equations; employ the generalized system of equality; solve systems; and analyze the veracity of algebraic equivalencies.

CONTENT:

1. Pre-Algebra – An integrated Transition to Algebra and Geometry, Glencoe, 2001
2. Related Internet Resources (as applicable)

LEARNING ACTIVITIES:

Introduction to systems  
Solving systems using a substitution  
Solving systems by addition  
Multiplying to solve systems  
Weighted averages and mixtures  
Parallel lines  
Situations which always or never happen  
Systems of inequalities

The concepts presented above will be presented through a variety of methods including:

- Teacher demonstrations
- Individual participation
- Small group participation
- Workbook assignments
- Worksheet assignments
- Related activities

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Group activities/projects  
Teacher observation and evaluation  
Written test  
Portfolio assessment

PA STATE STANDARDS:

2.1.8; 2.2.8

8th Grade – Language

Course Title: Language

Area: Nouns

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify and classify this part of speech as to type and modification; and utilize it correctly within the whole-language group.

CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

8th Grade – Language

Course Title: Language

Area: Pronouns

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8

Length of Course: 180 days

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify and classify this part of speech as to type and modification; and utilize it correctly within the whole-language group.

CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Test  
Composition  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

8th Grade – Language

Course Title: Language

Periods per Week: 5 Grade Level: 8

Area: Adjectives

Length of Course: 180 days

Length of Period: 40 min.

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify this part of speech as to type; practice positioning adjectives, compare adjectives; and utilize adjectives correctly within the whole-language program.

CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Test  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

## 8th Grade – Language

Course Title: Language

Area: Verbs

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will identify this part of speech as to type and attributes; conjugate verbs, and utilize verbs correctly within the whole language program.

### CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

### LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Test  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.4.8; 1.5.8

8th Grade – Language

Course Title: Language

Periods per Week: 5 Grade Level: 8

Area: Adjectives

Length of Course: 180 days

Length of Period: 40 min.

Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify this part of speech as to type; practice positioning adjectives; compare adjectives; and utilize adjectives correctly with the whole-language program.

CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Test  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

## 8th Grade – Language

Course Title: Language  
Area: Prep., Conj. & Interj.  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will identify these parts of speech as to type; practice positioning these parts of speech within sentences; and utilize these parts of speech correctly within the whole-language program.

### CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

### LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Test  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.4.8; 1.5.8

8th Grade – Language

Course Title: Language  
Area: Phrases, Clauses & Sentences  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will identify these groups of words used collectively as to type; practice positioning these groups of words; compare adverbs; and utilize adverbs correctly within the whole-language program.

CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Test  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

8th Grade – Language

Course Title: Language  
Area: Punctuation and Capitalization  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will capitalize appropriate words according to standard usage and utilize punctuation according to his/her communicative purposes and within the regulation of standard usage within the whole-language program.

CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Teacher-prepared manipulatives
6. Trade and resource books, reference materials, magazines and textbooks

LEARNING ACTIVITIES:

Teacher demonstrations  
Individual participation  
Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Composition  
Test  
Rubrics  
Portfolio assessment

PA STATE STANDARDS:

1.4.8; 1.5.8

## 8th Grade – Language

Course Title: Language

Area: Vocabulary

Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8

Length of Course: 180 days

Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate the use of a systematic approach to vocabulary building.

The learner will demonstrate, through speaking and writing, the ability to employ a developmentally appropriate vocabulary.

The learner will demonstrate dictionary, thesaurus, test-taking and reading skills.

### CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade and resource books, reference materials, magazines and textbooks
6. Various novels and literature sources
7. Classroom books, anthologies, and content area textbooks
8. Electronic texts
9. Library resources
10. Related resources (manuals, catalogues, bills, and brochures)

### LEARNING ACTIVITIES:

Literature circles

Individual participation

Small group participation

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Journaling

Teacher observation

Test

Rubrics

Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.2.8; 1.3.8; 1.6.8; 1.7.8

8th Grade – Language

Course Title: Language  
Area: Writing  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

LEARNING OBJECTIVES:

The learner will demonstrate through speaking and writing the ability to employ a developmentally appropriate vocabulary.

The learner will demonstrate dictionary, thesaurus, test-taking, and reading skills.

The learner will synthesize language arts skills for construction of meaning.

The learner will utilize the steps of writing to product polished sentences, paragraphs, and compositions.

CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Trade books, anthologies, and content area textbooks
6. Classroom current periodicals
7. Library resources
8. Related resources (manuals, catalogues, bills and brochures)

LEARNING ACTIVITIES:

Individual participation

Small group participation

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Journaling

Composition

Teacher observation

Rubrics

Portfolio assessment

PA STATE STANDARDS:

1.1.8; 1.2.8; 1.4.8; 1.5.8; 1.8.8

## 8th Grade – Language

Course Title: Language  
Area: Oral Communications  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will demonstrate, through speaking; the ability to employ a developmentally appropriate vocabulary.

The learner will demonstrate research and writing skills.

The learner will provide explanations and definitions and participate in class conversations and choral speaking.

The learner will synthesize language arts skills for construction of meaning.

The learner will utilize transformational grammar.

The learner will utilize the steps of writing to produce polished speeches.

### CONTENT:

1. Elements of Writing, revised edition, second course, Harcourt Brace & Co. 1998
2. Writing Workshop Survival Kit, second edition. Jossey-Bass 2006
3. Prompted to Write – Building On-Demand Writing Skills. Jossey-Bass 2005
5. Grammer for Writing, Sadlier, Sadlier, 2009
3. Scranton Times-Tribune – biweekly
4. New York Times – on-line access
5. Classroom books, anthologies, and content area textbooks

### LEARNING ACTIVITIES:

Individual participation

Small group activities

Large group activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Journaling

Oral presentation

Teacher observation

Rubrics

Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.2.8; 1.6.8

## 8th Grade – Social Studies

Course Title: Social Studies  
Area: Exploration and Colonization  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize reading studies skills, utilize maps relevant to the historical period; participate in current events discussions; utilize maps and graphs; examine the origins and cultural backgrounds of people who lived in North American before the coming of Europeans and Africans; appreciate the cultural diversity of these indigenous peoples; and describe European exploration and colonization.

### CONTENT:

1. The American Journey, Glencoe/McGraw Hill 2003
2. Applicable internet sources
3. Related resources (textbooks)
4. Weekly Reader – current events
5. Other media

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Projects  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.4.8; 1.6.8; 1.8.8; 8.1.9; 8.3.9; 7.1.9; 7.3.9

## 8th Grade – Social Studies

Course Title: Social Studies  
Area: A New Nation  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize reading studies skills; utilize maps relevant to the historical period, participate in current events discussions utilize maps and graphs; describe the formation of the United States as an independent nation and the ways for the new nation met challenges at home and abroad; and discuss the war for independence; weaknesses of the new government under the Articles of Confederation; the structure of the federal system under the constitution; the war of 1812 and its effect on the economy; the frontier experience; the acquisition and exploration of the Louisiana territory, settler encounters with indigenous peoples, and factors contributing to the rise of a new feeling nationhood.

### CONTENT:

1. The American Journey, Glencoe/McGraw Hill 2003
2. Applicable internet sources
3. Related resources (catalogues, magazines, textbooks)
4. Weekly Reader – Current Events
5. Library resources

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Unit Project  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.4.8; 1.6.8; 1.8.8; 8.1.9; 8.3.9; 7.1.9; 7.3.9

## 8th Grade – Social Studies

Course Title: Social Studies  
Area: Holding the Union Together  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize reading studies skills; utilize maps relevant to the historical period, participate in current events discussions; utilize maps and graphs; examine the ramifications of the Civil War upon the Nation; describe the issues of slavery, nullification, and sectionalism, and explain how westward expansion into the territory acquired by the Mexican Cession exacerbated the rift between the North and South; and discuss difficulties the country faced during Reconstruction.

### CONTENT:

1. The American Journey, Glencoe/McGraw Hill 2003
2. Applicable internet sources
3. Related resources (catalogues, magazines, textbooks)
4. Library resources

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Unit project  
Group projects  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.4.8; 1.6.8; 1.8.8; 8.1.9; 8.3.9; 7.1.9; 7.3.9

## 8th Grade – Social Studies

Course Title: Social Studies  
Area: World Leadership  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize reading studies skills; utilize maps relevant to the historical period, participate in current events discussions; utilize maps and graphs; examine the origins and cultural backgrounds of the people who live in North American before the coming of Europeans and Africans; appreciate the cultural diversity of these indigenous peoples; and describe European exploration and colonization.

### CONTENT:

1. The American Journey, Glencoe/McGraw Hill 2003
2. Applicable internet sources
3. Related resources (catalogues, magazines, textbooks)
4. Library resources
5. Weekly Reader – Current Events

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.4.8; 1.6.8; 1.8.8; 8.1.9; 8.3.9; 7.1.9; 7.3.9

## 8th Grade – Social Studies

Course Title: Social Studies  
Area: The Changing Nation  
Length of Period: 40 min.

Periods per Week: 5 Grade Level: 8  
Length of Course: 180 days  
Total Clock Hours: 120

### LEARNING OBJECTIVES:

The learner will review the content of the historical period; utilize reading studies skills; utilize maps relevant to the historical period, participate in current events discussions; utilize maps and graphs; examine the origins and cultural backgrounds of the people who lived in North America before the coming of European and Africans; appreciate the cultural diversity of these indigenous peoples; and describe European exploration and colonization.

### CONTENT:

1. The American Journey, Glencoe/McGraw Hill 2003
2. Applicable internet sources
3. Related resources (catalogues, magazines, textbooks)
4. Library resources
5. World Newsmap of the Week, Curriculum Innovations Group
6. Americans All – Resource File, Houghton Mifflin 1993

### LEARNING ACTIVITIES:

Individual participation  
Small group activities  
Large group activities  
Related activities

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation  
Written test  
Rubrics  
Portfolio assessment

### PA STATE STANDARDS:

1.1.8; 1.4.8; 1.6.8; 1.8.8; 8.1.9; 8.3.9; 7.1.9; 7.3.9

Science – Senior

Course Title: Science

Area:

Length of Period: 4-5 hours per week

Periods per Week: 2 Grade Level: D

Length of Course: 180 days

Total Clock Hours:

LEARNING OBJECTIVES:

CONTENT:

FOSS Kits

LEARNING ACTIVITIES:

Landforms Learners use stream tables to investigate the variables that influence erosion and deposition of earth materials and the creation of landforms. Students assemble models of mountains and create topographic maps.

PA STATE STANDARDS: 3.1.10—3.5.10—3.8.10

Electronics, Learners work with electronic components and meters to build simple and complex circuits, measure and monitor electric properties and discover how different components affect circuits. They make and read schematics, and construct solid-state devices. Finally they construct meaningful explanations for the interactions taking place in their systems.

PA STATE STANDARDS: 3.1.10—3.4.10—3.6.10—3.8.10

Weather and Water, Learners investigate the properties of Earth's atmosphere and the processes that produce weather, including energy transfer, atmospheric pressure, and water cycle. They study principles that govern temperature, wind humidity, precipitation, and severe, weather. Students collect and analyze local and global weather data using instruments and reports from various media. They investigate fresh water as a vital resource. Additional concepts: heat radiation conduction, convection, density, pressure, condensation, water cycle, drainage basin, and climate.

PA STATE STANDARDS: 3.1.10—3.4.10—3.7.10—3.8.10--3.6.10--

Human Brain and Senses Learners investigate how the brain and senses acquire, interpret and respond to information, from the environment. An emphasis on vision and touch leads to investigations of the structure and function of the sensory organs, receptors, and the brain itself. Imaging techniques are used to reveal brain anatomy and activity. Students also explore learning, memory and sensory dysfunction.

PA STATE STANDARDS: 3.1.10—3.3.10—3.4.10—3.6.10

Leggett's Creek- Learners explore the flora and fauna of the riparian area-monitor water temps and water quality,

Students participate in an Earth Day cleanup,

Learners read and answer questions from the "Current Science" Magazine.

PA STATE STANDARDS: 4.1.7A B, 4.2.7D, 4.3.7A, B 4.5.7A, 4.7.7C, 4.8.7B 4.7.9A

PROCEDURE FOR EVALUATION:

Portfolio assessment

Projects

Teacher tests and observation

**Note: Integrated Arts: Art, Music, Health, Safety, and Physical Education**

*These subjects are integrated into the daily classroom lessons as well as being discrete subject areas taught by a professional. The current curriculum allows for music and art to be fully integrated with Classroom activities. Projects are discussed among classroom and integrated arts staff in staff development meeting held before the start of school each year. The integrated arts curriculum is also infused in our outdoor park excursions and summer programs.*

Course: Health and Physical Education  
Grade Level: Pre K - K  
Area: Growth and Human Development  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be able to identify and describe the parts of their bodies and their functions, be taught basic health issues and preventative techniques, and be taught the appropriate uses of medicines and drugs.

Content:

1. Good touch, bad touch
2. Teacher demonstration
3. Healthy bodies project
4. Spanish food vocabulary
5. Art projects, tracing and sketching hands, feet, and head

Learning Activities:

1. Teacher directed whole group instruction
2. Visit with the nurse and doctor
3. Small group projects in art and music
4. Individual participation

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Portfolio assessment

Standards:

10.1.3, 10.3.3

Course: Health and Physical Education  
Grade Level: Pre K - K  
Area: Physical fitness and coordination  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be introduced to and challenged to engage in physical exercise and activities that promote lifelong habits of fitness and health.

Content:

1. "Simon Says" calisthenics
2. Ball games, dribbling, rolling, tossing
3. Gymnastics
4. Soccer
5. Jumping rope

Learning Activities:

1. Teacher directed whole group instruction
2. Teamwork
3. Sharing
4. Individual participation

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation

Standards:

10.1.3, 10.3.Course: Health and Physical Education

Grade Level: Primary Level Grades 1 & 2  
Area: Growth and Human Development  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

**Learning Objectives:**

The learner will be able to identify and describe the parts of their bodies and their functions, be taught basic health issues and preventative techniques, and be taught the appropriate uses of medicines and drugs.

**Content:**

1. Why we breathe (respiratory system)
2. How the heart works (cardio systems)
3. Touching and personal space
4. Spanish food vocabulary
5. Art projects, sketching systems, human bone structure
6. Drug use and risk taking

**Learning Activities:**

1. Teacher directed whole group instruction
2. Visit with the nurse and doctor
3. Small group projects in art and music
4. Individual participation

**Expected levels of achievement:**

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

**Evaluation:**

1. Student participation
2. Teacher observation
3. Portfolio assessment

**Standards:**

10.1.3, 10.3.3

Grade Level: Primary Level Grades 1 & 2  
Area: Physical fitness and coordination  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be introduced to and challenged to engage in physical exercise and activities that promote lifelong habits of fitness and health.

Content:

1. Game rules and regulations
2. Flag football
3. Baseball
4. Soccer
5. Martial arts, self protection
6. Exercise routines
7. Heart and breathing rates

Learning Activities:

1. Teacher directed whole group instruction
2. Teamwork
3. Sharing
4. Individual participation

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Student Demonstrations

Standards:

10.1.3, 10.2.3, 10.3.3, 10.4.3

Course: Health and Physical Education

Grade Level: Intermediate Level Grades 3 & 4  
Area: Growth and Human Development  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be able to identify and describe the parts of their bodies and their functions, be taught basic health issues and preventative techniques, and be taught the appropriate uses of medicines and drugs.

Content:

1. How the body works together
2. The brain and its role
3. How I learn
4. Adolescent behavior
5. Personal health issues, cleanliness, diet, and preventative measures
6. Refusal skills, peer pressure

Learning Activities:

1. Teacher directed whole group instruction
2. Health journals
3. Group discussions
4. Individual participation

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Portfolio assessment
4. Projects

Standards:

10.1.3, 10.3.3, 10.4.3, 10.1.6, 10.3.6, 10.4.6

Course: Health and Physical Education

Grade Level: Intermediate Level (Grades 3 &4)  
Area: Physical fitness and coordination  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be taught to and challenged to engage in physical exercise and activities that promote lifelong habits of fitness and health.

Content:

1. Game rules and regulations
2. Flag football
3. Baseball
4. Soccer
5. Martial arts, self protection
6. Exercise routines
7. Heart and breathing rates
8. Gymnastics
9. Diet and fitness

Learning Activities:

1. Teacher directed whole group instruction
2. Teamwork
3. Group Discussions
4. Small group presentations
5. Individual participation
6. Maintaining a fitness journal
7. Basic food pyramid designs

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Student Demonstrations
4. Portfolio assessment

Standards:

10.2.3, 10.3.3, 10.4.3; 10.2.6, 10.3.6, 10.4.6

Course: Health and Physical Education

Grade Level: Upper Level Grades 5 & 6  
Area: Growth and Human Development  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be able to identify and describe the parts of their bodies and their functions, be taught basic health issues and preventative techniques, and be taught the appropriate uses of medicines and drugs.

Content:

1. How the body works together
2. Multiple Intelligences and the way one learns
3. Peer pressure and avoidance techniques
4. Human relationships, dating, making friends
5. Personal health issues, cleanliness, diet, and preventative measures
6. Hazards of abuse (drugs and alcohol)

Learning Activities:

1. Teacher directed whole group instruction
2. Health journals
3. Group discussions
4. Group Presentations

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Portfolio assessment
4. Projects

Standards:

10.1.6, 10.3.6, 10.4.6

Course: Health and Physical Education

Grade Level: Upper (Grades 5 & 6)  
Area: Physical fitness and coordination  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be taught to and challenged to engage in physical exercise and activities that promote lifelong habits of fitness and health.

Content:

1. Muscle development
2. Foods and appropriate growth and fitness
3. Establishing a regular fitness schedule
4. Fitness cycles
5. Games and fitness
6. First aid
7. Listening to your body, preventing injury and detecting disease

Learning Activities:

1. Teacher directed whole group instruction
2. Teamwork
3. Group Discussions
4. Small group presentations
5. Individual participation
6. Maintaining a fitness journal
7. Healthy menus

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Student Demonstrations
4. Portfolio assessment

Standards:

10.2.6, 10.3.6, 10.4.6

Course: Health and Physical Education

Grade Level: Senior Level Grades 7 & 8  
Area: Growth and Human Development  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be able to identify and describe the parts of their bodies and their functions, be taught basic health issues and preventative techniques, and be taught the appropriate uses of medicines and drugs.

Content:

1. Healthy practices (check ups, health exams, grooming)
2. Knowing the media and its impact on adolescent behavior
3. Tobacco products and their hazards
4. Decision making and avoiding inappropriate peer pressures
5. Managing relationships with friends and adults
6. Promoting safety in daily life
7. Obesity and managing weight
8. Conditions and diseases caused by inappropriate diet and lack of exercise

Learning Activities:

1. Teacher directed whole group instruction
2. Health journals
3. Group discussions
4. Group Presentations
5. Online research
6. Newspaper reporting in “Health Beat”

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Portfolio assessment
4. Projects
5. Newspaper quality

Standards:

10.1.6, 10.3.6, 10.4.6; 10.1.9, 10.2.9, 10.4.9

Course: Health and Physical Education

Grade Level: Senior Level (Grades 7 & 8)  
Area: Physical fitness and coordination  
Length of Period: Variable (45 min. – hour)  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 36

Learning Objectives:

The learner will be taught to and challenged to engage in physical exercise and activities that promote lifelong habits of fitness and health.

Content:

1. Personal exercise programs
2. Running as exercise for cardio fitness
3. Establishing a regular fitness schedule
4. Fitness cycles
5. Games and fitness
6. Managing stress and anxiety
7. Listening to your body, preventing injury and detecting disease

Learning Activities:

1. Teacher directed whole group instruction
2. Teamwork
3. Group Discussions
4. Small group presentations
5. Individual participation
6. Maintaining a fitness journal
7. Healthy menus

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Student Demonstrations
4. Portfolio assessment

Standards:

10.2.6, 10.3.6, 10.4.6; 10.2.9, 10.3.9

Kindergarten – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 30 min.

Periods per Week: 1 Grade Level: Pre-Pri.  
Length of Course: 180 days  
Total Clock Hours: 18

LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Singing songs as a class and as soloists.
4. Analysis of melody in respect to the up/down direction.
5. Creating 'sound scapes' (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.

LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

Kindergarten – Music

Course Title: Music

Periods per Week: 1 Grade Level: Pre-Pri.

Area: Music & Our Environment

Length of Course: 180 days

Length of Period: 30 min.

Total Clock Hours: 18

LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestrate)
3. Having students sing and play the rhythm of their names.
4. Group discussion about songs' meanings.

LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## Kindergarten – Music

Course Title: Music

Periods per Week: 1 Grade Level: Kind.

Area: Sound Awareness

Length of Course: 180 days

Length of Period: 30 min.

Total Clock Hours: 18

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Creation of poems and songs to go with the poems.
6. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
7. Discussion of the conductor in performance. Use of a real baton.
8. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## Kindergarten – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 30 min.

Periods per Week: 1 Grade Level: Kind.  
Length of Course: 180 days  
Total Clock Hours: 18

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Marching around the room to march music to the beat of the music incorporating and reinforcing left-right concept.
4. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
5. Perform action songs where children dramatize the theme of the song (e.g., “Jack and Jill”, “Eensey Weensey Spider”, “Halloween”).

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## Kindergarten – Music

Course Title: Music

Area: Social Skills

Length of Period: 30 min.

Periods per Week: 1 Grade Level: Kind.

Length of Course: 180 days

Total Clock Hours: 18

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Having students sing and play the rhythm of their names.
2. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.
3. Creating sound pieces either individually or as a small group.
4. Having students take turns, or serve as the lead during various activities.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 1<sup>st</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Pri.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environment and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Creation of poems and songs to go with the poems.
6. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
7. Discussion of the conductor in performance. Use of a real baton.
8. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 1<sup>st</sup> Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Pri.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Marching around the room to march music to the beat of the music incorporating and reinforcing left-right concept.
4. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
5. Perform action songs where children dramatize the theme of the song (e.g., “Jack and Jill”, “Eensey Weensey Spider”, “Halloween”).

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher-directed whole-group activities

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 1<sup>st</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 40 min.

Periods per Week: 1 Grade Level: Pri.

Length of Course: 180 days

Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Having students sing and play the rhythm of their names.

2. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.

3. Creating sound pieces either individually or as a small group.

4. Having students take turns, or serve as the lead during various activities.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 2<sup>nd</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 40

Periods per Week: 1 Grade Level: Pri.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Creation of poems and songs to go with the poems.
6. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
7. Discussion of the conductor in performance. Use of a real baton.
8. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 2<sup>nd</sup> Grade – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Pri.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

### CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Singing songs as a class and as soloists.
4. Analysis of melody in respect to the up/down direction.
5. Creating 'sound scapes' (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 2nd Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Pri.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Marching around the room to march music to the beat of the music incorporating and reinforcing left-right concept.
4. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
5. Perform action songs where children dramatize the theme of the song (e.g., “Jack and Jill”, “Eensey Weensey Spider”, “Halloween”).

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher-directed whole-group activities

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 2<sup>nd</sup> Grade – Music

Course Title: Music  
Area: Music & Our Environment  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Pri.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

### CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestrate)
3. Having students sing and play the rhythm of their names.
4. Group discussion about songs' meanings.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 2<sup>nd</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 40 min.

Periods per Week: 1 Grade Level: Pri.

Length of Course: 180 days

Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Having students sing and play the rhythm of their names.
2. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.
3. Creating sound pieces either individually or as a small group.
4. Having students take turns, or serve as the lead during various activities.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

### 3<sup>rd</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 45

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

#### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

#### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Creation of poems and songs to go with the poems.
6. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
7. Discussion of the conductor in performance. Use of a real baton.
8. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.

#### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

#### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

### 3<sup>rd</sup> Grade – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

#### LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

#### CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Singing songs as a class and as soloists.
4. Analysis of melody in respect to the up/down direction.
5. Creating 'sound scapes' (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.

#### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

#### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

### 3<sup>rd</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 45

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

#### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

#### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Creation of poems and songs to go with the poems.
6. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
7. Discussion of the conductor in performance. Use of a real baton.
8. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.

#### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

#### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

### 3<sup>rd</sup> Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

#### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

#### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
4. Dancing to the beat of the music.
5. Creating dance moves to music students choose and performing them for class either as soloists or in a group format.

#### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher-directed whole-group activities

#### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

### 3<sup>rd</sup> Grade – Music

Course Title: Music

Area: Music & Our Environment

Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.

Length of Course: 180 days

Total Clock Hours: 27

#### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

#### CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestra)
3. Having students sing and play the rhythm of their names.
4. Group discussion about songs' meanings.

#### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

#### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

### 3<sup>rd</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.

Length of Course: 180 days

Total Clock Hours: 27

#### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

#### CONTENT:

1. Having students sing and play the rhythm of their names.

2. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.

3. Creating sound pieces either individually or as a small group.

4. Having students take turns, or serve as the lead during various activities.

#### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

#### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

#### PA STATE STANDARDS:

9.1.3; 9.2.3; 9.3.3; 9.4.3

## 4<sup>th</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 45

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Discussion of timbre and rhythm, use of “found” instruments from kitchen at home. Creating of a composition using found sounds.
6. Performance using conventional as well as found instruments, following a discussion on melody and timbre.
7. Independent/small group research on composer of the month and class presentation of composer’s music. Examples of music.
8. Creation of poems and songs to go with the poems.
9. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
10. Discussion of the conductor in performance. Use of a real baton.
11. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.
12. Discussion on the importance of the role of silence in music.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 4<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

### CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Dividing class into two groups and having them create a “body sounds” orchestra, then having different students conduct the finished piece.
4. Conducting traditional pieces.
5. Singing songs as a class and as soloists.
6. Analysis of melody in respect to the up/down direction.
7. Creating ‘sound scapes’ (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 4<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
4. Dancing to the beat of the music.
5. Creating dance moves to music students choose and performing them for class either as soloists or in a group format.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 4<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Our Environment  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

### CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestra)
3. Having students sing and play the rhythm of their names.
4. Group discussion about songs' meanings.
5. Composing sound pieces using quotes and short sentences as material for their pieces.
6. Evaluating and discussing songs sung in class as a group in regard to lyric theme and content.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 4<sup>th</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 45 min.

Periods per Week: 1 Grade Level: Int.

Length of Course: 180 days

Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Having students sing and play the rhythm of their names.
2. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.
3. Creating sound pieces either individually or as a small group.
4. Having students take turns, or serve as the lead during various activities.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 5<sup>th</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 45

Periods per Week: 1 Grade Level: Upp.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Discussion of timbre and rhythm, use of “found” instruments from kitchen at home. Creating of a composition using found sounds.
6. Performance using conventional as well as found instruments, following a discussion on melody and timbre.
7. Independent/small group research on composer of the month and class presentation of composer’s music. Examples of music.
8. Creation of poems and songs to go with the poems.
9. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
10. Discussion of the conductor in performance; Use of a real baton.
11. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.
12. Discussion on the importance of the role of silence in music.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 5<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Upp.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

### CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Dividing class into two groups and having them create a “body sounds” orchestra, then having different students conduct the finished piece.
4. Conducting traditional pieces.
5. Singing songs as a class and as soloists.
6. Analysis of melody in respect to the up/down direction.
7. Creating ‘sound scapes’ (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.
8. Following introduction of theory, the students will notate the different notes on conventional manuscript paper, play them on the piano.
9. Writing a melody and/or scale using whole, half and quarter notes on manuscript paper and then perform them on the piano or melody bells. Use of dynamic and tempo markings are also employed at this stage.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 5<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Upp.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
4. Dancing to the beat of the music.
5. Creating dance moves to music students choose and performing them for class either as soloists or in a group format.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

5<sup>th</sup> Grade – Music

Course Title: Music

Periods per Week: 1 Grade Level: Upp.

Area: Music & Our Environment

Length of Course: 180 days

Length of Period: 45 min.

Total Clock Hours: 27

LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestra)
3. Having students sing and play the rhythm of their names.
4. Group discussion about songs' meanings.
5. Composing sound pieces using quotes and short sentences as material for their pieces.
6. Evaluating and discussing songs sung in class as a group in regard to lyric theme and content.
7. Stressing all four elements of music when a piece is performed in class. Structure and content are also discussed when singing songs.

LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation and evaluation

PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 5<sup>th</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 45 min.

Periods per Week: 1 Grade Level: Upp.

Length of Course: 180 days

Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.
2. Creating sound pieces either individually or as a small group.
3. Having students take turns, or serve as the lead during various activities.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.5; 9.2.5; 9.3.5; 9.4.5

## 6<sup>th</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 45

Periods per Week: 1 Grade Level: Upp.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Discussion of timbre and rhythm, use of “found” instruments from kitchen at home. Creating of a composition using found sounds.
6. Performance using conventional as well as found instruments, following a discussion on melody and timbre.
7. Independent/small group research on composer of the month and class presentation of composer’s music. Examples of music.
8. Creation of poems and songs to go with the poems.
9. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
10. Discussion of the conductor in performance; Use of a real baton.
11. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.
12. Discussion on the importance of the role of silence in music.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 6<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Upp.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

### CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Dividing class into two groups and having them create a “body sounds” orchestra, then having different students conduct the finished piece.
4. Conducting traditional pieces.
5. Singing songs as a class and as soloists.
6. Analysis of melody in respect to the up/down direction.
7. Creating ‘sound scapes’ (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.
8. Following introduction of theory, the students notate the different kinds of notes on conventional manuscript paper, play them on the piano.
9. Writing a melody and/or scale using whole, half, and quarter notes on manuscript paper and then performing them on the piano or with melody bells. Use of dynamics and tempo markings are also employed at this stage.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 6<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Upp.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
4. Dancing to the beat of the music.
5. Creating dance moves to music students choose and performing them for class either as soloists or in a group format.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 6<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Our Environment  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Upp.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

### CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestra)
3. Group discussion about songs' meanings.
4. Composing sound pieces using quotes and short sentences as material for their pieces.
6. Evaluating and discussing songs sung in class as a group in regard to lyric theme and content.
7. Stressing all four elements of music when a piece is performed in class. Structure and content are also discussed when singing songs.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 6<sup>th</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 45 min.

Periods per Week: 1 Grade Level: Upp.

Length of Course: 180 days

Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.
2. Creating sound pieces either individually or as a small group.
3. Having students take turns, or serve as the lead during various activities.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 7<sup>th</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 45

Periods per Week: 1 Grade Level: Sr.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Discussion of timbre and rhythm, use of “found” instruments from kitchen at home. Creating of a composition using found sounds.
6. Performance using conventional as well as found instruments, following a discussion on melody and timbre.
7. Independent/small group research on composer of the month and class presentation of composer’s music. Examples of music.
8. Creation of poems and songs to go with the poems.
9. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
10. Discussion of the conductor in performance; Use of a real baton.
11. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.
12. Discussion on the importance of the role of silence in music.
13. Compose and perform short pieces using conventional cymbals and/or sticks and mallets.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

PA STATE STANDARDS:  
9.1.8; 9.2.8; 9.3.8; 9.4.8

## 7<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Sr.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

### CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Dividing class into two groups and having them create a “sound” orchestra, then having different students conduct the finished piece.
4. Conducting traditional pieces.
5. Singing songs as a class and as soloists.
6. Analysis of melody in respect to the up/down direction.
7. Creating ‘sound scapes’ (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.
8. Following introduction of theory, the students notate the different kinds of notes on conventional manuscript paper, play them on the piano.
9. Writing a melody and/or scale using whole, half, and quarter notes on manuscript paper and then performing them on the piano or with melody bells. Use of dynamics and tempo markings are also employed at this stage.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 7<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Sr.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
4. Dancing to the beat of the music.
5. Creating dance moves to music students choose and performing them for class either as soloists or in a group format.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 7<sup>th</sup> Grade – Music

Course Title: Music

Area: Music & Our Environment

Length of Period: 40 min.

Periods per Week: 1 Grade Level: Sr.

Length of Course: 180 days

Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

### CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestra)
3. Group discussion about songs' meanings.
4. Composing sound pieces using quotes and short sentences as material for their pieces.
5. Evaluating and discussing songs sung in class as a group in regard to lyric theme and content.
6. Stressing all four elements of music when a piece is performed in class. Structure and content are also discussed when singing songs.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Teacher observation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 7<sup>th</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 45 min.

Periods per Week: 1 Grade Level: Sr.

Length of Course: 180 days

Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.
2. Creating sound pieces either individually or as a small group.
3. Having students take turns, or serve as the lead during various activities.
4. Giving students the opportunity for decision making in regard to musical ideas used in the pieces they are working on for class.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 8<sup>th</sup> Grade – Music

Course Title: Music  
Area: Sound Awareness  
Length of Period: 45

Periods per Week: 1 Grade Level: Sr.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sound (created by both environmental and instrumental sound sources) and silence.

The learner will demonstrate an understanding of musical characteristics creatively through interpretation (performance, discussion, and notating) of the different musical elements (melody, rhythm, timbre, harmony) as well as perceiving and identifying specific characteristics of sound.

### CONTENT:

1. Exploring and playing various instruments (piano, percussion) as well as environmental sound sources such as chairs, tables, papers, etc.
2. Participation in listening exercises, listening with eyes closed to sounds around the classroom followed with a discussion of the sounds heard.
3. Listening to music and reacting to it, whether it is positive or negative.
4. Movement to various graphic representations of the music played and created in class.
5. Discussion of timbre and rhythm, use of “found” instruments from kitchen at home. Creating of a composition using found sounds.
6. Performance using conventional as well as found instruments, following a discussion on melody and timbre.
7. Independent/small group research on composer of the month and class presentation of composer’s music. Examples of music.
8. Creation of poems and songs to go with the poems.
9. Listening to a wide variety of music and identifying the different instruments of the recording (flute, trombone, saxophone, drum, etc.).
10. Discussion of the conductor in performance; Use of a real baton.
11. Conduct student compositions in class and have students exchange their pieces with each other and then conduct their own piece.
12. Discussion on the importance of the role of silence in music.
13. Compose and perform short pieces using conventional cymbals and/or sticks and mallets.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 8<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Mood  
Length of Period: 45 min.

Periods per Week: 1 Grade Level: Sr.  
Length of Course: 180 days  
Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will recognize and react musically to differences in visual stimulation.

### CONTENT:

1. Discussion about the role of the conductor in performance. Use the baton.
2. Conducting student compositions in class, having students exchange their pieces with each other and then conducting their own pieces.
3. Dividing class into two groups and having them create a “sound” orchestra, then having different students conduct the finished piece.
4. Conducting traditional pieces.
5. Singing songs as a class and as soloists.
6. Analysis of melody in respect to the up/down direction.
7. Creating ‘sound scapes’ (using crayons and markers of various colors) and having the students exchange their pieces, explaining to the performers how they want their pieces performed.
8. Following introduction of theory, the students notate the different kinds of notes on conventional manuscript paper, play them on the piano.
9. Writing a melody and/or scale using whole, half, and quarter notes on manuscript paper and then performing them on the piano or with melody bells. Use of dynamics and tempo markings are also employed at this stage.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Peer evaluation  
Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 8<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Movement  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Sr.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of rhythm.

The learner will demonstrate an understanding of music, mood, and corresponding movement.

### CONTENT:

1. Clapping, moving arms, legs, snapping fingers, jumping, walking (slow and fast), swaying and dancing to the beat of the song.
2. Introduction of learning theory, including whole, half, and quarter notes. Students play the respective notes on the piano (keyboard) with special emphasis on counting and tempo.
3. Play percussion instruments along with music. Sometimes free play, otherwise paying attention to the beat.
4. Dancing to the beat of the music.
5. Creating dance moves to music students choose and performing them for class either as soloists or in a group format.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 8<sup>th</sup> Grade – Music

Course Title: Music  
Area: Music & Our Environment  
Length of Period: 40 min.

Periods per Week: 1 Grade Level: Sr.  
Length of Course: 180 days  
Total Clock Hours: 24

### LEARNING OBJECTIVES:

The learner will demonstrate an awareness of sounds, rhythms, and music in our environment.

### CONTENT:

1. Singing songs that have environmental sounds.
2. Imitating various sounds found in the environment (body-sounds orchestra)
3. Group discussion about songs' meanings.
4. Composing sound pieces using quotes and short sentences as material for their pieces.
5. Evaluating and discussing songs sung in class as a group in regard to lyric theme and content.
6. Stressing all four elements of music when a piece is performed in class. Structure and content are also discussed when singing songs.
7. Stressing all four elements of music when a piece is performed in class. Structure and content are also discussed when singing songs.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities  
Individual participation  
Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation  
Teacher observation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

## 8<sup>th</sup> Grade – Music

Course Title: Music

Area: Social Skills

Length of Period: 45 min.

Periods per Week: 1 Grade Level: Sr.

Length of Course: 180 days

Total Clock Hours: 27

### LEARNING OBJECTIVES:

The learner will interact appropriately with a partner, small and large groups.

The learner will demonstrate the ability to assume the roles of leader and follower.

### CONTENT:

1. Assigning children various responsibilities such as passing out and collecting music, setting up music stands for performance, taking turns working the tape recorder when playing “freeze dance”, etc.
2. Creating sound pieces either individually or as a small group.
3. Having students take turns, or serve as the lead during various activities.
4. Giving students the opportunity for decision making in regard to musical ideas used in the pieces they are working on for class.

### LEARNING ACTIVITIES:

Teacher-directed whole-group activities

Individual participation

Small group work

### EXPECTED LEVELS OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

### PROCEDURE FOR EVALUATION:

Self evaluation

Peer evaluation

Teacher observation and evaluation

### PA STATE STANDARDS:

9.1.8; 9.2.8; 9.3.8; 9.4.8

The Spanish curriculum is based upon a hybrid of conversational language development taught at the Pre K through Grade 4 levels by a native Spanish speaker. The concept “Ambient Spanish” was developed as part of the schools innovative programs contributions to the National Association of Laboratory and University Affiliated School (NALS) and is a MI modeled program. Students create a lexicon by deconstructing common words and phrases and sentences in English and then translating these into the Spanish equivalent or idiom. This becomes the basis of the lexicon that students will use in the classroom. The school adopted a 1200 word lexicon to be used throughout the program. In grade 5 a more conventional Spanish curriculum is offered using a text and immersion techniques.

Course: Conversational Spanish

Grade Level: Pre K-K

Area: Vocabulary

Length of Period: 45 minutes

Periods per week: 1

Length of Course: 180 Days

Total Clock Hours: 30

Learning Objectives:

The learner will be taught basic vocabulary in Spanish by a native Spanish language speaker

Content:

1. Preschool Vocabulary list
2. Colors
3. Family members
4. Short common phrases

Learning Activities:

1. Teacher directed whole group instruction
2. Deconstructing sentences and phrases
3. Spanish games
4. Building a lexicon

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Student Demonstrations

Course: Conversational Spanish

Grade Level: Primary (grades 1 & 2) through Intermediate (Grades 3 & 4)

Area: Conversational Spanish language

Length of Period: 45 minutes

Periods per week: 1

Length of Course: 180 Days

Total Clock Hours: 30

Learning Objectives:

The learner will be taught to speak common phrases and sentences in order for basic communication in the Spanish language.

Content:

1. Building a lexicon of common phrases and sentences
2. Greetings and common phrases
3. Beginning conversations

Learning Activities:

1. Teacher directed whole group instruction
2. Talking circles
3. Spanish games
4. Classroom applications (science and regular classroom applications)
5. Spanish Culture

Expected levels of achievement:

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

Evaluation:

1. Student participation
2. Teacher observation
3. Student Demonstrations

Course: Basic Spanish

Grade Level: Upper and Senior Levels (Grades 5-8)

Area: Basic Spanish Language  
Length of Period: 45 minutes  
Periods per week: 1  
Length of Course: 180 Days  
Total Clock Hours: 30

**Learning Objectives:**

The learner will be taught basic Spanish reading, grammar, and writing skills.

**Content:**

1. Basic grammar rules
2. Translation
3. Writing exercises
4. Spanish Cultures studies

**Learning Activities:**

1. Teacher directed whole group instruction
2. Small group conversation circles
3. Vocabulary development
4. Reading signs, menus, and travelogues
5. Translation of short reading passages
6. Applied Spanish language - immersion

**Expected levels of achievement:**

Students will realize his or her maximum potential and acquire basic skills to the best of his or her ability level.

**Evaluation:**

1. Student participation
2. Teacher observation
3. Student Demonstrations
4. Tests and quizzes
5. Projects

All Levels– School at the Park/Outdoor Science

This segment of the Science curriculum is apart from the regular classroom science that precedes. This is an outdoor, integrated program that students in grades 3 through 8 participate in each fall and spring at Nay Aug Park.

Course Title: Integrated Science

Periods per Week: 2 Grade Level: U

Area: Length of Course: 2 wks per class level Intermediate through Senior

Length of Period: All day

Total Clock Hours: 25 hours/week

LEARNING OBJECTIVES:

SKILLS DEVELOPED: (With PA State Standards Noted)

Observe 3.2

Recognize relationships-classify 3.1—3.3

Create Hypothesis 3.2

Design controlled experiments 3.2

Record data-charts 3.2

Organize-graphs

Predict 3.2

Draw conclusions 3.2

Use of science tools-binoculars, microscope, magnifying glass, scales 3.7

TOPICS COVERED: (With PA State Standards Noted)

Habitats-forest, wetland, 3.3

Birds-migration, nesting & identification 3.3

Plants-trees, wildflowers, mosses-life cycles & identification 3.3

Decomposition- carbon cycle, fungus, insects 3.3

Food Webs-energy cycle 3.3

Water Quality-testing 3.5

Weather-water cycle 3.5

Gardening- Soil types & Flowers 3.5—3.8

Renewable Energy-Hydro, Wind, Solar 3.6

Human impact and use of the park 3.8

FIELD TRIPS – OFF CAMPUS LEARNING: (With PA State Standards Noted)

Senior

Lackawanna River Corridor Association Trail 3.2—3.3— 3.4--3.5

Leggett's Creek 3.2--3.3—3.4--3.5

Water Treatment Plant 3.6

Sewage treatment Plant 3.6

Landfill 3.6

Primary

Lackawanna St. Park 3.3

Kinder

Maple syrup farm

**INTERGRATION WITH OTHER SUBJECTS:**

All grades learn or create songs related to the topic  
Students maintain science sketchbooks for science drawings  
Math skills are applied  
Cultural-history of science is discussed after reading texts.  
Values-discussion relating to personal decision making

**SUPPLEMENTAL MATERIALS:**

The following materials produced by the state of PA are used to supplement activities at all grade levels.  
The lessons are aligned with the state standards.

Project Learning Tree

Project WET

Project Wonder of Wetlands

Project Wild

Song Birds

Project Wild Aquatic

Project KARE

Videos: Penn's Woods, Season of the Bat, White tailed Deer

Course Title: Integrated Science

Periods per Week: 2 Grade Level: U

Area: Length of Course: 2 wks per class level Intermediate through Senior

Length of Period: All day

Total Clock Hours: 25 hours/week

LEARNING OBJECTIVES:

SKILLS DEVELOPED: (With PA State Standards Noted)

Observe 3.2

Recognize relationships-classify 3.1—3.3

Create Hypothesis 3.2

Design controlled experiments 3.2

Record data-charts 3.2

Organize-graphs

Predict 3.2

Draw conclusions 3.2

Use of science tools-binoculars, microscope, magnifying glass, scales 3.7

TOPICS COVERED: (With PA State Standards Noted)

Habitats-forest, wetland, 3.3

Birds-migration, nesting & identification 3.3

Plants-trees, wildflowers, mosses-life cycles & identification 3.3

Decomposition- carbon cycle, fungus, insects 3.3

Food Webs-energy cycle 3.3

Water Quality-testing 3.5

Weather-water cycle 3.5

Gardening- Soil types & Flowers 3.5—3.8

Renewable Energy-Hydro, Wind, Solar 3.6

Human impact and use of the park 3.8

FIELD TRIPS – OFF CAMPUS LEARNING: (With PA State Standards Noted)

Senior

Lackawanna River Corridor Association Trail 3.2—3.3— 3.4--3.5

Leggett's Creek 3.2--3.3—3.4--3.5

Water Treatment Plant 3.6

Sewage treatment Plant 3.6

Landfill 3.6

Primary

Lackawanna St. Park 3.3

Kinder

Maple syrup farm

**INTERGRATION WITH OTHER SUBJECTS:**

All grades learn or create songs related to the topic  
Students maintain science sketchbooks for science drawings  
Math skills are applied  
Cultural-history of science is discussed after reading texts.  
Values-discussion relating to personal decision making

**SUPPLEMENTAL MATERIALS:**

The following materials produced by the state of PA are used to supplement activities at all grade levels.  
The lessons are aligned with the state standards.

Project Learning Tree

Project WET

Project Wonder of Wetlands

Project Wild

Song Birds

Project Wild Aquatic

Project KARE

Videos: Penn's Woods, Season of the Bat, White tailed Deer

### Pre-Primary Grade- Art

Course Title: <u>Art</u>	Period p/Wk: <u>1</u> Grade Level: <u>Pre-Pri.</u>
Area <u>Basic Skills in Art</u>	Length of Course: <u>180</u>
Length of Period: <u>40-45 min.</u>	Total Clock Hours: <u>18</u>

#### LEARNING OBJECTIVES:

The learner will extend his knowledge and understanding of color, movement, line, space, size, basic shapes, and self-awareness.

The learner will develop and/or improve cutting and pasting skills, painting skills, hand-eye coordination, and the ability to follow directions and manipulate various media.

#### CONTENT:

1. Self Portraits
2. Xeroxed Skulls and Ghost Project
3. Tracing both of his/her hands
4. Draw your favorite animal or create an imaginary animal
5. Family Portraits (self-awareness)
6. Draw your Thanksgiving dinner
7. Draw what you look at riding your bicycle/personal story
8. Greeting Card for the holidays
9. Drawing a snowman using circle templates/containers
10. Draw what you did over the holidays
11. Animal templates drawings
12. Sharing the crayons (1 color per student drawing)
13. Paper sculptures
14. Draw a your personal Garden (imagination-stressing home grown food)
15. Drawing Bugs! (Insect collaboration with science teacher)
16. Spring Flowers (germination lesson plan)
17. Drawing your neighborhood (self-awareness)
18. Sending a Postcard Home
19. Vehicles with Wheels
20. Pizza Toppings
21. Self Portraits (end of the year project/ self-Evaluation)

#### LEARNING ACTIVITIES:

Teacher-directed whole group activities

Independent work

Small group work

#### EXPECTED LEVEL OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

#### PROCEEDURE FOR EVALUATION:

Self-evaluation

Peer-evaluation

Teacher observed and evaluated

Critique

Standards: 9.1.3, 9.2.3, 9.3.3, 9.4.3

### Primary Grade- Art

Course Title: <u>Art</u>	Period per Week: <u>1</u> Grade: <u>Primary.</u>
Area <u>Basic Skills in Art</u>	Length of Course: <u>180</u>
Length of Period: <u>40-45 min.</u>	Total Clock Hours: <u>18</u>

#### LEARNING OBJECTIVES:

The learner will extend his knowledge and understanding of color, movement, line, space, size, basic shapes, and self-awareness.

The learner will develop and/or improve cutting and pasting skills, painting skills, hand-eye coordination, and the ability to follow directions and manipulate various media.

#### CONTENT:

1. Self Portraits (beginning and end of the year lesson)
2. Stuffed Animal Habitats Diorama (Collaboration with Primary teachers)
3. Draw the Howard Gardner School
4. Free draw! What I saw in Nay Aug Park with the Senior class
5. Create a fall tree (from crushed dried leaves)
6. Day of the Dead Skull Mask (color/ redraw)
7. Trace hands (draw the bones)
8. Draw your favorite animal of imaginary animal
9. Draw your shoes/sneakers (start from a trace)
10. Draw you Family Portrait
11. Draw Thanksgiving Dinner (Place setting, food, table)
12. Cutting out snowflakes
13. "Draw" and holiday wish list
14. Greeting cards for the holidays
15. Draw what you did over the holidays (recall)
16. Art Exchange Artist Trading Cards (all year lesson)
17. Ox Eye daisies (colored paper cut out pictures)
18. Superhero/Cartoon Character drawings
19. Drawings from Templates (Cat/Dog/Turtle/Parakeet)
20. Combining templates to make your own animals (Cat/Dog/Turtle/Parakeet)
21. Design a better Playground
22. Paper Sculptures
23. Mosaics
24. Insect Drawings
25. Painting with Legos
26. Spring flowers (Germination)
27. Sending a Postcard Home
28. What is a "UFO"?
29. Pizza Toppings
30. Pick a word from the hat and draw it

#### LEARNING ACTIVITIES:

Teacher-directed whole group activities

Independent work

Small group work

EXPECTED LEVEL OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEEDURE FOR EVALUATION:

Self-evaluation

Peer-evaluation

Teacher observed and evaluated

Critique

Standards: 9.1.3, 9.2.3, 9.3.3, 9.4.3

## Intermediate Grade- Art

Course Title: <u>Art</u>	Period p/ Wk: <u>1 Grade Intermediate.</u>
Area <u>Basic Skills in Art</u>	Length of Course: <u>180</u>
Length of Period: <u>40-45 min.</u>	Total Clock Hours: <u>18</u>

### LEARNING OBJECTIVES:

The learner will extend his knowledge and understanding of color, movement, line, space, size, basic shapes, and self-awareness.

The learner will develop and/or improve cutting and pasting skills, painting skills, hand-eye coordination, and the ability to follow directions and manipulate various media.

### CONTENT:

1. Self Portraits
2. Totem Poles (Graphite transfer from the students' name) (Nay Aug Park-American Indian theme)
3. My personal symbol (Nay Aug Park-American Indian theme)
4. Gods Eyes (Nay Aug Park-American Indian theme)
5. Beaded Necklaces (Nay Aug Park-American Indian theme)
6. Portrait of Igor Stravinsky/ by Picasso (upside-down Drawing)
7. Day of the Dead Masks
8. Trace Hands (draw the bones)
9. One-point Perspective
10. Lego Contest-Everhart Museum (Brainstorming/free draw)
11. Two-Point Perspective
12. Lego Building Project (Everhart Museum Art Contest)
13. Snowflakes (Cut out snowflakes and use them as a template to draw from)
14. "Draw" a holiday wish list
15. Drawing Poinsettias (Still Life)
16. Art Exchange Artist Trading Cards (ALL YEAR PROJECT)
17. Mosaics
18. Metamorphosis
19. Mandela
20. Collage
21. Figure drawing (Stick figure gesture drawings)
22. Sending a Postcard home
23. Golf tournament Card (School contest)
24. Drawing the inside of your refrigerator (recall)
25. Vehicles with Wheels
26. Japanese Brush Painting
27. 3D Mosaic Box
28. Walk and Draw (Nay Aug Park/ School in the Park)
29. Portrait of a Classmate (Nay Aug Park/ School in the Park)
30. Nay Aug Park in the Future (Nay Aug Park/ School in the Park)
31. Mobiles (Nay Aug Park/ School in the Park)
32. Self Portraits (end of the year student self-evaluation)

LEARNING ACTIVITIES:

Teacher-directed whole group activities

Independent work

Small group work

EXPECTED LEVEL OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEEDURE FOR EVALUATION:

Self-evaluation

Peer-evaluation

Teacher observed and evaluated

Parent evaluated

Critique

Standards: 9.1.3, 9.2.3, 9.3.3, 9.4.3; 9.1.5, 9.2.5, 9.3.5, 9.4.5

## Upper Grade- Art

Course Title: <u>Art</u>	Period per Wk: <u>1</u> Grade: Upper
Area <u>Basic Skills in Art</u>	Length of Course: <u>180</u>
Length of Period: <u>40-45 min.</u>	Total Clock Hours: <u>18</u>

### LEARNING OBJECTIVES:

The learner will extend his knowledge and understanding of color, movement, line, space, size, basic shapes, and self-awareness.

The learner will develop and/or improve cutting and pasting skills, painting skills, hand-eye coordination, and the ability to follow directions and manipulate various media.

### CONTENT:

1. Self Portraits
2. Blind Drawings (Nay Aug Park/ School in the Park)
3. Blind Drawings using Markers (Nay Aug Park/ School in the Park)
4. Watercolors (Nay Aug Park/ School in the Park)
5. Leaf tracing/stressing overlapping (Nay Aug Park/ School in the Park)
6. Collaborative Class painting (Nay Aug Park/ School in the Park)
7. Upside down drawings (Igor Stravinsky by Picasso)
8. Drawing the Hand using Geometric Shapes
9. Portfolio discussion
10. One- point Perspective
11. Lego Art Competition- Everhart Museum (Brainstorming/ free draw)
12. Two-Point Perspective
13. Sarcophagus/ Mummy with papier mache (Collaborative project with history class)
14. Advanced snowflake cutting lesson
15. Negative space drawing (Bicycle)
16. Poinsettia drawing (using geometric shapes)
17. Art Exchange- Artist Trading Cards (ALL YEAR PROJECT)
18. Still Life Drawing (Table and Lamp)
19. Mosaics introduction
20. Mosaics (subject fresh fruit)
21. Paper Mache Masks (collaboration with history/Greek theatrical masks\_
22. Sending a Postcard Home
23. Golf Tournament Contest Drawing
24. Drawing the inside of your refrigerator (recall)
25. Greek Vase papier mache Sculpture (collaboration with history)
26. Japanese Brush Painting
27. 3D Mosaic Boxes
28. Gesture Drawings at the Bocce Court (Nay Aug Park/ School in the Park)
29. Drawing at the Memorial rose Garden (Nay Aug Park/ School in the Park)
30. Drawing a Portrait of a Classmate (Nay Aug Park/ School in the Park)
31. Everhart Museum- Bird Gallery Sketching (Nay Aug Park/ School in the Park)
32. Walk and Draw (Nay Aug Park/ School in the Park)
33. Self Portrait End of the year student self-evaluation)

LEARNING ACTIVITIES:

Teacher-directed whole group activities

Independent work

Small group work

EXPECTED LEVEL OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEEDURE FOR EVALUATION:

Self-evaluation

Peer-evaluation

Teacher observed and evaluated

Critique

Standards: 9.1.5, 9.2.5, 9.3.5, 9.4.5, 9.1.8, 9.2.8, 9.3.8, 9.4.8

### Senior Grade- Art

Course Title: <u>Art</u>	Period per Wk: <u>1</u> Grade: Senior
Area <u>Basic Skills in Art</u>	Length of Course: <u>180</u>
Length of Period: <u>40-45 min.</u>	Total Clock Hours: <u>18</u>

#### LEARNING OBJECTIVES:

The learner will extend his knowledge and understanding of color, movement, line, space, size, basic shapes, and self-awareness.

The learner will develop and/or improve cutting and pasting skills, painting skills, hand-eye coordination, and the ability to follow directions and manipulate various media.

#### CONTENT:

1. Self Portraits
2. Field Sketches/Photography -using rule of thirds (Nay Aug Park/ School in the Park)
3. Field Sketches/Photography -using geometric shapes (Nay Aug Park/ School in the Park)
4. Leaf tracings stressing overlapping (Nay Aug Park/ School in the Park)
5. Everhart Museum Bird Gallery (Sketching with geometric shapes) (Nay Aug Park/ School in the Park)
6. Upside-down drawing (Portrait of Igor Stravinsky by Picasso)
7. Papier Mache Masks
8. Day of the Dead Skulls
9. Portfolio presentation by instructor-“What is a portfolio?”
10. 15 minute free drawing exercises
11. Profile portraits
12. One-Point Perspective
13. Two point Perspective
14. Negative Space Drawing (Bicycle)
15. Lego Contest/ Everhart Museum
16. Introduction to Political Cartoons (Collaboration with newspaper lesson)
17. Drawing Poinsettias
18. Art Exchange- Artist Trading Cards (ALL YEAR PROJECT)
19. Still Life Drawing (Table with lamp)
20. Transfer Image (Using tracing paper and magazines)
21. Introduction to Mosaics
22. Mosaics “Fresh Fruit”
23. Field Day T-Shirt Contest (HGS Art Contest)
24. Collage using recycled magazines
25. Golf Tournament Watercolor Drawing (HGS Art Contest)
26. Drawing your refrigerator (recall)
27. Japanese Brush Painting
28. 3D Mosaic boxes
29. Clay Whistles (Nay Aug Park/ School in the Park)
30. Drawing in the Memorial Rose Garden (Nay Aug Park/ School in the Park)
31. Gesture Drawings from the Bocce Court (Nay Aug Park/ School in the Park)
32. Painting the Clay Whistles Project(Nay Aug Park/ School in the Park)

33. Watercolors (field Sketching) (Nay Aug Park/ School in the Park)
34. Self Portraits (end of the year student self evaluation)

LEARNING ACTIVITIES:

Teacher-directed whole group activities  
Independent work  
Small group work

EXPECTED LEVEL OF ACHIEVEMENT:

The learner is expected to demonstrate mastery at his/her maximal level of ability.

PROCEEDURE FOR EVALUATION:

Self-evaluation  
Peer-evaluation  
Teacher observed and evaluated  
Critique

Standards: 9.1.8, 9.2.8, 9.3.8, 9.4.8